

CURRICULUM *Correlation*

*Waterford
Upstart*

100%

*Utah Core
Early Learning
Standards
2020; English
Language Arts
2023*

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UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
ENGLISH LANGUAGE ARTS	
STRAND 1: SPEAKING AND LISTENING (P4.SL)	
Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.	
P4.SL.1: Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts.	Waterford's social-emotional videos model conversations and discussions between various characters while maintaining age-appropriate vocabulary.
a. Follow agreed-upon rules for discussions such as listening to others, staying on topic, and taking turns speaking.	Social-emotional videos model conversations and discussions between various characters that demonstrate appropriate conversation rules, as characters develop ideas, ask and answer relevant questions, and communicate in complete sentences.
b. Follow two-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.
c. Express own ideas.	<ul style="list-style-type: none"> • My Family • Squirrel's Sketches • Mama's Melody • Baby's Ballet • Soup's On
P4.SL.2: Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.	Waterford introduces and practices letter sounds with instruction that includes demonstrating positioning of the lips and tongue to form the sound correctly and clearly.
P4.SL.3: Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.	Waterford activities provide consistent examples of age-appropriate language, grammar, volume, and pronunciation with narration in adult, child, or character voice.
STRAND 2: READING (P4.R)	
Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed.	
P4.R.1: Demonstrate mastery of age-appropriate concepts of print. a. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motion.
b. Begin to identify frequently seen letters and words, recognizing that words are made up of letters.	<ul style="list-style-type: none"> • Letters Make Words • Words In Your World • Name Game
P4.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. a. Recognize rhyming words and alliteration.	<ul style="list-style-type: none"> • Sing a Rhyme Songs/Books • Read with Me Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me <p>Engagement:</p> <ul style="list-style-type: none"> • The First Sound in a Word • What Is Rhyming?

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed <i>continued</i> .	
b. With prompting and support, segment words into syllables.	<ul style="list-style-type: none"> • Syllables • Syllable Safari <p>Engagement:</p> <ul style="list-style-type: none"> • Break Words into Syllables
c. Identify initial sounds in spoken language.	<ul style="list-style-type: none"> • Initial Sound • Match Initial Sounds • Right Initial Sound <p>Engagement:</p> <ul style="list-style-type: none"> • The First Sound in a Word
d. Identify the base parts that make up a compound word.	<ul style="list-style-type: none"> • Song: Compound Words • Identify Compound Words <p>Engagement:</p> <ul style="list-style-type: none"> • Breaking Compound Words
e. With prompting and support, blend and segment initial sounds of single-syllable spoken words.	<ul style="list-style-type: none"> • Blend Onset/Rime • Segment Onset/Rime • Where Is the Sound?
f. With prompting and support, blend and segment single-syllable words into individual phonemes.	<ul style="list-style-type: none"> • Blend Every Sound (Phonemes) • Blend Phonemes • Phoneme Segmentation
P4.R.3: Demonstrate mastery of age-appropriate phonics skills. a. Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).	<ul style="list-style-type: none"> • Songs: Mama Squirrel’s Sound Song; Consonants • ABC Coloring • Letter Sound Screening • Read with Me Books (See titles at end of document.)
b. Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).	<ul style="list-style-type: none"> • Songs: Apples and Bananas; Old MacDonald Has Some Vowels; Mama Squirrel’s Sound Song • ABC Coloring • Letter Sound Screening • Read with Me Books (See titles at end of document.)
P4.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) Begins in kindergarten.	As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart’s software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.
P4.R.5: With prompting and support, ask and answer questions and make connections about a text. (RL & RI)	<ul style="list-style-type: none"> • Describe Characters • Find an Answer • Sum Up: Five Ws • Build Knowledge • Connect to Me • Picture Clues
P4.R.6-7: With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)	<ul style="list-style-type: none"> • Sum Up: Five Ws • Sum Up: Remember Order • Describe Characters • Picture Clues • What Comes Next?

