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Curriculum
Correlation April 2025

100% Correlation

Waterford Early Learning: PreK

UTAH CORE EARLY LEARNING STANDARDS 2020; ENGLISH LANGUAGE ARTS 2023

*Correlation content includes a sampling of Waterford Digital Activities and Resources

This document provides a detailed correlation of **Waterford Early Learning** to **UTAH CORE EARLY LEARNING STANDARDS.**

Correlation Description

This document aligns Utah Core Early Learning Standards to Waterford.org's digital activities and supporting resources.

Waterford Digital Activities

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

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

Waterford Resources

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

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

Waterford Curriculum Details

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

Adaptive, Individualized Learning

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

Data-Informed Instruction

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

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

Reading Sequence

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

Math and Science Sequence

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

SmartStart Sequence

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

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UTAH CORE EARLY LEARNING STANDARDS 2020; ENGLISH LANGUAGE ARTS 2023

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
ENGLISH LANGUAGE ARTS		
SPEAKING AND LISTENING (P4.SL) STUDENTS WILL LEARN TO COLLABOATE, 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 COMMUUNICATIVE 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.		
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.	• Introduction, Pg. 24 Daily Routines • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center • Unit 1, Pg. 43 Reflection and Dismissal • Unit 1, Pg. 10 Good Playing Rules • Unit 1, Pg. 6 Listening Rug Rules
b. Follow two-step directions.	While interacting with Waterford, children listen to and follow multi-step directions.	• Unit 1, Pg. 110 Plan, Do, Review • Unit 2, Pg. 246 I Touch My Nose Like This: Follow Me • Unit 3, Pg. 274 This Little Piggy: Stand Up Sentences • Unit 4, Pg. 70 Introduce and Count Zero • Unit 1, Pg. 6 Listening Rug Rules
c. Express own ideas.	• My Family • Squirrel's Sketches • Mama's Melody • Baby's Ballet • Soup's On	• Unit 1, Pg. 136 Find Someone Who Has…
P4.SL.2: Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.	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.	• Unit 1, Pg. 145 What's in the Bag? • Unit 5, Pg. 141 Language: Sentence Board Game • Unit 5, Pg. 214 Set the Table, Please • Unit 2, Pg. 190 Dramatic Play: Junkyard • Unit 7, Pg. 141 Tool Workshop • Unit 7, Pg. 194 Good Friends Activity: I Tell the Truth
P4.SL.3: Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.		• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song • Unit 2, Pg. 181 Introducing Journals • Unit 3, Pg. 312 Itsy Bitsy Spider: First, Next, and Last

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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.		• Unit 1, Pg. 46 The Apple Tree: Discuss the Story • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 82 Letters Make Words • Unit 2, Pg. 242 Dramatic Play: Pet Store • Unit 3, Pg. 329 Thank-you Notes • Unit 3, Pg. 318 Growing Into A Good Audience • Unit 7, Pg. 173 End of Year Program Invitations
b. Begin to identify frequently seen letters and words, recognizing that words are made up of letters.	• Letters Make Words • Words in your World • Name Game	• Capital Letter Introductions • Lowercase Letter Introductions • Unit 1, Pg. 82 Letters Make Words • Unit 4, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /ă/ • Unit 1, Pg. 37 Print Knowledge: Books • Unit 1, Pg. 46 The Apple Tree: Discuss the Story
P4.R.2: Demonstrate mastery of age-appropriate phonological awareness skills.		
a. Recognize rhyming words and alliteration. cop	• Sing a Rhyme Songs/Books • Read With Me Books (See titles at end of document.) • Rhyming Words • Rhyme • Rhyme Match • Rhyme With Me	• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer • Unit 1, Pg. 51 Fancy Rhyming • Unit 2, Pg. 199 Rhyme Race • Unit 4, Pg. 34 Listening Activity: Rhyme Review • Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/

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P4.R.2: Demonstrate mastery of age-appropriate phonological awareness skills *continued*.		
b. With prompting and support, segment words into syllables.	• Syllable Safari	• **Unit 5**, Pg. 202 Circus Syllables • **Unit 4**, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • **Unit 4**, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/
c. Identify initial sounds in spoken language.	• Initial Sound • Match Initial Sounds • Right Initial Sound	• **Unit 6**, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/ • **Unit 6**, Pg. 56 Listening Activity: Initial Sounds • **Unit 6**, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/
d. Identify the base parts that make up a compound word.	• Compound Words	• **Unit 4**, Pg. 4 Listening Activity: Where is Thumbkin? Compound Words • **Unit 4**, Pg. 16 Listening Activity: Blend Farm Compound Words • **Unit 4**, Pg. 22 Yankee Doodle: Compound Words • **Unit 3**, Pg. 332 Compound Word Introduction: Blending Fire Words
e. With prompting and support, blend and segment initial sounds of single-syllable spoken words.	• Blend Onset/Rime • Segment Onset/Rime • Where Is the Sound?	• **Unit 7**, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • **Unit 7**, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/ • **Unit 7**, Pg. 230 Blending Phonemes: BINGO
f. With prompting and support, blend and segment single-syllable words into individual phonemes.	• Blend Every Sound (Phonemes) • Blend Phonemes • Phoneme Segmentation	• **Unit 6**, Pg. 21 New: Onset-Rime and Letter Sound /n/ • **Unit 6**, Pg. 36 Listening Activity: Onset-Rime Clothes • **Unit 7**, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/ • **Unit 7**, Pg. 210 The Zebra: Blending Sounds and Letter Sound /z/

