

CURRICULUM

Correlation

*Waterford
UPSTART*

100%

*Utah's Early
Childhood Core
Standards 2013*

TABLE OF CONTENTS

ENGLISH LANGUAGE ARTS 1

Reading Standards for Literature (RL)	1
Reading Standards: Informational Text (RI)	2
Reading Standards: Foundational Skills (RF)	3
Writing Standards (W)	5
Speaking & Listening Standards (SL)	7
Language Standards (L)	7

MATHEMATICS 9

Counting and Cardinality (CC)	9
Operations and Algebraic Thinking (OA)	10
Numbers & Operations in Base Ten (NBT)	11
Measurement and Data (MD)	11
Geometry (G)	12

APPROACHES TO LEARNING AND SCIENCE (AL&S) . . 13

Standard 1: Students will learn the processes, communication, and nature of science.	13
Standard 2: Students will gain an understanding of earth and space science.	15
Standard 3: Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.	16
Standard 4: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.	16

SOCIAL/EMOTIONAL AND SOCIAL STUDIES

(SE&SS) 18

Standard 1: The child develops self-awareness and positive self-esteem.	18
Standard 2: The child develops social skills that promote positive interactions with others.	19

CREATIVE ARTS (CA) 22

Standard 1: Students will participate in a variety of activities that allow for creative and imaginative expression.	22
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PHYSICAL HEALTH & SAFETY (PHS) 23

Standard 1: The child develops fine and gross motor coordination (small and large muscle).	23
Standard 2: The child develops an understanding of health and safety.	24

WATERFORD BOOKS AND RELATED ACTIVITIES . . . 25

UTAH STANDARDS	WATERFORD RESOURCES
ENGLISH LANGUAGE ARTS	
READING STANDARDS FOR LITERATURE (RL)	
Cluster: Key ideas and details	
1. With prompting and support, ask and answer questions about details in a text.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up, Five Ws
2. Listen attentively and retell simple stories through conversation, art, movement, or drama.	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up, Five Ws • Sum Up, Remember Order • What Comes Next? • Picture Clues
3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (e.g., story webs).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Science Books (See titles at end of document.) • Describe Characters • Find an Answer • Sum Up, Five Ws
Cluster: Craft and structure	
4. With Prompting and support, ask and answer questions about unknown words in a text.	Online books in Waterford 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.
5. With prompting and support, recognize common types of texts (e.g., storybook, poem).	<ul style="list-style-type: none"> • Read with Me Books • Sing a Rhyme Songs/Books • Informational Books • Counting Books • Number Books • Science Books (See titles at end of document.)
6. With prompting and support, discuss the role of the author and illustrator in telling the story.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author and illustrator are highlighted and read aloud.

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Integration of knowledge and ideals	
7. Use illustrations to tell the story when looking at a familiar book.	<ul style="list-style-type: none"> Words Tell About the Pictures Picture Story
8. (Not applicable to literature)	
9. Discuss characters and their experiences in familiar stories that are similar and different.	<ul style="list-style-type: none"> Books: Legs and A Story in the Snow; Garden Visitors and Creepy Crawlers; Lumpy Mush, I Hate Peas and Ooey, Gooney Mud Read with Me Books (See titles at end of document.) Describe Characters
Cluster: Range of reading and level of complexity	
10. Engage in storytelling and conversations with peers and adults about texts read.	<ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books (See titles at end of document.) Look at Details Build Knowledge
READING STANDARDS: INFORMATIONAL TEXT (RI)	
Cluster: Key ideas and details	
1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Look at Details Connect to Me
2. Listen to a wide variety of informational text. a. Participate in discussion on the topic.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Build Knowledge
b. Retell some details of a text in an appropriate sequence.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Sum Up, Remember Order Picture Clues What Comes Next? Look at Details
3. With prompting and support, discuss information in a text, including differences, similarities, and comparisons to personal experiences.	<ul style="list-style-type: none"> Connect to Me Build Knowledge
Cluster: Craft and structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	Online informational books in Waterford 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.
5. With prompting and support, identify the front cover, back cover, and title page of a book.	Prior to reading each online story, the front cover of the book is displayed on the screen and the name of the title, author and illustrator are highlighted and read aloud.
6. Discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.) Print Directionality Introduction

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Integration of knowledge and ideas	
7. With modeling and support, recognize that a relationship exists between the illustrations/ photographs and the text (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Words Tell About the Pictures Picture Clues Informational Books (See titles at end of document.)
8. With modeling and support, identify key details in a text.	<ul style="list-style-type: none"> Describe Characters Find an Answer Sum Up, Five Ws Picture Clues Look at Details
9. With prompting and support, participate in discussions to identify the similarities and differences between two texts on the same topic.	<ul style="list-style-type: none"> Books: Legs and A Story in the Snow Connect to Me Build Knowledge Informational Books (See titles at end of document.)
Cluster: Range of reading and level of text complexity	
10. With modeling and support, actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> Informational Books (See titles at end of document.)
READING STANDARDS: FOUNDATIONAL SKILLS (RF)	
Cluster: Print concepts	
<i>RF1 Demonstrate understanding of the organization and basic features of print.</i>	
1. With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.	<ul style="list-style-type: none"> Explain Numbers Alphabet Introduction What's Your Name? Power Words
a. Recognize that print is read from top to bottom and left to right.	<p>All online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions. As the narrator reads, text is highlighted which helps show the sequence of print.</p> <ul style="list-style-type: none"> Print Concepts Print Directionality
b. Recognize that spoken words are represented in written language.	<ul style="list-style-type: none"> Print Concepts Letters Make Words Picture Story Look, Listen, and Match
c. Understand that letters are grouped to form words.	<ul style="list-style-type: none"> Letters Make Words
d. Recognize some alphabet letters.	<ul style="list-style-type: none"> ABC songs Alphabet Review Distinguish Letters (Alphabet Introduction) Letter Checker Fast Letter Fun Hidden Letters Find the letter Name That Letter What's Your Name?

