

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Montana Early
Learning
Standards 2014*

TABLE OF CONTENTS

EMOTIONAL AND SOCIAL	1	SOCIAL STUDIES	13
Culture, Family, and Community	1	Time (History).....	13
Emotional Development.....	1	Places, Regions, and Spatial Awareness (Geography)	13
Social Development.....	3	The Physical World (Ecology).....	13
PHYSICAL	3	TECHNOLOGY	14
Fine Motor Skills.....	3	Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.....	14
Gross Motor Skills.....	3	WATERFORD BOOKS AND RELATED ACTIVITIES	15
Sensorimotor Development.....	4	WATERFORD FAMILY ENGAGEMENT RESOURCES ...	18
HEALTH, SAFETY, AND PERSONAL CARE	4		
Daily Living Skills	4		
NUTRITION	4		
Physical Fitness	5		
Safety Practices and Awareness of Rules	5		
COMMUNICATION	5		
Communication and Language Development	5		
LITERACY	6		
Early Reading and Book Appreciation.....	6		
Print Development/Writing	6		
Print Concepts	7		
Phonological Awareness.....	7		
COGNITION	7		
Approaches to Learning.....	7		
CREATIVE ARTS	9		
Creative Movement and Dance.....	9		
Drama.....	9		
Music.....	9		
Visual Arts.....	9		
MATHEMATICS AND NUMERACY	10		
Number Sense and Operations.....	10		
Measurement	10		
Data Analysis.....	10		
Algebraic Thinking.....	11		
Geometry and Spatial Reasoning	11		
SCIENCE	11		
Scientific Thinking and Use of the Scientific Method	11		
Life Science.....	12		
Physical Science.....	12		
Earth and Space.....	12		
Engineering.....	13		

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
EMOTIONAL AND SOCIAL	
CULTURE, FAMILY, AND COMMUNITY	
CULTURE	
<i>Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.</i>	
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.
l. Demonstrate awareness, knowledge, and appreciation for another culture	<ul style="list-style-type: none"> • Sing Around the World Songs
FAMILY	
<i>Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.</i>	
i. Identify oneself as a member of a family and describe her family in a variety of ways	<ul style="list-style-type: none"> • Books: José Three; Mine • My Family • Soup’s On! • Baby’s Birthday • Party Time
j. Recognize similarities and differences between his family and other families	<ul style="list-style-type: none"> • Song: Same and Different • Books: In the Rain; Seeing Fingers; Mine; José Three • Come Inside • My Family
COMMUNITY	
<i>Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.</i>	
h. Demonstrate community-building skills	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
i. Describe what she wants to be when grown up	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
EMOTIONAL DEVELOPMENT	
SELF-CONCEPT	
<i>Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.</i>	
h. Engage in play that he or she has chosen	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
i. Describe personal preferences and interests	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes; Movin’ to the Music Time • Clubhouse • Squirrel’s Sketches • Soup’s On!

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
SELF-EFFICACY	
<i>Standard 1.5: Children demonstrate a belief in their abilities.</i>	
h. Take risks to try new things	<ul style="list-style-type: none"> • 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 • Science Investigation <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do? • Find the Ball
i. Exhibit independence	<ul style="list-style-type: none"> • Perfect Present • Clubhouse • Squirrel’s Sketches <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Rock-a-Bye, Baby Lullaby • Guess My Rule
SELF-REGULATION	
<i>Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.</i>	
i. Show empathy for others when he or she sees the consequences of his or her actions	<ul style="list-style-type: none"> • Boo Hoo Baby • Do I Have To? • Musical Mayhem
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	<ul style="list-style-type: none"> • Broken Lamp <p>Engagement:</p> <ul style="list-style-type: none"> • Consequence Cards
EMOTIONAL EXPRESSION	
<i>Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.</i>	
i. Express a deeper and wider range of emotions	<ul style="list-style-type: none"> • Do I Have To? • Lost Dinosaur • Squirrel Blocks • Clubhouse • Papa’s Thumb • Lost Keys • Where’s Papa? • Lost and Found • Broken Vase • Come Inside
j. Modify behaviors and emotions based on the environment and situation	Social-emotional video series “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to “Stop, Think, and Choose.”

