

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Missouri Early  
Learning  
Standards 2021*

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MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>I. APPROACHES TO LEARNING</b>	
<b>A. SHOW CURIOSITY</b>	
1. Express interest in people	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> </ul>
2. Show interest in learning new things and trying new experiences	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> <li>Magnets</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>What Would You Do?</li> <li>Find the Ball</li> </ul>
3. Ask questions	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> </ul>
<b>B. TAKE INITIATIVE</b>	
1. Initiate interaction with others	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul>
2. Make decisions independently	<ul style="list-style-type: none"> <li>Marmot's Basket</li> <li>Clubhouse</li> <li>Boo Hoo Baby</li> <li>Musical Mayhem</li> <li>Perfect Present</li> </ul>
3. Develop independence during activities, routines and play	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Clubhouse</li> <li>Squirrel's Sketches</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Rock-a-Bye, Baby Lullaby</li> <li>Guess My Rule</li> </ul>
<b>C. EXHIBIT CREATIVITY</b>	
1. Try new ways of doing things	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
2. Use imagination to generate a variety of ideas	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; My Reptile Hospital</li> <li>Perfect Present</li> <li>Squirrel's Sketches</li> <li>Soup's On!</li> <li>Where's Papa?</li> <li>Find Me!</li> </ul>
3. Exhibit sense of humor	<ul style="list-style-type: none"> <li>Books: Rocks in My Socks; Marty's Mixed-up Mom; What If You Were An Octopus?</li> <li>Where's Papa?</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>D. SHOW CONFIDENCE</b>	
1. Express ideas and opinions	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>
2. View self as competent and has a positive self-image	<ul style="list-style-type: none"> <li>• Baby's Ball</li> <li>• Clubhouse</li> <li>• Squirrel's Sketches</li> <li>• Mama's Melody</li> </ul>
<b>E. DISPLAY PERSISTENCE</b>	
1. Sustain attention to a task or activity that is age-appropriate	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
2. Pursue challenges	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
3. Cope with frustration	<ul style="list-style-type: none"> <li>• Squirrel's Blocks</li> <li>• Lost and Found</li> <li>• Noisy Children</li> <li>• Lost Keys</li> </ul>
<b>F. USE PROBLEM-SOLVING SKILLS</b>	
1. Recognize problems	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Musical Mayhem</li> </ul>
2. Try to solve problems	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> </ul>
3. Work with others to solve problems	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<b>I. KNOWLEDGE OF SELF</b>	
<b>A. EXHIBIT SELF-AWARENESS</b>	
1. Show respect for self	<ul style="list-style-type: none"> <li>• Books: Lumpy Mush; I Hate Peas</li> <li>• My Family</li> <li>• Come Inside</li> <li>• Squirrel's Sketches</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Self-Awareness</li> </ul>
2. Develop personal preferences	<ul style="list-style-type: none"> <li>• Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes</li> <li>• Clubhouse; Movin' to the Music Time</li> <li>• Squirrel's Sketches</li> <li>• Soup's On!</li> </ul>
3. Know personal information	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>B. DEVELOP SELF-CONTROL</b>	
1. Follow simple rules	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
2. Accept transitions and follow daily routines	<ul style="list-style-type: none"> <li>• Soup's On!</li> <li>• Find Me!</li> <li>• Dinner Time</li> </ul>
3. Express feelings through appropriate gestures, action and language	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Lost and Found</li> <li>• It's Not Fair</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Papa's Thumb</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I'm Feeling</li> <li>• Emotion Cards</li> </ul>
4. Adapt to different environments	Families are provided information about social-emotional learning online at <a href="http://upstart.waterford.org">upstart.waterford.org</a> under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
<b>C. DEVELOP PERSONAL RESPONSIBILITY</b>	
1. Care for personal and group belongings	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
2. Begin to accept the consequences of their own actions	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Consequence Cards</li> </ul>
<b>II. KNOWLEDGE OF OTHERS</b>	
<b>A. BUILD RELATIONSHIPS OF MUTUAL TRUST AND RESPECT WITH OTHERS</b>	
1. Respect rights of others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others.
2. Seek comfort and security from significant adults	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>
3. Develop friendships	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
4. Use courteous words and actions	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Teaching Children Manners</li> <li>• This Belongs to a Friend</li> <li>• Please and Thank You</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. BUILD RELATIONSHIPS OF MUTUAL TRUST AND RESPECT WITH OTHERS</b> <i>continued</i>	