UTAH STANDARDS	WATERFORD RESOURCES
<i>RF1 Demonstrate understanding of the organization and basic features of print continued.</i>	
e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).	<ul style="list-style-type: none"> • Explain Numbers • Alphabet Introduction • What's Your Name? • Power Words
Cluster: Phonological awareness	
<i>RF2 Demonstrate understanding of spoken words and sounds (phonemes).</i>	
2. With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) of words.	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right initial Sound • Final Sound • Right Final Sound • Where Is the Sound?
a. Begin to supply rhyming words in familiar songs/jingles and orally match words that rhyme.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books (See titles at end of document.) • Rhyming Words Song • Rhyme • Rhyme Match • Finish the Picture • One Doesn't Rhyme
b. Identify and separate syllables (word parts) in words.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Take Away Syllables
c. Identify words by syllables, beginning sounds, or individual sounds.	<ul style="list-style-type: none"> • Syllables • Syllable Safari • Initial Sound • Right Initial Sound • Where Is the Sound?
d. Recognize initial and final sound of words.	<ul style="list-style-type: none"> • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?
e. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	<ul style="list-style-type: none"> • Letter Sound Songs • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Where Is the Sound?

UTAH STANDARDS	WATERFORD RESOURCES
<i>RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</i>	
3. With guidance and support, recognize that words are made up of letters and their sounds.	<ul style="list-style-type: none"> • Letters Make Words • Initial Sound • Right Initial Sound • Where Is the Sound?
a. Begin to associate names of letters with sounds of the alphabet (e.g., initial sound of own name).	<ul style="list-style-type: none"> • ABC Songs • Letter Sound Songs • Alphabet Review • Distinguish Letters (Alphabet Introduction) • Letter Checker • Fast Letter Fun • Hidden Letters • Find the Letter • Name That Letter • What's Your Name? • Letter Sound • Letter Sound Screening • Sound Room • Name That Letter Sound • Choose a Sound • Initial Sound • Right Initial Sound • Final Sound • Right Final Sound • Where Is the Sound?
b. (Begins in kindergarten section.)	
c. Begin to recognize some words that are seen frequently.	<ul style="list-style-type: none"> • What's Your Name? • Power Words
d. Distinguish between letters and words that are the same or different.	<ul style="list-style-type: none"> • Distinguish Letters • Print Concepts • Letters Make Words • Similarities and Differences in Letters
Cluster: Fluency	
<i>RF4 Read emergent-reader texts with purpose and understanding.</i>	
4. (Begins in kindergarten section.)	
WRITING STANDARDS (W)	
Cluster: Text types and purposes	
1. Use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to represent and share feelings and ideas about a topic.	<p>Waterford encourages everyone to have writing and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing
2. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, invented spelling, and using known letters to extend learning about a topic.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • Power Words • Stick 'n' Spell

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Text types and purposes <i>continued</i>	
3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story (e.g., characters, setting, sequence of events).	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Pictures • Letter Picture Writing • Describe Characters • Sum Up, Remember Order
Cluster: Production and distribution of writing	
4. (Begins in grade 3.)	
5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. <ul style="list-style-type: none"> a. Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing. 	Waterford: Reading encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Letter Picture Writing
<ul style="list-style-type: none"> b. Respond to others and answer questions about drawing, dictation and/or writing. 	Waterford: Reading encourages everyone to have writing and art materials available for children's creations. <ul style="list-style-type: none"> • Letter Picture Writing
<ul style="list-style-type: none"> c. Start to produce writing that is legible, including the conventional formation of upper- and lowercase manuscript letters, including those in own name. 	Waterford encourages everyone to have writing and art materials available for children's creations. Children also must practice writing letters and words. <ul style="list-style-type: none"> • Letter Picture Writing
6. Use a variety of writing/drawing tools and forms (e.g., notes, labels, letters, signs, stories, tape recorder, and computer) to create and share ideas.	Waterford provides access to a word processor feature for producing and publishing writing through Play and Practice activities. Waterford: Classroom Advantage, a teacher-led, digital tool, encourages collaboration in small or large groups to create and share ideas.
7. With guidance and support, participate in group activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic.	Waterford provides access to a word processor feature for producing and publishing writing through Play and Practice activities. Waterford: Classroom Advantage, a teacher-led, digital tool, encourages collaboration in small or large groups to create and share ideas.
8. With guidance and support, recall information from provided sources (e.g., books, videos, pictures) to answer a question.	<ul style="list-style-type: none"> • Connect to Me • Build Knowledge • Look at Details • Sum Up, Five Ws
9. (Begins in grade 4.)	
Cluster: Range of writing	
10. (Begins in grade 3.)	

