

# CURRICULUM *Correlation*

*Waterford  
Math & Science  
and Classroom  
Advantage*

**100%**

*South Carolina  
Academic  
Standards for  
Mathematics*

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# OVERVIEW



*This document provides a detailed correlation of WATERFORD MATH & SCIENCE AND CLASSROOM ADVANTAGE to SOUTH CAROLINA ACADEMIC STANDARDS FOR MATHEMATICS.*

## WATERFORD CURRICULUM DETAILS

Waterford Curriculum provides technology-driven curriculum for PreK through second grade.

**Waterford SmartStart (PreK)** includes individualized learning software that adjusts to each child's pace and level. The software combined with the offline materials teach early reading, math, science, and social studies concepts as well as executive function, creative arts, and health and physical development.

**Waterford Early Learning (K-2)** is a technology-based early reading, math, and science program with integrated assessments and teacher tools.

**Waterford Reading** is a comprehensive, adaptive reading curriculum designed to help each student develop into a fluent reader. Waterford Reading incorporates five essential reading strands: phonological awareness, phonics, comprehension and vocabulary, language concepts, and fluency.



*Following an extensive review, Waterford Reading received CASE endorsement in 2016.*

**Waterford Math & Science** provides young learners comprehensive instruction in the major areas of early math: numbers and operation, algebraic reasoning, geometry and measurement, and data analysis. The integrated science curriculum emphasizes exploration and the scientific method while teaching earth, life, and physical science.

**Classroom Advantage (PreK-2)** puts Waterford's award-winning, comprehensive online curriculum at teachers' fingertips for whole-class or small-group lessons.

## EVIDENCE-BASED CURRICULUM

Waterford curriculum has been formally [evaluated in dozens of studies](#). In each study, Waterford classrooms outperform comparison-group classes in most, if not all, of the examined measures. In particular, Waterford stands out for providing significant learning gains for at-risk students and English Language Learners.

## STUDENT-CENTERED LEARNING

Waterford's student-centered, individualized learning software adapts automatically to give each student a unique learning experience tailored to his or her own skill level and pace.

**Placement Assessment:** K-2 students begin their experience with a Placement Tool. Based on rigorous research, the Placement Tool evaluates a student's abilities and determines an appropriate starting point.

**Adaptive, Individualized Learning:** Waterford provides a mastery-based curriculum. As such, Waterford automatically provides instruction, remediation, and review to support students toward mastery of learning objectives based on student performance in ongoing assessment.

**Data-Informed Instruction:** Administrators and teachers can also use the program's rich reporting features to monitor progress in real-time, to identify areas of difficulty, and to utilize additional intervention tools in varied instructional settings.

## COLLABORATIVE LEARNING

With Classroom Advantage, Waterford's 10,000 online activities are available for teachers to use with an interactive whiteboard or projector. This flexible tool for blended learning increases teachers' instructional efficacy. [Teachers can easily deliver engaging lessons](#) aligned to their own pacing guide, core curriculum, or state standards.

## CORRELATION DESCRIPTION

This document correlates state standards to Waterford resources. Waterford resources include

- **Digital Resources:** Engaging, evidence-based online activities that are presented to students during their individualized instruction. These activities are also available for collaborative instruction in Classroom Advantage.
- **Print, PDF, and Internet Resources:** Teacher guides, Waterford Manager teacher PDFs, hundreds of student books and songs, family engagement activities, newsletters and more complement Waterford's extensive digital resources.

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, Waterford is continually developing their programs with the latest research findings. Please note that this correlation is accurate as of the date on the cover.



## SUPPORT

*Professional Services offers a continuum of customizable services. Learn more [here](#).*