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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).	• Song: Consonants • Read With Me Books (See titles at end of document.) • ABC Coloring • Letter Sound Screening • Name That Letter Sound • Sound Room • Choose a Sound	• Capital Letter Introductions • Lowercase Letter Introductions • **Unit 4**, Pg. 116 I Go: Syllable Awareness and Letter Sound /d/ • **Unit 5**, Pg. 150 Five: Combine Syllables and Letter Sound /f/ • **Unit 6**, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/
b. Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).	• Songs: Apples and Bananas ; Old MacDonald Has Some Vowels • Read With Me Books (See titles at end of document.) • ABC Coloring • Letter Sound Screening • Name That Letter Sound • Sound Room • Choose a Sound	• **Unit 4**, Pg. 72 Andy's Adventure: Short and Long Words and Letter Sound /ă/ • **Unit 6**, Pg. 42 Opposites and Letter Sound /ŏ/ • **Unit 7**, Pg. 236 Letter Sound /ă/ • **Unit 5**, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/ • **Unit 5**, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /ĕ/ • **Unit 7**, Pg. 138 Under: Initial and Final Sounds, and Letter Sound /ŭ/
P4.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) **Begins** in kindergarten.		

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P4.R.5: With prompting and support, ask and answer questions and make connections about a text. (RL & RI)	- Describe Characters - Find an Answer - Sum Up: Five Ws - Build Knowledge - Picture Clues	Unit 7, Pg. 150 What Doesn't Belong?
P4.R.6-7: With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)	- Math Books - Informational Books (See titles at end of document.) - Sum Up: Five Ws - Sum Up: Remember Order - Describe Characters - Picture Clues - What Comes Next?	- Story Time Activities - Unit 1, Pg. 83 Pat-a-Cake: Dough Time - Unit 2, Pg. 254 Polly Put the Kettle On
P4.R.8: With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & R		- Unit 1, Pg. 32 Train My Brain: Determination - Unit 1, Pg. 82 Letters Make Words - Unit 4, Pg. 40 Zulu Warrior: Compound Words
P4.R.9: Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI) **Begins** in kindergarten.		

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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 *CONTINUED*.		
P4.R.10: Identify a variety of texts and explain the differences between literary texts and informational texts. (RL & RI **Begins in grade 1.**		
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.**		
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.**		
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.**		
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.**		

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WRITING (P4.W) STUDENTS WILL LEARN TO WRITE FOR A VARIETY OF TASKS, PURPOSES, AND AUDIENCES USING APPROPRIATE GRAMMAR/CONVENTIONS, SYNTAX, AND STYLE.		
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).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Journal Activities • Introduction, Pg. 17 Writing Center • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 3, Pg. 329 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations • Unit 4, Pg. 43 Capital Letter Scrapbook
P4.W.2: Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Journal Activities • Introduction, Pg. 17 Writing Center • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 3, Pg. 329 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations • Unit 4, Pg. 43 Capital Letter Scrapbook
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).	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	• Journal Activities • Introduction, Pg. 17 Writing Center • Unit 6, Pg. 90 Thank You Notes for the Storytellers • Unit 3, Pg. 329 Thank-you Notes • Unit 7, Pg. 173 End of Year Program Invitations • Unit 4, Pg. 43 Capital Letter Scrapbook
P4.W.4: Participate in shared writing projects.		
a. Recall information from experiences or learned information and share it with others	• Find an Answer • Build Knowledge	• Dramatic Play Activites • Center Activities

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P4.W.4: Participate in shared writing projects *continued.*		
b. Interact and collaborate with others.		• **Unit 1**, Pg. 44 Getting Acquainted • **Unit 2**, Pg. 164 The Hungry Thing Rhyme Play • **Unit 5**, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • **Unit 6**, Pg. 20 May I Help Game • **Unit 6**, Pg. 99 Good Friends Activity: I'm a Problem Solver • **Unit 7**, Pg. 150 What Doesn't Belong?
P4.W.5: Print some mock letters, scribbles, or manuscript letters, including those in own name.	• Letter Trace • Name Game	• **Introduction,** Pg. 17 Writing Center • Capital Letter Introductions • Lowercase Letter Introductions • Journal Activities
Fine Arts		
Drama		
P4.FA.1.1 Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).		• Dramatic Play Activities • **Introduction,** Pg. 11 Dramatic Play Center • **Unit 6**, Pg. 89 Storytelling Festival
P4.FA.1.2 Use dialogue, actions, and objects to tell a story.		• Dramatic Play Activities • **Introduction,** Pg. 11 Dramatic Play Center • **Unit 6**, Pg. 89 Storytelling Festival
P4.FA.1.3 Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	• Papa's Play	• **Unit 1**, Pg. 10 Good Playing Rules • **Unit 1**, Pg. 88 Let's Play • **Unit 4**, Pg. 84 Working Together • **Unit 6**, Pg. 56 Good Friends Activity: Can I Play With You? • Dramatic Play Activities

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Drama *continued*		
P4.FA.1.4 With prompting and support, work independently and cooperatively in dramatic play.	• Clubhouse • Marmot's Basket	• **Unit 2**, Pg. 190 Dramatic Play: Junkyard • **Unit 3**, Pg. 328 Dramatic Play: Fire Station • **Unit 3**, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • **Unit 7**, Pg. 134 Dramatic Play: Architect's Office
P4.FA.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.	• Papa's Play	• **Unit 2**, Pg. 190 Dramatic Play: Junkyard • **Unit 3**, Pg. 328 Dramatic Play: Fire Station • **Unit 3**, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • **Unit 7**, Pg. 134 Dramatic Play: Architect's Office
P4.FA.1.6 With prompting and support, act out a story with a beginning, middle, and an end.	• Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next?	• **Unit 2**, Pg. 190 Dramatic Play: Junkyard • **Unit 3**, Pg. 328 Dramatic Play: Fire Station • **Unit 3**, Pg. 357 Dramatic Play: Zoo and Animal Sculpture • **Unit 7**, Pg. 134 Dramatic Play: Architect's Office
Dance		
P4.FA.2.1 Move to different patterns of beat and rhythm in music.	• Baby's Ballet • Mama's Melody	• **Unit 1**, Pg. 96 Friendly Musical Chairs • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 4**, Pg. 57 Self-Control Instruments • **Unit 6**, Pg. 85 Storytelling With Instruments • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program
P4.FA.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	• Baby's Ballet • Mama's Melody	• **Unit 1**, Pg. 96 Friendly Musical Chairs • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 4**, Pg. 57 Self-Control Instruments • **Unit 6**, Pg. 85 Storytelling With Instruments • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program