UTAH STANDARDS	WATERFORD RESOURCES
SPEAKING & LISTENING STANDARDS (SL)	
Cluster: Comprehension and collaboration	
1. Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text. <ul style="list-style-type: none"> a. Use rules for discussions (e.g., listening to others and taking turns speaking about the picture, topics, and text). 	Waterford's Social emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversations rules as characters listen, take turns, and communicate in complete sentences.
<ul style="list-style-type: none"> b. Take multiple turns during conversations. 	Waterford's Social emotional videos demonstrate appropriate conversation rules with model conversations and discussions between various characters.
2. With guidance and support, ask and answer questions and make comments about print material, oral information, and other media (e.g., ask questions using where, when, why, and how).	<ul style="list-style-type: none"> • Read with Me Books • Informational Books (See titles at end of document.) • Science Investigation • Sum Up, Five Ws • Find an Answer
3. With guidance and support, ask and answer questions to seek help or to learn more.	<ul style="list-style-type: none"> • Look at Details • Science Investigation • Build Knowledge • Find an Answer
Cluster: Presentation of knowledge and ideas	
4. With prompting and support, describe familiar people, places, things, and events.	<ul style="list-style-type: none"> • Connect to Me • Look at Details • Vocabulary • Build Knowledge
5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	<p>Waterford: Reading encourages everyone to have writing and art materials available for children's creations.</p> <ul style="list-style-type: none"> • Look at Details
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Waterford introduces letter sounds with instruction demonstrating positioning of lips and tongue to form the sound correctly and clearly.</p> <ul style="list-style-type: none"> • Do I Have To? • It's Not Fair! • Perfect Present
LANGUAGE STANDARDS (L)	
Cluster: Conventions of standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print some letters of the alphabet, including those in own name. 	<ul style="list-style-type: none"> • What's Your Name? • Letter Pictures • Letter Picture Writing
<ul style="list-style-type: none"> b. Use frequently occurring nouns and verbs. 	<ul style="list-style-type: none"> • Songs: Nouns; More Than One; Verbs • Nouns • Verbs
<ul style="list-style-type: none"> c. Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees). 	<ul style="list-style-type: none"> • Songs: Nouns; More Than One • Nouns • Plural Nouns

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Conventions of standard English <i>continued</i>	
d. Respond to and ask questions (e.g., who, what, where, when, why, and how).	<ul style="list-style-type: none"> Science Investigation Sum Up, Five Ws
e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<ul style="list-style-type: none"> Song: Preposition Ship
f. Speak in sentences of varying lengths and complexity to communicate ideas.	<p>Social Emotional videos model conversations and discussions between various characters that demonstrate language in context with appropriate conversation rules as they develop ideas, ask and answer relevant questions, and communicate in complete sentences.</p> <ul style="list-style-type: none"> Song: What Is a Sentence? Sentences
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> ABC Songs Alphabet Review Distinguish Letters (Alphabet Introduction) Letter Checker Fast Letter Fun Hidden Letters Similarities and Differences in Letters Find the letter Name That Letter What's Your Name?
a. Recognize that there are upper and lower case letters.	
b. (Begins in kindergarten.)	
c. (Begins in kindergarten.)	
d. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	<ul style="list-style-type: none"> Letter Sound Songs Letter Sound Letter Sound Screening Sound Room Name That Letter Sound Choose a Sound Where Is the Sound?
Cluster: Knowledge of language	
3. (Begins in grade 2.)	
Cluster: Vocabulary acquisition and use	
4. With prompting and support, clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> Build Knowledge Connect to Me Vocab Instruction
a. With prompting and support, connect new vocabulary with known words and experiences.	
b. With prompting and support, use some known inflections and affixes with familiar words (e.g., -ed, s, re-, un-, pre-, -ful, -less).	<ul style="list-style-type: none"> Songs: More Than One; It Happened Yesterday; Put it at the Front; Put It at the End Plural Nouns Prefixes Suffixes

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Vocabulary acquisition and use <i>continued</i>	
5. With guidance and support, explore word relationships and nuances in word meanings. a. Discuss commonalities and differences and sort objects (e.g., shapes, foods).	<ul style="list-style-type: none"> Sort Look at Details Make Comparisons
b. Compare commonalities and differences by identifying opposites using descriptive words (e.g., big/little, short/long, large/small, happy/sad).	<ul style="list-style-type: none"> Song: Savanna Size Book: Opposites Opposites Big and Little Heavy and Light Tall and Short
c. Access prior knowledge and experiences to identify connections between words and their applications to real life.	<ul style="list-style-type: none"> Vocabulary Connect to Me Build Knowledge
d. Distinguish shades of meaning among verbs describing the same general action through creative or dramatic play, (e.g., whisper, speak, and yell).	<ul style="list-style-type: none"> Song: Verbs Vocabulary Verbs
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>All activities in Speaking and Listening and Language standards provide opportunities for students to use words and phrases acquired through conversation. Activities in the Literature and Informational Text standards provide opportunities for students to read and be read to and to respond to texts.</p> <ul style="list-style-type: none"> Read with Me Books Sing a Rhyme Songs/Books Informational Books Decodable Books <p>(See titles at end of document.)</p>
MATHEMATICS	
COUNTING AND CARDINALITY (CC)	
Cluster: Know number names and count sequence.	
1. Begin to count to 20 by ones.	<ul style="list-style-type: none"> Number Songs Counting Songs Number Counting Order Numbers Counting Puzzle
2. In the sequence of 1-10, understand that numbers come “before” or “after” one another.	<ul style="list-style-type: none"> Number Songs Counting Songs Number Counting Order Numbers Counting Puzzle Number Line
3. Count a number of objects 0-10 and associate with a written numeral.	<ul style="list-style-type: none"> Counting Songs Make and Count Groups Match Numbers