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
<p>Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade-level text complexity band, with scaffolding as needed <i>continued</i>.</p>	
<p>P4.R.8: With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)</p>	<p>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.</p>
<p>P4.R.9: Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI) Begins in kindergarten.</p>	<p>As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart's software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.</p>
<p>P4.R.10: Identify a variety of texts and explain the differences between literary texts and informational texts. (RL & RI) Begins in grade 1.</p>	<p>As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart's software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.</p>
<p>P4.R.11: Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) Compare a primary and secondary source on the same event or topic. (RI) Begins in grade 4.</p>	<p>As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart's software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.</p>
<p>P4.R.12: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI) Begins in grade 2.</p>	<p>As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart's software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.</p>
<p>P4.R.13: Not applicable for RL. Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. (RI) Begins in grade 2.</p>	<p>As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart's software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.</p>
<p>P4.R.14: Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic. (RL & RI) Begins in grade 2.</p>	<p>As indicated by the standard, this skill is not expected to be addressed at the PreK level, but it is addressed in Upstart's software, level 2, which more advanced students may encounter, depending upon their personalized learning pathway.</p>
<p>STRAND 3: WRITING (P4.W)</p>	
<p>Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax.</p>	
<p>P4.W.1: Verbally share an opinion and visually represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations).</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace
<p>P4.W.2: Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace
<p>P4.W.3: Verbally share a narrative and visually represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).</p>	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax <i>continued</i> .	
P4.W.4: Participate in shared writing projects. a. Recall information from experiences or learned information and share it with others	<ul style="list-style-type: none"> • Connect to Me • Find an Answer • Build Knowledge
b. Interact and collaborate with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative. Before children are fluent letter writers, Waterford encourages adults to take dictation to accompany children's drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.
P4.W.5: Print some mock letters, scribbles, or manuscript letters, including those in own name.	<ul style="list-style-type: none"> • Dots, Lines, and Circles • Letter Trace • Name Game
FINE ARTS	
STRAND 1: DRAMA	
P4.FA.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"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings
P4.FA.1.2 Use dialogue, actions, and objects to tell a story.	<ul style="list-style-type: none"> • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings • What Would You Do?
P4.FA.1.3 Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
P4.FA.1.4 With prompting and support, work independently and cooperatively in dramatic play.	<ul style="list-style-type: none"> • Pretend Play • Clubhouse • Marmot's Basket <p>Engagement:</p> <ul style="list-style-type: none"> • Listening Rug Rules • Good Playing Rules
P4.FA.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.	<ul style="list-style-type: none"> • Pretend Play • Papa's Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play
P4.FA.1.6 With prompting and support, act out a story with a beginning, middle, and an end.	<ul style="list-style-type: none"> • Pretend Play • Sum Up: Remember Order • What Comes Next? • Read with Me Books • Sing a Rhyme Songs/Books <p>(See titles at end of document.)</p>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 2: DANCE	
P4.FA.2.1 Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
P4.FA.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
P4.FA.2.3 With prompting and support, start, stop, and respond to musical cues.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
P4.FA.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"> • Song: I Touch My Nose Like This • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
P4.FA.2.5 With prompting and support, dance for and with others while respecting space and maintaining body control.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Baby's Ballet • Mama's Melody
STRAND 3: MUSIC	
P4.FA.3.1 Participate in musical activities by listening to, singing, and creating music.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
P4.FA.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"> • Book: Movin' to the Music Time
P4.FA.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 and includes songs specific to learning objectives. Children are often asked to sing along or clap in time.
P4.FA.3.4 Express thoughts, feelings, and energy through music.	<ul style="list-style-type: none"> • Book: Movin' to the Music Time • Mama's Melody • Baby's Ballet
P4.FA.3.5 With prompting and support, begin to sing songs from various cultures.	Waterford's Sing Around the World songs from various cultures are presented in English, then in the language of the country represented.
P4.FA.3.6 With prompting and support, share a favorite song.	Music is an integral part of Waterford and includes songs specific to learning objectives, as well as the use of background classical music throughout the program.
STRAND 4: VISUAL ARTS	
P4.FA.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.
P4.FA.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"> • Songs: Colors, Colors; Squirrel's Zoo Colors • Red, Yellow, and Blue • Color Practice • ABC Coloring

