Alignment
February 2026

100% Aligned

Waterford Upstart

Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten 2017 for Prekindergarten

Alignment content includes a sampling of Waterford Digital Activities and Resources

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This document provides a detailed alignment of **Waterford Early Learning** to **Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten 2017.**

Alignment Description

This document aligns Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at →teacher.waterford.org.

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

Waterford Curriculum Details

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in →Waterford's Adaptive Learning Path in Action video.

Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found →here.

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.

Reading Sequence

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and f luency. More detailed information can be found in the →Reading Skills Scope & Sequence.

Math and Science Sequence

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the →Math and Science Scope & Sequence.

SmartStart Sequence

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the →SmartStart Scope & Sequence.

Table of Contents

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
I. PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
a. Active Physical Play		
1. Engages in physical activities with increasing balance, coordination, endurance and intensity		
Benchmark a: I.A.a.1.a: Seeks to engage in physical activities or active play routinely with increased intensity and duration	• Books: We All Exercise • Exercise and Rest	• Exercise and Rest • Yoga Booklet
b. Safety		
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities		
Benchmark a: I.A.b.1.a: Consistently follows basic safety rules independently across different situations	• Songs: Storms; Sun Blues • Books: The Germs • Avoid Germs and Prevent Illness • Germs • Lightning Safety	• Emergency Preparedness for Kids • Fire Safety Activity for Kids
Benchmark b: I.A.b.1.b: Identifies consequences of not following safety rules		• Emergency Preparedness for Kids • Fire Safety Activity for Kids
c. Personal Care Routines		
1. Responds to and initiates care routines that support personal hygiene		
Benchmark a: I.A.c.1.a: Initiates and completes familiar hygiene routines independently	• Songs: Health • Books: The Germs • Avoid Germs and Prevent Illness • Teeth	

Florida Early Learning and Developmental Standards

Florida Standards	Waterford Digital Resources	Waterford Family Resources
d. Feeding and Nutrition		
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices		
Benchmark a: I.A.d.1.a: Assists adults in preparing simple foods to serve to self or others		• Hand Washing Rebus
Benchmark b: I.A.d.1.b: Recognizes nutritious food choices and healthy eating habits	• Songs: Health • Healthy Food	• Dental Chart
B. MOTOR DEVELOPMENT		
a. Gross Motor Development		
1. Demonstrates use of large muscles for movement, position, strength and coordination		
Benchmark a: I.B.a.1.a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	• Books: We All Exercise • Exercise and Rest	
Benchmark b: I.B.a.1.b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	• Books: We All Exercise • Exercise and Rest	• Exercise • Move and Groove
Benchmark c: I.B.a.1.c: Engages in more complex movements (e.g., riding a tricycle with ease)		• Exercise • Move and Groove
Benchmark d: I.B.a.1.d: Engages in physical activities of increasing levels of intensity for sustained periods of time	• Books: We All Exercise • Exercise and Rest	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
2. Demonstrates use of large muscles to move in the environment		
Benchmark a: I.B.a.2.a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	• Books: We All Exercise	• Exercise • Move and Groove
b. Gross Motor Perception (Sensorimotor)		
1. Uses perceptual information to guide motions and interactions with objects and other people		
Benchmark a: I.B.b.2.a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	• Songs: Position Cat; Get Over the Bugs • Books: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between	
Benchmark b: I.B.b.2.b: Demonstrates spatial awareness through play activities	• Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between • First, Middle, Last	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
c. Fine Motor Development		
1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks		
Benchmark a: I.B.c.1.a: Shows hand control using various drawing and art tools with increasing coordination	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations. Children also must practice writing letters and words.	
2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision		
Benchmark a: I.B.c.2.a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	The daily use of a touch pad or mouse helps develop dexterity and hand–eye coordination.	
Benchmark b: I.B.c.2.b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting		• Pencil Grip
Benchmark c: I.B.c.2.c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)		

II. APPROACHES TO LEARNING DOMAIN

A. EAGERNESS AND CURIOSITY

II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences	• Books: I Want to Be a Scientist Like: Jane Goodall; I Wilbur and Orville Wright; George Washington Carver • Science Investigation • Magnets	• Role Play • What Would You Do? • Find the Ball

