

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Kansas Early  
Learning  
Standards 2024*

*\*Correlation content includes a sampling of both Waterford Digital Activities and Resources.*

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KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>APPROACHES TO LEARNING</b>	
<b>A. PERSISTENCE &amp; ENGAGEMENT IN LEARNING</b>	
<b>1. ENGAGEMENT AND ATTENTION</b>	
ATL.PEL.p4.1: Sustains attention to task despite distractions.	Engaging activities in Waterford hold children’s attention as they concentrate on each task.
ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Waterford’s social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
<b>2. PERSISTENCE</b>	
ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.
ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.	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.
<b>B. INITIATIVE</b>	
<b>1. CURIOSITY AND INITIATIVE</b>	
ATL.I.p4.1: Seeks new and varied experiences and challenges through play	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Pretend Play</li> </ul>
ATL.I.p4.2: Chooses activities to do alone or with others.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> <li>• Musical Mayhem</li> <li>• Squirrel’s Sketches</li> </ul>
ATL.I.p4.3: Invites other children to join groups or activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Come Inside</li> </ul>
ATL.I.p4.4: Makes and follows plans for games or activities with other children.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> </ul>
<b>2. SENSE OF COMPETENCE</b>	
ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends.	<ul style="list-style-type: none"> <li>• Come Inside</li> <li>• My Family</li> </ul>
ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.
ATL.I.p4.7: Associates emotions with words and facial expressions.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It’s Not Fair!</li> <li>• Lost and Found</li> <li>• Boo Hoo Baby</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Panda and Tornado <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess How I’m Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Feelings Poster <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Emotion Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. CREATIVITY</b>	
<b>1. PROBLEM SOLVING</b>	
ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.	<ul style="list-style-type: none"> <li>• Dinner Time</li> <li>• The Picnic</li> </ul> <b>Family Resources</b> <ul style="list-style-type: none"> <li>• Waiting Game <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
ATL.C.p4.3: Understands what is real and what is 'make-believe'.	<ul style="list-style-type: none"> <li>• Distinguish Between Fantasy and Reality</li> </ul>
<b>2. CREATIVITY AND FLEXIBILITY</b>	
ATL.C.p4.4: Invents new activities through play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <b>Family Resources</b> <ul style="list-style-type: none"> <li>• Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	<b>Family Resources</b> <ul style="list-style-type: none"> <li>• Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	<b>Family Resources</b> <ul style="list-style-type: none"> <li>• Guess My Rule <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>PHYSICAL HEALTH AND DEVELOPMENT</b>	
<b>A. GROSS MOTOR SKILLS</b>	
PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.	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.
PHD.GMS.p4.2: Demonstrates coordination in using objects during active play.	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.
PHD.GMS.p4.3: Explores, practices and performs skill sets.	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>B. FINE MOTOR SKILLS</b>	
PHD.FMS.p4.1: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities.	The daily use of a touch pad or mouse helps develop dexterity and eye-hand coordination.
<b>C. PHYSICAL FITNESS</b>	
PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>D. NUTRITION &amp; HEALTHY EATING</b>	
PHD.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Book: We All Exercise</li> <li>Healthy Food</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>My Healthy Plate <a href="#">English</a>   <a href="#">Spanish</a></li> <li><a href="#">Food Pictures (Healthy Eating)</a></li> </ul>
PHD.NHE.p4.2: Demonstrates increasingly complex oral motor skills.	Waterford introduces letter sounds with instruction that includes video demonstrating position of the lips and tongue to form the sound correctly and clearly.
<b>E. SELF-CARE</b>	
PHD.SC.p4.1: Follows basic health practices.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rubric <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.	<ul style="list-style-type: none"> <li>Teeth</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Health <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Monkey Mouth <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>F. SAFETY</b>	
PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.	<ul style="list-style-type: none"> <li>Song: Sun Blues</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.	<p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Emergency Preparedness for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Fire Safety Activities for Kids <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
PHD.S.p4.3: Identifies how adults help to keep us safe.	<p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Community Helpers <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Trusted Adults <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<b>A. CHARACTER DEVELOPMENT</b>	
<b>1. FOUNDATIONS OF CHARACTER DEVELOPMENT: A. DEVELOP UNDERSTANDING OF APPROPRIATE BEHAVIORS.</b>	
SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.	<ul style="list-style-type: none"> <li>My Family</li> <li>Find Me!</li> <li>Where's Papa?</li> <li>Lost and Found</li> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>
<b>B. FOSTER CARING ATTACHMENTS BETWEEN FELLOW CHILDREN, STAFF, AND THE COMMUNITY.</b>	
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	<ul style="list-style-type: none"> <li>Baby's Ball</li> <li>Do I Have To?</li> <li>It's Not Fair!</li> </ul>
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