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 4: VISUAL ARTS <i>continued</i>	
P4.FA.4.3 Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.	<ul style="list-style-type: none"> • Songs: Colors, Colors; Squirrel's Zoo Colors • Red, Yellow, and Blue • Color Practice • ABC Coloring • Sight • Touch <p>Engagement:</p> <ul style="list-style-type: none"> • Texture Sort
P4.FA.4.4 Talk with peers and/or adults about their art and their creative process.	<ul style="list-style-type: none"> • Squirrel's Sketches • Mama's Melody
P4.FA.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
HEALTH EDUCATION	
STRAND 1: HUMAN DEVELOPMENT	
P4.HE.1.1 Show independence in personal hygiene and care.	<ul style="list-style-type: none"> • Book: The Germs • Avoid Germs and Prevent Illness <p>Engagement:</p> <ul style="list-style-type: none"> • Hand Washing Rebus • Monkey Mouth
P4.HE.1.2 With prompting and support, distinguish between appropriate and inappropriate touch.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
STRAND 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF	
P4.HE.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"> • Books: Mine; Play Ball <p>Engagement:</p> <ul style="list-style-type: none"> • Trusted Adults • Community Helpers • Emergency Preparedness for Kids
P4.HE.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"> • Books: Can We Still Be Friends; Friends <p>Engagement:</p> <ul style="list-style-type: none"> • Friends Pictures • How to Listen Like a Friend • This Belongs to a Friend
P4.HE.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"> • Books: Photos For Phil; Moving Day; Friends • Clubhouse • Marmot's Basket <p>Engagement:</p> <ul style="list-style-type: none"> • This Belongs to a Friend • How to Listen Like a Friend
P4.HE.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"> • Do I Have To? • Find Me! <p>Engagement:</p> <ul style="list-style-type: none"> • This Belongs to a Friend • Please and Thank You • Teaching Children Manners

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 3: MENTAL AND EMOTIONAL HEALTH	
<p>P4.HE.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).</p>	<ul style="list-style-type: none"> • Lost Dinosaur • Lost and Found • Pretend Play <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • Lots of Feelings • What Would You Do? • Panda and Tornado
<p>P4.HE.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<p>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>
<p>P4.HE.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.</p>	<p>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>
STRAND 4: NUTRITION	
<p>P4.HE.4.1 Identify a variety of healthy foods.</p>	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Food From Plants <p>Engagement:</p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
<p>P4.HE.4.2 Identify why eating healthy food is important and begin to categorize into food groups.</p>	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Food From Plants <p>Engagement:</p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
<p>P4.HE.4.3 With prompting and support, try new foods from a variety of food groups.</p>	<ul style="list-style-type: none"> • Songs: Health; Food From Plants • Healthy Food • Food From Plants <p>Engagement:</p> <ul style="list-style-type: none"> • Food Pictures (Healthy Eating) • My Healthy Plate
LIFELONG LEARNING PRACTICES-APPROACHES TO LEARNING	
STRAND 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING	
<p>P4.LLP.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).</p>	<p>Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.</p>

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING <i>continued</i>	
P4.LLP.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.
P4.LLP.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P4.LLP.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
STRAND 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)	
SUB-STRAND: INITIATIVE	
P4.LLP.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.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Experiment <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play
P4.LLP.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"> • Science Investigation • Science Tools • Observe a Simple System
P4.LLP.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"> • Build Knowledge • Connect to Me <p>Engagement:</p> <ul style="list-style-type: none"> • Good Playing Rules
SUB-STRAND: PERSISTENCE	
P4.LLP.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).	When children need extra assistance to finish a task, Waterford helps build persistence by providing support that can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.
P4.LLP.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.

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 3: CREATIVITY AND CURIOSITY	
P4.LLP.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"> • Science Investigation • Science Tools • Materials
P4.LLP.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"> • Songs: The Scientific Method; Problem Solving • Science Investigation • Science Tools • Peek at the Story • Predicting
P4.LLP.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"> • Pretend Play • Materials • Perfect Present
P4.LLP.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"> • Clubhouse • Marmot’s Basket <p>Engagement:</p> <ul style="list-style-type: none"> • Role Play • What Would You Do?
LIFELONG LEARNING PRACTICES-SOCIAL INTERACTION AND DEVELOPMENT	
STRAND 4: SELF-AWARENESS	
P4.LLP.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.	<ul style="list-style-type: none"> • Books: José Three; I Hate Peas; Lumpy Mush; Ooey, Gooley Mud; Mine; Grandpa’s Great Athlete • Name Game
P4.LLP.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.
P4.LLP.4.3 Begin to maintain personal boundaries while participating in movement or daily classroom activities.	<p>Engagement:</p> <ul style="list-style-type: none"> • Personal Space Circle
P4.LLP.4.4 Communicate wants and needs including thoughts and feelings with actions or words.	<ul style="list-style-type: none"> • Soup’s On • Lost and Found • It’s Not Fair! <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Feelings Poster
P4.LLP.4.5 Begin to contribute and take pride in the classroom community (for example, volunteer to help others).	<ul style="list-style-type: none"> • Boo Hoo Baby • Baby’s Ball <p>Engagement:</p> <ul style="list-style-type: none"> • Clean Up Together!

