



Alignment December 2025

100%
Aligned

**Waterford
Upstart**

**UTAH CORE
EARLY LEARNING
STANDARDS 2020;
ENGLISH LANGUAGE
ARTS 2023**

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

This document provides a detailed alignment of **Waterford Early Learning** to **Utah Core Early Learning Standards 2020; English Language Arts 2023**.

Alignment Description

This document aligns Utah Core Early Learning Standards 2020; English Language Arts 2023 to Waterford.org's digital activities and supporting resources.

Waterford Digital Resources

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](https://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 Standards	Waterford Digital Activities	Waterford Family Resources
English Language Arts		
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.		
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 	<ul style="list-style-type: none"> • Role Play
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.	
P4.SL.3: Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.	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.	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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. Lessons highlight text for the learner which helps show the sequence of print.	
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 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 22
b. With prompting and support, segment words into syllables.	<ul style="list-style-type: none"> • Syllable Safari • Syllable 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 22
c. Identify initial sounds in spoken language.	<ul style="list-style-type: none"> • Initial Sound • Match Initial Sounds • Right Initial Sound 	<ul style="list-style-type: none"> • The First Sound In a Word • Where's the Sound?
d. Identify the base parts that make up a compound word.	<ul style="list-style-type: none"> • Compound Words 	<ul style="list-style-type: none"> • Breaking Compound Words • Making Compound Works

Utah Standards	Waterford Digital Activities	Waterford Family Resources
P4.R.2: Demonstrate mastery of age-appropriate phonological awareness skills <i>continued</i>.		
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? 	<ul style="list-style-type: none"> • Blending Bingo: Onset and Rime • Sound Smash–Onset and Rime
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 	<ul style="list-style-type: none"> • Blending Bingo: CVC Words
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"> • 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 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 22
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 • Read With Me Books (See titles at end of document.) • ABC Coloring • Letter Sound Screening • Name That Letter Sound • Sound Room • Choose a Sound 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 22
P4.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI) Begins in kindergarten.		

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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 <i>continued.</i>		
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 • Picture Clues 	<ul style="list-style-type: none"> • Reading Together Activities • Sum Up: Remember Details
P4.R.6-7: With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Sum Up: Remember Order
P4.R.8: With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)	<ul style="list-style-type: none"> • Vocab 	
P4.R.9: Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI) Begins in kindergarten.		

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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 <i>continued.</i>		
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.		

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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.	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
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.	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
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.	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
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"> • Find an Answer • Build Knowledge 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 3
b. Interact and collaborate with others.		<ul style="list-style-type: none"> • Family Mindset Activities
P4.W.5: Print some mock letters, scribbles, or manuscript letters, including those in own name.	<ul style="list-style-type: none"> • Letter Trace • Name Game 	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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).	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	<ul style="list-style-type: none"> • Role Play
P4.FA.1.2 Use dialogue, actions, and objects to tell a story.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	<ul style="list-style-type: none"> • Role Play
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"> • Papa's Play • Pretend Play 	<ul style="list-style-type: none"> • Role Play
P4.FA.1.4 With prompting and support, work independently and cooperatively in dramatic play.	<ul style="list-style-type: none"> • Papa's Play • Pretend Play 	<ul style="list-style-type: none"> • Role Play
P4.FA.1.5 With prompting and support, attend to and show appreciation for the dramatization of others.	<ul style="list-style-type: none"> • Papa's 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"> • Read With Me Books • Sing a Rhyme Songs/Books (See titles at end of document.) • Sum Up: Remember Order • What Comes Next? 	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Dance		
P4.FA.2.1 Move to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
P4.FA.2.2 Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
P4.FA.2.3 With prompting and support, start, stop, and respond to musical cues.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
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"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
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"> Baby's Ballet Mama's Melody 	<ul style="list-style-type: none"> Hi! Notes
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.	<ul style="list-style-type: none"> Animal Music Cards
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).	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.	Book: Movin' to the Music Time	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Music <i>continued</i>		
P4.FA.3.4 Express thoughts, feelings, and energy through music.	<ul style="list-style-type: none"> Baby's Ballet Mama's Melody 	
P4.FA.3.5 With prompting and support, begin to sing songs from various cultures.	<ul style="list-style-type: none"> Sing Around the World Songs 	
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.	
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: Squirrel's Zoo Colors ABC Coloring 	
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"> ABC Coloring Sight Touch 	
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.	<ul style="list-style-type: none"> Squirrel's Sketches 	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Health Education		
Strand 1: Human Development		
P4.HE.1.1 Show independence in personal hygiene and care.	<ul style="list-style-type: none"> Avoid Germs and Prevent Illness 	<ul style="list-style-type: none"> Hand Washing Rebus
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..	<ul style="list-style-type: none"> Personal Space Circle
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"> Community Helpers
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"> Songs: Make New Friends 	<ul style="list-style-type: none"> How to Listen Like a Friend Kind/Unkind Friend Sorting Cards Kindness Suggestion Pictures
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 	<ul style="list-style-type: none"> How to Listen Like a Friend Kind/Unkind Friend Sorting Cards Kindness Suggestion Pictures
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! 	<ul style="list-style-type: none"> How to Listen Like a Friend Kind/Unkind Friend Sorting Cards Kindness Suggestion Pictures