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<b>C. DEMONSTRATE MUTUAL RESPECT AND UTILIZE STRATEGIES TO BUILD A SAFE AND PRODUCTIVE CULTURE.</b>	
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> <li>• Musical Mayhem</li> <li>• Papa’s Thumb</li> </ul>
<b>D. DEMONSTRATE ACTIONS AND FACILITATE EXPERIENCES THE PROMOTE EMPATHY, POSITIVE INTERACTIONS AND RESPECTFUL RELATIONSHIPS.</b>	
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>B. RESPONSIBLE DECISION-MAKING &amp; PROBLEM-SOLVING</b>	
<b>1. BEGIN TO DEVELOP THE SKILLS NECESSARY TO RECOGNIZE AND ACKNOWLEDGE THE FEELINGS AND NEEDS OF OTHERS AND HOW POSITIVE CHOICES CONTRIBUTE TO A SAFE COMMUNITY.</b>	
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	<ul style="list-style-type: none"> <li>• Broken Lamp</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. DEMONSTRATES AWARENESS OF PERSONAL TIME AND RESPONSIBILITIES WITHIN PREDICTABLE ROUTINES.</b>	
SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>3. DEVELOP, IMPLEMENT, AND MODEL EFFECTIVE PROBLEM-SOLVING SKILLS.</b>	
SED.R.p4.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults	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”.
SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>C. PERSONAL DEVELOPMENT</b>	
<b>1. SELF-AWARENESS: A. EXPRESSES AND DEVELOPS AN UNDERSTANDING OF THOUGHTS AND EMOTIONS OF SELF AND OTHERS.</b>	
SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy, with adult support.	<ul style="list-style-type: none"> <li>• It’s Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel’s Blocks</li> <li>• Lost and Found</li> <li>• Noisy Children</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Guess How I’m Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Feelings Poster <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Emotion Cards <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	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”.

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<b>B. DEVELOPS AND COMMUNICATES A SENSE OF SELF AND POSITIVE IDENTITY.</b>	
SED.PD.p4.3: Describes characteristics of self and in relationship to others.	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Grandpa's Great Athlete</li> </ul>
SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.	<ul style="list-style-type: none"> <li>Books: Mine; José Three; Milton's Mittens</li> <li>My Family</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. SELF-MANAGEMENT: A. UNDERSTAND AND PRACTICE STRATEGIES FOR MANAGING EMOTIONS AND BEHAVIORS.</b>	
SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.	<ul style="list-style-type: none"> <li>Books: Ooey, Goey Mud; I Hate Peas; Lumpy Mush; Bad News Shoes</li> </ul>
SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Squirrel's Blocks</li> <li>Lost Keys</li> <li>Lost Dinosaur</li> </ul>
<b>B. REFLECT ON PERSPECTIVES AND EMOTIONAL RESPONSES</b>	
SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.	<ul style="list-style-type: none"> <li>Lost Dinosaur</li> <li>It's Not Fair!</li> <li>Do I Have To?</li> <li>Lost and Found</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Guess How I'm Feeling <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>C. SET, MONITOR, ADAPT, AND EVALUATE GOALS TO ACHIEVE SUCCESS IN SOCIAL SETTINGS.</b>	
SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.
<b>D. SOCIAL DEVELOPMENT</b>	
<b>1. SOCIAL AWARENESS: A. DEMONSTRATE AWARENESS OF THE THOUGHTS, FEELINGS, AND PERSPECTIVE OF OTHERS</b>	
SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.	<ul style="list-style-type: none"> <li>Boo Hoo Baby</li> <li>Baby's Ball</li> <li>Musical Mayhem</li> <li>Papa's Thumb</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	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".
<b>B. EXPRESS COMFORT AND JOY IN HUMAN DIVERSITY AND DEVELOP ACCURATE LANGUAGE FOR DIFFERENCES.</b>	
SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul>
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. INTERPERSONAL SKILLS: A. DEMONSTRATE COMMUNICATION AND SOCIAL SKILLS TO INTERACT EFFECTIVELY.</b>	
SED.SD.p4.5: Displays socially competent behavior with peers.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>
SED.SD.p4.8: Invites other children to join groups or activities.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul>
<b>B. DEVELOP AND MAINTAIN POSITIVE RELATIONSHIPS.</b>	
SED.SD.p4.9: Develops friendships with one or two preferred peers.	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.
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	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”.
SED.SD.p4.11: Adjusts behavior to different settings.	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”.
<b>C. DEMONSTRATE AN ABILITY TO PREVENT, MANAGE, AND RESOLVE INTERPERSONAL CONFLICTS.</b>	
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
<b>COMMUNICATION AND LITERACY</b>	
<b>A. SPEAKING AND LISTENING</b>	
<b>1. CONVERSATION AND COMPREHENSION</b>	
CL.SL.p4.1: Participates in conversations in increasing group sizes.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.
CL.SL.p4.1a: Follows agreed-upon rules for discussions.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate grammar and conversation rules as characters develop ideas and communicate in complete sentences.
CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.	Social-emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters listen to each other, develop ideas, and communicate in complete sentences.



KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>1. CONVERSATION AND COMPREHENSION</b> <i>continued</i>	
CL.SL.p4.2: Asks and answers questions and makes predictions.	<ul style="list-style-type: none"> <li>• Peek at the Story</li> <li>• Sum Up: Five Ws</li> <li>• Describe Characters</li> <li>• Predicting</li> <li>• Check My Prediction</li> </ul>
<b>2. EXPRESSIVE LANGUAGE</b>	
CL.SI.p4.3: Able to describe familiar people, places, things, and events with support.	<ul style="list-style-type: none"> <li>• Songs: Adjectives Describe; Same and Different; First, Next, and Last</li> <li>• Adjectives</li> <li>• Color Practice</li> <li>• First, Middle, Last</li> </ul>
CL.SL.p4.4: Able to tell another person about what they have drawn.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	Waterford introduces letter sounds with instruction demonstrating positions of the lips and tongue to form the sound correctly and clearly.
<b>B. LANGUAGE</b>	
<b>1. CONVENTIONS OF LANGUAGE</b>	
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate the conventions of standard English grammar as they communicate in complete sentences.
CL.LS.p4.1a: Prints some uppercase and lowercase letters.	<ul style="list-style-type: none"> <li>• Letter Pictures</li> <li>• Letter Trace</li> </ul>
CL.LS.p4.1b: Uses basic nouns and verbs.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>
CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.	<ul style="list-style-type: none"> <li>• Songs: Nouns; More Than One</li> <li>• Plural Nouns</li> </ul>
CL.LS.p4.1d: Understands and uses most question words.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• Science Investigation</li> </ul>
CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions.	<ul style="list-style-type: none"> <li>• Song: Preposition Cat</li> </ul>
CL.LS.p4.1f: Produces complete sentences in shared language activities.	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.
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Letter Sound Screening</li> <li>• Letter Pictures</li> <li>• Sound Room</li> <li>• Name That Letter Sound</li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>2. VOCABULARY ACQUISITION AND USE</b>	
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.	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.
CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.	<ul style="list-style-type: none"> <li>• Songs: Verbs; Adjectives Describe; Antonym Ant</li> <li>• Book: Opposites</li> <li>• Opposites</li> <li>• Adjectives</li> </ul>
CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.	<ul style="list-style-type: none"> <li>• Song: Verbs</li> </ul>
CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	Activities provide opportunities for students to use words and phrases acquired through conversation, reading, being read to, and responding to texts.
<b>C. LITERATURE</b>	
<b>1. IDENTIFYING AND FINDING MEANING, DETAILS, AND IDEAS FROM LITERATURE.</b>	
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> </ul>
CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.	<ul style="list-style-type: none"> <li>• Find an Answer</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> <li>• What Comes Next?</li> </ul>
CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>• Connect to Me <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>2. STRUCTURE AND FORMAT</b>	
CL.L.p4.4: Asks and answers questions about unknown words in a book.	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.
CL.L.p4.5: Interacts with a larger variety of books and text.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Decodable Books</li> <li>• Read-Along Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>
CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.	<ul style="list-style-type: none"> <li>• Print Concepts</li> </ul>
<b>3. INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	<ul style="list-style-type: none"> <li>• Words Tell About the Pictures</li> <li>• Peek at the Story</li> <li>• What Comes Next?</li> </ul>
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Compare Characters</li> </ul>