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Dance *continued*		
P4.FA.2.3 With prompting and support, start, stop, and respond to musical cues.	• Baby's Ballet • Mama's Melody	• **Unit 1**, Pg. 96 Friendly Musical Chairs • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 4**, Pg. 57 Self-Control Instruments • **Unit 6**, Pg. 85 Storytelling With Instruments • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program
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.	• Baby's Ballet • Mama's Melody	• **Unit 2**, Pg. 175 Dancing with Props • **Unit 6**, Pg. 53 Floating Robots • **Unit 7**, Pg. 187 Pathways In Space • **Unit 3**, Pg. 365 Animal Beat
P4.FA.2.5 With prompting and support, dance for and with others while respecting space and maintaining body control.	• Baby's Ballet • Mama's Melody	• **Unit 2**, Pg. 175 Dancing with Props • **Unit 6**, Pg. 53 Floating Robots • **Unit 7**, Pg. 187 Pathways In Space • **Unit 3**, Pg. 365 Animal Beat
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.	• **Unit 1**, Pg. 102 Hey Diddle, Diddle: Silly Song • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 6**, Pg. 22 Find the Beat • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom 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).		• **Unit 1**, Pg. 102 Hey Diddle, Diddle: Silly Song • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 6**, Pg. 22 Find the Beat • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program

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Music *continued*		
P4.FA.3.3 Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.		• **Unit 1**, Pg. 102 Hey Diddle, Diddle: Silly Song • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 6**, Pg. 22 Find the Beat • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program
P4.FA.3.4 Express thoughts, feelings, and energy through music.	• Baby's Ballet • Mama's Melody	• **Unit 1**, Pg. 102 Hey Diddle, Diddle: Silly Song • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 6**, Pg. 22 Find the Beat • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program
P4.FA.3.5 With prompting and support, begin to sing songs from various cultures.		• **Unit 1**, Pg. 102 Hey Diddle, Diddle: Silly Song • **Unit 1**, Pg. 103 Instrument Chairs • **Unit 6**, Pg. 22 Find the Beat • **Unit 1**, Pg. 98 Dramatic Play: Music Shop • **Unit 7**, Pg. 215 Chicka Chicka Boom Boom Program
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.	• **Unit 1**, Pg. 22 Name Song • **Unit 1**, Pg. 17 Listening Song • **Unit 4**, Pg. 57 Self-Control Instruments • Music and Dance Activites
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).	• ABC Coloring	• **Unit 6**, Pg. 43 Mixing Colors: Stars, Planets and Meteorites

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Visual Arts continued		
P4.FA.4.3 Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.	• ABC Coloring • Sight • Touch	• Unit 1, Pg. 134 Texture Sort • Unit 3, Pg. 338 Sort It Out • Introduction, Pg. 16 Sensory Table
P4.FA.4.4 Talk with peers and/or adults about their art and their creative process.	• Squirrel's Sketches • Mama's Melody	• Introduction, Pg. 8 Art Center • Unit 2, Pg. 256 Polly's Tea • Unit 3, Pg. 309 Leaf Rubbings • Unit 3, Pg. 361 Fire Painting • Unit 3, Pg. 368 Shades of Paint • Unit 6, Pg. 43 Mixing Colors: Stars, Planets and Meteorites • Unit 7, Pg. 139 Painting My Feelings
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.		• Visual Arts Activities • Unit 7, Pg. 146 Artist's Statement • Introduction, Pg. 8 Art Center
Health Education		
Strand 1: Human Development		
P4.HE.1.1 Show independence in personal hygiene and care.	• Avoid Germs and Prevent Illness	• Unit 7, Pg. 174 Taking Care of My Teeth • Unit 7, Pg. 185 The Monkeys Forgot to Brush Their Teeth! • Unit 1, Pg. 15 Wash Hands and Use Bathroom • Unit 1, Pg. 11 Hand Washing and Snack
P4.HE.1.2 With prompting and support, distinguish between appropriate and inappropriate touch.	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help..	• Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe • Unit 3, Pg. 334 Tuesday Story: Call For Help

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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.		• **Unit 3**, Pg. 373 Trusted Adults • **Unit 3**, Pg. 337 Emergency! • **Unit 3**, Pg. 334 Tuesday Story: Call For Help • **Unit 6**, Pg. 66 Good Friends Activity: I'm in Charge of My Body
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.		• **Unit 4**, Pg. 4 Good Friends Activity: Guess How I'm Feeling • **Unit 1**, Pg. 10 Good Playing Rules • **Unit 4**, Pg. 66 Good Friends Activity: Two Friends
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.	• Clubhouse • Marmot's Basket	• **Unit 1**, Pg. 76 Taking Turns Game • **Unit 4**, Pg. 88 Journal Prompt: I Took Turns When…
P4.HE.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	• Do I Have To? • Find Me!	• **Unit 6**, Pg. 90 Thank You Notes for the Storytellers • **Unit 6**, Pg. 10 Please and Thank You
Strand 3: Mental and Emmotional Health		
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).	• Lost and Found	• **Unit 4**, Pg. 4 Good Friends Activity: Guess How I'm Feeling • **Unit 7**, Pg. 139 Painting My Feelings • **Unit 4**, Pg. 26 Journal Prompt: I feel…

