

# CURRICULUM *Correlation*

*Waterford  
Upstart*

**100%**

*Utah Core State  
Standards for  
Early Learning  
2020*

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UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>ENGLISH LANGUAGE ARTS</b>	
<b>STRAND 1: ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING</b>	
Standard ELA 4 yr.1.1 Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.	Waterford's social-emotional videos model conversations and discussions between various characters that demonstrate how they communicate their wants and needs, and share experiences, thoughts, and feelings in complete sentences. <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> </ul>
Standard ELA 4 yr.1.2 Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs; Preposition Ship; Pronouns; Adjectives Describe</li> </ul>
Standard ELA 4 yr.1.3 Begin to ask and answer complex questions (for example, who, what, where, when, why, how).	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Science Investigation</li> <li>• Sum Up, Five Ws</li> <li>• Find an Answer</li> </ul>
Standard ELA 4 yr.1.4 Describe attributes of familiar people, places, things, and events.	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Same and Different</li> <li>• Size</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Look at Details</li> <li>• Describe Characters</li> </ul>
Standard ELA 4 yr.1.5 Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	Waterford online books include bold-faced vocabulary words. When any word is selected, the word is repeated. When bold-faced words are selected, students hear a slowed pronunciation and definition in a popup with an illustration.
Standard ELA 4 yr.1.6 Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
Standard ELA 4 yr.1.7 Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).	<ul style="list-style-type: none"> <li>• Song: Antonym Ant</li> <li>• Book: Opposites</li> </ul>
Standard ELA 4 yr.1.8 Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.	Waterford's social-emotional videos model conversations and discussions between various characters as they communicate in complete sentences.
Standard ELA 4 yr.1.9 Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).	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.
Standard ELA 4 yr.1.10 Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").	While interacting with Waterford, children are constantly listening and responding to instruction, often following multi-step directions.