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 5: EMOTIONS	
P4.LLP.5.1 Separate and reunite with parents or caregivers without stress.	Families are provided information about social-emotional learning online at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P4.LLP.5.2 Recognize that feelings can change and different feelings are experienced throughout the day.	<ul style="list-style-type: none"> • Lost Dinosaur • Squirrel’s Blocks • Soup’s On • Boo Hoo Baby • Lost and Found • Find Me!
P4.HE.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"> • Soup’s On • Lost and Found • It’s Not Fair! <p>Engagement:</p> <ul style="list-style-type: none"> • Lots of Feelings • Guess How I’m Feeling • Feelings Poster
P4.HE.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"> • Squirrel’s Blocks • Lost Dinosaur • Noisy Children • Lost Keys
P4.HE.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.”
STRAND 6: RELATIONSHIPS	
SUB-STRAND: COMMUNICATION	
P4.LLP.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P4.LLP.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.
P4.HE.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"> • Books: Photos For Phil; Moving Day; Friends • Clubhouse • Marmot’s Basket <p>Engagement:</p> <ul style="list-style-type: none"> • This Belongs to a Friend • How to Listen Like a Friend
SUB-STRAND: SOCIAL ENGAGEMENT	
P4.LLP.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P4.LLP.6.4 Maintain awareness of and respect others’ personal space.	<p>Engagement:</p> <ul style="list-style-type: none"> • Personal Space Circle

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
SUB-STRAND: SOCIAL ENGAGEMENT <i>continued</i>	
P4.LLP.6.5 Begin to maintain self-control during play with others.	Social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative.
P4.HE.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"> • Clubhouse • Marmot's Basket <p>Engagement:</p> <ul style="list-style-type: none"> • This Belongs to a Friend • How to Listen Like a Friend
P4.HE.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"> • Do I Have To? <p>Engagement:</p> <ul style="list-style-type: none"> • This Belongs to a Friend • Please and Thank You • Teaching Children Manners
SUB-STRAND: CONFLICT RESOLUTION / PROBLEM SOLVING	
P4.LLP.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
MATHEMATICS	
STRAND 1: COUNTING AND CARDINALITY	
P4.Math.1.1 Count to 20 by ones.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number _ Counting (e.g., Number 2 Counting) • Finger Counting • Object Counting • Count with 5-Frames
P4.Math.1.2 In the sequence of 1-10, identify numbers that come before or after one another.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number _ Counting (e.g., Number 2 Counting) • Finger Counting • Object Counting • Count with 5-Frames
P4.Math.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"> • Counting Songs (See titles at end of document.) • Number _ Counting (e.g., Number 2 Counting) • Finger Counting • Object Counting • Count with 5-Frames
P4.Math.1.4 Name written numerals 0-10.	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number Tracing • Object Counting • Count with 5-Frames