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. Use one-to-one correspondence when counting objects.	<ul style="list-style-type: none"> Counting Songs One-to-One Correspondence Make and Count Groups Match Numbers
b. Develop ability to respond to the question “how many” after counting the objects in a set (beginning cardinality understanding).	<ul style="list-style-type: none"> Counting Songs One-to-One Correspondence Make and Count Groups Match Numbers
c. Understand that each number name in sequence 0-10 means one more.	<ul style="list-style-type: none"> Counting Songs One-to-One Correspondence Make and Count Groups Match Numbers
5. Count as many as 10 objects arranged in a line.	<ul style="list-style-type: none"> Counting Songs One-to-One Correspondence Make and Count Groups Match Numbers
Cluster: Compare numbers	
6. With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	<ul style="list-style-type: none"> Songs: Greater Than, Less Than; More Than, Fewer Than Book: For the Birds Greater Than, Less Than More Than, Fewer Than More Than Fewer Than Make and Count Groups
7. Associate quantities with written numerals 1-10.	<ul style="list-style-type: none"> Counting Songs Make and Count Groups One-to-One Correspondence Match Numbers
OPERATIONS AND ALGEBRAIC THINKING (OA)	
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Explore adding and taking away with concrete objects and patterns (e.g., fingers, blocks, dominoes, Unifix cubes, two-sided counters, toys).	<ul style="list-style-type: none"> Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction Book: Five Delicious Muffins Make and Count Groups Add Groups Subtract Groups Act Out Addition Act Out Subtraction
2. Begin to explore adding and taking away of objects in a set. a. Solve an addition problem by combining (adding) two or more sets of objects to find out how many in all (within five).	<ul style="list-style-type: none"> Songs: Addition; Pirates Can Add; On the Bayou Make and Count Groups Sums to 5 Add Groups to 5 Act Out Addition

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from <i>continued</i> .	
b. Solve a subtraction problem by removing (subtracting) objects from a set of up to five objects.	<ul style="list-style-type: none"> Songs: Bakery Subtraction: Subtract Those Cars; Circus Subtraction Book: Five Delicious Muffins Subtract Groups Minuends to 5 Act Out Subtraction
3. Explore different ways a set of objects can be decomposed within five.	<ul style="list-style-type: none"> Subtract Groups Act Out Subtraction Minuends to 5
4. Explore different ways sets of objects can be combined to make a new set within five.	<ul style="list-style-type: none"> Add Groups to 5 Sums to 5 Dominoes Act Out Addition
a. Begins to recognize that a set remains the same amount if physically rearranged.	<ul style="list-style-type: none"> Add Groups to 5 Sums to 5 Dominoes Act Out Addition
5. Say the number created by combining (adding) or removing (subtracting) objects within five.	<ul style="list-style-type: none"> Add Groups to 5 Sums to 5 Dominoes Act Out Addition Subtract Groups Act Out Subtraction Minuends to 5
6. Duplicate, extend, and create simple patterns (e.g., ababab).	<ul style="list-style-type: none"> Song: Train Station Patterns Patterns Pattern AB; ABB; ABC
NUMBERS & OPERATIONS IN BASE TEN (NBT)	
Cluster: Work with numbers 11-19 to gain foundations for place value.	
1. (Begins in kindergarten section. Foundational skills of 0-10 are found in other mathematical standards.)	
MEASUREMENT AND DATA (MD)	
Cluster: Describe and compare measurable attributes.	
1. Describe objects using vocabulary specific to measurable attributes (e.g., length {long/short}, weight {heavy/light}, size {big/small}, and distance {near/far}).	<ul style="list-style-type: none"> Songs: Savanna Size; Large, Larger, Largest; Get Over the Bugs; Positioning Book: Up in the Air Size Big and Little Heavy and Light Tall and Short Order Size Length Capacity Over, Under, Above, Below

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Describe and compare measurable attributes <i>continued</i> .	
a. Organize data to make simple graphs using words: same, more, less.	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Calendar/Graph Weather • Greater Than • Less Than • More Than • Fewer Than
2. Compare objects using measurable attributes (e.g., length {longer/shorter}, weight {heavier/lighter}, and size {bigger/smaller}).	<ul style="list-style-type: none"> • Song: Savanna Size • Make Comparisons • Size • Order Size • Length • Capacity • Big and Little • Heavy and Light • Tall and Short
Cluster: Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.	<ul style="list-style-type: none"> • Songs: Large, Larger, Largest; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups
GEOMETRY (G)	
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Identify basic shapes by name and in the environment.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • World Shapes
2. Identify and name basic shapes regardless of their orientations (the way the object is turned or flipped) or size.	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides; Same and Different • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes • Congruence • Similar Figures
3. Begin to recognize basic shapes as two-dimensional ("flat") or three dimensional ("solid").	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • Space Shapes • World Shapes