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<b>3. INTEGRATION OF KNOWLEDGE AND IDEAS</b> <i>continued</i>	
CL.L.p4.9: With prompting and support, answers “wh” questions, such as what, when, where, or why, based on information presented in the book or story.	<ul style="list-style-type: none"> <li>• Sum Up: Five Ws</li> <li>• What Comes Next?</li> </ul>
<b>4. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	<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 (See titles at end of document.)</li> </ul>
<b>D. FOUNDATIONAL READING SKILLS</b>	
<b>1. PRINT CONCEPTS</b>	
CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.	Online books and text within the software illustrate left-to-right, top-to-bottom, return sweep, and letter spacing motion. Lessons highlight text for the learner which helps show the sequence of print.
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion. Lessons highlight text for the learner which helps show the sequence of print.
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>
CL.F.p4.1c: Recognizes that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> </ul>
CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	<ul style="list-style-type: none"> <li>• ABC Song</li> <li>• Letters Introduction</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Find the Letter</li> <li>• Name That Letter</li> <li>• Name Game</li> </ul>
<b>2. PHONOLOGICAL AWARENESS</b>	
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.	<ul style="list-style-type: none"> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Blend Every Sound (Phonemes)</li> <li>• Syllable</li> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> </ul>

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<b>2. PHONOLOGICAL AWARENESS</b> <i>continued</i>	
CL.F.p4.2a: Recognizes rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme Match,</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> <li>• Rhyme With Me</li> </ul>
CL.F.p4.2b: Produces rhyming words.	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhyme With Me</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Rhyming Words</li> </ul>
CL.F.p4.2c: Blends syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> <li>• Blend Spoken Syllables</li> </ul>
CL.F.p4.2d: Segments syllables in spoken words.	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Syllable Safari</li> </ul>
CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words (e.g., /d+/og/ = dog).	<ul style="list-style-type: none"> <li>• Blend Onset/Rime Sounds</li> <li>• Blending Riddles</li> <li>• Blending Dragon</li> <li>• Segment Onset/Rime</li> </ul>
CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> </ul>
CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	<ul style="list-style-type: none"> <li>• Sound Song</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> </ul>
<b>3. FLUENCY</b>	
CL.F.p4.4: Identifies own name in print.	<ul style="list-style-type: none"> <li>• Name Game</li> </ul>
CL.F.p4.4a: Recognizes and “reads” familiar words or environmental print.	<ul style="list-style-type: none"> <li>• Words In Your World</li> <li>• Name Game</li> </ul>
<b>E. WRITING</b>	
CL.W.p4.1: Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace</li> </ul>
CL.W.p4.2: Recognizably writes most of the letters in their name.	<ul style="list-style-type: none"> <li>• Letter Trace</li> <li>• Name Game</li> </ul>
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	<p>Before children develop fluency in writing letters, Waterford encourages adults to transcribe children’s verbal descriptions to accompany their drawings. This practice helps pre-literate children understand the purpose of writing and how it operates in conveying meaning.</p>
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.	<p>Before children develop fluency in writing letters, Waterford encourages adults to transcribe children’s verbal descriptions to accompany their drawings. This practice helps pre-literate children understand the purpose of writing and how it operates in conveying meaning.</p>

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<b>E. WRITING <i>continued</i></b>	
CL.W.p4.5: Participates in shared research and writing projects.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Build Knowledge</li> </ul>
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Sum Up: Five Ws</li> <li>• Sum Up: Remember Order</li> </ul>
<b>MATHEMATICAL KNOWLEDGE</b>	
<b>A. COUNTING AND CARDINALITY</b>	
<b>1. KNOW NUMBER NAMES AND COUNTING SEQUENCE</b>	
M.CC.p4.1: Counts in sequence to 20.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number Instruction</li> </ul>
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> </ul>
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Counting Songs (See titles at end of document.)</li> </ul>
<b>2. COUNT TO IDENTIFY THE NUMBER OF OBJECTS</b>	
M.CC.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> </ul>
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.	<ul style="list-style-type: none"> <li>• Counting Songs (See titles at end of document.)</li> <li>• Number Instruction</li> <li>• Order Numbers</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> </ul>
M.CC.p4.4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• One-to-One Correspondence</li> </ul>
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs (See titles at end of document.)</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• One-to-one Correspondence</li> </ul>