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL DEVELOPMENT	
INTERACTION WITH ADULTS	
<i>Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.</i>	
h. Express appropriate affection for significant adults	<ul style="list-style-type: none"> • Where’s Papa? • Find Me! • My Family <p>Engagement:</p> <ul style="list-style-type: none"> • Trusted Adults
i. Seek adult affirmations	<ul style="list-style-type: none"> • Squirrel’s Sketches • Party Time <p>Engagement:</p> <ul style="list-style-type: none"> • Trusted Adults
INTERACTION WITH PEERS	
<i>Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.</i>	
i. Cooperate with others	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
j. Use problem-solving strategies when conflicts arise with peers	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
PHYSICAL	
FINE MOTOR SKILLS	
STANDARD 2.1: CHILDREN DEVELOP SMALL MUSCLE STRENGTH, COORDINATION, AND SKILLS.	
e. Engage in self-help skills	<ul style="list-style-type: none"> • Song: Health • Book: The Germs • Avoid Germs and Prevent Illness • Teeth <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Dental Chart
f. Perform increasingly more sophisticated actions requiring eye hand coordination	The daily use of a touch pad or mouse helps develop dexterity and hand-eye coordination.
GROSS MOTOR SKILLS	
STANDARD 2.2: CHILDREN DEVELOP LARGE MUSCLE STRENGTH, COORDINATION, AND SKILLS.	
h. Perform large motor movement alone or with others	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
i. Manipulate objects with large muscles	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
SENSORIMOTOR DEVELOPMENT	
STANDARD 2.3: CHILDREN USE ALL THE SENSES TO EXPLORE THE ENVIRONMENT AND DEVELOP SKILLS THROUGH SIGHT, SMELL, TOUCH, TASTE, AND SOUND.	
h. Adapt movements to specific situations	Activities in Waterford are aural, visual, and kinesthetic with text shown and individual words highlighted as the narrator reads aloud. Students may be asked to touch the screen, say or sing along, or manipulate the cursor to select an individual word or a phrase.
i. Demonstrate concepts through movement	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody <p>Engagement:</p> <ul style="list-style-type: none"> • Hi! Notes
HEALTH, SAFETY, AND PERSONAL CARE	
DAILY LIVING SKILLS	
STANDARD 2.4: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS AS THEY DEVELOP AND PRACTICE BASIC CARE ROUTINES.	
f. Communicate with an adult when not feeling well	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
g. Participate in bathroom routines with growing independence	<ul style="list-style-type: none"> • Song: Health • Book: The Germs • Avoid Germs and Prevent Illness • Teeth <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Dental Chart
NUTRITION	
STANDARD 2.5: CHILDREN EAT AND ENJOY A VARIETY OF NUTRITIONAL FOODS AND DEVELOP HEALTHY EATING PRACTICES.	
e. Participate in meals	<ul style="list-style-type: none"> • Soup's On! • Dinner Time • The Picnic
f. Identify healthy foods options	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Food From Plants <p>Engagement:</p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
PHYSICAL FITNESS	
STANDARD 2.6: CHILDREN DEMONSTRATE HEALTHY BEHAVIORS THAT CONTRIBUTE TO LIFELONG WELL-BEING THROUGH PHYSICAL ACTIVITY.	
f. Participate in physically active games with peers	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest <p>Engagement:</p> <ul style="list-style-type: none"> • Yoga Poster
g. Recognize the positive feelings experienced during and after physical activity	<ul style="list-style-type: none"> • Book: We All Exercise • Exercise and Rest
SAFETY PRACTICES AND AWARENESS OF RULES	
STANDARD 2.7: CHILDREN DEVELOP AN AWARENESS AND UNDERSTANDING OF SAFETY RULES AS THEY LEARN TO MAKE SAFE AND APPROPRIATE CHOICES.	
h. Make choices about behaviors or activities when presented with alternatives	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
i. Control or appropriately express intense emotions most of the time	<p>Engagement:</p> <ul style="list-style-type: none"> • Emotion Cards • Feelings Poster
COMMUNICATION	
COMMUNICATION AND LANGUAGE DEVELOPMENT	
RECEPTIVE COMMUNICATION (LISTENING AND UNDERSTANDING)	
<i>Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.</i>	
j. Follow three and four-step directions	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
k. Focus on the meaning of words to enhance understanding and build vocabulary	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a pop-up with an illustration.
EXPRESSIVE COMMUNICATION (SPEAKING AND SIGNING)	
<i>Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.</i>	
p. Use new words	<ul style="list-style-type: none"> • Vocabulary • Build Knowledge
q. Relate a story or event with increasing detail and coherence	<ul style="list-style-type: none"> • What Comes Next? • Sum Up: Remember Order • Sum Up: Five Ws • Sing A Rhyme Songs/Books • Read with Me Books <p>(See titles at end of document.)</p>

