

# CURRICULUM

## *Correlation*

*Waterford  
UPSTART*

**100%**

*Idaho Early  
Learning  
Guidelines 2018*

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## **WATERFORD BOOKS AND RELATED ACTIVITIES . . . . 13**

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT</b>	
<b>SUB-DOMAIN: LEARNING APPROACHES</b>	
Curiosity, Motivation, Exploration, and Experimentation	
<i>Goal 1: Children show curiosity and interest in learning and experimenting.</i>	
Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Pretend Play</li> </ul>
Creativity and Inventiveness	
<i>Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.</i>	
Expand personal expression through inventive language and play.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>Science Investigation</li> <li>Observe a Simple System</li> <li>Pretend Play</li> </ul>
Confidence and Initiative	
<i>Goal 3: Children are confident to initiate and complete activities using a variety of approaches.</i>	
Display initiative and confidence interacting in a variety of social and physical settings	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Party Time</li> <li>Soup's On!</li> <li>The Picnic</li> <li>Dinner Time</li> </ul>
Persistence and Attentiveness (Mastery, Motivation, Concentration)	
<i>Goal 4: Children sustain attention to tasks even when faced with challenges and frustration.</i>	
Use trial and error skills and attention for more complex tasks.	<ul style="list-style-type: none"> <li>Marmot Basket</li> <li>Perfect Present</li> <li>Lost and Found</li> </ul>
<i>Goal 5: Children demonstrate an expanding ability to develop and carry out plans.</i>	
Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	<ul style="list-style-type: none"> <li>Perfect Present</li> <li>Pretend Play</li> <li>Marmot Basket</li> </ul>

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<b>Reflection and Interpretation</b>	
<i>Goal 6: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</i>	
Take more risks by extending previous learning to the exploration of new settings, people, and objects.	<ul style="list-style-type: none"> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Magnets</li> <li>• Pretend Play</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• Musical Mayhem</li> </ul>
<i>Goal 7: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</i>	
Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> <li>• Boo Hoo Baby</li> <li>• Lost Keys</li> <li>• Baby's Blocks</li> <li>• Lost Dinosaur</li> <li>• Squirrel's Blocks</li> <li>• Papa's Thumb</li> </ul>
<b>SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES</b>	
<b>Reasoning and Logic</b>	
<i>Goal 8: Children demonstrate awareness of cause and effect relationships.</i>	
Are aware of and interested in simple causal relationships. Uses magical thinking.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Pretend Play</li> <li>• Do I Have To?</li> <li>• Push and Pull</li> <li>• Magnets</li> </ul>
<b>Concept Formation/Memory</b>	
<i>Goal 9: Children use prior relationships, experiences, and knowledge to expand understanding.</i>	
Connect current behavior and past experience to new situations, relationships, and problem solving.	<ul style="list-style-type: none"> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> <li>• Broken Lamp</li> <li>• Baby's Blocks</li> </ul>
<b>Imitation</b>	
<i>Goal 10: Children show emerging ability to imitate behaviors that they have observed.</i>	
Use imitation as a foundation for symbolic play and sequencing.	<ul style="list-style-type: none"> <li>• Song: Monster Trucks</li> <li>• Pretend Play</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Reasoning and Logic/Problem Solving</b>	
<i>Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</i>	
Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.	<ul style="list-style-type: none"> <li>• Marmot Basket</li> <li>• Pretend Play</li> <li>• Perfect Present</li> <li>• The Picnic</li> </ul>
<i>Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.</i>	
Testing ideas about how things work in a variety of social and physical settings.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Magnets</li> <li>• Push and Pull</li> </ul>
<b>Reasoning and Logic/Critical And Analytic Thinking</b>	
<i>Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</i>	
Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.	<ul style="list-style-type: none"> <li>• Song: Same and Different</li> <li>• Let's Compare</li> <li>• Match</li> </ul>
<b>Representational Thought and Play</b>	
<i>Goal 14: Children participate in exploratory play.</i>	
Explore materials and actions.	<ul style="list-style-type: none"> <li>• Songs: Same and Different; Positioning; Monster Trucks; Get Over the Bugs</li> <li>• Book: Up in the Air</li> <li>• Match</li> <li>• Sort</li> <li>• Patterns</li> <li>• Push and Pull</li> <li>• Materials</li> <li>• Pretend Play</li> </ul>
<i>Goal 15: Children participate in pretend or symbolic play.</i>	
Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Real or Make-believe</li> </ul>
<i>Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</i>	
Use symbolic expression in arts, communication, and quantity.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Explain Numbers</li> <li>• Match</li> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 2: PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT</b>	
<b>SUB-DOMAIN: MOTOR DEVELOPMENT</b>	
Gross Motor Skills: Balance, Movement, and Coordination	
<i>Goal 17: Children demonstrate strength and coordination of large motor muscles.</i>	
Coordinate whole body to move in complex ways with strength, agility, and balance.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
Fine-Motor Skills: Prehension, Reaching, and Manipulation	
<i>Goal 18: Children demonstrate strength and coordination of small motor muscles.</i>	
Use fingers and hands for purposeful tasks.	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
Sensory Motor Skills	
<i>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</i>	
Coordinate motor activities based on sensory input.	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Book: I Wish I Had Ears Like a Bat</li> <li>Sight</li> <li>Smell</li> <li>Taste</li> <li>Touch</li> <li>Hearing</li> </ul>
<b>SUB-DOMAIN: PHYSICAL DEVELOPMENT</b>	
Physical Fitness	
<i>Goal 20: Children demonstrate the stamina and energy to participate in daily activities.</i>	
Sustain strength for increased periods of time.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
<i>Goal 21: Children engage in a variety of physical activities.</i>	
Participate in a variety of age appropriate movement and physical daily activities.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
<b>SUB-DOMAIN: HEALTH AND PERSONAL CARE</b>	
Daily Living Skills	
<i>Goal 22: Children practice basic personal care routines.</i>	
Initiate and carry out personal care routines, with and without assistance.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
<i>Goal 23: Children demonstrate personal health and hygiene skills.</i>	
Demonstrate independence in personal hygiene skills.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
<b>SUB-DOMAIN: NUTRITION AND FEEDING</b>	
Nutrition	
<i>Goal 24: Children eat a variety of nutritious foods.</i>	
Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	<ul style="list-style-type: none"> <li>Soup’s On!</li> <li>Dinner Time</li> <li>The Picnic</li> <li>See “Family Engagement Resources” at end of document.</li> </ul>