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 2: READING</b>	
<b>Sub-strand: Concepts of Print</b>	
Standard ELA 4 yr.2.1 Correctly hold a book.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> <li>• Print Concepts</li> </ul>
Standard ELA 4 yr.2.2 Discuss that print conveys meaning and how the illustrations/ photographs relate to the text.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> <li>• Words Tell About the Pictures</li> </ul>
Standard ELA 4 yr.2.3 Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	<ul style="list-style-type: none"> <li>• Words in Your World</li> <li>• Name Game (What's Your Name?)</li> <li>• Print Directionality Introduction</li> </ul>
Standard ELA 4 yr.2.4 With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.	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.
Standard ELA 4 yr.2.5 Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).	Online Picture Story books feature animation that simulates pages turning one by one, from front to back, as the singer sings the nursery rhyme. At the end of the story, the pages flip back to the front and each word is highlighted as the narrator reads the text.
Standard ELA 4 yr.2.6 With prompting and support, begin to recognize that letters are grouped to form words.	<ul style="list-style-type: none"> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>
Standard ELA 4 yr.2.7 With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	Prior to reading each online story, the front cover of the book is displayed on the screen. The title and names of the author and illustrator are highlighted and read aloud.
<b>Sub-strand: Phonological Awareness</b>	
Standard ELA 4 yr.2.8 Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).	Waterford activities teach phonological awareness and progress from chunks of sounds such as rhyming and syllables to hearing and manipulating individual phonemes. <ul style="list-style-type: none"> <li>• Initial Sound</li> </ul>
Standard ELA 4 yr.2.9 Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).	<ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>
Standard ELA 4 yr.2.10 With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> </ul>
Standard ELA 4 yr.2.11 With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).	<ul style="list-style-type: none"> <li>• Blending</li> <li>• Blending Dragon</li> <li>• Blend Phonemes</li> <li>• Phoneme Segmentation</li> </ul>
Standard ELA 4 yr.2.12 Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where is the Sound?</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Sub-strand: Word Recognition</b>	
Standard ELA 4 yr.2.13 With prompting and support, recognize that written words are made up of letters and sounds.	<ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Letters Make Words</li> <li>• Print Concepts</li> </ul>
Standard ELA 4 yr.2.14 Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Sound Songs</li> <li>• Alphabet Introduction (Distinguish Letters)</li> <li>• Print Concepts</li> <li>• Letter Pictures</li> <li>• Similarities and Differences in Letters</li> <li>• Name Game (What's Your Name?)</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Sound Room</li> <li>• Choose a Sound</li> </ul>
Standard ELA 4 yr.2.15 Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).	<ul style="list-style-type: none"> <li>• Words in Your World</li> <li>• Name Game (What's Your Name?)</li> </ul>
<b>Sub-strand: Recall Information</b>	
Standard ELA 4 yr.2.16 With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).	<ul style="list-style-type: none"> <li>• Memorization Skills</li> </ul>
<b>Sub-strand: Comprehension</b>	
Standard ELA 4 yr.2.17 With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Sum Up, Remember Order</li> <li>• Describe Characters</li> </ul>
Standard ELA 4 yr.2.18 With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Informational Books (See titles at end of document.)</li> <li>• Look at Details</li> <li>• Find an Answer</li> </ul>
<b>Strand 3: Writing</b>	
Standard ELA 4 yr.3.1 Represent ideas visually (for example, scribble with letter-like formations, simple drawings).	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
Standard ELA 4 yr.3.2 Represent spoken words with written language using letter-like marks and scribbles.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Letters Make Words</li> </ul>
Standard ELA 4 yr.3.3 Print some letters of the alphabet, including those in their own name.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> <li>• Name Game (What's Your Name?)</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>FINE ARTS</b>	
<b>STRAND 1: DRAMA</b>	
Standard FA 4 yr.1.1 Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lots of Feelings</li> </ul>
Standard FA 4 yr.1.2 Use dialogue, actions, and objects to tell a story.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lots of Feelings</li> <li>• What Would You Do?</li> </ul>
Standard FA 4 yr.1.3 Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
Standard FA 4 yr.1.4 With prompting and support, work independently and cooperatively in dramatic play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
Standard FA 4 yr.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> </ul>
Standard FA 4 yr.1.6 With prompting and support, act out a story with a beginning, middle, and an end.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> </ul>
<b>STRAND 2: DANCE</b>	
Standard FA 4 yr.2.1 Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Standard FA 4 yr.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Standard FA 4 yr.2.3 With prompting and support, start, stop, and respond to musical cues.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Standard FA 4 yr.2.4 With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>
Standard FA 4 yr.2.5 With prompting and support, dance for and with others while respecting space and maintaining body control.	<ul style="list-style-type: none"> <li>• Book: Movin’ to the Music Time</li> <li>• Baby’s Ballet</li> <li>• Mama’s Melody</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 3: MUSIC</b>	
Standard FA 4 yr.3.1 Participate in musical activities by listening to, singing, and creating music.	Music is an integral part of Waterford. Children are often asked to sing along or clap in time.
Standard FA 4 yr.3.2 Show increasing recognition of the 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"> <li>Book: Movin' to the Music Time</li> </ul>
Standard FA 4 yr.3.3 Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.	Music is an integral part of Waterford. Children are often asked to sing along or clap in time.
Standard FA 4 yr.3.4 Express thoughts, feelings, and energy through music.	<ul style="list-style-type: none"> <li>Book: Movin' to the Music Time</li> <li>Mama's Melody</li> <li>Baby's Ballet</li> </ul>
Standard FA 4 yr.3.5 With prompting and support, begin to sing songs from various cultures.	Waterford's Sing Around the World songs are presented in English, then in the language of the country represented.
Standard FA 4 yr.3.6 With prompting and support, share a favorite song.	Music is an integral part of Waterford. This includes songs specific to learning objectives, as well as the use of background classical music throughout the program
<b>STRAND 4: VISUAL ARTS</b>	
Standard FA 4 yr.4.1 Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.
Standard FA 4 yr.4.2 Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).	<ul style="list-style-type: none"> <li>Songs: Colors, Colors</li> <li>Red, Yellow, and Blue</li> <li>Coloring Game (Make a Scene)</li> </ul>
Standard FA 4 yr.4.3 Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.	<ul style="list-style-type: none"> <li>Songs: Colors, Colors</li> <li>Red, Yellow, and Blue</li> <li>Coloring Game (Make a Scene)</li> </ul>
Standard FA 4 yr.4.4 Talk with peers and/or adults about their art and their creative process.	<ul style="list-style-type: none"> <li>Squirrel's Sketches</li> <li>Mama's Melody</li> </ul>
Standard FA 4 yr.4.5 With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>HEALTH EDUCATION</b>	
<b>STRAND 1: HUMAN DEVELOPMENT</b>	
Standard HE 4 yr.1.1 Show independence in personal hygiene and care.	<ul style="list-style-type: none"> <li>Book: The Germs</li> <li>Avoid Germs and Prevent Illness</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Hand Washing Rebus</li> <li>Monkey Mouth</li> </ul>
Standard HE 4 yr.1.2 With prompting and support, distinguish between appropriate and inappropriate touch.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF</b>	
Standard HE 4 yr.2.1 With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	<ul style="list-style-type: none"> <li>Books: Mine; My Super Sticky Sandwich; Play Ball</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Community Helpers</li> <li>Emergency Preparedness for Kids</li> </ul>
Standard HE 4 yr.2.2 Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.	<ul style="list-style-type: none"> <li>Books: Can We Still Be Friends; Friends</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>How to Listen Like a Friend</li> <li>This Belongs to a Friend</li> </ul>
Standard HE 4 yr.2.3 With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot's Basket</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>This Belongs to a Friend</li> <li>How to Listen Like a Friend</li> </ul>
Standard HE 4 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	<ul style="list-style-type: none"> <li>Do I Have To?</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>This Belongs to a Friend</li> <li>Please and Thank You</li> <li>Teaching Children Manners</li> </ul>
<b>STRAND 3: MENTAL AND EMOTIONAL HEALTH</b>	
Standard HE 4 yr.3.1 Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Role Play</li> <li>Lots of Feelings</li> <li>What Would You Do?</li> <li>Panda and Tornado</li> </ul>
Standard HE 4 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	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."
Standard HE 4 yr.3.3 With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>STRAND 4: NUTRITION</b>	
Standard HE 4 yr.4.1 Identify a variety of healthy foods.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Food Pictures (Healthy Eating)</li> <li>My Healthy Plate</li> </ul>
Standard HE 4 yr.4.2 Identify why eating healthy food is important and begin to categorize into food groups.	<ul style="list-style-type: none"> <li>Song: Health</li> <li>Healthy Food</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>Food Pictures (Healthy Eating)</li> <li>My Healthy Plate</li> </ul>



UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 4: NUTRITION <i>continued</i></b>	
Standard HE 4 yr.4.3 With prompting and support, try new foods from a variety of food groups.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Healthy Food</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Food Pictures (Healthy Eating)</li> <li>• My Healthy Plate</li> </ul>
<b>LIFELONG LEARNING PRACTICES-APPROACHES TO LEARNING</b>	
<b>STRAND 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING</b>	
Standard LLP 4 yr.1.1 With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard LLP 4 yr.1.2 With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses).	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
Standard LLP 4 yr.1.3 With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard LLP 4 yr.1.4 With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>STRAND 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)</b>	
<b>Sub-strand: Initiative</b>	
Standard LLP 4 yr.2.1 With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.	Children interacting with Waterford are constantly listening to input and responding with choices, often following multi-step directions.
Standard LLP 4 yr.2.2 Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> </ul>
Standard LLP 4 yr.2.3 Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Good Playing Rules</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Sub-strand: Persistence</b>	
Standard LLP 4 yr.2.4 Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).	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.
Standard LLP 4 yr.2.5 Develop the ability to sustain engagement in active learning small- and large-group activities, working alone or cooperatively.	Engaging activities throughout Waterford hold children’s attention as they concentrate on each task. Support provided within each activity can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
<b>STRAND 3: CREATIVITY AND CURIOSITY</b>	
Standard LLP 4 yr.3.1 Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Materials</li> </ul>
Standard LLP 4 yr.3.2 With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).	<ul style="list-style-type: none"> <li>• Song: Problem Solving</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Predicting Practice</li> </ul>
Standard LLP 4 yr.3.3 Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Materials</li> <li>• Perfect Present</li> </ul>
Standard LLP 4 yr.3.4 Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot’s Basket</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• What Would You Do?</li> </ul>
<b>LIFELONG LEARNING PRACTICES-SOCIAL INTERACTION AND DEVELOPMENT</b>	
<b>STRAND 4: SELF-AWARENESS</b>	
Standard LLP 4 yr.4.1 Demonstrate awareness of one’s own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book. <ul style="list-style-type: none"> <li>• Books: I Hate Peas; Lumpy Mush; Ooey, Goopy Mud</li> <li>• Name Game (What’s Your Name?)</li> </ul>
Standard LLP 4 yr.4.2 Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).	Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.
Standard LLP 4 yr.4.3 Begin to maintain personal boundaries while participating in movement or daily classroom activities.	<b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 4: SELF-AWARENESS</b> <i>continued</i>	
Standard LLP 4 yr.4.4 Communicate wants and needs including thoughts and feelings with actions or words.	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> <li>• Feelings Poster</li> </ul>
Standard LLP 4 yr.4.5 Begin to contribute and take pride in the classroom community (for example, volunteer to help others).	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Baby’s Ball</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Classroom Helpers</li> </ul>
<b>STRAND 5: EMOTIONS</b>	
Standard LLP 4 yr.5.1 Separate and reunite with parents or caregivers without stress.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard LLP 4 yr.5.2 Recognize that feelings can change and different feelings are experienced throughout the day.	<ul style="list-style-type: none"> <li>• Lost Dinosaur</li> <li>• Squirrel’s Blocks</li> <li>• Boo Hoo Baby</li> <li>• Lost and Found</li> </ul>
Standard HE 4 yr.3.1 Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	<ul style="list-style-type: none"> <li>• Soup’s On!</li> <li>• Lost and Found</li> <li>• It’s Not Fair!</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Lots of Feelings</li> <li>• Guess How I’m Feeling</li> <li>• Feelings Poster</li> </ul>
Standard HE 4 yr.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	<ul style="list-style-type: none"> <li>• Squirrel’s Blocks</li> <li>• Lost Dinosaur</li> <li>• Noisy Children</li> <li>• Lost Keys</li> </ul>
Standard HE 4 yr.3.3 With prompting and support, develop and practice self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	Social-emotional video series, “I Can Calm Down,” models both appropriate and inappropriate behaviors through scenarios offering explanation and reasoning for each outcome encouraging children to “Stop, Think, and Choose.”
<b>STRAND 6: RELATIONSHIPS</b>	
<b>Sub-strand: Communication</b>	
Standard LLP 4 yr.6.1 With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard LLP 4 yr.6.2 With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).	Social-emotional videos model interactions between characters, demonstrating appropriate conversation rules, with relevant responses to questions and comments.
Standard HE 4 yr.2.2 Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.	<ul style="list-style-type: none"> <li>• Books: Can We Still Be Friends; Friends</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• How to Listen Like a Friend</li> <li>• This Belongs to a Friend</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Sub-strand: Social Engagement</b>	
Standard LLP 4 yr.6.3 Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard LLP 4 yr.6.4 Maintain awareness of and respect others' personal space.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book. <b>Waterford Mentor Resources:</b> • Personal Space Circle