Florida Standards	Waterford Digital Resources	Waterford Family Resources
B. PERSISTENCE		
II.B.1. Attends to tasks for a brief period of time	Engaging activities throughout Waterford hold children's attention as they concentrate on each task.	
C. CREATIVITY AND INVENTIVENESS		
II.C.1. Approaches daily activities with creativity and inventiveness	• Books: I Want to Be a Scientist Like: George Washington Carver; Wilbur and Orville Wright • Marmot's Basket • Musical Mayhem • Soup's On! • Perfect Present • Clubhouse	
D. PLANNING AND REFLECTION		
II.D.1. Demonstrates some planning and learning from experiences	• Books: Milton's Mittens; I Want to Be a Scientist Like Wilbur and Orville Wright • Perfect Present	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
1. Expresses, identifies and responds to a range of emotions		
Benchmark a: III.A.1.a Recognizes the emotions of peers and responds with empathy and compassion	• Books: I Hate Peas; Lumpy Mush; Ooey, Gooey Mud; Grandpa's Great Athlete • Boo Hoo Baby • Musical Mayhem • Baby's Ball	
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression		
Benchmark a: III.A.2.a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	• Boo Hoo Baby • Lost and Found • Musical Mayhem • Party Time • Where's Papa?	
B. MANAGING EMOTIONS		
1. Demonstrates ability to self-regulate		
Benchmark a: III.B.1.a Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	• Lost and Found • It's Not Fair! • Do I Have To?	• Family Mindset
2. Attends to sights, sounds, objects, people and activities		
Benchmark a: III.B.2.a: Increases attention to preferred activities and begins to attend to non-preferred activities	Engaging activities throughout Waterford hold children's attention as they concentrate on each task. Support can range from repeating instructions, to offering encouragement and visual clues, to step- by-step, follow-me instruction.	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS		
1. Develops positive relationships with adults		
Benchmark a: III.C.1.a Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	• Lost and Found • Squirrel's Blocks • Lost Dinosaur	
2. Develops positive relationships with peers		
Benchmark a: III.C.2.a Plays with peers in a coordinated manner including assigning roles, materials and actions	• Where's Papa? • Clubhouse • Marmot Basket	
Benchmark b: III.C.2.b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	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.	
Benchmark c: III.C.2.c: Responds appropriately to bullying behavior	• Books: I Hate Peas; Ooey, Gooey Mud; Bad News Shoes; Movin' to the Music Time • Clubhouse • Squirrel's Sketches • Soup's On!	
3. Develops increasing ability to engage in social problem solving		
Benchmark a: III.C.3.a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
4. Exhibits empathy by demonstrating care and concern for others		
Benchmark a: III.C.4.a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive	• Boo Hoo Baby • Musical Mayhem	
D. SENSE OF IDENTITY AND BELONGING		
1. Develops sense of identity and belonging through play		
Benchmark a: III.D.1.a Engages in associative play and begins to play cooperatively with friends	• Pretend Play • Clubhouse • Marmot Basket • Party Time • Find Me!	
2. Develops sense of identity and belonging through exploration and persistence		
Benchmark a: III.D.2.a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities	Waterford runs on a dynamic sequence engine that responds to each child's individual interactions. Children build persistence with scaffolded instruction and guided assistance throughout each activity.	
3. Develops sense of identity and belonging through routines, rituals and interactions		
Benchmark a: III.D.3.a: Demonstrates willingness to be flexible if routines must change	• Soup's On!	
4. Develops sense of self-awareness and independence		
Benchmark a: III.D.4.a: Uses words to communicate personal characteristics, preferences, thoughts and feeling	• Lost and Found • It's Not Fair! • Do I Have To? • Perfect Present	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
4. Develops sense of self-awareness and independence continued		
Benchmark b: III.D.4.b: Recognizes preferences of others	• Boo Hoo Baby	
Benchmark c: III.D.4.c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	• Books: Mine; Lumpy Mush; I Hate Peas • My Family • Come Inside • Squirrel's Sketches	
Benchmark d: III.D.4.d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	• Books: José Three • My Family • Soup's On! • Baby's Birthday • Party Time • Clubhouse • Marmot's Basket	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
IV. LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
1. Demonstrates understanding when listening		
Benchmark a: IV.A.1.a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)	• Marmot Basket • Clubhouse	