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 3: Mental and Emotional 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).	<ul style="list-style-type: none"> • Lost and Found 	<ul style="list-style-type: none"> • Lots of Feelings • 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"> • I Can Calm Down 	<ul style="list-style-type: none"> • Family Mindset Activities
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.	<ul style="list-style-type: none"> • I Can Calm Down 	<ul style="list-style-type: none"> • Family Mindset Activities
Strand 4: Nutrition		
P4.HE.4.1 Identify a variety of healthy foods.	<ul style="list-style-type: none"> • Songs: Food from Plants • Healthy Food • Food From Plants 	<ul style="list-style-type: none"> • My Healthy Plate • Health • Fill Your Plate • Food Pictures (Healthy Eating)
P4.HE.4.2 Identify why eating healthy food is important and begin to categorize into food groups.	<ul style="list-style-type: none"> • Songs: Food from Plants • Healthy Food • Food From Plants 	<ul style="list-style-type: none"> • My Healthy Plate • Health • Fill Your Plate • Food Pictures (Healthy Eating)
P4.HE.4.3 With prompting and support, try new foods from a variety of food groups.	<ul style="list-style-type: none"> • Songs: Food from Plants • Healthy Food • Food From Plants 	<ul style="list-style-type: none"> • My Healthy Plate • Health • Fill Your Plate • Food Pictures (Healthy Eating)

Utah Standards	Waterford Digital Activities	Waterford Family 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).	<ul style="list-style-type: none"> • I Can Calm Down 	<ul style="list-style-type: none"> • Family Mindset Activities • Helpful Words
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).	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.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.	

Utah Standards	Waterford Digital Activities	Waterford Family 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.		<ul style="list-style-type: none"> • Goal Setting • Helpful Words
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 Tools • Science Investigation 	<ul style="list-style-type: none"> • Learning Together Activities
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 • Making Connections 	<ul style="list-style-type: none"> • Connect to Me
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.	<ul style="list-style-type: none"> • Helpful Words
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.	

Utah Standards	Waterford Digital Activities	Waterford Family 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 Tools • Materials • Science Investigation 	
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"> • Science Tools • Peek at the Story • Predicting 	<ul style="list-style-type: none"> • Problem Solving Pictures • Consequences Cards
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"> • 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"> • Marmot's Basket 	

Utah Standards	Waterford Digital Activities	Waterford Family 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.	<ul style="list-style-type: none"> Name Game 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 6-8
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.		<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! 	
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"> Garbage Elves