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 3: Mental and Emmotional Health *continued*		
P4.HE.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).		• [Unit 4](#), Pg. 35 Good Friends Activity: I Can Calm Down
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.		• [Introduction,](#) Pg. 23 Tips for Supporting Self-Regulation • [Unit 4](#), Pg. 35 Good Friends Activity: I Can Calm Down • [Unit 1](#), Pg. 76 Taking Turns Game
Strand 4: Nutrition		
P4.HE.4.1 Identify a variety of healthy foods.	• Songs: Food from Plants • Healthy Food • Food From Plants	• [Unit 7](#), Pg. 205 Healthy Eating • [Unit 7](#), Pg. 155 Safe Eating: Gallery Refreshments • [Unit 6](#), Pg. 27 Digesting Food • [Unit 3](#), Pg. 319 Plant Part Salad
P4.HE.4.2 Identify why eating healthy food is important and begin to categorize into food groups.	• Songs: Food from Plants • Healthy Food • Food From Plants	• [Unit 7](#), Pg. 205 Healthy Eating • [Unit 7](#), Pg. 155 Safe Eating: Gallery Refreshments • [Unit 6](#), Pg. 27 Digesting Food • [Unit 3](#), Pg. 319 Plant Part Salad
P4.HE.4.3 With prompting and support, try new foods from a variety of food groups.	• Songs: Food from Plants • Healthy Food • Food From Plants	• [Unit 7](#), Pg. 205 Healthy Eating • [Unit 7](#), Pg. 155 Safe Eating: Gallery Refreshments • [Unit 6](#), Pg. 27 Digesting Food • [Unit 3](#), Pg. 319 Plant Part Salad • [Unit 4](#), Pg. 96 Good Friends Activity: I Try New Things

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
LIFELONG LEARNING PRACTICES-APPROACHES TO LEARNING		
Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING		
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).	While interacting with Waterford, children listen to and follow multi-step directions.	• **Unit 1**, Pg. 76 Taking Turns Game • **Unit 4**, Pg. 88 Journal Prompt: I Took Turns When… • **Unit 4**, Pg. 57 Self-Control Instruments • **Introduction,** Pg. 23 Tips for Supporting Self-Regulation • **Unit 1**, Pg. 36 Jump Up and Down Transition • **Unit 3**, Pg. 349 Making Shapes • **Unit 1**, Pg. 20 Reflection and Dismissal • **Unit 3**, Pg. 348 Friday Story: The Perfect Square
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).		• **Unit 1**, Pg. 76 Taking Turns Game • **Unit 4**, Pg. 88 Journal Prompt: I Took Turns When… • **Unit 4**, Pg. 57 Self-Control Instruments • **Introduction,** Pg. 23 Tips for Supporting Self-Regulation • **Unit 1**, Pg. 36 Jump Up and Down Transition • **Unit 3**, Pg. 349 Making Shapes • **Unit 1**, Pg. 20 Reflection and Dismissal • **Unit 3**, Pg. 348 Friday Story: The Perfect Square
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).	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.	• **Unit 1**, Pg. 44 Getting Acquainted • **Unit 1**, Pg. 112 Elephant Invitations • **Unit 3**, Pg. 335 Exploring Water • **Unit 4**, Pg. 76 What Makes a Fish? • **Unit 5**, Pg. 151 Dinosaur Stomp
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).	Waterford contains many activities that can be used to integrate speaking and listening into the classroom.	• **Unit 1**, Pg. 44 Getting Acquainted • **Unit 1**, Pg. 112 Elephant Invitations • **Unit 3**, Pg. 335 Exploring Water • **Unit 4**, Pg. 76 What Makes a Fish? • **Unit 5**, Pg. 151 Dinosaur Stomp

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)		
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.		• **Introduction,** Pg. 9 Block Center • Dramatic Play Activities • **Unit 4**, Pg. 6 Dramatic Play: Radiologist's Office • **Unit 1**, Pg. 110 Plan, Do, Review
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).	• Science Tools	• **Unit 1**, Pg. 84 What Do You See? • **Unit 1**, Pg. 116 What Is It and Who Has It? • **Unit 4**, Pg. 24 What Makes a Mammal? • **Unit 3**, Pg. 284 Sunlight and Temperature Investigation
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).	• Build Knowledge	• **Introduction,** Pg. 29 Classroom Management • **Unit 1**, Pg. 66 All the Way Done: Classroom Helpers
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.	• **Unit 1**, Pg. 32 Train My Brain: Determination • **Unit 1**, Pg. 110 Plan, Do, Review • **Unit 4**, Pg. 112 I Can Book • **Unit 7**, Pg. 198 Program Decorations
P4.LLP.2.5 Develop the ability to sustain engagement in active learning small- and large-group activities, working alone or cooperatively.		• **Unit 1**, Pg. 32 Train My Brain: Determination • **Unit 1**, Pg. 110 Plan, Do, Review • **Unit 4**, Pg. 112 I Can Book • **Unit 7**, Pg. 198 Program Decorations

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford 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.	• Science Tools • Materials	• **Unit 1**, Pg. 145 What's in the Bag? • **Unit 1**, Pg. 136 Find Someone Who Has… • **Unit 5**, Pg. 141 Language: Sentence Board Game
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).	• Science Tools • Peek at the Story • Predicting	• **Unit 6**, Pg. 121 Problem Solving: Fair Division • **Unit 6**, Pg. 120 Journal Prompt: A Problem I Solved • **Unit 6**, Pg. 107 How to Solve a Problem
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).	• Materials • Perfect Present	• **Introduction,** Pg. 9 Block Center • **Unit 4**, Pg. 28 Classroom Block Play
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).	• Clubhouse • Marmot's Basket	• Story Time Activities • **Introduction,** Pg. 10 Computer Center • **Unit 1**, Pg. 10 Introduction to Centers