Benchmark b: IV.A.1.b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said	• 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	
2. Increases knowledge through listening		
Benchmark a: IV.A.2.a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	• Read With Me Books • Informational Books (See titles at end of document.) • Making Connections • Build Knowledge • Sum Up: Five Ws	
Benchmark b: IV.A.2.b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	• Read With Me Books • Informational Books (See titles at end of document.) • Perfect Present • Marmot's Basket • Do I Have To?	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
3. Follows Directions		
Benchmark a: IV.A.3.a Achieves mastery of two-step directions and usually follows three-step directions	Children interacting with Waterford are constantly listening to input and responding with choices. Children must be able to listen, understand, and respond appropriately, often to detailed, multi-step directions.	
B. SPEAKING		
1. Speaks and is understood when speaking		
Benchmark a: IV.B.1.a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	Waterford introduces letter sounds with instruction that includes demonstrating the positioning of lips and tongue to form the sound correctly and clearly.	
C. VOCABULARY		
1. Shows an understanding of words and their meanings (receptive)		
Benchmark a: IV.C.1.a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	• Power Word • Vocab	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
1. Shows an understanding of words and their meanings (receptive) continued		
Benchmark b: IV.C.1.b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	• Songs: Same and Different; Get Over the Bugs; Position Cat • Books: Up in the Air • Monster Trucks • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, Above, Below • Inside, Outside, Between • Position • Right, Left • First, Middle, Last:	
Benchmark c: IV.C.1.c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Waterford activities expose children to general and domain-specific vocabulary throughout the sequence, consistently introducing and applying the correct terminology to establish meaning.	
2. Uses increased vocabulary to describe objects, actions and events (expressive)		
Benchmark a: IV.C.2.a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	• Power Word • Vocab	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
2. Uses increased vocabulary to describe objects, actions and events (expressive) continued		
Benchmark b: IV.C.2.b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	• Songs: Get Over the Bugs; Position Cat; Monster Trucks • Books: Up in the Air; Shell Houses; Mr. Mario's Neighborhood; Guess What I Am; Half for You and Half for Me • First, Middle, Last • Over, Under, Above, Below • Over, Under, and Through • Top, Beside, and Bottom • Inside, Outside, Between • Position • Above, Below, Next to, On	
Benchmark c: IV.C.2.c: Identifies unfamiliar words asking for clarification	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.	
Benchmark d: IV.C.2.d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	• Picture Clues • Vocab	
D. SENTENCES AND STRUCTURE		
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences		
Benchmark a: IV.D.1.a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	• Songs: What is a Sentence? • Sentences	
Benchmark b: IV.D.1.b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	• Songs: It Happened Yesterday; Nouns; Verbs; More Than One; Strange Spellings; Apostrophe Pig; Pronouns • Plural Nouns • Verbs • Sentences	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
2. Connects words, phrases and sentences to build ideas		
Benchmark a: IV.D.2.a: Uses sentences with more than one phrase	• Sing A Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Sentences	
Benchmark b: IV.D.2.b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	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.	
Benchmark IV.D.2.c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	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.	
E. CONVERSATION		
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems		
Benchmark a: IV.E.1.a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like "please" and "thank you")	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.	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
2. Asks questions, and responds to adults and peers in a variety of settings		
Benchmark a: IV.E.2.a: Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	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.	
3. Demonstrates understanding of the social conventions of communication and language use		
Benchmark a: IV.E.3.a: Demonstrates increased awareness of nonverbal conversational rules		• Guess How I'm Feeling
Benchmark b: IV.E.3.b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	Social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.	