Standard LLP 4 yr.6.5 Begin to maintain self-control during play with others.	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard HE 4 yr.2.3 With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot's Basket</li> </ul> <b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>• This Belongs to a Friend</li> <li>• How to Listen Like a Friend</li> </ul>
Standard HE 4 yr.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	<ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul> <b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>• This Belongs to a Friend</li> <li>• Please and Thank You</li> <li>• Teaching Children Manners</li> </ul>
<b>Sub-strand: Conflict Resolution / Problem Solving</b>	
Standard LLP 4 yr.6.6 Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>MATHEMATICS</b>	
<b>STRAND 1: COUNTING AND CARDINALITY</b>	
Standard Math 4 yr.1.1 Count to 20 by ones.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Counting</li> <li>• Match Numbers</li> </ul>
Standard Math 4 yr.1.2 In the sequence of 1-10, identify numbers that come before or after one another.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Number Chart</li> </ul>
Standard Math 4 yr.1.3 Count a number of objects from 0-10 and begin to associate them with a written numeral.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• Number Counting</li> </ul>
Standard Math 4 yr.1.4 Name written numerals 0-10.	<ul style="list-style-type: none"> <li>• Number Books</li> <li>• Number Instruction</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 1: COUNTING AND CARDINALITY <i>continued</i></b>	
Standard Math 4 yr.1.5 Use one-to-one correspondence when counting objects to ten.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Instruction</li> <li>• Match Numbers</li> <li>• One-to-one Correspondence</li> <li>• Bug Fun</li> <li>• Number Counting</li> </ul>
Standard Math 4 yr.1.6 When counting objects to ten, understand that the last number counted in a set tells how many.	<ul style="list-style-type: none"> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> <li>• Bug Fun</li> <li>• Match Numbers</li> <li>• Number Instruction</li> <li>• Number Counting</li> </ul>
Standard Math 4 yr.1.7 Count two sets of objects up to 10 to determine which has more.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Make and Count Groups</li> </ul>
<b>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</b>	
Standard Math 4 yr.2.1 Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Make and Count Groups</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
Standard Math 4 yr.2.2 With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).	<ul style="list-style-type: none"> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>
Standard Math 4 yr.2.3 Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).	<ul style="list-style-type: none"> <li>• Subtract Groups</li> <li>• Act Out Subtraction</li> </ul>
Standard Math 4 yr.2.4 Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)	<ul style="list-style-type: none"> <li>• Add Groups</li> <li>• Act Out Addition</li> </ul>
Standard Math 4 yr.2.5 Duplicate, extend, and create simple patterns (for example, ababab).	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Patterns AB</li> <li>• Patterns ABB</li> <li>• Patterns ABC</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 3: MEASUREMENT AND DATA</b>	
Standard Math 4 yr.3.1 Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest; Same and Different; Positioning</li> <li>• Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>
Standard Math 4 yr.3.2 Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	<ul style="list-style-type: none"> <li>• Songs: Savanna Size; Large, Larger, Largest</li> <li>• Size</li> <li>• Order Size</li> <li>• Length</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> <li>• Big and Little</li> <li>• Large Small Toys</li> <li>• Big Little Animals</li> </ul>
Standard Math 4 yr.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>
Standard Math 4 yr.3.4 Compare the number of objects in each category to identify which groups contain more or less, or are the same.	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Make and Count Groups</li> </ul>
<b>STRAND 4: GEOMETRY</b>	
Standard Math 4 yr.4.1 Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes; Positioning; Get Over the Bugs</li> <li>• Books: The Shape of Things; Imagination Shapes; Up in the Air</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Inside, Outside, Between</li> </ul>
Standard Math 4 yr.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 4: GEOMETRY</b> <i>continued</i>	
Standard Math 4 yr.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).	<ul style="list-style-type: none"> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>
Standard Math 4 yr.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.	<ul style="list-style-type: none"> <li>• Books: Corners and Sides; The Shape of Things; Imagination Shapes</li> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Diamond</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>
Standard Math 4 yr.4.5 Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
Standard Math 4 yr.4.6 Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>
<b>PHYSICAL EDUCATION</b>	
<b>STRAND 1: MOTOR SKILLS AND MOVEMENT</b>	
<b>Sub-strand: Gross Motor</b>	
Standard PE 4 yr.1.1 Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
Standard PE 4 yr.1.2 Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	<ul style="list-style-type: none"> <li>• Songs: Head, Shoulders, Knees, and Toes; I Touch My Nose Like This</li> </ul>
Standard PE 4 yr.1.3 Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	Waterford Upstart families receive messages offering ideas and suggestions to support children’s development of motor skills including balance and fitness, such as strength, flexibility, and endurance.
<b>Sub-strand: Fine Motor</b>	
Standard PE 4 yr.1.4 Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Standard PE 4 yr.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	The use of Waterford requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.



UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>Sub-strand: Fine Motor <i>continued</i></b>	
Standard PE 4 yr.1.6 Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).	The daily use of a touch pad or mouse develops dexterity and hand-eye coordination.
Standard PE 4 yr.1.7 Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Trace (Letter Picture Writing)</li> </ul>
<b>Strand 2: Efficient Movement and Performance</b>	
Standard PE 4 yr.2.1 Begin to maintain personal boundaries while participating in movement activities.	<b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Personal Space Circle</li> </ul>
<b>Strand 3: Physical Activity as a Tool For Wellness</b>	
Standard PE 4 yr.3.1 Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul> <b>Waterford Mentor Resources:</b> <ul style="list-style-type: none"> <li>• Yoga Poster</li> </ul>
<b>SCIENCE</b>	
<b>STRAND 1: WEATHER</b>	
Standard 3–4 yr.1.1 Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.	<ul style="list-style-type: none"> <li>• Song: The Four Seasons</li> <li>• Book: That’s What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
Standard 3–4 yr.1.2 Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.	<ul style="list-style-type: none"> <li>• Song: The Four Seasons</li> <li>• Books: That’s What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>
<b>STRAND 2: LIGHT</b>	
Standard 3–4 yr.2.1 Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.	<ul style="list-style-type: none"> <li>• Songs: Five Senses; The Scientific Method; Sun Blues</li> <li>• Science Investigation</li> <li>• Sun</li> <li>• Sight</li> <li>• Taste</li> <li>• Smell</li> <li>• Touch</li> <li>• Hearing</li> </ul>



UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>STRAND 2: LIGHT <i>continued</i></b>	
<p>Standard 3–4 yr.2.2 Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.</p>	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Light Sources</li> </ul>
<p>Standard 3– 4yr.2.3 Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.</p>	<ul style="list-style-type: none"> <li>• Songs: The Scientific Method; Plants Are Growing</li> <li>• Book: Mela’s Water Pot</li> <li>• Plants</li> <li>• Science Investigation</li> <li>• Plants Need Water</li> <li>• Healthy Plants’ Needs</li> </ul>
<b>STRAND 3: LIVING THINGS</b>	
<p>Standard 3-4 yr.3.1 Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.</p>	<ul style="list-style-type: none"> <li>• Songs: Water; Plants Are Growing; Food From Plants</li> <li>• Books: Mela’s Water Pot; Everybody Needs to Eat</li> <li>• Plants</li> <li>• Water</li> <li>• Plants Need Water</li> <li>• Food From Plants</li> </ul>
<p>Standard 3–4 yr.3.2 Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.</p>	<ul style="list-style-type: none"> <li>• Water</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> </ul>
<p>Standard 3-4 yr.3.3 Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.</p>	<ul style="list-style-type: none"> <li>• Mammals</li> <li>• Observe a Simple System</li> </ul>
<b>STRAND 4: MATTER AND MOTION</b>	
<p>Standard 3-4 yr.4.1 Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.</p>	<ul style="list-style-type: none"> <li>• Songs: Matter; Solid or Liquid</li> <li>• Book: Pancakes Matter</li> <li>• Matter</li> <li>• Materials</li> <li>• Rocks</li> <li>• Sort</li> <li>• Solid and Liquid</li> </ul>
<p>Standard 3-4 yr.4.2 Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.</p>	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario’s Neighborhood</li> <li>• Push and Pull</li> </ul>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<b>SOCIAL STUDIES</b>	
<b>STRAND 1: CULTURE AND DIVERSITY</b>	
<p>Standard SS 4 yr.1.1 Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p>	<ul style="list-style-type: none"> <li>• Books: José Three; Tortillas, Tortillas; I Touch My Nose Like This; In the Rain; Seeing Fingers; Noise? What Noise?; David Next Door</li> <li>• My Family</li> <li>• Soup's On!</li> <li>• Baby's Birthday</li> <li>• Party Time</li> </ul>
<b>STRAND 2: TIME, CONTINUITY, AND CHANGE</b>	
<p>Standard SS 4 yr.2.1 Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).</p>	<ul style="list-style-type: none"> <li>• Books: José Three; I Can't Wait</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Exploring Your Home City with Your Children</li> </ul>
<b>STRAND 3: PEOPLE, PLACES, AND ENVIRONMENTS</b>	
<p>Standard SS 4 yr.3.1 Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).</p>	<ul style="list-style-type: none"> <li>• Book: Play Ball</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
<p>Standard SS 4 yr.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</p>	<p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Fire Safety Activities for Kids</li> <li>• Emergency Preparedness for Kids</li> </ul>
<p>Standard SS 4 yr.3.3 Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p>	<ul style="list-style-type: none"> <li>• Song: Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>
<b>STRAND 4: INDIVIDUAL DEVELOPMENT AND IDENTITY</b>	
<p>Standard SS 4 yr.4.1 Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.</p>	<p>Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.</p> <ul style="list-style-type: none"> <li>• Books: I Hate Peas; Lumpy Mush; Ooey, Goopy Mud</li> <li>• Name Game (What's Your Name?)</li> </ul>
<b>STRAND 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS</b>	
<p>Standard SS 4 yr.5.1 Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p>	<p>Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.</p> <ul style="list-style-type: none"> <li>• Broken Lamp</li> <li>• Boo Hoo Baby</li> <li>• Baby's Ball</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Consequences Cards</li> </ul>