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<b>3. COMPARE NUMBERS</b>	
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>
M.CC.p4.7: Subitizes to five.	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Bug Bits</li> </ul>
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.	<ul style="list-style-type: none"> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> </ul>
<b>B. OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>1. UNDERSTAND ADDITION AS PUTTING TOGETHER AND SUBTRACTION AS TAKING FROM</b>	
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; A Nice Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; A Nice Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
M.OA.p4.3: Identifies patterns in the real world and in numbers.	<ul style="list-style-type: none"> <li>• Songs: Train Station Patterns; Counting On</li> <li>• Book: How King Snake Got His Pattern</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Count On by 1</li> <li>• Number Chart</li> </ul>
<b>C. MEASUREMENT AND DATA</b>	
<b>1. DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.</b>	
M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Capacity</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>

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<b>1. DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES <i>continued.</i></b>	
<p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>
<b>2. CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.</b>	
<p>M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than; All Sorts of Laundry</li> <li>• Books: For the Birds; Buttons, Buttons</li> <li>• Make and Count Groups</li> <li>• Make Comparisons</li> <li>• Sort</li> </ul>
<p>M.MD.p4.4: Collects data by categories to answer simple questions.</p>	<ul style="list-style-type: none"> <li>• Books: Milton’s Mittens; One More Cat</li> <li>• Calendar/Graph Weather</li> </ul>
<b>D. GEOMETRY</b>	
<b>1. IDENTIFY AND DESCRIBE SHAPES.</b>	
<p>M.G.p4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)</p>	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>
<p>M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.</p>	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Monster Trucks</li> <li>• Books: The Shape of Things; Imagination Shapes; Up in the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Solid Shapes</li> <li>• World Shapes</li> <li>• Above, Below, Next to, On</li> <li>• First, Middle, Last</li> </ul>
<b>2. ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES</b>	
<p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, of different sizes and orientation. Describes similarities, differences, parts, and other attributes.</p>	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>
<p>M.G.p4.4: Creates shapes during play by building, drawing, etc.</p>	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<ul style="list-style-type: none"> <li>• Tangrams</li> </ul>

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<b>SCIENCE</b>	
<b>A. SCIENTIFIC INQUIRY</b>	
S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Make Comparisons</li> <li>• Length</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> </ul>
S.SI.p4.2: Provides greater detail in descriptions.	<ul style="list-style-type: none"> <li>• Science Investigation</li> </ul>
S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Tools</li> <li>• Science Investigation</li> </ul>
<b>B. MOVEMENT AND SIMPLE MACHINES</b>	
S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces such as ramps, gears, pendulums and other simple machines.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Gravity</li> <li>• Books: How Did the Chicken Cross the Road?; Up and Down; Mr. Mario’s Neighborhood</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>
S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.	<ul style="list-style-type: none"> <li>• Songs: Push and Pull; Pollution Rap; Conservation</li> <li>• Push and Pull</li> <li>• Pollution and Recycling</li> <li>• Magnets</li> </ul>
<b>C. LIVING THINGS</b>	
S.LT.p4.1: Asks /answers questions about objects, organisms and events in their environments.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Science Investigation</li> </ul>
S.LT.p4.2: Understands plants and animals need air, food and water.	<ul style="list-style-type: none"> <li>• Songs: Living and Nonliving; Plants; Water; Plants are Growing</li> <li>• Books: Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Plants</li> <li>• Water</li> <li>• Healthy Plant’s Need</li> <li>• Plants and Animals Need Air</li> <li>• Animals Need water</li> <li>• Plants Need Water</li> </ul>
<b>D. ENVIRONMENT AND CLIMATE</b>	
S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather related vocabulary.	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Seasons</li> <li>• Books: Whatever the Weather; That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>



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<b>D. ENVIRONMENT AND CLIMATE</b> <i>continued</i>	
S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.	<ul style="list-style-type: none"> <li>• Song: Sun Blues</li> <li>• Sun</li> </ul>
S.EC.p4.5: Demonstrates an understanding that different weather conditions required different clothing or accessories.	<ul style="list-style-type: none"> <li>• Song: Precipitation</li> <li>• Book: Whatever the Weather</li> <li>• Weather</li> </ul>
<b>E. HABITATS AND HUMAN IMPACT</b>	
S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where In the World Would You Go Today?</li> <li>• Deserts</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>
S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Food From Plants</li> <li>• Natural Resources</li> </ul>
S.HHI.p4.3: Recognizes actions impact the environment.	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>
<b>SOCIAL STUDIES</b>	
<b>A. COMMUNITY</b>	
SS.p4.1: Identifies leaders at home and school.	<p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>• Community Helpers <a href="#">English</a>   <a href="#">Spanish</a></li> <li>• Trusted Adults <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>B. ECONOMICS</b>	
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited.	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.
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	<ul style="list-style-type: none"> <li>• Books: Bugs For Sale; Follow the Apples</li> </ul>