Benchmark c: IV.E.3.c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	• Marmot's Basket • Soup's On!	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
F. EMERGENT READING		
1. Shows motivation for and appreciation of reading		
Benchmark a: IV.F.1.a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	Waterford provides many opportunities for students to select topics of interest and stories they enjoy. Students work independently as they turn pages, practice, and enjoy appropriate reading behaviors.	
Benchmark b: IV.F.1.b: Makes real-world connections between stories and real-life experiences	• Making Connections • Build Knowledge • Real and Make-believe	
Benchmark c: IV.F.1.c: Interacts appropriately with books and other materials in a print-rich environment	• Sing a Rhyme Songs/Books • Read With Me Books • Informational Books (See titles at end of document.)	
Benchmark d: IV.F.1.d: Asks to be read to, asks the meaning of written text or compares books/stories	• Sing a Rhyme Songs/Books • Read With Me Books • Informational Books (See titles at end of document.)	
Benchmark e: IV.F.1.e: Initiates and participates in conversations that demonstrate appreciation of printed materials	• Sing a Rhyme Songs/Books • Read With Me Books • Informational Books (See titles at end of document.)	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
2. Shows age-appropriate phonological awareness		
Benchmark a: IV.F.2.a: Distinguishes individual words within spoken phrases or sentences	• Segment Spoken Sentences	
Benchmark b: IV.F.2.b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")	• Songs: Compound Words • Compound Words	
Benchmark c: IV.F.2.c: Deletes a word from a compound word (e.g., "starfish" – "star" = "fish")	• Syllable Deletion With Compound Words	
Benchmark d: IV.F.2.d: Combines syllables into words (e.g., "sis" + "ter" = "sister")	• Syllables • Blend Spoken Syllables	• Waterford Upstart Activity Book, Pg. 37 - 40
Benchmark e: IV.F.2.e: Deletes a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")	• Syllables • Syllable Deletion With Compound Words	
Benchmark f: IV.F.2.f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "at," child can select the picture of the cat)	• Blend Onset/Rime Sounds • Blending Riddles • Blending Dragon	• Waterford Upstart Activity Book, Pg. 37 - 40
3. Shows alphabetic and print knowledge		
Benchmark a: IV.F.3.a: Recognizes that print conveys meaning	• Print Concepts • Letters Make Words • Words Tell About the Pictures	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
3. Shows alphabetic and print knowledge continued		
Benchmark b: IV.F.3.b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	• ABC Songs • Letter Pictures • Alphabet Introduction • Name That Letter • Fast Letter Fun	• Waterford Upstart Activity Book, Pg. 23 - 31
Benchmark c: IV.F.3.c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	• ABC Songs • Letter Pictures • Alphabet Introduction • Name That Letter • Fast Letter Fun	• Waterford Upstart Activity Book, Pg. 23 - 31
Benchmark d: IV.F.3.d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	• Letter Sound Songs • Letter Sound • Name That Letter Sound • Sound Room • Choose a Sound	• Waterford Upstart Activity Book, Pg. 35 - 36
4. Demonstrates comprehension of books read aloud		
Benchmark a: IV.F.4.a Retells or reenacts story with increasing accuracy and complexity after it is read aloud	• Sum Up: Five Ws • Sum Up: Remember Order • What Comes Next? • Picture Clues • Describe Characters	
Benchmark b: IV.F.4.b: Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?""How would you feel if you...?")	• Sum Up: Five Ws • Sum Up: Remember Order • Peek at the Story • What Comes Next? • Find an Answer • Picture Clues	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
G. EMERGENT WRITING		
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition		
Benchmark a: IV.G.1.a Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	• Dots, Lines, and Circles • Letter Trace • Alphabet Introduction • Print Concepts • Letters Make Words	• Waterford Upstart Activity Book, Pg. 35 - 36
Benchmark b: IV.G.1.b Uses letter-like shapes or letters to write words or parts of words	• Dots, Lines, and Circles • Letter Trace • Alphabet Introduction • Print Concepts • Letters Make Words	
Benchmark c: IV.G.1.c Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters	• Letter Trace • Name Game	
V. MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
V.A.1 Subitizes (immediately recognizes without counting) up to five objects	• Moving Target (Dots) • Bug Bits • Make and Count Groups	• Dot Cards • Waterford Upstart Activity Book, Pg. 46 and 48
V.A.2. Counts and identifies the number sequence "1 to 31"	• Counting Songs • Number Instructions • Number Counting • Match Numbers • Bug Bits • Make and Count Groups	• Waterford Upstart Activity Book, Pg. 45 - 47 and 56-59