5. Respect similarities and differences among people	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Books: In the Rain; Seeing Fingers; Mine</li> <li>• Clubhouse</li> <li>• Come Inside</li> <li>• My Family</li> </ul>
<b>B. WORK COOPERATIVELY WITH OTHERS</b>	
1. Participate successfully as a member of a group	<ul style="list-style-type: none"> <li>• Book: José Three</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Baby's Birthday</li> <li>• Party Time</li> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul>
2. Share experiences and ideas with others	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.
3. Begin to examine a situation from another person's perspective	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Do I Have To?</li> <li>• Noisy Children</li> <li>• Musical Mayhem</li> </ul>
4. Resolve conflicts with others	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>LANGUAGE AND LITERACY</b>	
<b>I. SPOKEN/EXPRESSIVE LANGUAGE</b>	
<b>A. USE LANGUAGE TO COMMUNICATE</b>	
1. Communicate in a variety of ways	<ul style="list-style-type: none"> <li>• Books: Seeing Fingers; Louis Braille; Noise? What Noise?</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Guess What I'm Feeling</li> </ul>
2. Initiate and respond appropriately in conversation and discussions	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
3. Use language to pretend or create	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul>
4. Use complete sentences of varying length	Waterford videos demonstrate conversations among characters using complete sentences of varying length.
<b>II. LISTENING/RECEPTIVE LANGUAGE</b>	
<b>A. LISTEN FOR DIFFERENT PURPOSES</b>	
1. Listen to others	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
2. Listen to sounds in the environment	<ul style="list-style-type: none"> <li>• What Do You Hear?</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City With Your Children</li> </ul>
3. Follow simple directions	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. LISTEN FOR DIFFERENT PURPOSES <i>continued</i></b>	
4. Listen responsively to books and stories	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> </ul> (See titles at end of document.)
5. Respond to questions	Question and response conversations within Social-emotional videos provide examples for students to ask and answer questions.
<b>III. WRITTEN LANGUAGE</b>	
<b>A. USE WRITING AS A MEANS OF EXPRESSION/COMMUNICATION</b>	
1. Experiment with writing tools and materials	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
2. Use scribbles, shapes, pictures, letter-like forms and letters to write	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>
3. Tell others about marks and intended meaning of drawing or writing	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>
4. Use a variety of resources to facilitate writing	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
<b>IV. KNOWLEDGE OF PRINT AND BOOKS</b>	
<b>A. APPLY EARLY READING SKILLS</b>	
1. Show an interest in reading and books	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Sing A Rhyme Songs/Books</li> <li>• Read with Me Books</li> </ul> (See titles at end of document.)
2. Exhibit book handling skills	“Print Concepts” features animation that simulates pages turning one by one, from front to back, as the narrator sings the nursery rhyme. At the end of the story, the pages flip back to the front and the narrator reads the highlighted text.
3. Recognize that print represents spoken words	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Words Tell About the Pictures</li> <li>• Sing A Rhyme Songs/Books</li> <li>• Read with Me Books</li> </ul> (See titles at end of document.)
4. Develop a sense of story	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Sing A Rhyme Songs/Books</li> <li>• Read with Me Books</li> </ul> (See titles at end of document.)
5. Read environmental print and symbols	<ul style="list-style-type: none"> <li>• Words in Your World</li> <li>• Letters Make Words</li> </ul>
6. Identify some alphabet letters	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Instruction</li> <li>• Letters Introduction</li> <li>• Letter Pictures</li> <li>• Name Game</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>V. SOUNDS OF LANGUAGE (PHONOLOGICAL AWARENESS)</b>	
<b>A. ATTEND TO SOUNDS OF LANGUAGE</b>	
1. Repeat rhymes, simple songs, poems and finger plays	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
2. Participate in word games	<ul style="list-style-type: none"> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Where is the Sound?</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• One, Two, Three Sounds</li> <li>• Circus Clown Climbers</li> </ul>
3. Discriminate some sounds in words	<ul style="list-style-type: none"> <li>• Where is the Sound?</li> <li>• Sound Songs</li> <li>• Letters Introduction</li> <li>• Initial Sound</li> <li>• Final Sound</li> </ul>
<b>MATHEMATICS</b>	
<b>I. NUMBER AND OPERATIONS</b>	
<b>A. DEVELOP NUMBER SENSE</b>	
1. Show interest and understanding in counting	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• Number _ Counting (e.g., Number 2 Counting)</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>
2. Explores quantity	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• Number _ Counting (e.g., Number 2 Counting)</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>



MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>B. DEVELOP NUMERICAL REPRESENTATION</b>	
1. Identify numerals in everyday situations	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• Match Numbers</li> <li>• Bug Bits</li> <li>• Make and Count Groups</li> </ul>
2. Use drawings to represent number	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Bug Bits</li> <li>• Number _ Counting (e.g., Number 2 Counting)</li> </ul>
3. Write some numerals	<ul style="list-style-type: none"> <li>• Finger Counting</li> <li>• Object Counting</li> <li>• Count with 5-Frames</li> <li>• Number Tracing</li> </ul>
<b>II. GEOMETRY AND SPATIAL SENSE</b>	
<b>A. INVESTIGATE POSITIONS AND LOCATIONS</b>	
1. Take objects apart and puts them together	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Pattern Block Puzzles</li> </ul>
2. Use actions and words to indicate position and location	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> </ul>
3. Use actions and words to indicate movement and orientation	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> </ul>
<b>B. EXPLORE SHAPES</b>	
1. Investigate and talk about the characteristics of shapes	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things: Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>B. EXPLORE SHAPES</b> <i>continued</i>	
2. Identify and name some shapes	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things: Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>
3. Create and duplicate three-dimensional and two-dimensional shapes	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>III. PATTERNS AND RELATIONSHIPS (ALGEBRA)</b>	
<b>A. DEVELOP AN AWARENESS OF PATTERNS</b>	
1. Recognize patterns and relationship	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB; ABB; ABC</li> </ul>
2. Duplicate and extend patterns	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB; ABB; ABC</li> </ul>
3. Create patterns	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB; ABB; ABC</li> </ul>
<b>IV. MEASUREMENT</b>	
<b>A. USE MEASUREMENT</b>	
1. Explore ways to measure.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Measurement Tools</li> </ul>
2. Measure using objects.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Nonstandard Units of Length</li> </ul>
3. Compare objects using measurable features.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> </ul>
4. Use language to describe measurement.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Capacity</li> <li>• Weight</li> <li>• Measurement Tools</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>V. DATA</b>	
<b>A. EXPLORE DATA</b>	
1. Collect and organize information	<ul style="list-style-type: none"> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
2. Displays information (charts and graphs)	<ul style="list-style-type: none"> <li>• Song: Graphing</li> <li>• Book: Milton’s Mittens</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>
<b>SCIENCE</b>	
<b>I. PHYSICAL SCIENCE</b>	
<b>A. EXPLORE, INVESTIGATE AND SOLVE PROBLEMS OF THE PHYSICAL WORLD</b>	
1. Ask questions	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>
2. Make predictions based on experiences	<ul style="list-style-type: none"> <li>• Song: Probability</li> </ul>
3. Experiment	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Observe a Simple System</li> <li>• Buoyancy Experiment</li> <li>• Plant Experiment</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Science Experiment</li> </ul>
4. Reflect on results	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Calendar/Graph Weather</li> <li>• Buoyancy Experiment</li> <li>• Pollution Experiment</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Science Experiment</li> </ul>
<b>II. LIFE SCIENCE</b>	
<b>A. EXPLORE, INVESTIGATE AND SOLVE PROBLEMS OF LIVING THINGS</b>	
1. Ask questions	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
2. Make predictions based on experiences	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Probability</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Summer</li> <li>• Winter</li> <li>• Spring</li> <li>• Fall</li> </ul>
3. Experiment	<ul style="list-style-type: none"> <li>• Plant Experiment</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Water for Plants</li> <li>• Light for Plants</li> </ul>
4. Reflect on results	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Calendar/Graph Weather</li> <li>• Observe A Simple System</li> <li>• Plant Experiment</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
III. EARTH SCIENCE	
A. EXPLORE, INVESTIGATE AND SOLVE PROBLEMS INVOLVING PROPERTIES OF THE EARTH AND SKY	
1. Ask questions	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon; Precipitation</li> <li>• Books: Star Pictures; Where In the World Would You Go Today?</li> <li>• Science Investigation</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>
2. Make predictions based on experiences	<ul style="list-style-type: none"> <li>• Songs: Seasons; Probability</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Summer</li> <li>• Spring</li> <li>• Fall</li> <li>• Winter</li> </ul>
3. Experiment	<ul style="list-style-type: none"> <li>• Ecosystems Experiment</li> <li>• Weather Experiment</li> <li>• Light Experiment</li> <li>• Density Experiment</li> </ul>
4. Reflect on results	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon; Precipitation</li> <li>• Books: Star Pictures; Moon Song</li> <li>• Sun</li> <li>• Moon</li> <li>• Clouds</li> <li>• Constellations</li> </ul>
PHYSICAL DEVELOPMENT	
I. PHYSICAL DEVELOPMENT AND COORDINATION	
A. USE GROSS MOTOR SKILLS WITH PURPOSE AND COORDINATION	
1. Control body movements	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
2. Use large muscle movements to manipulate objects	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
3. Move from one point to another	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
B. USE FINE MOTOR SKILLS WITH PURPOSE AND COORDINATION	
1. Use fingers and hands to accomplish fine motor tasks	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
2. Use tools in a functional manner	The daily use of a touch pad or mouse develops eye–hand coordination skills.
3. Exhibit coordination of facial muscles	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emotion Cards</li> <li>• Feelings Poster</li> </ul>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. RESPOND TO SENSORY INPUT TO FUNCTION IN THE ENVIRONMENT</b>	
1. Exhibit sensory awareness	<ul style="list-style-type: none"> <li>• Song: Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>
2. Exhibit body awareness	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This; Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>
3. Exhibit spatial awareness	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> <li>• First, Middle, Last</li> </ul>
4. Exhibit temporal awareness	<p>The daily use of a touch pad or mouse develops dexterity and eye-hand coordination. While interacting with Waterford, children are constantly listening and responding to instruction. Responses may require moving the mouse or clicking with it, tapping the touch pad, dragging items around screen, or entering answers on the keyboard.</p>
<b>II. HEALTH</b>	
<b>A. PRACTICE HEALTHY BEHAVIORS</b>	
1. Show independence in personal care routines	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Teeth</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Hand Washing Rebus</li> <li>• Dental Chart</li> </ul>
2. Participate in daily physical activity	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Yoga Poster</li> </ul>
3. Exhibit body strength and endurance	<p>Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.</p>