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
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.	• Name Game	• **Unit 1**, Pg. 149 I Am, I Can • **Unit 2**, Pg. 158 This Belongs to a Friend • **Unit 4**, Pg. 112 I Can Book • **Unit 7**, Pg. 246 I Know
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.	• **Unit 1**, Pg. 149 I Am, I Can • **Unit 4**, Pg. 112 I Can Book • **Unit 7**, Pg. 246 I Know
P4.LLP.4.3 Begin to maintain personal boundaries while participating in movement or daily classroom activities.		• **Unit 1**, Pg. 130 We're Standing on One Foot! • **Unit 1**, Pg. 143 Builders and Bulldozers • **Unit 7**, Pg. 187 Pathways In Space
P4.LLP.4.4 Communicate wants and needs including thoughts and feelings with actions or words.	• Soup's On • Lost and Found • It's Not Fair!	• **Unit 1**, Pg. 54 Morning Meeting • **Unit 1**, Pg. 83 Pat-a-Cake: Dough Time • **Unit 1**, Pg. 112 Elephant Invitations • **Unit 2**, Pg. 228 Little Miss Muffet: Rhymes and Whey • **Unit 3**, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation
P4.LLP.4.5 Begin to contribute and take pride in the classroom community (for example, volunteer to help others).	• Boo Hoo Baby	• **Unit 1**, Pg. 54 Morning Meeting • **Unit 1**, Pg. 83 Pat-a-Cake: Dough Time • **Unit 1**, Pg. 112 Elephant Invitations • **Unit 2**, Pg. 228 Little Miss Muffet: Rhymes and Whey • **Unit 3**, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 5: EMOTIONS		
P4.LLP.5.1 Separate and reunite with parents or caregivers without stress.	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."	• **Unit 1**, Pg. 4 Arrival and Toy Time • **Unit 1**, Pg. 20 Reflection and Dismissal
P4.LLP.5.2 Recognize that feelings can change and different feelings are experienced throughout the day.	• Soup's On • Boo Hoo Baby • Lost and Found • Find Me!	• **Unit 7**, Pg. 139 Painting My Feelings • **Unit 4**, Pg. 26 Journal Prompt: I feel… • **Unit 4**, Pg. 4 Good Friends Activity: Guess How I'm Feeling
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).	• Soup's On • Lost and Found • It's Not Fair!	• **Introduction,** Pg. 16 Private Place • **Unit 4**, Pg. 4 Good Friends Activity: Guess How I'm Feeling • **Unit 4**, Pg. 26 Journal Prompt: I feel… • **Unit 4**, Pg. 35 Good Friends Activity: I Can Calm Down • **Unit 7**, Pg. 139 Painting My Feelings
P4.HE.3.2 With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).		• **Unit 4**, Pg. 35 Good Friends Activity: I Can Calm Down
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.		• **Unit 4**, Pg. 57 Self-Control Instruments • **Introduction,** Pg. 23 Tips for Supporting Self-Regulation • **Unit 1**, Pg. 76 Taking Turns Game • **Unit 4**, Pg. 88 Journal Prompt: I Took Turns When… • **Unit 1**, Pg. 36 Jump Up and Down Transition

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 6: RELATIONSHIPS		
P4.LLP.6.1 With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	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.	• **Unit 1**, Pg. 44 Getting Acquainted • **Unit 4**, Pg. 84 Working Together • **Unit 1**, Pg. 76 Taking Turns Game
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).		• **Unit 1**, Pg. 60 Turn and Talk Matching • **Unit 1**, Pg. 76 Taking Turns Game
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.	• Clubhouse • Marmot's Basket	• **Unit 4**, Pg. 4 Good Friends Activity: Guess How I'm Feeling • **Unit 1**, Pg. 10 Good Playing Rules • **Unit 1**, Pg. 15 Good Friends: Me and My Bear • **Unit 4**, Pg. 66 Good Friends Activity: Two Friends
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).	Waterford's social-emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, collaboration, courtesy, respect, and initiative as children learn to respect others' rights and property as well as their own.	• **Unit 7**, Pg. 249 Friendship • **Unit 5**, Pg. 238 Friends Use Kind Words
P4.LLP.6.4 Maintain awareness of and respect others' personal space.		• **Unit 2**, Pg. 169 Personal Space Circle • **Unit 7**, Pg. 187 Pathways In Space • **Unit 2**, Pg. 240 I'm Responsible
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.	• **Introduction,** Pg. 23 Tips for Supporting Self-Regulation • **Unit 1**, Pg. 76 Taking Turns Game • **Unit 5**, Pg. 238 Friends Use Kind Words • **Unit 7**, Pg. 249 Friendship

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 6: RELATIONSHIPS *continued*		
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.	• Clubhouse • Marmot's Basket	• **Introduction,** Pg. 23 Tips for Supporting Self-Regulation • **Unit 1**, Pg. 76 Taking Turns Game • **Unit 5**, Pg. 238 Friends Use Kind Words • **Unit 7**, Pg. 249 Friendship • **Unit 6**, Pg. 107 How to Solve a Problem • **Unit 6**, Pg. 99 Good Friends Activity: I'm a Problem Solver
P4.HE.2.4 With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	• Do I Have To?	• **Unit 6**, Pg. 75 Grown-up Manners • **Unit 6**, Pg. 10 Please and Thank You
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).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	• **Unit 6**, Pg. 121 Problem Solving: Fair Division • **Unit 6**, Pg. 107 How to Solve a Problem • **Unit 6**, Pg. 120 Journal Prompt: A Problem I Solved • **Unit 6**, Pg. 99 Good Friends Activity: I'm a Problem Solver
MATHEMATICS		
Strand 1: COUNTING AND CARDINALITY		
P4.Math.1.1 Count to 20 by ones.	• Counting Songs (See titles at end of document.)	• Introduce and Count Number Activities • **Unit 1**, Pg. 23 Counting and Attendance • **Unit 5**, Pg. 200 Counting in a Circle
P4.Math.1.2 In the sequence of 1–10, identify numbers that come before or after one another.	• Counting Songs (See titles at end of document.)	• **Unit 7**, Pg. 180 Build One More • **Unit 7**, Pg. 229 Build One Less