Florida Standards	Waterford Digital Resources	Waterford Family Resources
A. NUMBER SENSE *continued*		
V.A.3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	• One-to-one Correspondence • Number Counting • Number Instruction	
V.A.4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	• Counting Songs • Number Instruction • Number Counting • Match Numbers • Bug Bits • Make and Count Groups	
V.A.5. Constructs and counts sets of objects (one to 10 and beyond)	• Counting Songs • Make and Count Groups • Match Numbers • Number Counting	
V.A.6. Uses counting and matching strategies to find which is more, less than or equal to 10	• Songs: Greater Than, Less Than; More Than, Fewer Than • Greater Than, Less Than • More Than, Fewer Than • Match Numbers • Make and Count Groups	
V.A.7. Reads and writes some numerals one to 10 using appropriate activities	• Finger Counting • Number Instruction	• Read and Write Number Activities • Waterford Upstart Activity Book, Pg. 45 - 47 and 56-59

Florida Early Learning and Developmental Standards

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
B. NUMBER AND OPERATIONS		
VB.1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	• Counting Songs • Number Instruction • Number Counting • Match Numbers • Bug Bits • Make and Count Groups	
V.B.2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	• Songs: Bakery Subtraction; Circus Subtraction; Addition; Bee Happy Addition; On the Bayou • Books: Five Delicious Muffins • Addition • Subtraction • Act Out Addition • Act Out Subtraction • Make and Count Groups • Add Groups • Subtract Groups	
C. PATTERNS		
V.C.1. Identifies and extends a simple AB repeating pattern	• Songs: Train Station Patterns • Patterns • Pattern AB	• Waterford Upstart Activity Book, Pg. 49 and 51
V.C.2. Duplicates a simple AB pattern using different objects	• Songs: Train Station Patterns • Patterns • Pattern AB	• Waterford Upstart Activity Book, Pg. 49 and 51
V.C.3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	• Songs: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC	• Waterford Upstart Activity Book, Pg. 49 and 51