Utah Standards	Waterford Digital Activities	Waterford Family 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.”	
P4.LLP.5.2 Recognize that feelings can change and different feelings are experienced throughout the day.	<ul style="list-style-type: none"> • Soup’s On • Boo Hoo Baby • Lost and Found • Find Me! 	<ul style="list-style-type: none"> • Lots of Feelings • Feelings Poster
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! 	<ul style="list-style-type: none"> • Lots of Feelings • 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"> • I Can Calm Down 	<ul style="list-style-type: none"> • Family Mindset Activities
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.	<ul style="list-style-type: none"> • I Can Calm Down 	<ul style="list-style-type: none"> • Family Mindset Activities

Utah Standards	Waterford Digital Activities	Waterford Family 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.	<ul style="list-style-type: none"> • Role Play
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 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.	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 64
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"> • Songs: Make New Friends 	<ul style="list-style-type: none"> • How to Listen Like a Friend • Kind/Unkind Friend Sorting Cards • Kindness Suggestion Pictures
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.	<ul style="list-style-type: none"> • How to Listen Like a Friend • Kind/Unkind Friend Sorting Cards • Kindness Suggestion Pictures
P4.LLP.6.4 Maintain awareness of and respect others' personal space.		<ul style="list-style-type: none"> • Personal Space Circle
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.	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 6: Relationships <i>continued</i>		
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 	<ul style="list-style-type: none"> • How to Listen Like a Friend • Problem Solving Pictures
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? 	<ul style="list-style-type: none"> • How to Listen Like a Friend • Kind/Unkind Friend Sorting Cards • Kindness Suggestion Pictures
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.	<ul style="list-style-type: none"> • Problem Solving Pictures
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.) 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 41
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.) 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 41

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 1: Counting and Cardinality <i>continued</i>		
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"> Songs: Counting Songs 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 41
P4.Math.1.4 Name written numerals 0–10.	<ul style="list-style-type: none"> Songs: Counting Songs 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 42
P4.Math.1.5 Use one-to-one correspondence when counting objects to ten.	<ul style="list-style-type: none"> Songs: Counting Songs Order Numbers One-to-one Correspondence Make and Count Groups 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 41
P4.Math.1.6 When counting objects to ten, understand that the last number counted in a set tells how many.	<ul style="list-style-type: none"> Make and Count Groups 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 41
P4.Math.1.7 Count two sets of objects up to 10 to determine which has more.	<ul style="list-style-type: none"> Fewer Than More Than Make and Count Groups 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 41
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.	<ul style="list-style-type: none"> Make and Count Groups Add Groups Subtract Groups Act Out Addition Act Out Subtraction 	<ul style="list-style-type: none"> Addition Subtraction

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 2: Operations and Algebraic Thinking <i>continued</i>		
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?”).	<ul style="list-style-type: none"> • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Subtraction
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).	<ul style="list-style-type: none"> • Subtract Groups • Act Out Subtraction 	<ul style="list-style-type: none"> • Subtraction
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.)	<ul style="list-style-type: none"> • Add Groups • Act Out Addition 	<ul style="list-style-type: none"> • Addition
P4.Math.2.5 Duplicate, extend, and create simple patterns (for example, ababab).	<ul style="list-style-type: none"> • Song: Train Station Patterns • Patterns • Pattern AB • Pattern ABB • Pattern ABC 	<ul style="list-style-type: none"> • Patterns
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]).	<ul style="list-style-type: none"> • Length • Heavy and Light • Tall and Short • Big and Little • Large Small Toys • Big Little Animals 	<ul style="list-style-type: none"> • Size

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 3: Measurement and Data <i>continued</i>		
P4.Math.3.2 Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	<ul style="list-style-type: none"> Length Heavy and Light Tall and Short Big and Little Large Small Toys Big Little Animals 	<ul style="list-style-type: none"> Size
P4.Math.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.	<ul style="list-style-type: none"> Song: All Sorts of Laundry Book: Buttons, Buttons Sort 	<ul style="list-style-type: none"> Sort
P4.Math.3.4 Compare the number of objects in each category to identify which groups contain more or less, or are the same.	<ul style="list-style-type: none"> Fewer Than More 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.	<ul style="list-style-type: none"> Books: Under Simple Shapes Position 	<ul style="list-style-type: none"> Shapes
P4.Math.4.2 Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	<ul style="list-style-type: none"> Song: Shapes, Shapes, Shapes Simple Shapes Solid Shapes World Shapes 	<ul style="list-style-type: none"> Shapes