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>KINDERGARTEN</b>		
<b>NUMBER SENSE</b>		
<p>K.NS.1 Count forward by ones and tens to 100.</p>	<ul style="list-style-type: none"> <li>• Songs: (See list at end of document.)</li> <li>• Counting Songs: (See list at end of document.)</li> <li>• Books: (See list at end of document.)</li> <li>• Number Counting Extended Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Order Numbers 1-5, 6-10: Instruction, Practice, Assessment, Play &amp; Practice, Application</li> <li>• Order Numbers Extended Play: 0-10, 0-15, 0-20</li> <li>• Count on by 1: Instruction, Practice, Assessment</li> <li>• Number Sense and Recognition: Instruction (30-39; 40-49; 50-59; 60-69; 70-79; 80-89; 90-99)</li> <li>• Skip Count by 10: Instruction, Extension, Assessment, Practice, Extended Play, Story Problem Solving, Navajo Beans</li> <li>• Bug Bits 1-10</li> <li>• Moving Target: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Number Instruction, Practice, Assessment: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Picture and Shape Puzzle: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Telephone</li> <li>• Counting Puzzle: 1-10, 11-20</li> <li>• Dot to Dot: 1-10, 0-9, 6-15, 11-20</li> <li>• Number Line (0-10): Instruction, Assessment, Extension</li> <li>• Number Line (10-20): Instruction, Assessment, Extension</li> <li>• Greater Than, Less Than (1-digit Numbers) Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.1.pdf: Count to 100 by ones and tens.                             <ul style="list-style-type: none"> <li>- Missing Numbers</li> <li>- Count On By 1</li> <li>- Numbers 1-5</li> <li>- Numbers 6-10</li> <li>- Math Newsletters</li> <li>- Count By 10s</li> <li>- Numbers 60-69</li> <li>- I Can Count to 100</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE</b> <i>continued</i>		
<p>K.NS.2 Count forward by ones beginning from any number less than 100.</p>	<ul style="list-style-type: none"> <li>• Count on by 1: Instruction, Practice Assessment</li> <li>• Songs: (See list at end of document.)</li> <li>• Counting Puzzle: 1-10, 11-20</li> <li>• Dot-to-dot: 1-10, 0-9, 6-15, 11-20</li> <li>• Count On: Instruction, Practice, Assessment, Play &amp; Practice, Counting On</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.2.pdf: Count forward beginning with a given number within the known sequence.                             <ul style="list-style-type: none"> <li>- Let's Count On</li> <li>- Toss and Count</li> <li>- Count On by 1</li> <li>- Math Newsletter: Count On</li> <li>- Flashcards</li> </ul> </li> </ul>
<p>K.NS.3 Read numbers from 0-20 and represent a number of objects 0-20 with a written numeral.</p>	<ul style="list-style-type: none"> <li>• Number Counting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Books (See list at end of document.)</li> <li>• Counting Songs (See list at end of document.)</li> <li>• Moving Target 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Number Instruction, Practice, Assessment 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Number Recognition and Sense 0-9, 10-19, 20-29, 30-39; 40-49: Pre-Assessment, Instruction, Assessment, Practice, Extended Play</li> <li>• Picture and Shape Puzzle: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Counting Puzzle: 0-10, 11-20</li> <li>• Telephone—Number 9</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.3.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral.                             <ul style="list-style-type: none"> <li>- Numbers Practice: 1-20 (one per number)</li> <li>- Numbers 1-5</li> <li>- Add groups</li> <li>- Count on by 1</li> <li>- Number Writing Practice: 0-20 (one per number)</li> </ul> </li> </ul>
<p>K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p> <ul style="list-style-type: none"> <li>a. the last number said tells the number of objects in the set (cardinality);</li> <li>b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);</li> </ul>	<ul style="list-style-type: none"> <li>• Make and Count Groups 1-10: Instruction, Practice, Assessment</li> <li>• Number Counting Extended Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Order Numbers 1-5: Practice, Extended Play</li> <li>• Order Numbers 0-10, 0-15, 0-20: Extended Play</li> <li>• Books: (See list at the end of document.)</li> <li>• Counting Songs (See list at the end of document.)</li> <li>• Moving Target: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>• Number Instruction, Practice, Assessment: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.4a.pdf: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.                             <ul style="list-style-type: none"> <li>- Number Walk</li> </ul> </li> <li>• K.CC.4b.pdf: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.                             <ul style="list-style-type: none"> <li>- Mixed Up Counting</li> </ul> </li> <li>• K.CC.4c.pdf: Understand that each successive number name refers to a quantity that is one larger.                             <ul style="list-style-type: none"> <li>- Hoop Addition</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE</b> <i>continued</i>		
<p>K.NS.4 <i>continued</i> c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.</p>	<ul style="list-style-type: none"> <li>• Number Recognition and Sense 0–9, 10–19, 20–29, 30–39; 40–49: Pre-Assessment, Instruction, Assessment, Practice, Extended Play</li> <li>• Picture and Shape Puzzle: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 4, 15, 16, 17, 18, 19, 20 counting Puzzle: 1–10, 11–20</li> <li>• Dot-to-dot: 1–10, 0–9, 6–15, 11–20</li> <li>• Number Chart 0–9, 0–19: Instruction, Assessment, Review</li> </ul>	
<p>K.NS.5 Count a given number of objects from 1–20 and connect this sequence in a one-to-one manner.</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups 1–5: Instruction, Practice, Assessment</li> <li>• Make and Count Groups 6–10: Instruction, Practice, Assessment</li> <li>• Number Instruction, Practice, Assessment: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.5.pdf: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.                             <ul style="list-style-type: none"> <li>- Hoop Addition</li> </ul> </li> </ul>
<p>K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).</p>	<ul style="list-style-type: none"> <li>• Make and Count Groups 1–5: Instruction, Practice, Assessment</li> <li>• Make and Count Groups 6–10: Instruction, Practice, Assessment</li> <li>• Number Instruction, Practice, Assessment: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> </ul>	
<p>K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.</p>	<ul style="list-style-type: none"> <li>• More Than, Fewer Than: Instruction, Practice, Assessment, Pre-assessment, Practice &amp; Play</li> <li>• More Than: Introduction, Instruction, Practice, Assessment</li> <li>• Fewer Than: Introduction, Instruction, Practice, Assessment</li> <li>• Make a Math Story: More Than, Fewer Than</li> <li>• Book: For the Birds</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.6.pdf: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.                             <ul style="list-style-type: none"> <li>- Beans and More</li> <li>- More Than Buttons</li> <li>- Short Names, Long Names</li> <li>- Noodle Necklaces</li> <li>- Grouped Do Count!</li> <li>- More Than, Fewer Than, Equal</li> <li>- Which Has More? 1</li> <li>- Fewer Than</li> <li>- More or Fewer</li> <li>- Which Has More? 2</li> <li>- Greater or Less</li> <li>- More Than/Fewer Than Flashcard Sets</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE <i>continued</i></b>		
K.NS.8 Compare two written numerals up to 10 using more than, less than or equal to.	<ul style="list-style-type: none"> <li>• Order Numbers 1-5: Practice, Extended Play, Assessment, Application, Play and Practice</li> <li>• Order Numbers 6-10: Practice, Extended Play, Assessment, Application, Play and Practice</li> <li>• Book: For the Birds</li> <li>• More Than, Fewer Than: Instruction, Practice, Assessment, Pre-assess</li> <li>• Greater Than, Less Than (1-digit Numbers): Pre-assessment, Assessment, Review, Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• K.CC.7.pdf: Compare two numbers between 1 and 10 presented as written numerals.                             <ul style="list-style-type: none"> <li>- More or Less Spinner</li> <li>- Catch Me If You Can!</li> <li>- Greater or Less</li> <li>- Less or Greater</li> <li>- Spinner</li> <li>- Board game</li> <li>- Number cards</li> </ul> </li> </ul>
K.NS.9 Identify first through fifth and last positions in a line of objects.	<b>Classroom Advantage (Level Two)</b> <ul style="list-style-type: none"> <li>• The Circus Came to Town book</li> <li>• Ordinals song</li> <li>• Ordinal Numbers</li> </ul>	
<b>NUMBER SENSE AND BASE TEN</b>		
K.NSBT.1 Compose and decompose numbers from 11-19 separating ten ones from the remaining ones using objects and drawings.	<ul style="list-style-type: none"> <li>• Place Value (10-19)</li> </ul>	<ul style="list-style-type: none"> <li>• K.NBT.1.pdf: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.                             <ul style="list-style-type: none"> <li>- Place Value 11-19</li> <li>- Place Value 11-19 (2)</li> </ul> </li> </ul>
<b>ALGEBRAIC THINKING AND OPERATIONS</b>		
K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	<ul style="list-style-type: none"> <li>• Add Groups: Instruction, Practice, Assessment, Application, Addition, Review, Extended Play</li> <li>• Subtract Groups: Instruction, Assessment, Application, Subtract Those Cars</li> <li>• Add Groups to 5: Introduction, Instruction, Practice, Assessment, Application, Pirates Can Add</li> <li>• Add Groups to 10: Introduction, Instruction, Practice, Assessment, On the Bayou</li> <li>• Minuends to 5: Introduction, Instruction, Practice, Assessment, Review, Five Delicious Muffins, Bakery Subtraction</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS <i>continued</i></b>		
K.ATO.1 <i>continued</i>	<ul style="list-style-type: none"> <li>• Minuends to 9: Introduction, Instruction, Practice, Assessment, Application, Circus Subtraction Sums to 4-10 and Subtract from 4-9</li> <li>• Act Out Addition/Subtraction: Instruction, Assessment</li> </ul>	
K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	<ul style="list-style-type: none"> <li>• Add Groups to 5: Instruction, Practice, Assessment, Application, Pirates Can Add Song</li> <li>• Add Groups to 10: Introduction, Instruction, Practice, Assessment, On the Bayou Song</li> <li>• Minuends to 5: Introduction, Instruction, Practice, Assessment, Review, Five Delicious Muffins, Bakery Subtraction</li> <li>• Minuends to 9: Introduction, Instruction, Practice, Assessment, Application, Circus Subtraction Add Groups: Instruction, Practice, Assessment, Application, Addition, Review, Extended Play</li> <li>• Subtract Groups: Instruction, Assessment, Application, Subtract Those Cars</li> <li>• Sums to 4-10 and Subtract from 4-9</li> <li>• Act Out Addition/Subtraction: Instruction, Assessment</li> <li>• Flower Story Problems: Add 1 and 1-5; Add 3 and 1-5; Add 5 and 1-5; Add 0 and 1-5; Subtract 2 from 2-7; Subtract 4 from 4-9; Add 0 and 6-10; Add 2 and 6-10; Add 4 and 6-10; Subtract 0 from 6-10; Missing addends; Missing minuends and subtrahends</li> <li>• Story Problem Strategies: Add 2 and 1-5; Add 4 and 1-5; Subtract 1 from 1-6; Subtract 3 from 3-8; Subtract 5 from 5-10; Doubles Plus 1, Sums to 10; Doubles, Minuends to 10; Add 1 and 6-10; Add 3 to 6-10; Doubles Sums to 10</li> </ul>	<ul style="list-style-type: none"> <li>• K.OA.2.pdf: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.                             <ul style="list-style-type: none"> <li>- Additions Stories</li> <li>- Act It Out Stories</li> <li>- Manipulative Stories</li> <li>- Edible Stories</li> <li>- One, Two, Three, Show</li> <li>- Circus Subtraction</li> <li>- Partner Subtraction</li> <li>- Farmer's Market</li> <li>- Green and Speckled Frogs</li> <li>- Cars and Trucks Subtraction Yummy Subtraction</li> <li>- Act Out Addition</li> <li>- Act Out Subtraction</li> <li>- Addition Newsletter</li> <li>- Subtraction Newsletter</li> <li>- Subtraction Flashcards</li> </ul> </li> </ul>
K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	<ul style="list-style-type: none"> <li>• Add Groups to 5: Instruction, Practice, Assessment, Application</li> <li>• Add Groups to 10: Introduction, Instruction, Practice, Assessment</li> </ul>	





SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1–9.	<ul style="list-style-type: none"> <li>• Missing Addends: Instruction, Assessment</li> <li>• Kingdom of Counting: Missing Addends</li> <li>• Flower Story Problems: Missing Addends</li> <li>• Mental Math Games: Missing Addends, Sums to 10</li> </ul>	
K.ATO.5 Add and subtract fluently within 5.	<ul style="list-style-type: none"> <li>• Add Groups to 5: Instruction, Practice, Assessment, Application, Pirates Can Add</li> <li>• Minuends to 5: Introduction, Instruction, Practice, Assessment, Review, Five Delicious Muffins, Bakery Subtraction</li> <li>• Add Groups: Instruction, Practice, Assessment, Application, Addition, Review, Extended Play</li> <li>• Subtract Groups: Instruction, Assessment, Application, Subtract Those Cars</li> <li>• Sums to 4, Sums to 5</li> <li>• Subtract from 4, Subtract from 5</li> <li>• Minuends to 9: Circus Subtraction</li> <li>• Sums to 10: On the Bayou</li> <li>• Act Out Addition: Instruction, Assessment</li> <li>• Act Out Subtraction: Instruction, Assessment</li> <li>• Mental Math Games: Add 1 and 1-5; Add 2 and 1-5; Add 3 and 1-5; Add 4 and 1-5; Add 5 and 1-5; Add 0 and 1-5; Subtract 1 from 1-6; Subtract 2 from 2-7; Subtract 3 from 3-8; Subtract 4 from 4-9; Subtract 5 from 5-10; Subtract 0 from 0-5 Speed Games: Add 1 to 1-5 Automaticity; Add 2 to 1-5 Automaticity; Add 3 to 1-5 Automaticity; Add 4 to 1-5 Automaticity; Add 5 to 1-5 Automaticity; Add 0 to 1-5 Automaticity; Subtract 1 from 1-6 Automaticity; Subtract 2 from 2-7 Automaticity; Subtract 3 from 3-8 Automaticity; Subtract 4 from 4-9 Automaticity; Subtract 5 from 5-10 Automaticity; Subtract 0 from 0-5 Automaticity</li> </ul>	
K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	<ul style="list-style-type: none"> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Train Station Patterns song</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>GEOMETRY</b>		
<p>K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.</p>	<ul style="list-style-type: none"> <li>• Over, Under, Above, Below: Introduction, Instruction, Application, Practice, Assessment</li> <li>• Inside, Outside, Between: Introduction, Instruction, Practice, Assessment, Extended Play</li> <li>• Circle, Square, Triangle, Rectangle: Instruction, Instruction, Application, Play &amp; Practice, Assessment, Review, Songs: Position; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Up in the Air</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Star, Semicircle, Octagon, Oval, Diamond: Instruction, Practice, Assessment, Review</li> <li>• Solid Shapes: Application, Play &amp; Practice</li> <li>• World Shapes: Introduction, Instruction, Practice, Assessment, Assessment 2</li> <li>• Above, Below, Next to, On: Assessment, Review, Extended Play, Play &amp; Practice, Instruction, Positioning</li> <li>• Story Problem Strategies: Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• K.G.1.pdf: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.                             <ul style="list-style-type: none"> <li>- Shapes Scavenger Hunt</li> </ul> </li> </ul>
<p>K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p>	<ul style="list-style-type: none"> <li>• Circle, Square, Triangle, Rectangle Instruction</li> <li>• Book: The Shape of Things Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Circle, Square, Triangle, Rectangle: Instruction, Instruction, Application, Play &amp; Practice, Imagination Shapes, Assessment, Review, Kites</li> <li>• Star, Semicircle, Octagon, Oval, Diamond: Instruction, Practice, Assessment, Review</li> <li>• Solid Shapes: Application, Play &amp; Practice</li> <li>• World Shapes: Introduction, Instruction, Practice, Assessment, Assessment 2</li> <li>• Congruence: Assessment, Review, Extended Play, Play &amp; Practice, Instruction, Congruent Parts</li> <li>• Story Problem Strategies: Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• K.G.2.pdf: Correctly name shapes regardless of their orientations or overall size.                             <ul style="list-style-type: none"> <li>- Shapes Scavenger Hunt</li> <li>- Shapes and Positioning</li> <li>- Shapes Flashcards</li> </ul> </li> </ul>
<p>K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.</p>	<ul style="list-style-type: none"> <li>• Solid Shapes: Application, Play &amp; Practice</li> <li>• Space Shapes: Play &amp; Practice, Review, Assessment, Instruction</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>GEOMETRY</b> <i>continued</i>		
K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	<ul style="list-style-type: none"> <li>• Space Shapes: Play &amp; Practice, Assessment, Instruction</li> <li>• Congruence: Assessment, Play &amp; Practice, Instruction, Congruent Parts</li> <li>• Tangrams: Play &amp; Practice</li> <li>• Similar Figures: Review, Assessment, Instruction, Corners and Sides song</li> <li>• Story Problem Strategies: Similar Figures</li> </ul>	
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	<ul style="list-style-type: none"> <li>• Geoboard: Play &amp; Practice Tangrams: Play &amp; Practice</li> </ul>	
<b>MEASUREMENT AND DATA ANALYSIS</b>		
K.MDA.1 Identify measurable attributes (length, weight) of an object.	<ul style="list-style-type: none"> <li>• Measuring Plants song</li> <li>• Length Instruction and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• K.MD.1.pdf: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.                             <ul style="list-style-type: none"> <li>- Filling Table</li> <li>- Order It Up</li> <li>- Straw Rulers</li> <li>- Measuring Walk</li> <li>- Heavy or Light</li> <li>- Make A Balance</li> <li>- Measureable Attributes</li> </ul> </li> </ul>
K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier	<ul style="list-style-type: none"> <li>• Order Size: Instruction</li> <li>• Capacity: Introduction, Practice, Assessment</li> <li>• Length: Instruction, Assessment</li> <li>• Songs: Savanna Size, Measuring Plants</li> <li>• Big and Little: Introduction, Instruction, Practice, Assessment</li> <li>• Tall and Short: Introduction, Instruction, Practice, Assessment</li> <li>• Heavy and Light: Introduction, Instruction, Practice, Assessment</li> <li>• Size: Application, Play &amp; Practice</li> <li>• Order Size: Introduction, Practice, Assessment, Application</li> </ul>	<ul style="list-style-type: none"> <li>• K.MD.2.pdf: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.                             <ul style="list-style-type: none"> <li>- Filling Table</li> <li>- Order It Up</li> <li>- Straw Rulers</li> <li>- Measuring Walk</li> <li>- Heavy or Light</li> <li>- Make A Balance</li> <li>- Size Scavenger Hunt</li> <li>- Big and Little Sort</li> <li>- Boxes in a Line</li> <li>- Teddy Bear Line-Up</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>MEASUREMENT AND DATA ANALYSIS</b> <i>continued</i>		
K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier <i>continued</i>		<ul style="list-style-type: none"> <li>- Magazine Sorting</li> <li>- Tall and Short</li> <li>- Big and Little</li> <li>- Tall and Short</li> <li>- Heavy and Light</li> <li>- Small, Medium, Large</li> <li>- Measuring Length</li> <li>- Measurable Attributes</li> </ul>
K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category	<ul style="list-style-type: none"> <li>• Match: Introduction, Instruction, Practice, Assessment</li> <li>• Book: Buttons, Buttons</li> <li>• Matching Application</li> <li>• Songs: Same and Different, All Sorts of Laundry</li> <li>• Sort: Instruction, Practice, Assessment, Review</li> <li>• Logic Game (Sorting)</li> </ul>	<ul style="list-style-type: none"> <li>• K.MD.3.pdf: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.                             <ul style="list-style-type: none"> <li>- Let's Sort</li> <li>- Sort</li> </ul> </li> </ul>
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	<p style="margin: 0;"><b>Classroom Advantage Level Three</b></p> <ul style="list-style-type: none"> <li>• Graphing Introduction</li> <li>• Sequences of 3-digit Numbers: The Boonville Nine</li> <li>• Picture Graphs: Instruction, Review, Play &amp; Practice, Assessment, Extended Play</li> <li>• Bar Graphs: Instruction, Review, Extended Play, Assessment Problem Solving Strategies: Use Graphs and Tables</li> <li>• Story Problem Strategies: Picture Graphs, Bar Graphs</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>GRADE 1</b>		
<b>NUMBER SENSE AND BASE TEN</b>		