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
D. GEOMETRY		
V.D1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	• Books: The Shape of Things; Imagination Shapes • Songs: Kites; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • Space Shapes • World Shapes	
V.D.2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	• Songs: Corners and Sides; Shapes, Shapes, Shapes; Kites; All Sorts of Laundry • Books: Imagination Shapes; The Shape of Things; Buttons, Buttons • Sort • Similar Figures • Space Shapes • Solid Shapes • Simple Shapes • Circle, Square, Triangle, Rectangle • Oval, Star, Semicircle, Rhombus, Octagon	• Waterford Upstart Activity Book, Pg. 61
V.D.3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	• Geoboard	
V.D.4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	• Soup's On!	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
E. SPATIAL RELATIONS		
V.E.1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	• Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Right, Left • First, Middle, Last • First, Next, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position	
V.E.2. Uses directions to move through space and find places in space	• Songs: Position Cat; Get Over the Bugs; Monster Trucks • Books: Up in the Air • Right, Left • First, Middle, Last • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Position • First, Next, Last	
F. MEASUREMENT AND DATA		
V.F.1. Measures object attributes using a variety of standard and nonstandard tools	• Songs: Measuring Plants • Length • Capacity	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
F. MEASUREMENT AND DATA *continued*		
V.F.2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	• Songs: Savanna Size; Large, Larger, Largest • Length • Weight • Tall and Short • Heavy and Light • Big and Little • Match • Capacity • Big Small Song • Large Small Toys • Big Little Animals	
V.F.3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	• Songs: Large, Larger, Largest • Order Size • Length	
V.F.4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)	• Books: One More Cat; Milton's Mittens • Calendar/Graph Weather • Science Observation: From Egg to Chick	
V.F.5. Begins to predict the results of data collection	• Calendar/Graph Weather • Science Observation: From Egg to Chick	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
VI. SCIENTIFIC INQUIRY DOMAIN		
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY		
1. Uses senses to explore and understand their social and physical environment		
Benchmark a: VI.A.1.a: Identifies each of the five senses and the relationship to each of the sense organs	• Songs: Five Senses • Books: I Wish I Had Ears Like a Bat • Sight • Taste • Smell • Touch • Hearing	
Benchmark b: VI.A.1.b: Begins to identify and make observations about what can be learned about the world using each of the five senses	• Songs: Five Senses • Books: I Wish I Had Ears Like a Bat • Sight • Taste • Smell • Touch • Hearing	
Benchmark c: VI.A.1.c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	• Books: Lumpy Mush; Ooey, Gooey Mud; I Hate Peas	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
2. Uses tools in scientific inquiry		
Benchmark a: VI.A.2.a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	• Science Tools • Science Investigation • Science Observation: From Egg to Chick	
3. Uses understanding of causal relationships to act on social and physical environments		
Benchmark a: VI.A.3.a: Makes predictions and tests their predictions through experimentation and investigation	• Songs: The Scientific Method • Science Tools • Science Investigation	
Benchmark b: VI.A.3.b: Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	• Books: Milton's Mittens; One More Cat • Science Observation: From Egg to Chick • Calendar/Graph Weather	
Benchmark c: VI.A.3.c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	• Songs: The Scientific Method • Science Tools • Science Investigation	
Benchmark d: VI.A.3.d: Shares findings and outcomes of experiments	• Songs: The Scientific Method • Books: I Want to Be a Scientist Like George Washington Carver • Science Tools • Science Investigation	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
B. LIFE SCIENCE		
1. Demonstrates knowledge related to living things and their environments		
Benchmark a: VI.B.1.a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)	• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Food From Plants • Mammals • Birds • Reptiles • Amphibians • Plants • Plant or Animal • Invertebrates • Insects • Worms • Science Investigation	
Benchmark b: VI.B.1.b: Notices the similarities and differences among various living things	• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See; Same and Different • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
B. LIFE SCIENCE continued		
Benchmark c: VI.B.1.c: Understands that all living things grow, change and go through life cycles	• Songs: Plants are Growing • Mammals • Amphibians • Birds • Plants • Science Observation: From Egg to Chick	
Benchmark d: VI.B.1.d: Begins to distinguish between living and non-living things	• Songs: Living and Nonliving • Living or Nonliving	
Benchmark e: VI.B.1.e: Observes that living things differ with regard to their needs and habitats	• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers • Mammals • Birds • Reptiles • Amphibians • Insects • Plant or Animal • Invertebrates • Worms • Plants • Food From Plants	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
C. PHYSICAL SCIENCE		
1. Demonstrates knowledge related to physical science		
Benchmark a: VI.C.1.a: Discusses what makes objects move the way they do and how the movement can be controlled	• Songs: Push and Pull • Push and Pull	
Benchmark b: VI.C.1.b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	• Songs: Push and Pull • Push and Pull	
Benchmark c: VI.C.1.c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	• Water • States of Water • Solid and Liquid	
Benchmark d: VI.C.1.d: Investigates and describes changing states of matter — liquid, solid and gas	• States of Water	
Benchmark e: VI.C.1.e: Explores the relationship of objects to light (e.g., light and shadows)	• Light Exploration	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
D. EARTH AND SPACE SCIENCE		
1. Demonstrates knowledge related to the dynamic properties of earth and sky		
Benchmark a: VI.D.1.a: Describes properties of water including changes in the states of water — liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	• Songs: Solid or Liquid; Water • Water • Solid and Liquid • States of Water	
Benchmark b: VI.D.1.b: Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	• Songs: Rocks • Rocks • Sorting Rocks Experiment	
Benchmark c: VI.D.1.c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	• Songs: Sun Blues; The Moon • Books: Star Pictures • Sun • Moon • Constellations • Clouds	
Benchmark d: VI.D.1.d: Compares the daytime and nighttime cycle	• Sun • Moon • Constellation	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
1. Demonstrates knowledge related to the dynamic properties of earth and sky continued		
Benchmark e: VI.D.1.e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)	• Songs: Seasons; Precipitation • Books: That's What I Like: A Book About Seasons • Weather • Spring • Summer • Fall • Winter	
E. ENVIRONMENT		
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment		
Benchmark a: VI.E.1.a: Demonstrates how people use objects and natural resources in the environment	• Care of Water • Care of Earth • Magnets	
Benchmark b: VI.E.1.b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	• Songs: Conservation • Care of Water • Care of Earth	
Benchmark c: VI.E.1.c: Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)	• Songs: Pollution Rap • Pollution and Recycling • Care of Earth	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
F. ENGINEERING AND TECHNOLOGY		
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures		
Benchmark a: VI.F.1.a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around	
Benchmark b: VI.F.1.b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	• Magnets	
Benchmark c: VI.F.1.c Uses appropriate tools and materials with greater flexibility to create or solve problems	• Science Tools	
Benchmark d: VI.F.1.d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	• Books: I Want to Be a Scientist Like Wilbur and Orville Wright	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
VII. SOCIAL STUDIES DOMAIN		
A. CULTURE		
VII.A.1. Identifies self as a member of a culture	• Sing Around the World Songs • My Family • Clubhouse	
VII.A.2. Understands everyone belongs to a culture	• Sing Around the World Songs	
VII.A.3. Explores culture of peers and families in the classroom and community	• Sing Around the World Songs	
VII.A.4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	• Sing Around the World Songs	
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
VII.B.1. Identifies characteristics of self as an individual	• Books: Mine	
VII.B.2. Identifies the ways self is similar to and different from peers and others	• Books: Mine	
VII.B.3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	• Do I Have To? • Soup's On!	