UTAH STANDARDS	WATERFORD RESOURCES
Cluster: Analyze, compare, create, and compose shapes.	
4. With prompting and support, describe basic two- and three-dimensional shapes.	<ul style="list-style-type: none"> Songs: Kites; Shapes, Shapes, Shapes; Corners and Sides Books: The Shape of Things; Imagination Shapes Circle, Square, Triangle, Rectangle Star, Semicircle, Octagon, Oval, Diamond Simple Shapes Solid Shapes Space Shapes World Shapes
5. Create basic shapes using media and basic drawing tools.	<p>Waterford encourages everyone to have drawing and art materials available for children's creations.</p> <ul style="list-style-type: none"> Geoboard Tangrams
6. Explore combining basic shapes to create new shapes.	<ul style="list-style-type: none"> Geoboard Tangrams
APPROACHES TO LEARNING AND SCIENCE (AL&S)	
STANDARD 1: STUDENTS WILL LEARN THE PROCESSES, COMMUNICATION, AND NATURE OF SCIENCE.	
The child displays an orientation to learning.	
1-2. Displays a sense of curiosity and willingness to try new things.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Observe a Simple System Magnets Weather Calendar/Graph Weather
a. Uses senses to explore people, objects, and the environment.	<ul style="list-style-type: none"> Song: Five Senses Books: I Wish I Had Ears Like a Bat; Fawn Eyes Sight Hearing Touch Taste Smell Observe a Simple System Materials Body Parts Parts of the Face
b. Seeks opportunities to participate in new activities.	<ul style="list-style-type: none"> Perfect Present Marmot Basket Clubhouse
c. Asks questions for further information.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation
d. Creates or suggests new activities.	<ul style="list-style-type: none"> Squirrel's Sketches Perfect Present Find Me!

UTAH STANDARDS	WATERFORD RESOURCES
The child displays an orientation to learning <i>continued</i>.	
3-5. Demonstrates confidence in a range of abilities. a. Shows ability to acquire and process new information.	<ul style="list-style-type: none"> Song: The Scientific Method Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver Science Investigation Observe a Simple System
b. Shows imagination and creativity in approaching tasks and activities.	<ul style="list-style-type: none"> Perfect Present Marmot Basket
c. Asks questions and seeks new information.	<ul style="list-style-type: none"> Song: The Scientific Method Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver Science Investigation
Child develops abilities and skills that promote learning.	
1. Persists in completing tasks. a. Attempts tasks until satisfied with results.	Children build persistence with Waterford's consistent support and encouragement throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
b. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.	Engaging activities in Waterford hold children's attention and build persistence by allowing them to click Repeat to hear instructions again and by providing visual clues when children need extra assistance to finish a task.
2. Works collaboratively with others. a. Helps, shares, and cooperates in a group demonstrates sharing and turn taking.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
b. Uses socially appropriate behavior with peers and adults, such as helping.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. <ul style="list-style-type: none"> Soup's On!
c. Follows simple rules, routines, and common directions.	Children follow directions and routines independently as they progress through the Waterford sequence of activities.
d. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
3. Approaches tasks with organization. a. Uses a variety of strategies to solve a problem.	<ul style="list-style-type: none"> Song: Problem Solving Book: Milton's Mittens Do I Have To?
b. Experiments with different uses for objects and applies knowledge to new situations.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
c. Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	<ul style="list-style-type: none"> Perfect Present Squirrel's Sketches

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 2: STUDENTS WILL GAIN AN UNDERSTANDING OF EARTH AND SPACE SCIENCE.	
1. Actively explore/experiment with objects and the environment.	<ul style="list-style-type: none"> Songs: Water; Solid or Liquid Water Solid and Liquid Science Investigation
2. Show interest and curiosity in indoor and outdoor environments.	<ul style="list-style-type: none"> Book: Where In the World Would You Go Today? Science Investigation Observe a Simple System
3. Ask questions for further information.	<ul style="list-style-type: none"> Song: The Scientific Method Science Investigation Materials Observe a Simple System Magnets Weather
1. Discuss the things that are done in the daytime and the things that are done at night. <ol style="list-style-type: none"> Begin to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night. 	<ul style="list-style-type: none"> Today Yesterday/Tomorrow
2. Describe the changes in the physical attributes of the sky from day to night.	<ul style="list-style-type: none"> Songs: Sun Blues; The Moon Book: Star Pictures Sun Moon Constellations
1. Discuss the changes in the earth as seasons change.	<ul style="list-style-type: none"> Song: Seasons Book: That's What I Like, a Book About Seasons Spring Summer Fall Winter
2. Compare the differences in temperature as the weather changes.	<ul style="list-style-type: none"> Songs: Seasons; Precipitation Book: That's What I Like, a Book About Seasons Weather Calendar/Graph Weather Clouds Spring Summer Fall Winter
3. Describe why certain clothing is appropriate to each season.	<ul style="list-style-type: none"> Book: Whatever the Weather Spring Summer Fall Winter