<p>1.NSBT.1 Extend the number sequence to:</p> <ul style="list-style-type: none"> <li>a. count forward by ones to 120 starting at any number;</li> <li>b. count by fives and tens to 100, starting at any number;</li> <li>c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;</li> <li>d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.</li> </ul>	<ul style="list-style-type: none"> <li>• Number Chart 0-99: Hooray, Hooray for the One Hundredth Day! book</li> <li>• Count On: Instruction, Practice, Assessment, Extension, Play &amp; Practice, Extended Play</li> <li>• Number Recognition and Sense Instruction: 0-9, 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-99</li> <li>• Number Chart 0-9: Extension</li> <li>• Number Chart 0-19: Extension</li> <li>• Number Chart 0-89: Extended Play</li> <li>• Number Chart 20-29: Instruction, Assessment</li> <li>• Number Chart 30-39: Instruction, Assessment</li> <li>• Number Chart 40-49: Instruction, Assessment</li> <li>• Number Chart 50-59: Instruction, Assessment, Review</li> <li>• Number Chart 60-69: Instruction, Assessment</li> <li>• Number Chart 70-79: Instruction, Assessment</li> <li>• Number Chart 80-89: Instruction, Assessment</li> <li>• Number Chart 90-99: Instruction, Assessment, Review</li> <li>• Counting On song</li> </ul>	<ul style="list-style-type: none"> <li>• 1.NBT.1.pdf: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.                             <ul style="list-style-type: none"> <li>- Mystery Numbers</li> <li>- I Can Write Numbers to 99</li> <li>- Numbers 20-29</li> <li>- Numbers 30-39</li> <li>- Numbers 40-49</li> <li>- Numbers 50-59</li> <li>- Numbers 60-69</li> <li>- Counting to 89</li> <li>- Counting Charts: I Can Count to 50 I Can Count to 100, I Can Count to 99, I Can Count to 120</li> </ul> </li> </ul>
<p>1.NSBT.2 Understand place value through 99 by demonstrating that:</p> <ul style="list-style-type: none"> <li>a. ten ones can be thought of as a bundle (group) called a “ten”;</li> <li>b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;</li> <li>c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value: 10-19 song</li> <li>• Place Value of 2-digit Numbers: Instruction, EP, Story Problem Strategies, Assessment</li> <li>• Expanded Notation: Instruction, Play &amp; Practice, Assessment</li> <li>• Add with Manipulatives: Add 10 and 6-10</li> <li>• Flower Story Problems: Add 10 and 6-10</li> <li>• Story Problem Strategies: Expanded Notation, Place Value</li> <li>• Place Value: 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-99</li> <li>• Number Recognition and Sense Review: 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-99</li> </ul>	<ul style="list-style-type: none"> <li>• 1.NBT.2a.pdf: 10 can be thought of as a bundle of ten ones—called a “ten.”                             <ul style="list-style-type: none"> <li>- Popsicles to Ten</li> </ul> </li> <li>• 1.NBT.2b.pdf: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.                             <ul style="list-style-type: none"> <li>- Toss It</li> <li>- Make a Number</li> <li>- Numbers Flashcards</li> <li>- Numbers 10-19</li> <li>- More Numbers 10-19</li> </ul> </li> <li>• 1.NBT.2c.pdf: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).                             <ul style="list-style-type: none"> <li>- Toss It</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE AND BASE TEN <i>continued</i></b>		
<p>1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.</p>	<ul style="list-style-type: none"> <li>• Greater Than, Less Than (2-digit Numbers): Pre-assessment, Instruction, Play &amp; Practice, Extension, Assessment</li> <li>• You Be the Teacher: Greater Than, Less Than</li> </ul>	
<p>1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:</p> <p>a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);</p> <p>b. add a two-digit number and a multiple of 10.</p>	<ul style="list-style-type: none"> <li>• Addition Introduction</li> <li>• Add Tens: Instruction, Practice, Assessment</li> <li>• Kingdom of Counting: Doubles, Sums to 20; Doubles plus 1, Sums to 20</li> <li>• Doubles, Sums to 20: Assessment</li> <li>• Doubles Plus 1, Sums to 20: Instruction, Assessment and 6-10; Add 10 and 6-10</li> <li>• Add Vertical Squares: Add 2 to 6-10; Add 6 to 6-10; Add 7 to 6-10; Add 8 to 6-10</li> <li>• Add with Beads Instruction: Add 1 to 6-10; Add 4 to 6-10; Add 5 to 6-10; Add 9 to 6-10</li> <li>• Flower Story Problems: Add 2 and 6-10; Add 4 and 6-10; Add 10 and 6-10</li> <li>• Story Problem Strategies: Add 1 and 6-10; Add 3 and 6-10; Add 5 and 6-10; Doubles, Sums to 10; Add 6 and 6-10; Add 7 to 6-10; Add 8 to 6-10; Add 9 to 6-10; Addition Strategy (Doubles, Sums to 20); Addition Strategy (Doubles Plus 1, Sums to 20)</li> <li>• Mental Math Games Missing Addends, and Sums to 20</li> <li>• Speed Games: Missing Addends, Sums to 10; Missing Addends, Sums to 15; Missing Addends, Sums to 20</li> <li>• Add 2-digit and 1-digit Numbers with Regrouping: Red Rock, River Rock, Play &amp; Practice, Extended Play</li> <li>• Add 2-digit Numbers without Regrouping: Instruction, Assessment, Review, Extended Play, Play &amp; Practice</li> <li>• Add 3-digit Numbers without Regrouping: Instruction, Assessment, Review, Extended Play, Play &amp; Practice</li> <li>• Add 2-digit and 1-digit Numbers with Regrouping: Instruction, Assessment, Review</li> </ul>	<ul style="list-style-type: none"> <li>• 1.NBT.4 .pdf: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).                             <ul style="list-style-type: none"> <li>- Drawing Tens</li> <li>- Beans, Beans, and More Beans</li> <li>- The Kingdome of Popsicle Stick-Filled Purses</li> <li>- Straws and Macaroni</li> <li>- Bean Addition</li> <li>- Newsletter</li> <li>- Adding Tens and Ones</li> <li>- Color Adds Up</li> <li>- Cookies and Milk!</li> <li>- Addition of Two-Digit Numbers</li> <li>- Addition and Subtraction of Large Numbers</li> <li>- 1 set of flashcards</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE AND BASE TEN <i>continued</i></b>		
1.NSBT.4 <i>continued</i>	<ul style="list-style-type: none"> <li>• Add 3 Two-digit Numbers with Regrouping: Instruction, Assessment, Review, Extended Play, Play &amp; Practice</li> <li>• Add 2-digit Numbers with Regrouping: Instruction, Extended Play, Play &amp; Practice Add with Regrouping Concept: Instruction, Review, Extension, Play &amp; Practice, Assessment</li> <li>• You Be the Teacher: Add 2-digit Numbers without Regrouping, Add 2-digit Numbers with Regrouping</li> <li>• Story Problem Strategies: Add 2-digit without Regrouping; Add 3-digit without Regrouping; 2-digit plus 1-digit with Regrouping; Add 2-digit Numbers with Regrouping; Add 3 Two-digit Numbers with Regrouping; Add 3-digit Numbers with Regrouping; Add with Regrouping</li> </ul>	
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	<ul style="list-style-type: none"> <li>• Add 10 and 6-10 Pre-assessment</li> <li>• Subtract 10 from 10-20 Pre-assessment, Assessment</li> <li>• Add 10 and 6-10 Assessment</li> <li>• Kingdom of Counting: Add 10 and 6-10; Subtract 10 from 10-20 Flower Story Problems: Add 10 and 6-10; Subtract 10 from 10-20</li> </ul>	<ul style="list-style-type: none"> <li>• 1.NBT.5.pdf: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.                             <ul style="list-style-type: none"> <li>- Ten-O</li> <li>- Toss It</li> <li>- Make a Number</li> <li>- Subtract 10</li> <li>- Flashcards</li> <li>- Bingo</li> <li>- Addition of Tens</li> </ul> </li> </ul>
1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.	<ul style="list-style-type: none"> <li>• Subtraction Introduction</li> <li>• Subtraction Sentences: Instruction, Review, Assessment</li> <li>• Subtract Tens: Instruction, Review, Extended Play, Assessment</li> <li>• Subtraction Patterns: Instruction</li> <li>• Subtract 10 from 10-20: Pre-assessment, Assessment</li> <li>• Kingdom of Counting: Subtraction Patterns</li> <li>• Use Manipulatives: Subtract 10 from 10-20</li> <li>• Flower Story Problems: Subtraction Patterns; Subtract 10 from 10-20</li> <li>• Story Problem Strategies: Subtract Ten</li> <li>• Problem Solving Strategies: Look for a Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• 1.NBT.6.pdf: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.                             <ul style="list-style-type: none"> <li>- Ten-O</li> <li>- Bingo</li> <li>- Subtract Multiples of 10</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE AND BASE TEN</b> <i>continued</i>		
<p>1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value <i>continued</i>.</p>	<ul style="list-style-type: none"> <li>• Mental Math Games (Missing Minuends, Differences to 5 and 10): Play &amp; Practice</li> <li>• Story Problem Strategies: Subtract 2-digit without Regrouping; Subtract 3-digit without Regrouping; Subtract 2-digit with Regrouping; Subtract with Regrouping</li> <li>• Subtract 2-digit Numbers without Regrouping: Instruction, Review, Assessment</li> <li>• Subtract 3-digit Numbers without Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>• 2-digit Minus 1-digit Numbers with Regrouping: Instruction, Assessment, Play &amp; Practice</li> <li>• Subtract 2-digit Numbers with Regrouping: Instruction, Assessment, Play &amp; Practice</li> <li>• Subtract with Regrouping Concept: Instruction, Extension, Play &amp; Practice, Assessment</li> <li>• You Be the Teacher: Subtract with Regrouping</li> </ul>	
<b>ALGEBRAIC THINKING AND OPERATIONS</b>		
<p>1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p>	<ul style="list-style-type: none"> <li>• Problem Solving Strategy: Model or Act Out</li> <li>• Flower Story Problems: Add 1 and 1-5; Add 3 and 1-5; Add 5 and 1-5; Add 0 and 1-5; Subtract 2 from 2-7; Subtract 4 from 4-9; Subtraction Patterns; Add 0 and 6-10; Add 2 and 6-10; Add 4 and 6-10; Subtract 0 from 6-10; Subtract 2 from 8-12; Add 10 and 6-10; Subtract 10 from 10-20; Missing addends; Missing minuends and subtrahends</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.1.pdf: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.                         <ul style="list-style-type: none"> <li>- Guess and Check</li> <li>- Model the Story</li> </ul> </li> </ul>





SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
1.ATO.1 <i>continued</i>	<ul style="list-style-type: none"> <li>• Story Problem Strategies: Add 2 and 1-5; Add 4 and 1-5; Commutative Property of Addition; Subtraction Sentences; Subtract 1 from 1-6; Subtract 3 from 3-8; Subtract 5 from 5-10; Addition and Subtraction Relationship; Doubles, Sums to 10; Doubles Plus 1, Sums to 10; Doubles, Minuends to 10; Fact Families, Sums to 10; Fact Families, Sums to 20; Number Recognition 20-29; Number Recognition 30-39; Add 1 and 6-10; Add 3 and 6-10; Number Recognition 40-49; Add 5 and 6-10; Number Recognition 50-59; Doubles, Sums to 10; Subtract 1 from 7-11; Subtract 4 from 4-9; Subtract 3 from 9-13; Subtract 4 from 10-14; Subtract 5 from 11-15; Skip Count by 10); Skip Count by 5; Skip Count by 2; Add 6 and 6-10; Add 7 and 6-10; Add 8 and 6-10; Add 9 and 6-10; Number Recognition 80-89; Number Recognition 90-99; Subtract 6 from 6-16); Subtract 7 from 7-17; Subtract 8 from 8-18; Subtract 9 from 9-19; Doubles, Sums to 20; Doubles Plus 1, Sums to 20; Doubles, Minuends to 20; Add 3 One digit Numbers; Expanded Notation; Add Tens; Subtract Tens</li> </ul>	
1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.	<ul style="list-style-type: none"> <li>• Story Problem Strategies: Add 3 One-digit Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.2.pdf: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.                             <ul style="list-style-type: none"> <li>- Draw a Picture</li> </ul> </li> </ul>
1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.	<ul style="list-style-type: none"> <li>• Subtraction Patterns: Instruction, Assessment</li> <li>• Commutative Property of Addition: Instruction, Assessment</li> <li>• Kingdom of Counting: Commutative Property of Addition</li> <li>• Mental Math Games: Commutative Property of Addition</li> </ul>	
1.ATO.4 Understand subtraction as an unknown addend problem.	<ul style="list-style-type: none"> <li>• Missing Addends: Instruction, Assessment</li> <li>• Subtraction Patterns: Instruction, Assessment</li> <li>• Kingdom of Counting: Missing Minuends and Subtrahends, Missing Addends to Sums to 10</li> <li>• Mental Math Games: Missing Addends Sums to 10</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.4.pdf: Understand subtraction as an unknown-addend problem . Add and subtract within 20.</li> <li>• Worksheet:                             <ul style="list-style-type: none"> <li>- Write each subtraction problem as an addition problem and solve it.</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
1.ATO.5 Recognize how counting relates to addition and subtraction.	<ul style="list-style-type: none"> <li>• Jump Rope Rhymes</li> <li>• Skip Count by 10: Instruction, Assessment, Extended Play</li> <li>• Skip Count by 2: Instruction, Assessment, Extended Play</li> <li>• Count On: Instruction, Practice, Extended Play, Assessment</li> <li>• Counting On song</li> <li>• Circus 20 book</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.5.pdf: Relate counting to addition and subtraction.</li> <li>• Skip Counting Chant</li> <li>• Jump Rope Counting</li> <li>• 4 Practice Pages:</li> <li>• Related Facts</li> <li>• Count by 10s</li> <li>• Count by 5s</li> <li>• Count by 2s</li> </ul>
1.ATO.6 Demonstrate: a. addition and subtraction through 20; b. fluency with addition and related subtraction facts through 10.	<ul style="list-style-type: none"> <li>• Facts about Families book</li> <li>• Fact Families song</li> <li>• Addition Sentences: Instruction, Assessment, Review</li> <li>• Subtraction Sentences: Instruction, Assessment</li> <li>• Addition and Subtraction Relationship: Instruction, Extended Play, Play &amp; Practice, Extension, Assessment</li> <li>• Missing Addends: Instruction, Assessment, Mental Math Games</li> <li>• Missing Minuends and Subtrahends: Instruction, Assessment, Kingdom of Counting, Mental Math Games</li> <li>• Add 3 One-digit Numbers: Instruction, Extension, Review Assessment</li> <li>• Subtraction Patterns: Instruction Missing Addends, Sums to 10: Mental Math Games</li> <li>• Missing Subtrahends, Differences to 5: Mental Math Games</li> <li>• Missing Minuends, Differences to 5: Mental Math Games</li> <li>• Missing Minuends, Differences to 10: Mental Math Games</li> <li>• Kingdom of Counting: Introduction, Final Adventure</li> <li>• Story Problem Strategies: Fact Families, Sums to 10</li> <li>• Skip Count by 5: Instruction, Extension, Review, Assessment</li> <li>• Skip Count by 2: Instruction, Extension, Extended Play, Review, Assessment</li> <li>• Add 3 One-digit Numbers: Instruction, Extension, Review Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.6.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.                             <ul style="list-style-type: none"> <li>- The Three Little Bears</li> <li>- Fact Family Bingo</li> <li>- A Graph of Fact Families</li> <li>- Bean Facts</li> <li>- Draw a Picture</li> <li>- Addition</li> <li>- Number Pyramid</li> <li>- Subtraction Sentences</li> <li>- Model the Story</li> <li>- Fact Families</li> <li>- Add _ and 1-5</li> <li>- Add _ and 6-10</li> <li>- Order Property of Addition</li> <li>- Add Doubles +1 to 11</li> <li>- Add Doubles to 20</li> <li>- Add Doubles +1 to 21)</li> <li>- Make 10</li> <li>- Subtract _ from</li> <li>- Subtract</li> <li>- Subtraction Patterns</li> <li>- Fact Families to 10</li> <li>- Fact Families to 20</li> <li>- Add and Subtract Doubles to 10</li> <li>- Add and Subtract Doubles to 20</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
1.ATO.6 <i>continued</i>	<ul style="list-style-type: none"> <li>• Combination of Pre-assessment, Assessment, Mental Math Games, Kingdom of Counting, Use Manipulatives, Add with Manipulatives, Add Vertical Squares, Add with Beads Instruction, Make 10 Addition Strategy, Make 10 Subtraction Strategy, Use Beads: Add 1 and 1-5, Add 2 and 1-5, Add 3 and 1-5, Add 4 and 1-5, Add 5 and 1-5, Add 0 and 1-5, Subtract 1 from 1-6, Subtract 2 from 2-7, Subtract 3 from 3-8, Subtract 4 from 4-9, Subtract 5 from 5-10, Subtract 0 from 0-5, Add 0 and 6-10, Add 1 and 6-10, Add 2 and 6-10, Add 3 and 6-10, Add 4 and 6-10, Add 5 and 6-10, Add 6 and 6-10, Add 7 and 6-10, Add 8 and 6-10, Add 9 and 6-10, Add 10 and 6-10, Subtract 0 from 6-10, Subtract 1 from 7-11, Subtract 2 from 8-12, Subtract 3 from 9-13, Subtract 4 from 10-14, Subtract 5 from 11-15, Subtract 8 from 8-18, Subtract 4 from 4-9, Subtract 9 from 9-19, Subtract 6 from 6-16, Subtract 7 from 7-17, Subtract 8 from 8-18, Subtract 9 from 9-19, Subtract 10 from 10-20, Make 10, Subtract Doubles to 10, Doubles Sums to 10, Doubles Plus 1 Sums to 10, Doubles Sums to 20, Doubles Plus 1 Sums to 20, Subtract Doubles to 20</li> <li>• Add 1 and 1-5: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Manipulatives</li> <li>• Add 2 and 1-5: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Manipulatives</li> <li>• Add 3 and 1-5: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add 4 and 1-5: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Manipulative</li> </ul>	<ul style="list-style-type: none"> <li>- Addition—horizontal flashcards</li> <li>- Subtraction—horizontal flashcards</li> <li>- Addition—vertical flashcards</li> <li>- Subtraction—horizontal flashcards</li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