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Florida Standards	Waterford Digital Resources	Waterford Family Resources
C. INDIVIDUALS AND GROUPS		
VII.C.1. Identifies differences and similarities of self and others as part of a group	• Books: Mine	
VII.C.2. Explains the role of groups within a community		• Role Play • Community Helpers
VII.C.3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.	
VII.C.4. Exhibits leadership skills and roles (e.g., line leader and door holder)	• Boo Hoo Baby • Musical Mayhem	
D. SPACES, PLACES AND ENVIRONMENTS		
VII.D.1. Identifies the relationship of personal space to surroundings	• Books: Up in the Air • Inside, Outside, Between • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • First, Middle, Last	
VII.D.2. Identifies differences and similarities between own environment and other locations	• Songs: Four Ecosystems • Books: Where in the World Would You Go Today? • Ecosystems • Mountains • Oceans • Deserts • Rainforests	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
D. SPACES, PLACES AND ENVIRONMENTS continued		
VII.D.3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	• Songs: Four Ecosystems • Books: Where in the World Would You Go Today? • Ecosystems • Mountains • Oceans • Deserts • Rainforests	
VII.D.4. Uses spatial words (e.g., far/close, over/under and up/down)	• Books: Up in the Air • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between	
VII.D.5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	Each Sing Around the World: Intro displays a map high-lighting the location of the country represented.	• Exploring Your Home City with Your Children
VII.D.6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	• Songs: Pollution Rap, Conservation • Pollution and Recycling • Care of Water • Care of Earth	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
E. TIME, CONTINUITY AND CHANGE		
VII.E.1. Identifies changes within a sequence of events to establish a sense of order and time	• What Comes Next? • Sum Up: Remember Order	
VII.E.2. Observes and recognizes changes that take place over time in the immediate environment	• Songs: Seasons • Books: That's What I Like: A Book About Seasons • Spring • Summer • Fall • Winter	
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
VII.F.1. Recognizes and follows rules and expectations in varying settings		• Good Playing Rules • What Would You Do? • Role Play • Please and Thank You
VII.F.2. Participates in problem solving and decision making	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	
VII.F.3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)		• Good Playing Rules • What Would You Do? • Role Play • Please and Thank You