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 3: STUDENTS WILL GAIN AN UNDERSTANDING OF PHYSICAL SCIENCE THROUGH THE STUDY OF THE FORCES OF MOTION AND THE PROPERTIES OF MATERIALS.	
1. Actively explore/experiment the properties of movement.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
2. Ask questions about movement for further information.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
3. Observe, compare, and describe the changes in movement on different surfaces or inclines.	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull
1. Match models of objects with the real thing.	<ul style="list-style-type: none"> • Observe a Simple System
2. Know that non-living things do not need care and feeding like living things do.	<ul style="list-style-type: none"> • Song: Living and Nonliving • Living or Nonliving
STANDARD 4: STUDENTS WILL GAIN AN UNDERSTANDING OF LIFE SCIENCE THROUGH THE STUDY OF CHANGES IN ORGANISMS OVER TIME AND THE NATURE OF LIVING THINGS.	
1. Actively explore living things.	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; 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 • Science Investigation • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates
2. Ask questions for further information about living things.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am • Science Investigation • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 4: STUDENTS WILL GAIN AN UNDERSTANDING OF LIFE SCIENCE THROUGH THE STUDY OF CHANGES IN ORGANISMS OVER TIME AND THE NATURE OF LIVING THINGS <i>continued</i> .	
3. Collect information about living things.	<ul style="list-style-type: none"> • Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; I Am Part of All I See; Same and Different • 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 • Science Investigation • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants
1. Describe the needs of plants and animals and how to keep them alive.	<ul style="list-style-type: none"> • Songs: Birds; Fish; Plant or Animal; Food From Plants • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates • Plants
2. Name and identify most parts of the human body.	<ul style="list-style-type: none"> • Body Parts • Parts of the Face
3. Actively explore and discuss major parts of plants (e.g., roots, stem, leaf, flower, trunk, branches).	<ul style="list-style-type: none"> • Songs: Plants Are Growing; Food From Plants; Measuring Plants; Plant or Animal • Book: Follow the Apples • Plant or Animal • Plants
4. Explore the parts of different animals (e.g., skin, fur, feathers, scales, hand, wing, flipper, fin).	<ul style="list-style-type: none"> • Songs: Vertebrates; Birds; Fish; Invertebrates; Plant or Animal • Mammals • Birds • Fish • Amphibians • Reptiles • Insects • Spiders • Worms • Invertebrates

UTAH STANDARDS	WATERFORD RESOURCES
SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)	
STANDARD 1: THE CHILD DEVELOPS SELF-AWARENESS AND POSITIVE SELF-ESTEEM.	
1. Knows personal information.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
a. Knows first and last name and age.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b. Knows parents’ and caregivers’ names.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c. Knows own phone number and address.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d. Shows emotional connection and attachment to others.	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? • Boo Hoo Baby
2. Demonstrates awareness of abilities and preferences.	<ul style="list-style-type: none"> • Books: Ooey, Gooney Mud; Lumpy Mush; I Hate Peas • Do I Have To? • It’s Not Fair!
a. Demonstrates independence in decision making regarding activities and materials.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present • Clubhouse • Boo Hoo Baby • Squirrel’s Blocks • The Picnic • Dinner Time
b. Demonstrates independence in a range of activities, routines, and tasks.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present • Clubhouse • Boo Hoo Baby • Squirrel’s Blocks • The Picnic • Dinner Time
c. Asks questions and seeks new information.	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Mathematician Like Pythagoras • Science Investigation
3. Develops growing capacity for independence.	<ul style="list-style-type: none"> • Squirrel’s Sketches • Perfect Present • Clubhouse • Boo Hoo Baby • Squirrel’s Blocks • The Picnic • Dinner Time
a. Establishes secure relationships with adults outside of family members.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b. Demonstrates emotions and opinions with and to peers.	<ul style="list-style-type: none"> • Clubhouse • Marmot Basket
c. Begins to sustain interactions with adults and peers.	<ul style="list-style-type: none"> • Find Me! • Where’s Papa? • Marmot Basket • Mama’s Melody • Musical Mayhem

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 1: THE CHILD DEVELOPS SELF-AWARENESS AND POSITIVE SELF-ESTEEM <i>continued.</i>	
d. Accepts and is responsible for jobs or assignments.	<ul style="list-style-type: none"> Do I Have To? Soup's On!
4. Expresses self in different roles and mediums. a. Plays different roles in dramatic or free play.	<ul style="list-style-type: none"> Papa's Play Mama's Melody
b. Expresses emotions and feelings through open-ended play, dance, visual arts, and music.	<p>Waterford encourages everyone to keep drawing and art materials available for children's creations.</p> <ul style="list-style-type: none"> Mama's Melody Baby's Ballet Squirrel's Sketches
c. Expresses feelings and emotions through language.	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Do I Have To? Perfect Present
d. Shares accomplishments with others.	<ul style="list-style-type: none"> Squirrel's Sketches Mama's Melody
STANDARD 2: THE CHILD DEVELOPS SOCIAL SKILLS THAT PROMOTE POSITIVE INTERACTIONS WITH OTHERS.	
1. Develops skills to interact cooperatively with others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
a. Engages in learning activities with peers.	Waterford is committed to creating a diverse learning experience that connects with early learners from all backgrounds. Books and activities in the program model acceptance and provide opportunities for discussion.
b. Responds to and interacts with other children and adults in a formal or group setting.	<ul style="list-style-type: none"> Clubhouse Musical Mayhem
c. Participates cooperatively in group.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
2. Participates in cooperative play. a. With peers and adults, engages in behavior such as helping, sharing, and taking turns.	<ul style="list-style-type: none"> Clubhouse Boo Hoo Baby Musical Mayhem Baby's Blocks The Picnic Dinner Time
b. Joins in cooperative play with others.	<ul style="list-style-type: none"> Clubhouse Marmot Basket
c. Invites others to join in cooperative play.	<ul style="list-style-type: none"> Clubhouse Marmot Basket
3. Employs positive social behaviors with peers and adults. a. Uses positive, nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.	<p>Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, courtesy, respect, and initiative.</p> <ul style="list-style-type: none"> Where's Papa?