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<b>SUB-DOMAIN: SAFETY</b>	
Safe Practices	
<i>Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.</i>	
Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.	<ul style="list-style-type: none"> <li>Songs: Sun Blues; Storms</li> <li>Lightning Safety</li> <li>See “Family Engagement Resources” at end of document.</li> </ul>
Rules and Regulations	
<i>Goal 26: Children demonstrate awareness and understanding of safety rules.</i>	
Follow safety rules, with and without assistance.	<ul style="list-style-type: none"> <li>See “Family Engagement Resources” at end of document.</li> </ul>
<b>DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>SUB-DOMAIN: SOCIAL DEVELOPMENT</b>	
Interaction with Adults	
<i>Goal 27: Children trust, interact with, and seek assistance from adults.</i>	
Shows confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> <li>Lost and Found</li> <li>Where’s Papa?</li> <li>Find Me!</li> <li>Lost Dinosaur</li> <li>Squirrel’s Blocks</li> <li>It’s Not Fair!</li> </ul>
Interaction with Peers	
<i>Goal 28: Children develop friendships with peers.</i>	
Engages in mutual social play that involves cooperation and shared purpose.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Find Me!</li> <li>Pretend Play</li> </ul>
<i>Goal 29: Children demonstrate positive negotiation skills.</i>	
Solves problems and communicate ideas with a peer, with adult supervision.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Do I Have To?</li> <li>It’s Not Fair!</li> </ul>
Pragmatic Behavior	
<i>Goal 30: Children demonstrate awareness of behavior and its effects on others.</i>	
Anticipate the impact of behaviors on others.	<ul style="list-style-type: none"> <li>Do I Have to?</li> <li>It’s Not Fair!</li> <li>The Picnic</li> <li>Boo Hoo Baby</li> <li>Broken Lamp</li> <li>Baby’s Blocks</li> <li>Musical Mayhem</li> </ul>
<i>Goal 31: Children participate positively in group activities.</i>	
Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Find Me!</li> <li>Pretend Play</li> </ul>