MISSOURI STANDARDS	WATERFORD DIGITAL RESOURCES
<b>III. SAFETY</b>	
<b>A. PRACTICE SAFE BEHAVIORS</b>	
1. Know and follow safety rules	<ul style="list-style-type: none"> <li>• Songs: Storms; Sun Blues</li> <li>• Book: The Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Germs</li> <li>• Lightning Safety</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> <li>• Telephone Master</li> </ul>
2. Recognize personal danger	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> </ul>
3. Know how and when to seek help from others	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Emergency Preparedness for Kids</li> <li>• Fire Safety Activities for Kids</li> <li>• Telephone Master</li> </ul>
<b>EXPRESSIVE ARTS</b>	
<b>I. MUSIC AND MOVEMENT</b>	
<b>A. SHOW INTEREST IN MUSIC AND MOVEMENT</b>	
1. Use body to move to music and express self	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
2. Use music and movement to express concepts, ideas or feelings	<ul style="list-style-type: none"> <li>• Book: Movin' to the Music Time</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
<b>II. VISUAL ARTS</b>	
<b>A. SHOW INTEREST IN VISUAL ARTS</b>	
1. Explore and experiment with a range of media through sensory exploration	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Texture Sort</li> </ul>
2. Use a range of materials to create pictures or three-dimensional objects	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
3. Use creative art to express thoughts, feelings and experiences	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
<b>III. DRAMA</b>	
<b>A. SHOW INTEREST IN DRAMATIC ARTS</b>	
1. Express self through physical action and sound	<ul style="list-style-type: none"> <li>• Papa's Play</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> </ul>
2. Begin to use representation to communicate	<ul style="list-style-type: none"> <li>• Perfect Present</li> </ul>
3. Begin to pretend play	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> <li>• Where's Papa?</li> </ul>
4. Use creativity and imagination to assume roles in dramatic play	<ul style="list-style-type: none"> <li>• Papa's Play</li> </ul>