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 2: THE CHILD DEVELOPS SOCIAL SKILLS THAT PROMOTE POSITIVE INTERACTIONS WITH OTHERS <i>continued</i>.	
b. Forms positive relationships with adults.	<ul style="list-style-type: none"> Where's Papa? Find Me! Mama's Melody Soup's On!
c. Develops friendships with peers.	<ul style="list-style-type: none"> Clubhouse Marmot Basket Party Time
4. Develops self-control by regulating impulses and feelings.	<p>The Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."</p> <ul style="list-style-type: none"> Squirrel's Blocks Do I Have To? It's Not Fair!
a. Follows established rules, routines and directions independently.	Children follow routines independently as they progress through the Waterford sequence of activities. Students continually follow directions in order to complete activities that are interactive, requiring them to listen carefully and respond promptly.
b. Uses ordinal terms to describe sequence of daily routine/schedule (e.g., first, second, next, last).	<ul style="list-style-type: none"> Song: Ordinals Book: The Circus Came to Town Ordinal Numbers
c. Understands and accepts limitations (e.g., being told "no").	The Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
d. Adapts to new environments with appropriate emotions and behaviors.	The Social Emotional video series, "I Can Calm Down," models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome, encouraging children to "Stop, Think, and Choose."
5. Expresses emotions and feelings. a. Expresses own emotions (e.g., "I am happy," "I am sad," etc.).	<ul style="list-style-type: none"> Lost and Found It's Not Fair! Do I Have To? Lost Dinosaur Lost Keys Papa's Thumb Squirrel's Blocks Baby's Blocks Boo Hoo Baby Where's Papa?
b. Describes own feelings (e.g., "I am thirsty," "I am hungry," etc.).	Books: Lumpy Mush; Ooey, Gooey Mud; I Hate Peas
c. Demonstrates empathy.	<ul style="list-style-type: none"> Boo Hoo Baby Baby's Blocks

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 2: THE CHILD DEVELOPS SOCIAL SKILLS THAT PROMOTE POSITIVE INTERACTIONS WITH OTHERS <i>continued</i>.	
6. Develops skills to solve conflicts. With guidance, child:	<ul style="list-style-type: none"> • It's Not Fair! • Do I Have To? • Boo Hoo Baby • Musical Mayhem
a. Is aware that others may have different feelings and emotions other than his/her own.	
b. Responds appropriately to tone of voice, facial expressions, and gestures of others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks • Musical Mayhem • Papa's Thumb • Noisy Children
c. Asserts rights by telling others how he/she feels.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
d. Finds ways to help others.	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby's Blocks
e. Seeks out appropriate help when unable to find a solution.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.
7. Respects others and their belongings.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
a. Uses polite language to recognize peers' accomplishments (e.g., "Good job," "I like...").	
b. Asks permission to use things that belong to others.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.
c. Independently uses and shares materials	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
d. with peers.	
e. Recognizes how action affect others and accepts consequences of own actions.	<ul style="list-style-type: none"> • Do I Have To? • Baby's Blocks
8-9. Uses imitation or pretend play to learn new roles and relationships.	<ul style="list-style-type: none"> • Clubhouse • Baby's Blocks • Boo Hoo Baby
10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).	<ul style="list-style-type: none"> • Song: I Am Part of All I See • Books: Your Backyard; Where in the World Would You Go Today? • Rainforests • Mountains • Oceans • Desert

UTAH STANDARDS	WATERFORD RESOURCES
CREATIVE ARTS (CA)	
STANDARD 1: STUDENTS WILL PARTICIPATE IN A VARIETY OF ACTIVITIES THAT ALLOW FOR CREATIVE AND IMAGINATIVE EXPRESSION.	
1. Use voice and instruments to create sound. a. Participate in music activities such as listening, singing, or performing.	Music is an integral part of Waterford, including songs specific to learning objectives as well as the use of background classical music throughout the program.
b. Show increasing awareness of various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
c. Explain what is felt and heard through various musical tempos and styles.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
d. Express thoughts, feelings, and energy through music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
2. Use their body to move to music and express themselves. a. Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody
b. Use creative movement to demonstrate feelings, ideas, and concepts.	<ul style="list-style-type: none"> Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This Baby's Ballet Mama's Melody
3. Use a variety of media and materials to create drawings, pictures, or other objects. a. Use a variety of materials and techniques to make art creations.	Waterford encourages everyone to have drawing and art materials available for children's creations.
b. Recognize and name colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).	<ul style="list-style-type: none"> Red, Yellow, and Blue Color Practice
c. Create works that reflect experiences or objects.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
d. Use basic art tools (e.g., glue, clay, markers, scissors, paintbrushes, and crayons).	Waterford encourages everyone to have drawing and art materials available for children's creations.
e. Compare textures (rough/smooth).	Waterford encourages everyone to have drawing and art materials available for children's creations.
f. Talk to others about his/her art.	<ul style="list-style-type: none"> Squirrel's Sketches
4. Portray a variety of events, characters, or stories through drama, props and language. a. Identify and express ideas, information, and feelings through dramatic art (e.g., telling stories, make believe).	<ul style="list-style-type: none"> Papa's Play
b. Use dialogue, actions, and objects to tell a story.	<p>Waterford encourages everyone to have drawing and art materials available for children's creations.</p> <ul style="list-style-type: none"> Papa's Play