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<i>Goal 32: Children demonstrate sympathy and empathy.</i>	
Recognize and respond to another's emotions and situation.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Pretend Play</li> <li>• Lost and Found</li> <li>• Baby's Blocks</li> <li>• Papa's Thumb</li> <li>• Noisy Children</li> </ul>
<i>Goal 33: Children develop a sense of humor.</i>	
Use novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Appreciating Diversity	
<i>Goal 34: Children adapt to diverse settings.</i>	
Adjust/transition to new settings and people, with and without adult assistance.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Soup's On!</li> </ul>
<i>Goal 35: Children recognize, appreciate, and respect similarities and differences in people.</i>	
Are curious about why they are different or similar to others.	<ul style="list-style-type: none"> <li>• Books: In the Rain; Seeing Fingers; Noise, What Noise?; Mine</li> </ul>
<b>SUB-DOMAIN: EMOTIONAL DEVELOPMENT</b>	
Self-Concept	
<i>Goal 36: Children perceive themselves as unique individuals.</i>	
Use strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• It's Not Fair!</li> <li>• Find Me!</li> <li>• Lost and Found</li> </ul>
Self Efficacy	
<i>Goal 37: Children demonstrate belief in their abilities.</i>	
Develop sense of competence.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Pretend Play</li> <li>• Squirrel's Sketches</li> </ul>
Self-Control	
<i>Goal 38: Children regulate their feelings and impulses.</i>	
Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Squirrel's Blocks</li> <li>• Lost Dinosaur</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 4: GENERAL KNOWLEDGE</b>	
<b>SUB-DOMAIN: MATHEMATICS AND NUMERACY</b>	
Number Sense and Operations	
<i>Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	
Uses number words and concepts to explore and manipulate quantity, size, and relationships.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Make and Count Groups</li> <li>• Counting Songs</li> <li>• One-to-One Correspondence</li> </ul>
Measurement	
<i>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</i>	
Uses geometric modeling and spatial reasoning according to different dimensions	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Clock Hands; Measuring Plants</li> <li>• Order Size</li> <li>• Length</li> <li>• Similar Figures</li> <li>• Simple Shapes</li> <li>• Capacity</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Tell Time</li> <li>• Capacity</li> <li>• Sort</li> </ul>
Properties of Ordering	
<i>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</i>	
Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Train Station Patterns</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Order Size</li> <li>• Patterns</li> <li>• Simple Shapes</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> <li>• Make and Count Groups</li> <li>• Counting</li> <li>• Logic Game</li> </ul>
<b>SUB-DOMAIN: SCIENCE</b>	
Scientific Inquiry	
<i>Goal 42: Children observe, describe, and collect information by exploring the world around them.</i>	
Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.	<ul style="list-style-type: none"> <li>• Songs: Same and Different; Savanna Size</li> <li>• Science Investigation</li> <li>• Similar Figures</li> <li>• Match</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
<i>Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</i>	
Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Books: I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall</li> </ul>
<b>SUB-DOMAIN: SOCIAL STUDIES</b>	
<b>Social Studies</b>	
<i>Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</i>	
Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	<ul style="list-style-type: none"> <li>• Book: Mine</li> <li>• My Family</li> <li>• Clubhouse</li> <li>• Dinner Time</li> <li>• The Picnic</li> </ul>
<i>Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</i>	
Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	<ul style="list-style-type: none"> <li>• Find Me!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Dinner Time</li> <li>• The Picnic</li> <li>• Where's Papa</li> <li>• Party Time</li> <li>• Soup's On</li> <li>• Marmot Basket</li> <li>• Musical Mayhem</li> </ul>
<b>SUB-DOMAIN: CREATIVE ARTS</b>	
<b>Expression and Representation</b>	
<i>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.</i>	
Uses artistic expression and language to communicate emotions and make meaning of experiences.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Squirrel's Sketches</li> <li>• Papa's Play</li> </ul>
<b>Understanding and Appreciation</b>	
<i>Goal 47: Children demonstrate understanding and appreciation of creative arts.</i>	
Respond to and create symbolic and representation art, music, dance, and dramatic themes.	<ul style="list-style-type: none"> <li>• Baby's Ballet</li> <li>• Mama's Melody</li> <li>• Squirrel's Sketches</li> <li>• Papa's Play</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
<b>DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY</b>	
<b>SUB-DOMAIN: COMMUNICATION</b>	
Listening	
<i>Goal 48: Children demonstrate the meaning of language by listening.</i>	
Understand messages in conversations, directions, music, and stories.	<p>Students continually follow instructions in order to complete activities in Waterford. Each activity has unique interactions, requiring the student to listen carefully and respond promptly.</p> <ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> <p>(See titles at end of document.)</p>
Oral Communication	
<i>Goal 49: Children communicate effectively.</i>	
Use communication with purpose to convey a message.	Waterford's Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.
Conventions of Social Communication	
<i>Goal 50: Children comprehend and use conventions of social communication.</i>	
Actively seek and engage in social interactions.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.
<b>SUB-DOMAIN: LANGUAGE</b>	
Vocabulary	
<i>Goal 51: Children use receptive vocabulary.</i>	
Use responses that demonstrate an increased knowledge of specific concepts.	<p>Waterford Reading provides many activities related to vocabulary acquisition and use. All Read-Along books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Preposition Ship</li> <li>• What is a Sentence?</li> <li>• Vocabulary</li> </ul>
<i>Goal 52: Children use expressive vocabulary.</i>	
Uses phrases and sentences with functional and descriptive vocabulary.	Waterford incorporates a wide variety of functional and descriptive vocabulary. Online books offer engaging content and include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.