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 1: COUNTING AND CARDINALITY *continued*		
P4.Math.1.3 Count a number of objects from 0–10 and begin to associate them with a written numeral.	• Songs: Counting Songs	• Introduce and Count Number Activities • • Read and Write Number Activities
P4.Math.1.4 Name written numerals 0–10.	• Songs: Counting Songs	• Introduce and Count Number Activities • • Read and Write Number Activities
P4.Math.1.5 Use one-to-one correspondence when counting objects to ten.	• Songs: Counting Songs • Order Numbers • One-to-one Correspondence • Make and Count Groups	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 208 Pizza Chef Match • Unit 2, Pg. 243 Central Park Board Game
P4.Math.1.6 When counting objects to ten, understand that the last number counted in a set tells how many.	• Make and Count Groups	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 208 Pizza Chef Match
P4.Math.1.7 Count two sets of objects up to 10 to determine which has more.	• Fewer Than • More Than • Make and Count Groups	• Unit 2, Pg. 161 Popcorn Number Match • Unit 2, Pg. 191 Traffic Jam Count 1-5 • Unit 2, Pg. 208 Pizza Chef Match • Unit 6, Pg. 8 Greater Than • Unit 6, Pg. 71 Less Than • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less
Strand 2: OPERATIONS AND ALGEBRAIC THINKING		
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.	• Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction	• Unit 6, Pg. 83 Ten Frame Game • Unit 7, Pg. 180 Build One More • Unit 7, Pg. 229 Build One Less

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 2: OPERATIONS AND ALGEBRAIC THINKING *continued*		
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?").	• Act Out Addition • Act Out Subtraction	• **Unit 2**, Pg. 218 Group Five Pets • **Unit 2**, Pg. 243 Central Park Board Game • **Unit 5**, Pg. 200 Counting in a Circle
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).	• Subtract Groups • Act Out Subtraction	• **Unit 2**, Pg. 218 Group Five Pets • **Unit 2**, Pg. 243 Central Park Board Game • **Unit 5**, Pg. 200 Counting in a Circle
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.)	• Add Groups • Act Out Addition	• **Unit 2**, Pg. 218 Group Five Pets • **Unit 2**, Pg. 243 Central Park Board Game • **Unit 5**, Pg. 200 Counting in a Circle
P4.Math.2.5 Duplicate, extend, and create simple patterns (for example, ababab).	• Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC	• **Unit 4**, Pg. 38 AB Pattern Garden • **Unit 4**, Pg. 59 ABC Patterns • **Unit 4**, Pg. 48 ABB Cereal Necklaces
Strand 3: MEASUREMENT AND DATA		
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]).	• Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals	• **Unit 6**, Pg. 114 Length • **Unit 7**, Pg. 136 Exploring Length • **Unit 4**, Pg. 66 Listening Activity: Short and Long Words • **Unit 7**, Pg. 142 Weight • **Unit 7**, Pg. 147 Charting Weight • **Unit 7**, Pg. 209 Exploring Volume

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 3: MEASUREMENT AND DATA *continued*		
P4.Math.3.2 Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	• Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals	• **Unit 6**, Pg. 114 Length • **Unit 7**, Pg. 136 Exploring Length • **Unit 4**, Pg. 66 Listening Activity: Short and Long Words • **Unit 7**, Pg. 142 Weight • **Unit 7**, Pg. 147 Charting Weight • **Unit 7**, Pg. 209 Exploring Volume
P4.Math.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.	• Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort	• **Unit 1**, Pg. 119 Sorting Buttons • **Unit 3**, Pg. 338 Sort It Out • **Introduction,** Pg. 16 Sensory Table • **Unit 1**, Pg. 134 Texture Sort • **Unit 5**, Pg. 155 Vertebrate Sort and Review
P4.Math.3.4 Compare the number of objects in each category to identify which groups contain more or less, or are the same.	• Fewer Than • More Than	• **Unit 5**, Pg. 208 Compare and Contrast: Insect and Spider Numbers • **Unit 6**, Pg. 71 Less Than • **Unit 6**, Pg. 8 Greater Than
Strand 4: GEOMETRY		
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.	• Books: Under • Simple Shapes • Position	• **Unit 2**, Pg. 260 Bears Above, Below, Next To, On • **Unit 5**, Pg. 232 Here, Kitty, Kitty: Position Words and Letter Sound /k/ • **Unit 2**, Pg. 221 Over, Under, Through • **Unit 2**, Pg. 229 Top, Beside, Bottom • **Unit 5**, Pg. 242 Long Lewie: Position Words and Letter Sound /l/
P4.Math.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	• Song: Shapes, Shapes, Shapes • Simple Shapes • Solid Shapes • World Shapes	• **Unit 3**, Pg. 375 Shape Hunt • **Unit 3**, Pg. 299 Triangles • **Unit 3**, Pg. 320 Circles • **Unit 3**, Pg. 289 Rectangles and Squares • **Unit 3**, Pg. 338 Sort It Out • **Unit 3**, Pg. 358 Fancy Shapes