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 1: COUNTING AND CARDINALITY <i>continued</i>	
<p>P4.Math.1.5 Use one-to-one correspondence when counting objects to ten.</p>	<ul style="list-style-type: none"> • Counting Songs (See titles at end of document.) • Number __ Counting (e.g., Number 2 Counting) • Order Numbers • One-to-one Correspondence • Make and Count Groups • Finger Counting • Object Counting • Count with 5-Frames • Count with Scale <p>Engagement:</p> <ul style="list-style-type: none"> • Counting
<p>P4.Math.1.6 When counting objects to ten, understand that the last number counted in a set tells how many.</p>	<ul style="list-style-type: none"> • Make and Count Groups • Number _ Counting (e.g., Number 2 Counting) • Finger Counting • Object Counting • Count with 5-Frames
<p>P4.Math.1.7 Count two sets of objects up to 10 to determine which has more.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than • Make and Count Groups
STRAND 2: OPERATIONS AND ALGEBRAIC THINKING	
<p>P4.Math.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.</p>	<ul style="list-style-type: none"> • Songs: On the Bayou; Addition; A Nice Addition; 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
<p>P4.Math.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?”).</p>	<ul style="list-style-type: none"> • Act Out Addition • Act Out Subtraction
<p>P4.Math.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).</p>	<ul style="list-style-type: none"> • Subtract Groups • Act Out Subtraction
<p>P4.Math.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.)</p>	<ul style="list-style-type: none"> • Add Groups • Act Out Addition
<p>P4.Math.2.5 Duplicate, extend, and create simple patterns (for example, ababab).</p>	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 3: MEASUREMENT AND DATA	
<p>P4.Math.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]).</p>	<ul style="list-style-type: none"> • Songs: Savanna Size; Position Cat • Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals
<p>P4.Math.3.2 Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).</p>	<ul style="list-style-type: none"> • Song: Savanna Size • Size • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals
<p>P4.Math.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.</p>	<ul style="list-style-type: none"> • Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort
<p>P4.Math.3.4 Compare the number of objects in each category to identify which groups contain more or less, or are the same.</p>	<ul style="list-style-type: none"> • Songs: Greater Than, Less Than; More Than, Fewer Than • Book: For the Birds • More Than, Fewer Than • More Than
STRAND 4: GEOMETRY	
<p>P4.Math.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.</p>	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes; Position Cat; Get Over the Bugs • Books: The Shape of Things; Up in the Air • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Position • Over, Under, Above, Below • Above, Below, Next to, On • Over, Under, and Through • Inside, Outside, Between
<p>P4.Math.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).</p>	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes • Book: The Shape of Things • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • World Shapes
<p>P4.Math.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).</p>	<ul style="list-style-type: none"> • Songs: Marmot Shapes; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • World Shapes

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 4: GEOMETRY <i>continued</i>	
P4.Math.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.	<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, Rhombus • Simple Shapes
P4.Math.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"> • Geoboard • Tangrams
P4.Math.4.6 Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).	<ul style="list-style-type: none"> • Geoboard • Tangrams
PHYSICAL EDUCATION	
STRAND 1: MOTOR SKILLS AND MOVEMENT	
SUB-STRAND: GROSS MOTOR	
P4.PE.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.
P4.PE.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).	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.
P4.PE.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.
SUB-STRAND: FINE MOTOR	
P4.PE.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.
P4.PE.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	The use of Waterford courseware requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.
P4.PE.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.
P4.PE.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"> • Dots, Lines, and Circles • Letter Trace

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 2: EFFICIENT MOVEMENT AND PERFORMANCE	
P4.PE.2.1 Begin to maintain personal boundaries while participating in movement activities.	Engagement: <ul style="list-style-type: none"> • Personal Space Circle
STRAND 3: PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS	
P4.PE.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"> • Song: Health • Book: We All Exercise • Exercise and Rest Engagement: <ul style="list-style-type: none"> • Yoga Poster
SCIENCE	
STRAND 1: WEATHER	
P3-4.1.1 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"> • Song: Seasons • Books: That’s What I Like: A Book About Seasons; The Four Seasons • Weather • Calendar/Graph Weather • Spring • Summer • Fall • Winter
P3-4.1.2 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"> • Songs: Seasons; Precipitation • Books: That’s What I Like: A Book About Seasons; The Four Seasons; Whatever the Weather • Weather • Calendar/Graph Weather • Spring • Summer • Fall • Winter
STRAND 2: LIGHT	
P3-4.2.1 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"> • Songs: Five Senses; The Scientific Method; Sun Blues • Science Investigation • Sun • Sight • Taste • Smell • Touch • Hearing
P3-4.2.2 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.	<ul style="list-style-type: none"> • Song: The Scientific Method • Science Investigation • Light Sources
P3-4.2.3 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.	<ul style="list-style-type: none"> • Songs: The Scientific Method; Plants Are Growing • Book: Mela’s Water Pot • Plants • Science Investigation • Plants Need Water • Healthy Plants’ Needs