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<b>Grammar and Syntax</b>	
<i>Goal 53: Children demonstrate progression in grammar and syntax.</i>	
Use basic conventions of grammar and syntax.	<p>Each online book, narrative, and instruction in Waterford provides examples of basic conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul> <p>(See titles at end of document.)</p>
<b>Comprehension</b>	
<i>Goal 54: Children demonstrate comprehension and meaning in language.</i>	
Respond verbally and nonverbally to verbal and gestural communication.	<p>Waterford activities include many learning styles as students are encouraged verbally to “Say it with me!” or kinesthetically to “Trace the letter with your finger” or “Clap the syllables you hear.” The engaging graphics provide memorable visual presentations.</p>
<b>Expressive/Oral Language</b>	
<i>Goal 55: Children use language for a variety of purposes.</i>	
Follow social conventions to access, gain, and share information.	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</p>
<b>SUB-DOMAIN: LITERACY</b>	
<b>Reading</b>	
<i>Goal 56: children develop phonological awareness.</i>	
Manipulate phonemes to make new words and to rhyme.	<ul style="list-style-type: none"> <li>• Get Started with Sounds</li> <li>• Blending</li> <li>• Blend Every Sound</li> <li>• Blend Individual Phonemes</li> <li>• Where is the Sound?</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Change One Sound</li> <li>• Rhyming Words song</li> <li>• Rhyme</li> <li>• Finish the Picture</li> <li>• One Doesn’t Rhyme</li> </ul>
<i>Goal 57: Children demonstrate awareness of letters and symbols.</i>	
Recognize letters as special symbols to represent spoken language.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Name That Letter</li> <li>• Name That Letter Sound</li> <li>• Letter Sound Songs</li> <li>• Letter Sound</li> <li>• Sound Room</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> <li>• Choose a Sound</li> </ul>

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<i>Goal 58: Children demonstrate awareness of print concepts.</i>	
Know that languages and words can be in written form.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Letter Picture Writing</li> </ul>
<i>Goal 59: Children demonstrate comprehension of printed materials and oral stories.</i>	
Understands information from oral stories, reading books, and pictures	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> </ul>
<i>Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.</i>	
Uses books and written materials to gain information and enjoyment.	<ul style="list-style-type: none"> <li>• Decodable Books</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>• Words Tell About the Pictures</li> </ul>
<b>Writing</b>	
<i>Goal 61: Children demonstrate knowledge and use of letters and symbols.</i>	
Begin to write and draw to communicate language.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>
<i>Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.</i>	
Use tools to write and draw with increasing coordination.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>
<i>Goal 63: Children use writing for a variety of purposes.</i>	
Make scribbles, pictures, and symbols with meaning.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS	
Dual-Language Acquisition	
<i>Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.</i>	
<p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<p>Waterford provides Native Language Support. With this feature enabled, when the student clicks Repeat they hear the instructions again in their Native Language followed again in English. ELL students often thrive due to the scaffolded support and individual learning practice they receive while interacting with the courseware.</p>
<p><i>Note:</i> This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language. Language in this goal statement refers to the “spoken word” or oral language, communication, and fluency. It does not refer to the written word such as reading or writing</p>	



## 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; The Zulu Warrior

### 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 Pinata Book; 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) 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

### 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

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

### Science Books

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

### Counting Songs

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

### Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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

## FAMILY ENGAGEMENT RESOURCES

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford UPSTART families. Please visit [Waterford Mentor](#) to see the most current resources and activities.

### WATERFORD MENTOR

[Waterford Mentor](#) is a secure website where Waterford 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 hundreds 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 Mentor.



Waterford Mentor is available online and in the Waterford Mentor app (for iOS and Android).

### SAMPLE ACTIVITIES

Families can find the following resources—and many more—at Waterford Mentor. These resources are also available in Spanish.

#### 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 Five 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 (coming soon in Spanish)

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

### CONTINUAL DEVELOPMENT

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