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 4: GEOMETRY *continued*		
P4.Math.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).	• Simple Shapes • Solid Shapes • World Shapes	• **Unit 3**, Pg. 375 Shape Hunt • **Unit 3**, Pg. 299 Triangles • **Unit 3**, Pg. 320 Circles • **Unit 3**, Pg. 289 Rectangles and Squares • **Unit 3**, Pg. 338 Sort It Out • **Unit 3**, Pg. 358 Fancy Shapes
P4.Math.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.	• Song: Marmot Shapes • Simple Shapes	• **Unit 3**, Pg. 314 Cutting Shapes • **Unit 3**, Pg. 358 Fancy Shapes • **Unit 3**, Pg. 299 Triangles • **Unit 3**, Pg. 320 Circles • **Unit 3**, Pg. 289 Rectangles and Squares
P4.Math.4.5 Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	• Book: Imagination Shapes	• **Introduction,** Pg. 9 Block Center • **Unit 4**, Pg. 28 Classroom Block Play • **Unit 3**, Pg. 375 Shape Hunt • **Unit 3**, Pg. 349 Making Shapes • **Unit 3**, Pg. 310 Make a Triangle
P4.Math.4.6 Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).	• Book: Imagination Shapes • Circle, Square, Triangle, Rectangle	• **Unit 3**, Pg. 375 Shape Hunt • **Unit 3**, Pg. 349 Making Shapes • **Unit 3**, Pg. 358 Fancy Shapes
PHYSICAL EDUCATION		
Strand 1: MOTOR SKILLS AND MOVEMENT		
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).		• **Unit 6**, Pg. 112 Kick, Throw, Catch, and Bounce • **Unit 6**, Pg. 7 Dramatic Play: Gym • **Unit 2**, Pg. 251 Body Moves • **Unit 3**, Pg. 276 Run, Run! Shade or Sun • **Unit 4**, Pg. 42 Birds on a Perch • **Unit 6**, Pg. 122 Obstacle Course

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 1: MOTOR SKILLS AND MOVEMENT *contined*		
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).		• **Unit 6**, Pg. 112 Kick, Throw, Catch, and Bounce • **Unit 6**, Pg. 7 Dramatic Play: Gym • **Unit 2**, Pg. 251 Body Moves
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).		• **Unit 6**, Pg. 112 Kick, Throw, Catch, and Bounce • **Unit 6**, Pg. 7 Dramatic Play: Gym
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).		• **Unit 4**, Pg. 18 Skeleton Hands • **Unit 4**, Pg. 43 Capital Letter Scrapbook • **Unit 5**, Pg. 219 Spider Webs • **Introduction,** Pg. 17 Writing Center
P4.PE.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).		• **Unit 4**, Pg. 18 Skeleton Hands • **Unit 4**, Pg. 43 Capital Letter Scrapbook • **Unit 5**, Pg. 219 Spider Webs • **Introduction,** Pg. 17 Writing Center
P4.PE.1.6 Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).		• **Unit 4**, Pg. 18 Skeleton Hands • **Unit 4**, Pg. 43 Capital Letter Scrapbook • **Unit 5**, Pg. 219 Spider Webs • **Introduction,** Pg. 17 Writing Center
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.	• Letter Trace	• **Introduction,** Pg. 17 Writing Center • Read and Write Number Activities

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 2: EFFICIENT MOVEMENT AND PERFORMANCE		
P4.PE.2.1 Begin to maintain personal boundaries while participating in movement activities.		• **Unit 2**, Pg. 169 Personal Space Circle • **Introduction,** Pg. 6 Plan Your Space
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).	• Exercise and Rest	• **Unit 6**, Pg. 108 Exercise Makes Me Better • **Unit 2**, Pg. 251 Body Moves • **Unit 7**, Pg. 205 Healthy Eating • **Unit 7**, Pg. 216 Chicka Chicka Boom Boom Snack • **Unit 3**, Pg. 319 Plant Part Salad

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.	• Weather • Calendar/Graph Weather • Spring • Summer • Fall • Winter	• **Unit 7**, Pg. 244 Weather Report • **Unit 7**, Pg. 243 What Should I Wear?

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 1: Weather *continued*		
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.	• Weather • Calendar/Graph Weather • Spring • Summer • Fall • Winter	• Unit 7, Pg. 244 Weather Report • Unit 7, Pg. 243 What Should I Wear?
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.	• Sun • Sight • Taste • Smell • Touch • Hearing	• Unit 3, Pg. 284 Sunlight and Temperature Investigation
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.	• Light Sources	• Unit 3, Pg. 277 Properties of Light: Flashlights and Mirrors
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.	• Plants • Plants Need Water • Healthy Plants' Needs	• Unit 3, Pg. 284 Sunlight and Temperature Investigation

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 3: Living Things		
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.	• Songs: Water; Food from Plants • Book: Water • Plants • Water • Plants and Animals • Animals Need Water • Plants Need Water • Food From Plants	
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.	• Songs: Water; Oceans • Book: Water • Water • Ecosystems • Mountains • Deserts • Oceans • Rainforests	• **Unit 2**, Pg. 223 Living and Nonliving • **Unit 2**, Pg. 258 Taking Care of Living Things • **Unit 5**, Pg. 156 Journal Prompt: My Favorite Living Reptile • **Unit 2**, Pg. 248 Plant or Animal • **Unit 5**, Pg. 208 Compare and Contrast: Insect and Spider Numbers
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.	• Mammals • Animal Behavior	• **Unit 7**, Pg. 244 Weather Report • **Unit 1**, Pg. 50 Follow the Apples Investigation • **Unit 3**, Pg. 363 Seed Investigation • **Unit 3**, Pg. 284 Sunlight and Temperature Investigation • **Unit 2**, Pg. 248 Plant or Animal