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
SOCIAL COMMUNICATION	
<i>Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.</i>	
j. Use language appropriately depending on the situation	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
k. Adjust intonation and volume of speech for a variety of settings	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
ENGLISH LANGUAGE LEARNERS: DUAL LANGUAGE ACQUISITION	
<i>Standard 3.4: Children develop competency in their home language while becoming proficient in English.</i>	
e. Use English for informal purposes and rely on home language for formal learning	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.
f. Adjust communication form for the audience	Children who are Dual Language Learners often thrive due to the scaffolded support and individual learning practice they receive.
LITERACY	
EARLY READING AND BOOK APPRECIATION	
STANDARD 3.5: CHILDREN DEVELOP AN UNDERSTANDING, SKILLS, AND INTEREST IN THE SYMBOLS, SOUNDS, AND RHYTHMS OF WRITTEN LANGUAGE AS THEY ALSO DEVELOP INTEREST IN READING, ENJOYMENT FROM BOOKS, AND AWARENESS THAT THE PRINTED WORD CAN BE USED FOR VARIOUS PURPOSES.	
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	<ul style="list-style-type: none"> • Print Concepts • Letters Make Words • Read with Me Books • Sing a Rhyme Songs/Books (See titles at end of document.)
q. Sustain attention to increasingly longer books and stories	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Read-Along Books • Informational Books (See titles at end of document.)
PRINT DEVELOPMENT/WRITING	
STANDARD 3.6: CHILDREN DEVELOP INTEREST AND SKILLS IN USING SYMBOLS AS A MEANINGFUL FORM OF COMMUNICATION.	
l. Write his or her own name	<ul style="list-style-type: none"> • ABC Songs • Letters Introduction • Letter Trace • Name Game
m. Write familiar words using accepted writing format	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
PRINT CONCEPTS	
STANDARD 3.7: CHILDREN DEVELOP AN UNDERSTANDING THAT PRINT CARRIES A MESSAGE THROUGH SYMBOLS AND WORDS, AND THAT THERE IS A CONNECTION BETWEEN SOUNDS AND LETTERS (THE ALPHABETIC PRINCIPLE).	
g. Identify letters	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Instruction • Letters Introduction • Letter Pictures
h. Match letters and their sound	<ul style="list-style-type: none"> • Sound Song • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound
PHONOLOGICAL AWARENESS	
STANDARD 3.8: CHILDREN DEVELOP AN AWARENESS OF THE SOUNDS OF LETTERS AND THE COMBINATION OF LETTERS THAT MAKE UP WORDS AND USE THIS AWARENESS TO MANIPULATE SYLLABLES AND SOUNDS OF SPEECH.	
g. Demonstrate progress in rhyming words	<ul style="list-style-type: none"> • Rhyming Words • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme • Rhyme With Me • Sing a Rhyme Songs/Books (See titles at end of document.)
h. Hear and separate words into syllables	<ul style="list-style-type: none"> • Syllables • Syllable Safari <p>Engagement:</p> <ul style="list-style-type: none"> • Break Words into Syllables
COGNITION	
APPROACHES TO LEARNING	
CURIOSITY	
<i>Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.</i>	
h. Ask more complex questions	<ul style="list-style-type: none"> • Ask a Question • Find an Answer • Science Investigation
i. Develop personal interests	<ul style="list-style-type: none"> • Books: I Hate Peas; Ooey, Goopy Mud; Bad News Shoes; Movin' to the Music Time • Clubhouse • Squirrel's Sketches • Soup's On!

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
INITIATIVE AND SELF-DIRECTION	
<i>Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.</i>	
g. Develop procedures and thinking skills for investigating the world and making decisions	<ul style="list-style-type: none"> • Marmot’s Basket • Clubhouse • Boo Hoo Baby • Musical Mayhem • Perfect Present • Science Investigation
h. Plan and achieve a goal	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.
PERSISTENCE AND ATTENTIVENESS	
<i>Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.</i>	
h. Sustain attention when peers or adults are the focus of the activity	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
i. Work on a task that extends over a period of time	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
REFLECTION AND INTERPRETATION	
<i>Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.</i>	
h. Work out a problem or a challenge mentally	<ul style="list-style-type: none"> • Clubhouse • Marmot’s Basket
i. Use a variety of methods to express thoughts and feelings	<ul style="list-style-type: none"> • Find Me! • Lost and Found • It’s Not Fair • Do I Have To? • Squirrel’s Blocks • Lost Dinosaur • Papa’s Thumb <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Emotion Cards
REASONING AND REPRESENTATIONAL THOUGHT	
<i>Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.</i>	
h. Notice and describe how items are the same or different	<ul style="list-style-type: none"> • Songs: Same and Different; Let’s Compare • Make Comparisons • Match
i. Explain the effects that actions might have upon objects	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull • Magnets