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<b>C. GEOGRAPHY</b>	
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance.	<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>First, Middle, Last</li> <li>Inside, Outside, Between</li> <li>Over, Under, Above, Below</li> <li>Above, Below, Next to, On</li> <li>Over, Under, and Through</li> </ul>
SS.p4.5: Creates simple “maps” or drawings of familiar places.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
SS.p4.6: Matches objects to usual locations and identifies features of familiar places.	<p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>D. KANSAS, UNITED STATES, &amp; WORLD HISTORY</b>	
SS.p4.7 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	<ul style="list-style-type: none"> <li>Sing Around the World Songs</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Rusty and Rosy Coloring Pages</li> <li>Holiday Coloring Pages</li> </ul>
SS.p4.8: Names city and state where he/she lives.	<p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Exploring Your Home City With Your Children <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
SS.p4.9: Demonstrates an understanding of time in the context of daily experiences.	<ul style="list-style-type: none"> <li>Calendar</li> <li>Today</li> <li>Yesterday/Tomorrow</li> </ul>
<b>CREATIVE ARTS</b>	
<b>A. DANCE</b>	
CA.D.p4.1: Explores one body part in conjunction with other body parts, balance on one foot.	<ul style="list-style-type: none"> <li>Body Parts</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li><a href="#">Body Apron Pattern</a></li> <li><a href="#">Body Parts Cards</a></li> </ul>
CA.D.p4.1a: Skips, slides, leaps.	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.
CA.D.p4.2: Dances to music with varying tempos.	<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> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them.	<ul style="list-style-type: none"> <li>Book: Movin’ to the Music Time</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal, and curve.	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.

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>A. DANCE <i>continued</i></b>	
CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.
CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul>
CA.D.p4.4: Demonstrates the ability to listen and carry out instruction.	Children interacting with Waterford are constantly listening to input, and responding with choices, often following multi-step directions.
CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness.	<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> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> <li>Personal Space Circle <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>B. MUSIC</b>	
CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.M.p4.3: Creates own songs and movements, including musical instruments.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Hi! Notes <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>C. DRAMATIC PLAY</b>	
CA.DP.p4.1: Takes a role in acting out a story.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.DP.p4.1a: Creates dialogue specific to a type of character.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.DP.p4.2: Anticipates story plot and structure of story.	<ul style="list-style-type: none"> <li>Peek at the Story</li> <li>What Comes Next?</li> </ul>
CA.DP.p4.2a: Participates with others in listening and responding in dramatic role.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> <li>Papa's Play</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>

KANSAS STANDARDS	WATERFORD DIGITAL RESOURCES
<b>C. DRAMATIC PLAY</b> <i>continued</i>	
CA.DP.p4.3: Creates a story and assigns roles for self and others.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>
CA.DP.p4.3a: Repeats dialogue and movement to tell a story.	<ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution.	<ul style="list-style-type: none"> <li>Papa’s Play</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
CA.DP.p4.3c: Creates unique characters using imagination.	<ul style="list-style-type: none"> <li>Papa’s Play</li> </ul> <p><b>Family Resources</b></p> <ul style="list-style-type: none"> <li>Role Play <a href="#">English</a>   <a href="#">Spanish</a></li> <li>What Would You Do? <a href="#">English</a>   <a href="#">Spanish</a></li> </ul>
<b>D. VISUAL ARTS</b>	
CA.VA.p4.1: Uses a variety of materials and tools to create art.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.VA.p4.2: Begins to create drawings that are better defined, more detailed and more realistic.	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts.	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> </ul>
CA.VA.p4.4: Discusses own artistic creations and those of others.	<ul style="list-style-type: none"> <li>Squirrel’s Sketches</li> <li>Mama’s Melody</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; 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

Marching Band Counting, Flower Counting, Country 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 at the Beach; 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 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, Goopy 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

### RESEARCH-DRIVEN DEVELOPMENT

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.