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
Strand 4: Matter and Motion		
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.	• Songs: Matter; Rocks • Materials • Rocks • Sort • Solid and Liquid	• **Unit 7**, Pg. 244 Weather Report • **Unit 1**, Pg. 50 Follow the Apples Investigation • **Unit 3**, Pg. 363 Seed Investigation • **Unit 3**, Pg. 284 Sunlight and Temperature Investigation • **Unit 1**, Pg. 134 Texture Sort • **Unit 4**, Pg. 8 Flat or Solid?
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.	• Song: Push and Pull • Push and Pull	• **Unit 7**, Pg. 244 Weather Report • **Unit 1**, Pg. 50 Follow the Apples Investigation • **Unit 3**, Pg. 363 Seed Investigation • **Unit 3**, Pg. 284 Sunlight and Temperature Investigation
Social Studies		
Strand 1: Culture and Diversity		
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).	• Book: Baby's Birthday • My Family • Soup's On • Party Time	• **Unit 3**, Pg. 270 Grandma's House • **Unit 3**, Pg. 286 Grandmas: Same and Different • **Unit 3**, Pg. 288 Journals: My Family • **Unit 6**, Pg. 22 Find the Beat • **Unit 6**, Pg. 89 Storytelling Festival
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).		• **Unit 3**, Pg. 288 Journals: My Family • **Unit 3**, Pg. 333 Tortillas, Tortillas: Family Dinner • **Introduction,** Pg. 20 An Inclusive Classroom

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
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).		• Unit 3, Pg. 326 We All Have Jobs • Unit 1, Pg. 66 All the Way Done: Classroom Helpers
P4.SS.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).		• Unit 3, Pg. 287 Sun Safe Song • Unit 2, Pg. 165 Safe Smelling • Unit 7, Pg. 155 Safe Eating: Gallery Refreshments • Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe
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).	• Pollution and Recycling • Care of Water • Care of Earth	• Unit 2, Pg. 258 Taking Care of Living Things • Unit 3, Pg. 347 Where Does Our Water Come From?
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.	• Name Game	• Introduction, Pg. 20 An Inclusive Classroom • Unit 3, Pg. 286 Grandmas: Same and Different • Unit 3, Pg. 288 Journals: My Family

Utah Core Early Learning Standards	Waterford Digital Activities	Waterford Resources
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.	• Boo Hoo Baby	• **Unit 1**, Pg. 60 Turn and Talk Matching • **Unit 1**, Pg. 76 Taking Turns Game • **Unit 4**, Pg. 57 Self-Control Instruments • **Introductio**, Pg. 20 An Inclusive Classroom
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).	• Clubhouse	• Center Activities • Dramatic Play Activities • Visual Arts Activities • **Introduction**, Pg. 16 Sensory Table • **Unit 1**, Pg. 10 Introduction to Centers • **Unit 1**, Pg. 19 Birthday Cupcakes
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).	Social-emotional videos model problem-solving strategies that include individual methods as well as seeking adult help..	• **Unit 1**1, Pg. 10 Good Playing Rules • **Unit 7**, Pg. 165 Good Friends Activity: I Choose Carefully • **Unit 6**, Pg. 121 Problem Solving: Fair Division • **Unit 6**, Pg. 107 How to Solve a Problem
P4.SS.7.1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).		• **Unit 3**, Pg. 326 We All Have Jobs • **Unit 5**, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • **Introduction**, Pg. 29 Classroom Management • **Unit 3**, Pg. 346 Journal Prompt: My Job

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Utah Core Early Learning Standards	Waterford Digital Activities	Waterford 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).		• Unit 3, Pg. 326 We All Have Jobs • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Introduction, Pg. 29 Classroom Management • Unit 3, Pg. 346 Journal Prompt: My Job
P4.SS.7.2 With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.		• Unit 3, Pg. 326 We All Have Jobs • Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It • Introduction, Pg. 29 Classroom Management • Unit 3, Pg. 346 Journal Prompt: My Job
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.	• Print Concepts	• Introduction, Pg. 10 Computer Center • Unit 1, Pg. 28 Introduction to SmartStart and the Computer Center • Unit 7, Pg. 244 Weather Report
P4.SS.8.2 Recognize the importance of balancing media time with other activities.	• Exercise and Rest	

Books and Related Activities

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 / 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 / My Dinosaur / 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

Early Readable Books

At Bat / The Map / Rad Dad / My Tam-Tam / Go, Cam! / Pop / The Hot Pot / A Kit for the Pit / Big Dog Dot / A Big Win / I See You

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

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? / Dev 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? 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? / Dev 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

Books and Related Activities

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 / 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 / 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

Informational Books

The Piñata Book / Discovering Dinosaurs / Treasures from the Loom / The Courage to Learn / Bee's Secret / Sound / White-tailed Deer / Water / 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

Readable Story Sentences

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?

Support

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

Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

Books and Related Activities

Pre-Math and Science

Math Books

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

Science Books

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

Counting Songs

Marching Band Counting / Flower Counting / Country Counting / Funky Counting / Reggae Counting / Salsa Counting / Techno Counting / Bagpipe Counting / Counting on the Mountain

Number Songs

Count to 31 / Hotel 100 / Zero Is a Big Round Hole / Poor Wandering 1 / Snowy Twos Day / 1, 2, 3, 4 in the Jungle / Give Me 5 / Suzy Ladybug / 7 Train / 8 Octopus Legs / Highway 9 / 10 Astronauts / When I Saw 11 / I Love the Number 12 / 13 Clues / 14 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

Basic Math and Science

Math and Science Books

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

Fluent Math and Science

Math and Science Books

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

Support

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Family Engagement Resources

Spanish Family Engagement Resources

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

Songs

Beginning Math Songs

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

Nursery Songs and Rhymes

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

Beginning Reading Songs

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

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

Weekly Homelink Newsletters

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

Math Homelink Newsletters

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

Science Homelink Newsletters

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

Reading Homelink Newsletters

Alphabet Knowledge Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

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

Waterford Mentor

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