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
CREATIVE ARTS	
CREATIVE MOVEMENT AND DANCE	
STANDARD 4.6: CHILDREN PRODUCE RHYTHMIC MOVEMENTS SPONTANEOUSLY AND IN IMITATION, WITH GROWING TECHNICAL AND ARTISTIC ABILITIES.	
h. Participate in guided movement activities	<ul style="list-style-type: none"> • Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This • Book: Movin' to the Music Time <p>Engagement:</p> <ul style="list-style-type: none"> • Hi! Notes
i. Watch dance and creative movement performances with attention	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
DRAMA	
STANDARD 4.7: CHILDREN SHOW APPRECIATION AND AWARENESS OF DRAMA THROUGH OBSERVATION AND IMITATION, AND BY PARTICIPATING IN SIMPLE DRAMATIC PLOTS, ASSUMING ROLES RELATED TO THEIR LIFE EXPERIENCES AS WELL AS THEIR FANTASIES.	
g. Engage in cooperative peer play in which there is a shared purpose	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
h. Create and direct complex scenarios based on individual and group ideas or past experiences	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
MUSIC	
STANDARD 4.8: CHILDREN ENGAGE IN A VARIETY OF MUSICAL OR RHYTHMIC ACTIVITIES WITH GROWING SKILLS FOR A VARIETY OF PURPOSES, INCLUDING ENJOYMENT, SELF-EXPRESSION, AND CREATIVITY.	
i. Imitate and produce rhythmic patterns to familiar songs	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Sing a Rhyme Songs/Books (See titles at end of document.) • Baby's Ballet • Mama's Melody
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	<ul style="list-style-type: none"> • Book: Movin' to the Music Time <p>Engagement:</p> <ul style="list-style-type: none"> • Animal Music Cards
VISUAL ARTS	
STANDARD 4.9: CHILDREN DEMONSTRATE A GROWING UNDERSTANDING AND APPRECIATION FOR THE CREATIVE PROCESS AS THEY USE THE VISUAL ARTS TO EXPRESS PERSONAL INTERESTS, IDEAS, AND FEELINGS, AND SHARE OPINIONS ABOUT ARTWORK AND ARTISTIC EXPERIENCES.	
i. Express feelings, ideas, and concepts about art	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel's Sketches
j. Create and appreciate works of art representing cultural lifestyles	<ul style="list-style-type: none"> • Book: Lizard and the Painted Rock • Squirrel's Sketches

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
MATHEMATICS AND NUMERACY	
NUMBER SENSE AND OPERATIONS	
STANDARD 4.10: CHILDREN DEVELOP THE ABILITY TO THINK AND WORK WITH NUMBERS TO UNDERSTAND THEIR USES, AND DESCRIBE NUMERICAL RELATIONSHIPS THROUGH STRUCTURED AND EVERYDAY EXPERIENCES.	
g. Match numerals with the correct amount of objects	<ul style="list-style-type: none"> • Counting Songs • Finger Counting • Object Counting • Count with 5-Frames • Number _ Counting (e.g., Number 2 Counting) • Match Numbers • Bug Bits • Make and Count Groups
h. Set up simple addition and subtraction problems	<ul style="list-style-type: none"> • Make and Count Groups • Number Instruction • Act Out Addition • Act Out Subtraction • Add Groups • Subtract Groups
MEASUREMENT	
STANDARD 4.11: CHILDREN DEVELOP SKILLS IN USING MEASUREMENT INSTRUMENTS TO EXPLORE AND DISCOVER MEASUREMENT RELATIONSHIPS AND CHARACTERISTICS, SUCH AS LENGTH, QUANTITY, VOLUME, DISTANCE, WEIGHT, AREA, AND TIME.	
h. Estimate measurement characteristics of familiar objects or events	<ul style="list-style-type: none"> • Song: Measuring Plants • Book: How Long Is a Minute? • Length • Capacity • Measurement Tools
i. Measure length by laying units end to end	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Measurement Tools
DATA ANALYSIS	
STANDARD 4.12: CHILDREN APPLY MATHEMATICAL SKILLS IN DATA ANALYSIS, SUCH AS COUNTING, SORTING, AND COMPARING OBJECTS.	
d. Convey the concepts and use correct terms associated with classification and comparison	<ul style="list-style-type: none"> • Songs: Savanna Size; Large, Larger, Largest • Size • Length • Heavy and Light • Tall and Short • Big and Little
e. Identify how items in a group are similar	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Make Comparisons • Similar Figures