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 4: Geometry <i>continued</i>		
P4.Math.4.3 Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).	<ul style="list-style-type: none"> • Simple Shapes • Solid Shapes • World Shapes 	<ul style="list-style-type: none"> • Shapes • 3-D Shape Flash Cards
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"> • Song: Marmot Shapes • Simple Shapes 	<ul style="list-style-type: none"> • 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"> • Book: Imagination Shapes • 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"> • Book: Imagination Shapes • Tangrams 	
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).		<ul style="list-style-type: none"> • Exercise
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).		<ul style="list-style-type: none"> • Health • Exercise • Yoga Booklet

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 1: Motor Skills and Movement <i>continued</i>		
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).		<ul style="list-style-type: none"> • Health • Exercise • Yoga Booklet
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).		<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 4 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
P4.PE.1.5 Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).		<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 4 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
P4.PE.1.6 Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).		<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 4 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
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"> • Letter Trace 	<ul style="list-style-type: none"> • Waterford Upstart Activity Book, Pg. 4 • Tripod Pencil Grip • Letter Writing Practice • Number Writing Practice
Strand 2: Efficient Movement and Performance		
P4.PE.2.1 Begin to maintain personal boundaries while participating in movement activities.		<ul style="list-style-type: none"> • Personal Space Circle

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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"> • Exercise and Rest 	<ul style="list-style-type: none"> • Exercise and Rest
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"> • Weather • Calendar/Graph Weather • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • The Weather Around Us • Weather
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"> • Weather • Calendar/Graph Weather • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • The Weather Around Us • Weather

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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"> • 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"> • 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"> • Plants • Plants Need Water • Healthy Plants' Needs 	<ul style="list-style-type: none"> • Green and Growing
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.	<ul style="list-style-type: none"> • Songs: Water; Food from Plants • Book: Water • Plants • Water • Plants and Animals • Animals Need Water • Plants Need Water • Food From Plants 	<ul style="list-style-type: none"> • Green and Growing

Utah Standards	Waterford Digital Activities	Waterford Family Resources
Strand 3: Living Things <i>continued</i>		
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.	<ul style="list-style-type: none"> • Songs: Water; Oceans • Book: Water • Water • Ecosystems • Mountains • Deserts • Oceans • Rainforests 	<ul style="list-style-type: none"> • Places on Earth
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.	<ul style="list-style-type: none"> • Mammals • Animal Behavior 	
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.	<ul style="list-style-type: none"> • Songs: Matter; Rocks • Materials • Rocks • Sort • Solid and Liquid 	
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.	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull 	<ul style="list-style-type: none"> • How It Works

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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).	<ul style="list-style-type: none"> • Book: Baby's Birthday • My Family • Soup's On • Party Time 	
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: I Can't Wait 	<ul style="list-style-type: none"> • The Weather Around Us
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"> • Sing Around the World Songs 	
P4.SS.3.2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).		<ul style="list-style-type: none"> • Emergency Preparedness for Kids • Fire Safety Activity 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"> • Pollution and Recycling • Care of Water • Care of Earth 	

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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"> Name Game 	<ul style="list-style-type: none"> Waterford Upstart Activity Book, Pg. 1
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"> Boo Hoo Baby 	<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"> Clubhouse 	<ul style="list-style-type: none"> Garbage Elves

Utah Standards	Waterford Digital Activities	Waterford Family Resources
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.	
P4.SS.7.1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).	<ul style="list-style-type: none">• Books: Everybody Needs to Eat	

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 X1 / 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

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.

Spanish Family Engagement Resources

All Waterford books and many of the resources available to families at [→family.waterford.org](https://family.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 / 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's 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](https://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 Family

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