Florida Standards	Waterford Digital Resources	Waterford Family Resources
G. ECONOMICS AND RESOURCES		
VII.G.1. Recognizes the difference between wants and needs	• Songs: Food From Plants • Books: Everybody Needs to Eat	
VII.G.2. Begins to recognize that people work to earn money to buy things they need or want	• Songs: At the Market • Books: Bugs For Sale; Follow the Apples, Bad News Shoes	
H. TECHNOLOGY AND OUR WORLD		
VII.G.1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	While interacting with Waterford, children become familiar with digital tools (e.g., computer, keyboard, mouse, touch pad, monitor).	
VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
VIII.A.1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
B. MUSIC		
VIII.B.1. Actively participates in a variety of individual and group musical activities	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.	
VII.B.2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	• Mama's Melody • Baby's Ballet	

Florida Standards	Waterford Digital Resources	Waterford Family Resources
C. CREATIVE MOVEMENT		
VIII.C.1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	• Songs: Head, Shoulders, Knees, and Toes • Books: Movin' to the Music Time • Baby's Ballet • Mama's Melody	• Hi! Notes
D. IMAGINATIVE AND CREATIVE PLAY		
VIII.D.1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	• Pretend Play • Mama's Melody	• Role Play • Lots of Feelings • Guess How I'm Feeling • What Would You Do?
E. APPRECIATION OF THE ARTS		
VIII.E.1. Uses appropriate art vocabulary to describe own art creations and those of others	• Squirrel's Sketches	
VIII.E.2. Compares own art to similar art forms	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	
VIII.E.3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds.	

Books and Related Activities

Pre-Math and 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 / 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 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

Basic Math and Science

Math and 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 / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

Fluent Math and Science

Math and 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

Support

Professional Services offers a continuum of customizable services. Learn more here.

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.

Family Engagement Resources

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at →family.waterford.org can be found in Spanish or with Spanish support.

Songs

Beginning Math Songs

Odd Todd and Even Steven / Salsa Counting / On the Bayou—Addition / Subtract Those Cars / More Than, Fewer Than / A Nice Addition / Marching Band Counting / Doubles 1–5 / Multiply by 0

Nursery Songs and Rhymes

Rhyming Words / A: The Apple Tree / B: Bluebird, Bluebird / C: Pat-a-Cake / D: Hey Diddle, Diddle / E: One Elephant Went Out to Play / F: The Farmer in the Dell / G: Ten Little Goldfish / H: All the Pretty Little Horses / I: Mother, Mother, I Am Ill / J: Jack and Jill / K: Three Little Kittens / L: Mary Had a Little Lamb / M: Little Miss Muffett / N: I Touch My Nose Like This / O: Polly, Put the Kettle On / P: This Little Pig / Q: Quack, Quack, Quack / R: Little Rabbit / S: Eensy, Weensy Spider / U: The Bus / V: My Valentine / W: Wee Willie Winkie / X: A-hunting We Will Go / Y: Yankee Doodle

Beginning Reading Songs

Comma, Comma, Comma / Homophone Monkey / Antonym Ant / Apples and Bananas / Old MacDonald's Vowels / ABC Show and Tell Sounds / ABC Tongue Twisters / ABC Picture Sounds / Sheep in the Shadows / C-K Rap / S Steals the Z / Blends / Blicky Licky Land / Apostrophe Pig / Capital Letters—Days / Charley Chick / Adjectives Describe / Lazy Letter Q / Nouns / Verbs / Adverbs / Irregular Verbs / Preposition Cat / Verbs that Link / Consonants / Pronouns, Sneaky Magic E / Silent Letters—G-H / Silent Letters—W / Drop Magic E / Bossy Mr. R / P-H and G-H Say Fff / Schwa Sound / Double the Fun / Strange Spelling / More Than One / Reading Detective—Peek at the Story

Many of these songs are available on the →Waterford.org YouTube channel.

Weekly Homelink Newsletters

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

Math Homelink Newsletters

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1–10), Order (1–10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11–15, Numbers 16–20

Science Homelink Newsletters

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

Waterford Family

Waterford Family is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Family is available online and in the Waterford Family app (for iOS and Android).