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
ALGEBRAIC THINKING	
STANDARD 4.13: CHILDREN LEARN TO IDENTIFY, DESCRIBE, PRODUCE, AND CREATE PATTERNS USING MATHEMATICAL LANGUAGE AND MATERIALS.	
f. Reproduce simple patterns of sound and movement	<ul style="list-style-type: none"> • Song: Train Stations Patterns • Patterns • Pattern: AB; ABB; ABC
g. Describe a sequence of events	<ul style="list-style-type: none"> • Book: That’s What I Like: A Book About Seasons • Spring • Summer • Fall • Winter
GEOMETRY AND SPATIAL REASONING	
STANDARD 4.14: CHILDREN BUILD THE FOUNDATION FOR RECOGNIZING AND DESCRIBING SHAPES BY MANIPULATING, PLAYING WITH, TRACING, AND MAKING COMMON SHAPES. CHILDREN LEARN SPATIAL REASONING AND DIRECTIONAL WORDS AS THEY BECOME AWARE OF THEIR BODIES AND PERSONAL SPACE WITHIN THE PHYSICAL ENVIRONMENT.	
g. Demonstrate an understanding of size and shape relationships	<ul style="list-style-type: none"> • Song: Savanna Size; Large, Larger, Largest • Symmetry • Congruence • Similar Figures • Size • Order Size • Big and Little • Heavy and Light • Tall and Short
h. Experiment with mapping skills	Each Sing Around the World: Intro displays a map highlighting the location of the country represented.
SCIENCE	
SCIENTIFIC THINKING AND USE OF THE SCIENTIFIC METHOD	
STANDARD 4.15: AS CHILDREN SEEK TO UNDERSTAND THEIR ENVIRONMENT AND TEST NEW KNOWLEDGE, THEY ENGAGE IN SCIENTIFIC INVESTIGATIONS USING THEIR SENSES TO OBSERVE, MANIPULATE OBJECTS, ASK QUESTIONS, MAKE PREDICTIONS, AND DEVELOP CONCLUSIONS AND GENERALIZATIONS.	
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System
h. Formulate answers to own questions using the scientific method	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Science Tools • Observe a Simple System

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
LIFE SCIENCE	
STANDARD 4.16: CHILDREN DEVELOP UNDERSTANDING OF AND COMPASSION FOR LIVING THINGS.	
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	<ul style="list-style-type: none"> • Songs: Living and Nonliving, Plants Are Growing, Food From Plants, Measuring Plants, Plant or Animal, Vertebrates, Birds, Fish, Invertebrates • Make Comparisons • Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
PHYSICAL SCIENCE	
STANDARD 4.17: CHILDREN DEVELOP AN UNDERSTANDING OF THE PHYSICAL WORLD (THE NATURE AND PROPERTIES OF ENERGY, NON-LIVING MATTER, AND THE FORCES THAT GIVE ORDER TO THE NATURAL WORLD).	
i. Plan and carry out investigations on the behavior of moving things	<ul style="list-style-type: none"> • Songs: The Scientific Method; Push and Pull; Gravity • Book: Up and Down • Science Investigation • Science Tools • Push and Pull • Magnets
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	<ul style="list-style-type: none"> • Song: Matter • Book: Pancakes Matter • States of Water
EARTH AND SPACE	
STANDARD 4.18: CHILDREN DEVELOP AN UNDERSTANDING OF THE EARTH AND PLANETS.	
k. Classify objects by attributes or characteristics	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
l. Make observations of the moon, sun, clouds, and sky, and record them over time	<ul style="list-style-type: none"> • Songs: Sun Blues; Precipitation; The Moon • Books: Star Pictures; Moon Song • Sun • Moon • Clouds • Constellations • Calendar/Graph Weather