1.ATO.6 <i>continued</i>	<ul style="list-style-type: none"> <li>• Add 5 and 1-5: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add 0 and 1-5: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 1 from 1-6: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Manipulatives</li> <li>• Subtract 2 from 2-7 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use the Number Line</li> <li>• Subtract 3 from 3-8 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Manipulatives</li> <li>• Subtract 4 from 4-9: Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Manipulatives</li> <li>• Subtract 5 from 5-10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 0 from 0-5 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add 0 and 6-10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add 1 and 6-10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Beads Instruction</li> <li>• Add 2 and 6-10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add Vertical Squares</li> <li>• Add 3 and 6-10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Manipulatives</li> <li>• Add 4 and 6-10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Beads Instruction, Make 10 Addition Strategy</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
1.ATO.6 <i>continued</i>	<ul style="list-style-type: none"> <li>• Add 5 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Beads Instruction, Make 10 Addition Strategy</li> <li>• Add 4 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Beads Instruction, Make 10 Addition Strategy</li> <li>• Add 5 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Beads Instruction, Make 10 Addition Strategy</li> <li>• Subtract 0 from 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 1 from 7–11 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 2 from 8–12 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Manipulatives</li> <li>• Subtract 3 from 9–13 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Manipulatives</li> <li>• Subtract 4 from 10–14 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Beads, Make 10 Subtraction Strategy</li> <li>• Subtract 5 from 11–15 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Beads, Make 10 Subtraction Strategy</li> <li>• Add 6 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add Vertical Squares, Make 10 Addition Strategy, Make 10 Subtraction Strategy</li> <li>• Add 7 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add Vertical Squares, Make 10 Addition Strategy, Make 10 Subtraction Strategy</li> <li>• Add 8 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add Vertical Squares, Make 10 Addition Strategy, Make 10 Subtraction Strategy</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
<p>1.ATO.6 <i>continued</i></p>	<ul style="list-style-type: none"> <li>• Add 9 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Beads Instruction, Make 10 Addition Strategy, Make 10 Subtraction Strategy Add 10 and 6–10 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Add with Manipulatives</li> <li>• Subtract 6 from 6–16 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 7 from 7–17 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 8 from 8–18 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Subtract 9 from 9–19 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Beads</li> <li>• Subtract 10 from 10–20 Pre-assessment, Assessment, Speed Games, Mental Math Games, Kingdom of Counting, Use Manipulatives</li> <li>• Commutative Property of Addition: Assessment, Kingdom of Counting, Mental Math Games, Speed Games</li> <li>• Doubles, Sums to 10: Assessment, Kingdom of Counting, Mental Math Games, Play &amp; Practice, Speed Games</li> <li>• Doubles Plus 1, Sums to 10: Instruction, Assessment, Mental Math Games, Play &amp; Practice</li> <li>• Subtract Doubles to 10: Instruction, Assessment, Kingdom of Counting, Speed Games</li> <li>• Make 10: Assessment, Kingdom of Counting, Mental Math Games, Speed Games, Play &amp; Practice</li> <li>• Doubles, Sums to 20: Assessment, Kingdom of Counting, Mental Math Games, Speed Games</li> <li>• Doubles Plus 1, Sums to 20: Instruction, Mental Math Games, Speed Games, Assessment, Kingdom of Counting</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
1.ATO.6 <i>continued</i>	<ul style="list-style-type: none"> <li>• Subtract Doubles to 20: Instruction, Assessment, Kingdom of Counting, Mental Math Games, Speed Games</li> <li>• Story Problem Strategies: Subtract 1 from 1-6; Sums to 10</li> <li>• Skip Count by 5: Instruction, Extension, Review, Assessment</li> <li>• Addition and Subtraction Fact Families to 10: Instruction, Extension, Extended Play, Play &amp; Practice, Review, Assessment, Mental Math Games</li> <li>• Addition and Subtraction Fact Families to 20: Instruction, Extension, Extended Play, Play &amp; Practice, Review, Assessment, Mental Math Games, Speed Games</li> <li>• Doubles: 1-5; 6-10</li> </ul>	
1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	<ul style="list-style-type: none"> <li>• Circus 20 book</li> <li>• Addition Sentences: Instruction, Review, Assessment</li> <li>• Subtraction Sentences: Instruction, Review, Assessment</li> <li>• Finding the Difference song</li> </ul>	
1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	<ul style="list-style-type: none"> <li>• Missing Addends: Instruction, Practice, Assessment, Mental Math Games</li> <li>• Missing Minuends and Subtrahends: Instruction, Practice, Assessment, Mental Math Games</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.8.pdf: Determine the whole number in an addition or subtraction equation relating three whole numbers.</li> </ul>
1.ATO.9 Create, extend and explain using pictures and words for: <ul style="list-style-type: none"> <li>a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);</li> <li>b. growing patterns (between 2 and 4 terms/figures).</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Pattern AB</li> <li>• Pattern ABB</li> <li>• Pattern ABC</li> <li>• Train Station Patterns song</li> </ul>	
<b>GEOMETRY</b>		
1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	<ul style="list-style-type: none"> <li>• Corners and Sides song</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>GEOMETRY <i>continued</i></b>		
1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	<ul style="list-style-type: none"> <li>• Space Shapes: Instruction, Play &amp; Practice, Assessment</li> <li>• Story Problem Strategies: Space Shapes</li> <li>• Geoboard: Play &amp; Practice Tangrams: Play &amp; Practice</li> </ul>	
1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	<ul style="list-style-type: none"> <li>• Halves and Fourths and Thirds</li> <li>• Equal-part Fractions: Extension, Play &amp; Practice</li> <li>• Label Parts of Fractions: Instruction, Assessment, Play &amp; Practice</li> <li>• Story Problem Strategies: Equal-part Fraction, Label Parts of Fractions</li> </ul>	
1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	<ul style="list-style-type: none"> <li>• Corners and Sides song</li> </ul>	
<b>MEASUREMENT AND DATA ANALYSIS</b>		
1.MDA.1 Order three objects by length using indirect comparison.	<ul style="list-style-type: none"> <li>• Nonstandard Units: Instruction, Practice, Assessment</li> <li>• Story Problem Strategies: Nonstandard Units</li> </ul>	
1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	<ul style="list-style-type: none"> <li>• Nonstandard Units of Length: Instruction, Review, Extension, Play &amp; Practice, Extended Play, Assessment</li> <li>• Story Problem Strategies: Nonstandard Units of Length</li> <li>• Painting by Number</li> <li>• Problem Solving</li> <li>• Problem Solving Strategies: Make and Use a Picture</li> </ul>	<ul style="list-style-type: none"> <li>• 1.MD.2.pdf: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.                             <ul style="list-style-type: none"> <li>- Measures of Me</li> <li>- Measure a Handful</li> <li>- Estimating Length</li> <li>- A Fruit and Vegetable</li> <li>- Measure Up!</li> <li>- Inches/Centimeters Rulers</li> </ul> </li> </ul>





SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>MEASUREMENT AND DATA ANALYSIS</b> <i>continued</i>		
<p>1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.</p>	<ul style="list-style-type: none"> <li>Mr. Romano’s Secret: A Time Story</li> <li>How Long is a Minute?</li> <li>Tell Time to the Hour: Introduction, Instruction, Review, Extended Play, Play &amp; Practice, Assessment</li> <li>Tell Time to the Half-Hour: Introduction, Instruction, Review, Assessment, Extended Play, Play and Practice, Extended Play 2, Play and Practice 2</li> <li>Compare Minutes to Hours: Instruction, Review, Play &amp; Practice, Extension, Assessment</li> <li>Story Problem Strategies: Time</li> <li>Clock Hands</li> </ul>	<ul style="list-style-type: none"> <li>1.MD.3.pdf: Tell and write time in hours and half-hours using analog and digital clocks.                             <ul style="list-style-type: none"> <li>- What Comes After, Before, Or Between?</li> <li>- Make Your Own Clock</li> <li>- Learning to Tell Time</li> <li>- Matching Time</li> <li>- What Numbers Are Missing?</li> <li>- What Time Is It?</li> <li>- Time of Day</li> <li>- Clock flashcards</li> </ul> </li> </ul>
<p>1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.</p>	<ul style="list-style-type: none"> <li>Venn Diagrams: The Birds, the Beasts, and the Bat, Instruction, Review, Extended Play, Play &amp; Practice, Assessment</li> <li>Tally Marks: One More Cat, Instruction, Extension, Play &amp; Practice, Review, Assessment</li> <li>Problem Solving Strategy: Make a Graph, Make a Table</li> <li>Graphs: Instruction, Play &amp; Practice, Extended Play, Extension, Review, Assessment Make a Table: Introduction Story Problem Strategies: Graphs</li> </ul>	<ul style="list-style-type: none"> <li>1.MD.4.pdf: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.                             <ul style="list-style-type: none"> <li>- Ice Cream Sundae</li> <li>- Make A Real Object Graph</li> <li>- Make a Weather Bar Graph</li> <li>- Weather Flashcards</li> <li>- Our Favorite Foods</li> <li>- Make a Graph</li> <li>- Make a table</li> <li>- How Many?</li> <li>- Bugs!</li> <li>- Use Graphs and Tables</li> <li>- How Big is Your Family?</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>MEASUREMENT AND DATA ANALYSIS</b> <i>continued</i>		
<p>1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.</p>	<ul style="list-style-type: none"> <li>• Venn Diagrams: The Birds, the Beasts, and the Bat, Instruction, Review, Extended Play, Play &amp; Practice, Assessment</li> <li>• Tally Marks: One More Cat, Instruction, Extension, Play &amp; Practice, Review, Assessment</li> <li>• Problem Solving Strategy: Make a Graph, Make a Table</li> <li>• Graphs: Instruction, Play &amp; Practice, Extended Play, Extension, Review, Assessment Make a Table: Introduction Story Problem Strategies: Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• 1.MD.4.pdf: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.                             <ul style="list-style-type: none"> <li>- Ice Cream Sundae</li> <li>- Make A Real Object Graph</li> <li>- Make a Weather Bar Graph</li> <li>- Weather Flashcards</li> <li>- Our Favorite Foods</li> <li>- Make a Graph</li> <li>- Make a table</li> <li>- How Many?</li> <li>- Bugs!</li> <li>- Use Graphs and Tables</li> <li>- How Big is Your Family?</li> </ul> </li> </ul>
<p>1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.</p>	<ul style="list-style-type: none"> <li>• Money Introduction</li> <li>• Equivalent Sums of Money</li> <li>• Songs: Save Your Pennies, Money</li> <li>• Story Problem Strategies (Equivalent Sums of Money)</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>GRADE 2</b>		
<b>NUMBER SENSE AND BASE TEN</b>		
<p>2.NSBT.1 Understand place value through 999 by demonstrating that:</p> <ul style="list-style-type: none"> <li>a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;</li> <li>b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;</li> <li>c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value of 3-digit Numbers: Instruction, Practice, Assessment, Story Problem Strategies</li> <li>• Place Value Song</li> </ul>	<ul style="list-style-type: none"> <li>• 2.NBT.1a.pdf: 100 can be thought of as a bundle of ten tens—called a “hundred.”                             <ul style="list-style-type: none"> <li>- The Kingdom of Popsicle Stick-Filled Purses</li> </ul> </li> <li>• 2.NBT.1b.pdf: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).                             <ul style="list-style-type: none"> <li>- My Three-Digit Numbers</li> </ul> </li> </ul>
<p>2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.</p>	<ul style="list-style-type: none"> <li>• Skip Count by 10: Instruction, Assessment, Extended Practice, Extensions Skip Count by 5: Instruction, Assessment, Extended Practice, Extensions Skip Counting</li> <li>• Story Problem Strategies: Skip Count</li> <li>• Skip Count: Instruction, Extended Play, Play &amp; Practice, Assessment</li> <li>• Number Sequences and Patterns Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• 2.NBT.2.pdf: Count within 1,000; skip-count by 5s, 10s, and 100s.                             <ul style="list-style-type: none"> <li>- Chart Patterns</li> <li>- My 199 Picture</li> <li>- My 200 Picture</li> <li>- My 299 Picture</li> <li>- My 300 Picture</li> <li>- My 399 Picture</li> <li>- My 400 Picture</li> <li>- My 499 Picture</li> <li>- My 500 Picture</li> <li>- My 599 Picture</li> <li>- My 600 Picture</li> <li>- My 699 Picture</li> <li>- My 700 Picture</li> <li>- 900 Chart</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE AND BASE TEN</b> <i>continued</i>		
<p>2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.</p>	<ul style="list-style-type: none"> <li>• Problem Solving Strategies (Make a List): Introduction</li> <li>• Story Problem Strategies: Sequences of 2-digit Numbers; Sequences of 3-digit Numbers; Place Value of 2-digit Numbers; Place Value of 3-digit Numbers</li> <li>• Sequences of 2-digit Numbers: Instruction, Practice, Review, Assessment</li> <li>• Sequences of 3-digit Numbers: Instruction, Practice, Review, Assessment</li> <li>• Place Value of 3-digit Numbers: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> </ul>	