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 3: LIVING THINGS	
<p>P3-4.3.1 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"> • Songs: Water; Plants Are Growing; Food From Plants • Books: Mela’s Water Pot; Everybody Needs to Eat • Plants • Water • Plants and Animals • Animals Need Water • Plants Need Water • Food From Plants
<p>P3-4.3.2 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"> • Song: Four Ecosystems • Water • Ecosystems • Mountains • Deserts • Oceans • Rainforests
<p>P3-4.3.3 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"> • Mammals • Animal Behavior
STRAND 4: MATTER AND MOTION	
<p>P3-4.4.1 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"> • Song: Solid or Liquid • Matter • Materials • Rocks • Sort • Solid and Liquid
<p>P3-4.4.2 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"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull
SOCIAL STUDIES	
STRAND 1: CULTURE AND DIVERSITY	
<p>P4.SS.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"> • Books: José Three; I Touch My Nose Like This; In the Rain; Seeing Fingers; Noise? What Noise?; David Next Door • My Family • Soup’s On • Baby’s Birthday • Party Time

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 2: TIME, CONTINUITY, AND CHANGE	
P4.SS.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).	<ul style="list-style-type: none"> Books: José Three; I Can't Wait <p>Engagement:</p> <ul style="list-style-type: none"> Exploring Your Home City with Your Children
STRAND 3: PEOPLE, PLACES, AND ENVIRONMENTS	
P4.SS.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).	<ul style="list-style-type: none"> Book: Play Ball <p>Engagement:</p> <ul style="list-style-type: none"> Community Helpers
P4.SS.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	<p>Engagement:</p> <ul style="list-style-type: none"> Fire Safety Activities for Kids Emergency Preparedness for Kids
P4.SS.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).	<ul style="list-style-type: none"> Songs: Pollution Rap; Conservation Pollution and Recycling Care of Water Care of Earth
STRAND 4: INDIVIDUAL DEVELOPMENT AND IDENTITY	
P4.SS.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.	<ul style="list-style-type: none"> Books: José Three; I Hate Peas; Lumpy Mush; Ooey, Goey Mud; Mine; Grandpa's Great Athlete Name Game
STRAND 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS	
P4.SS.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.	<ul style="list-style-type: none"> Broken Lamp Boo Hoo Baby Baby's Ball Noisy Children <p>Engagement:</p> <ul style="list-style-type: none"> Consequences Cards
P4.SS.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"> Pretend Play Clubhouse <p>Engagement:</p> <ul style="list-style-type: none"> Listening Rug Rules Good Playing Rules
STRAND 6: POWER, AUTHORITY, AND GOVERNANCE	
P4.SS.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.

UTAH STANDARDS	WATERFORD DIGITAL RESOURCES
STRAND 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION	
P4.SS.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 at upstart.waterford.org under the Resources and Activities tab, as well as in the Waterford Upstart Activity Book.
P4.SS.7.2 With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.	<p>Engagement:</p> <ul style="list-style-type: none"> • Community Helpers
STRAND 8: SCIENCE, TECHNOLOGY, AND SOCIETY	
P4.SS.8.1 Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.	<ul style="list-style-type: none"> • Print Concepts
P4.SS.8.2 Recognize the importance of balancing media time with other activities.	<ul style="list-style-type: none"> • Song: Health • Book: We All Exercise • Exercise and Rest



PRE-MATH & SCIENCE

Math Books

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



PRE-READING

Sing a Rhyme Songs/Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; Zig Zag

Informational Books

Opposites, Pairs, Watch the Woolly Worm

Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

BASIC READING

Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

Readable Books (Read or Record)

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

Readable (Walk-Through/Jump-Through/Record Titles)

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



FLUENT READING

Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; Reaching Above; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

Fluency Comprehension and Speed Titles

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

Informational Books

The Piñata; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Reaching Above; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

Readable Books (Record, Read, Listen)