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
ENGINEERING	
STANDARD 4.19: CHILDREN DEVELOP AN UNDERSTANDING OF THE PROCESSES THAT ASSIST PEOPLE IN DESIGNING AND BUILDING.	
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver • Science Investigation • Perfect Present • Soup’s On!
h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	<ul style="list-style-type: none"> • Song: Inventing • Books: Inventions All Around; I Want to Be a Scientist Like: Jane Goodall; Wilbur and Orville Wright; George Washington Carver
SOCIAL STUDIES	
TIME (HISTORY)	
STANDARD 4.20: CHILDREN DEVELOP AN UNDERSTANDING OF THE CONCEPT OF TIME, INCLUDING PAST, PRESENT, AND FUTURE AS THEY ARE ABLE TO RECOGNIZE RECURRING EXPERIENCES THAT ARE PART OF THE DAILY ROUTINE.	
h. Demonstrate an awareness of the past	<ul style="list-style-type: none"> • Books: The Watermelon Seed; The Brothers; The Birds, The Beasts, and the Bat • Yesterday/Tomorrow
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	<ul style="list-style-type: none"> • Songs: Days of the Week; Months of the Year
PLACES, REGIONS, AND SPATIAL AWARENESS (GEOGRAPHY)	
STANDARD 4.21: CHILDREN DEVELOP AN UNDERSTANDING THAT EACH PLACE HAS ITS OWN UNIQUE CHARACTERISTICS. CHILDREN DEVELOP AN UNDERSTANDING OF HOW THEY ARE AFFECTED BY— AND THE EFFECT THAT THEY CAN HAVE UPON—THE WORLD AROUND THEM.	
g. Identify where he or she lives	<p>Engagement:</p> <ul style="list-style-type: none"> • Exploring Your Home City With Your Children
h. Use a simple map	Each Sing Around the World: Intro displays a map highlighting the location of the country represented
THE PHYSICAL WORLD (ECOLOGY)	
STANDARD 4.22: CHILDREN BECOME MINDFUL OF THEIR ENVIRONMENT AND THEIR INTERDEPENDENCE ON THE NATURAL WORLD; THEY LEARN HOW TO CARE FOR THE ENVIRONMENT AND WHY IT IS IMPORTANT.	
i. Identify and describe natural features in the environment, and how natural resources are used	<ul style="list-style-type: none"> • Song: I Am Part Of All I See • Oceans • Deserts • Mountains • Rainforests • Water • Natural Resources
j. Exhibit simple conservation behaviors	<ul style="list-style-type: none"> • Songs: Pollution Rap; Conservation • Pollution and Recycling • Care of Water • Care of Earth

MONTANA STANDARDS	WATERFORD DIGITAL RESOURCES
TECHNOLOGY	
STANDARD 4.23: CHILDREN BECOME AWARE OF TECHNOLOGICAL TOOLS AND EXPLORE AND LEARN TO USE THESE RESOURCES IN A DEVELOPMENTALLY APPROPRIATE MANNER.	
g. Demonstrate appropriate use and care of technological tools	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor) and learn to use them properly.
h. Use technology as a tool for learning new information	<ul style="list-style-type: none"> • Print Concepts • Build Knowledge



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 At the Beach; 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

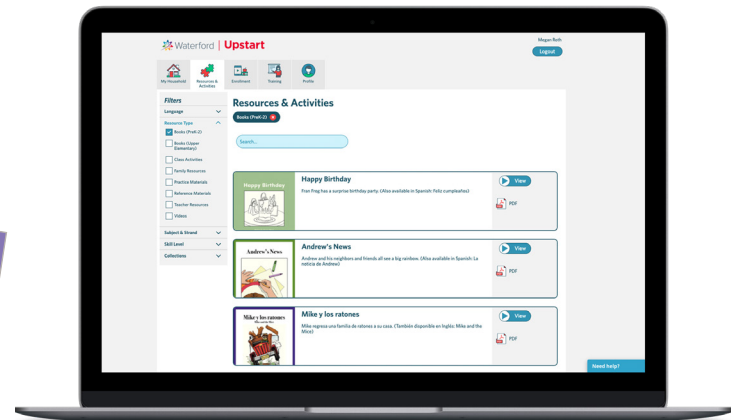
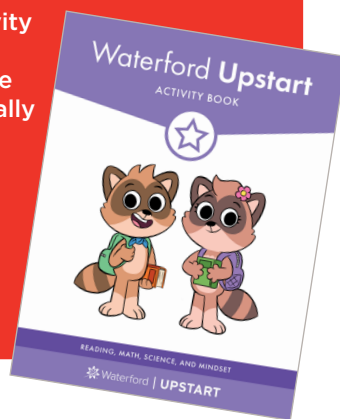
FAMILY ENGAGEMENT

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.