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<b>STRAND 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS <i>continued</i></b>	
Standard SS 4 yr.5.2 Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Clubhouse</li> </ul> <p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Listening Rug Rules</li> <li>• Good Playing Rules</li> </ul>
<b>STRAND 6: POWER, AUTHORITY, AND GOVERNANCE</b>	
Standard SS 4 yr.6.1 Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
<b>STRAND 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>	
Standard SS 4 yr.7.1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).	Families are provided information about social-emotional learning online through Waterford Mentor, as well as in the Waterford Upstart Activity Book.
Standard SS 4 yr.7.2 With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.	<p><b>Waterford Mentor Resources:</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> </ul>
<b>STRAND 8: SCIENCE, TECHNOLOGY, AND SOCIETY</b>	
Standard SS 4 yr.8.1 Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.	<ul style="list-style-type: none"> <li>• Print Directionality Introduction</li> </ul>
Standard SS 4 yr.8.2 Recognize the importance of balancing media time with other activities.	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Book: We All Exercise</li> <li>• Exercise and Rest</li> </ul>



## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; 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 Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## PRE-MATH & SCIENCE

### Math Books

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



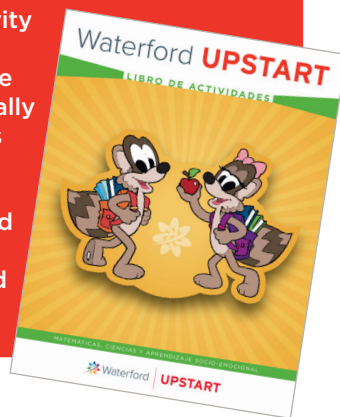
## FAMILY ENGAGEMENT RESOURCES

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 (also available in Spanish)

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

### 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.