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

Sentence Dictation Titles

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

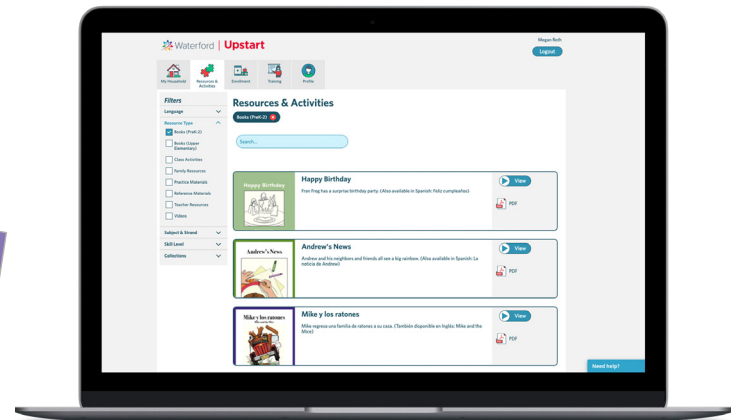
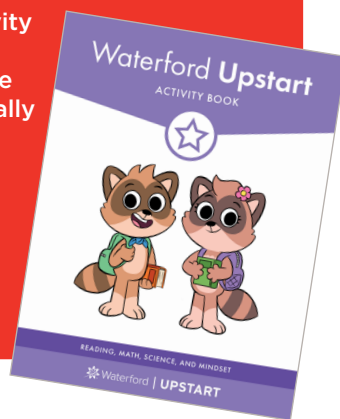
FAMILY ENGAGEMENT

Family engagement resources are constantly being created, updated, and modified according to the needs of Waterford Upstart families. Please visit [Waterford Upstart](https://upstart.waterford.org/) to see the most current resources and activities.

WATERFORD UPSTART

[Waterford Upstart](https://upstart.waterford.org/) is a secure website where Upstart families log in to see their child's usage and learning achievements. Families also receive short messages with ideas on how to engage in their child's learning and have access to thousands of resources and activities.

The Waterford Upstart Activity Books are available to many families. These books include resources designed specifically for young children as well as family activities for reading, writing, math, and science. All activities in the Waterford Upstart Activity Book are available online at Waterford Upstart.



Visit Waterford Upstart at <https://upstart.waterford.org/>

SAMPLE RESOURCES & ACTIVITIES

Families can find 1,000s of resources and activities in English and Spanish at Waterford Upstart. Here are some examples.

Social-Emotional Learning

Affirming Your Child; Emotion Cards, Screen Time Balance, Social-Emotional Learning Overview, Social-Emotional Learning—Relationship Skills, Responsible Decision Making, Self-Awareness, Self-Management, Social Awareness, Stop-Think-Choose, Waterford and Social-Emotional Learning; Clean Up Together!; Do You Have?; Find the Ball; Garbage Elves; Guess How I'm Feeling; Guess My Rule; Hi! Notes; I Love My Hat; Lots of Feelings; Personal Space Circle; Plant or Animal Sort; Please and Thank You; Rock-a-bye, Baby Lullaby; Role Play; Shape Bag; Telling the Truth; This Belongs to a Friend; Waiting Game

Math and Science

Waterford's Five Instructional Strands for Math and Science; Family Math and Science Activities; Number Writing Practice 0-10; Draw 1-20; Racing Squirrels Counting Game; First, Middle, Last; Same and Different; More and Less; Shapes; Shape Count; Patterns; Grab and Count; Count the Chips 5; Add Groups; Living or Nonliving?; Solid and Liquid; Clouds; Water; Number Cards; Dot Cards; Pattern Cards; Sorting Cards; Counting

Cards; 0-99 Chart; Base 10 Blocks and Place Value Mat; 100s Chart; Addition Puzzles; Count On by 1; Geoboard Dot Grid; Graphs; Insect Cards; Mammals Poster

Language and Literacy

Waterford's Six Instructional Strands for Reading; Family Reading Activities; Alphabet Pictures Chart; Letter Writing Practice Aa-Zz; Journal Page; Family Writing Activities; Syllables; Nursery Rhymes (Hey, Diddle, Diddle; Quack, Quack, Quack; Jack and Jill; Twinkle, Twinkle Little Star); Capital Letter Cards; Lowercase Letter Cards; Word Pattern Cards; Sound Cards; Power Word Cards; Letter Trace Aa-Zz; Rhyming Cards; Where's the Sound?; Decodable Books

Books (All 350+ books available in English and Spanish)

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

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.