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 1: STUDENTS WILL PARTICIPATE IN A VARIETY OF ACTIVITIES THAT ALLOW FOR CREATIVE AND IMAGINATIVE EXPRESSION <i>continued</i>.	
c. Assume roles in dramatic play situations characters, or stories through drama, props and language.	<ul style="list-style-type: none"> Papa's Play
d. Show appreciation of the dramatizations of others.	<ul style="list-style-type: none"> Papa's Play
PHYSICAL HEALTH & SAFETY (PHS)	
STANDARD 1: THE CHILD DEVELOPS FINE AND GROSS MOTOR COORDINATION (SMALL AND LARGE MUSCLE).	
1. Exhibits fine motor coordination (small muscle).	The daily use of a touch pad or mouse develops hand-eye coordination.
a. Demonstrates a more precise control needed to use everyday objects:	
i. Can use wrist, hand, and fingers to turn objects such as screw lids.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
ii. Can use fingers to button and zip.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
iii. Coordinates finger and wrist movement to control scissors.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
iv. Can use a single finger to push a button.	Many activities in Waterford require students to enter the answer on the keyboard and then press Enter.
v. Holds a pencil and other writing tools with a mature pincer grasp (thumb to index finger grasp).	<ul style="list-style-type: none"> Dots, Lines, and Circles Letter Picture Writing What's Your Name?
b. Demonstrates eye-hand coordination:	The daily use of a touch pad or mouse develops hand-eye coordination.
i. Can coordinate hands to pour from one object to another.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
ii. Can strike at a stationary object.	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
iii. Coordinates arm and hand movements to create art.	Waterford encourages everyone to have writing and art materials available for children's creations.
2. Exhibits gross motor coordination (large muscle).	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
a. a. Demonstrates control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).	
b. Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor; e.g., balances on one foot, moves bod parts in isolation).	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.
c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheeled toys).	<ul style="list-style-type: none"> See "Family Engagement Resources" at end of document.

UTAH STANDARDS	WATERFORD RESOURCES
STANDARD 1: THE CHILD DEVELOPS FINE AND GROSS MOTOR COORDINATION (SMALL AND LARGE MUSCLE) <i>continued</i>.	
d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
STANDARD 2: THE CHILD DEVELOPS AN UNDERSTANDING OF HEALTH AND SAFETY.	
1. Shows independence in personal care. <ul style="list-style-type: none"> a. Develops independence in personal hygiene and care. 	<ul style="list-style-type: none"> • Song: Health • Books: The Germs; We All Exercise • Avoid Germs, Prevent Illness • Exercise and Rest • Healthy Food • Teeth
2. Participates in self-selected or organized activities that enhance physical fitness. <ul style="list-style-type: none"> a. Plays outdoor games. 	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
b. Uses outdoor equipment appropriately.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
c. Begins to maintain personal boundaries while participating in movement activities.	<ul style="list-style-type: none"> • See “Family Engagement Resources” at end of document.
d. Uses movement to express ideas and feelings.	<ul style="list-style-type: none"> • Baby’s Ballet • Mama’s Melody
e. Eats foods from a variety of food groups.	<ul style="list-style-type: none"> • Song: Health • Dinner Time • The Picnic • Healthy Food
3. Practices safety procedures. <ul style="list-style-type: none"> a. Follows outdoor and indoor safety rules. 	<ul style="list-style-type: none"> • Songs: Sun Blues; Storms • Lightning Safety • Avoid Germs and Prevent Illness
b. Begins to identify helpful and harmful substances to the body.	<ul style="list-style-type: none"> • Book: The Germs • Germs • Avoid Germs and Prevent Illness



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

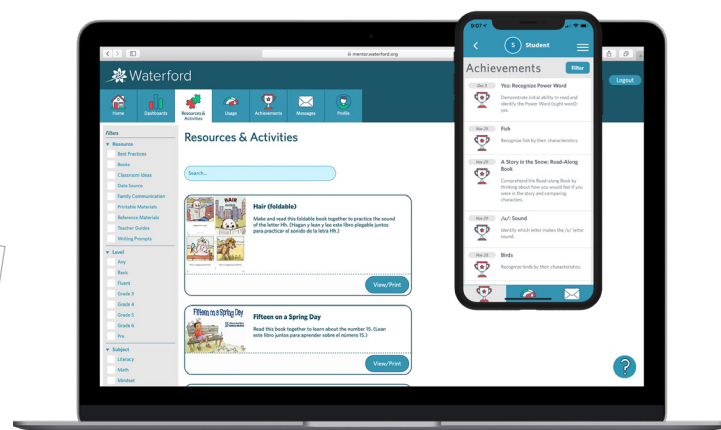
FAMILY ENGAGEMENT RESOURCES

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.