**PRE-READING**

**Sing a Rhyme Songs/Books**

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; Zig Zag

**Informational Books**

Opposites, Pairs, Watch the Woolly Worm

**Read with Me Books**

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

**Decodable Books**

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

**BASIC READING**

**Traditional Tales**

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

**Informational Books**

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

**Readable Books (Read or Record)**

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

**Readable (Walk-Through/Jump-Through/Record Titles)**

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?





## PRE-MATH & SCIENCE

### Math Books

Zero In My Toybox; One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

### Number Songs

Count to 31; Hotel 100; Zero Is a Big Round Hole; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## BASIC MATH & SCIENCE

### Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

## FLUENT MATH & SCIENCE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

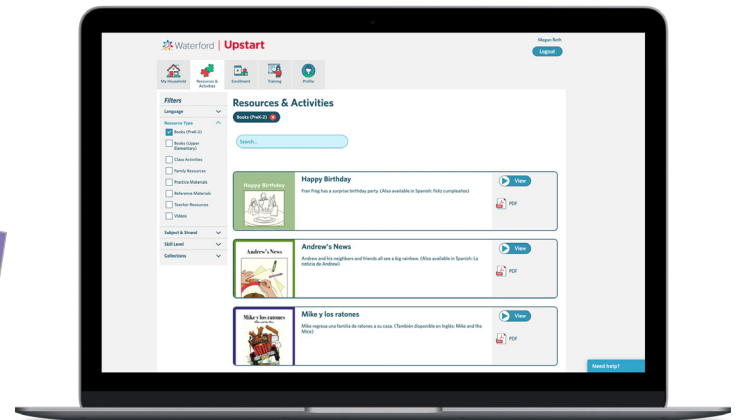
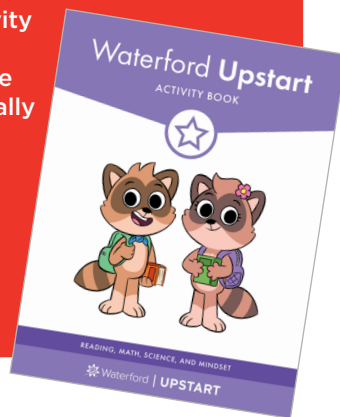
## FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

### WATERFORD UPSTART

[Waterford Upstart](https://upstart.waterford.org/) is a secure website where Upstart families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to thousands of resources and activities.

The Waterford Upstart Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford Upstart Activity Book are available online at Waterford Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

### SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

#### Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

#### Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

#### Language and Literacy

Waterford's Six Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

#### Books (All 350+ books available in English and Spanish)

Mine; José Three; My Super Sticky Sandwich; Ooey, Goey Mud; Fawn Eyes; Garden Visitors; Little Monkey; The Alligator in the Library; A Story in the Snow; Shell Houses; Lost Socks; Lumpy Mush; The Germs; The Swing; The Watermelon Seed; Moon Song; What Is a Cloud?; Legs; In the Rain; Moving Day; Seeing Fingers; Play Ball

### CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford.org is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.