<p>2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>).</p>	<ul style="list-style-type: none"> <li>• Story Problem Strategies: Greater Than, Less Than 3-digit; Add 3-digit with Regrouping</li> <li>• Greater Than, Less Than (3-digit Numbers): Instruction, Review, Extended Play, Play &amp; Practice, Assessment</li> <li>• Place Value of 3-digit Numbers: Extended Play</li> </ul>	<ul style="list-style-type: none"> <li>• 2.NBT.4.pdf: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.                             <ul style="list-style-type: none"> <li>- More or Less</li> <li>- The Hands Have It!</li> <li>- Larger or Smaller?</li> <li>- Comparing Number Cards</li> <li>- Number Cards</li> <li>- <math>&lt;</math>, <math>&gt;</math>, <math>=</math> Cards</li> <li>- Greater Than, Less Than, Equal To</li> </ul> </li> </ul>
<p>2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.</p>	<ul style="list-style-type: none"> <li>• Mental Math Games (Missing Addends)</li> <li>• Mental Math Games (Missing Addends, Addends to 10)</li> <li>• Mental Math Games (Missing Addends, Sums to 20)</li> <li>• Story Problem Strategies: Add 3 Two-digit Numbers with Regrouping</li> <li>• Add 2-digit and 1-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>• Add 2-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>• Add 3 Two-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> </ul>	<ul style="list-style-type: none"> <li>• 2.NBT.5.pdf: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.                             <ul style="list-style-type: none"> <li>- Addition Flashcards</li> <li>- Addition of Two-Digit Numbers</li> <li>- Tic Tac Toe</li> <li>- Subtraction of Two-Digit Numbers</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>NUMBER SENSE AND BASE TEN <i>continued</i></b>		
2.NSBT.5 <i>continued</i>	<ul style="list-style-type: none"> <li>2-digit Minus 1-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>Add with Regrouping Concept: Instruction, Extension, Play &amp; Practice, Review, Assessment</li> </ul>	
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	<ul style="list-style-type: none"> <li>Add Two-digit Numbers with Regrouping: Instruction, Extended Play, Assessment, Story Problem Strategies</li> </ul>	<ul style="list-style-type: none"> <li>2.NBT.6.pdf: Add up to four two-digit numbers using strategies based on place value and properties of operations.                             <ul style="list-style-type: none"> <li>Add Four Two-Digit Numbers</li> </ul> </li> </ul>
2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	<ul style="list-style-type: none"> <li>Story Problem Strategies: Add 3 Two-digit with Regrouping; Add 3-digit with Regrouping; Subtract 2-digit with Regrouping; Subtract 3-digit with Regrouping</li> <li>Subtract 2-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>Subtract 3-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>Subtract with Regrouping Concept: Instruction, Review, Extension, Play &amp; Practice, Assessment</li> <li>Add 3 Two-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>Add 3-digit Numbers with Regrouping: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> </ul>	<ul style="list-style-type: none"> <li>2.NBT.7.pdf: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds .                             <ul style="list-style-type: none"> <li>Choose and Add</li> <li>Mix and Match Addition</li> <li>Expanded Subtraction</li> <li>Subtracting Repeats</li> <li>999</li> <li>Prediction</li> <li>Up and Away</li> <li>Regrouping Treasure Hunt Play Ball</li> <li>Squirrel Facts</li> <li>Number Cards</li> </ul> </li> </ul>
2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.		<ul style="list-style-type: none"> <li>2.NBT.8.pdf: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.                             <ul style="list-style-type: none"> <li>Spin and Solve (with spinner and numbers cards)</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b>		
<p>2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.</p>	<ul style="list-style-type: none"> <li>• Painting by Number</li> <li>• Story Problem Strategies: Perimeter; Make Change; Picture Graphs; Bar Graphs; Count Coins; Count Bills and Coins; Multiply Using Repeated Addition; Multiply Using Arrays; Patterns of 2-digit Numbers; Patterns of 3-digit Numbers; Place Value of 2-digit Numbers; Place Value of 3-digit Numbers; Greater Than, Less Than 3-digit; Add 2-digit without Regrouping; Add 3-digit without Regrouping; Subtract 2-digit without Regrouping; Subtract 3-digit without Regrouping; 2-digit plus 1-digit with Regrouping; Add 2-digit with Regrouping; Add 3 Two-digit with Regrouping; Add 3-digit with Regrouping; 2-digit Minus 1-digit with Regrouping; Subtract 2-digit with Regrouping; Subtract 3-digit with Regrouping; Add with Regrouping; Subtract with Regrouping</li> </ul>	<ul style="list-style-type: none"> <li>• 2.OA.1.pdf: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.                             <ul style="list-style-type: none"> <li>- Animal Math</li> <li>- Picture Problems</li> <li>- Act it Out</li> <li>- Guess and Check</li> </ul> </li> </ul>
<p>2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.</p>	<ul style="list-style-type: none"> <li>• Mental Math Games: Add 1 to 1-5; Add 2 to 1-5; Add 3 to 1-5; Add 4 to 1-5; Add 5 to 1-5; Commutative Property of Addition; Add 0 to 1-5; Subtract 1 from 1-6; Subtract 2 from 2-7; Subtract 3 from 3-8; Subtract 4 from 4-9; Subtract 5 from 5-10; Subtraction Patterns; Subtract 0 from 0-5; Addition Strategy (Doubles, Sums to 10); Addition Strategy (Doubles Plus 1, Sums to 10); Subtraction Strategy (Doubles, Minuends to 10); Add 0 to 6-10; Add 1 to 6-10; Add 2 to 6-10; Add 3 to 6-10; Add 4 to 6-10; Add 5 to 6-10; Make 10; Subtract 0 from 6-10; Subtract 1 from 7-11; Subtract 2 from 8-12; Subtract 3 from 9-13; Subtract 4 from 10-14; Subtract 5 from 11-15; Add 6 to 6-10; Add 7 to 6-10; Add 8 to 6-10; Add 9 to 6-10; Add 10 to 6-10; Subtract 6 from 6-16; Subtract 7 from 7-17; Subtract 8 from 8-18; Subtract 9 from 9-19; Subtract 10 from 10-20; Addition Strategy (Doubles, Sums to 20); Addition Strategy (Doubles Plus 1, Sums to 20); Subtraction Strategy (Doubles, Minuends to 20); Add 2-digit Numbers without Regrouping; Missing</li> </ul>	<ul style="list-style-type: none"> <li>• 2.OA.2.pdf: Fluently add and subtract within 20 using mental strategies . By end of grade 2, know from memory all sums of two one-digit numbers.                             <ul style="list-style-type: none"> <li>- Addition—horizontal flashcards</li> <li>- Subtraction—horizontal flashcards</li> <li>- Addition—vertical flashcards</li> <li>- Subtraction—vertical flashcards</li> <li>- Addition and subtraction—horizontal and vertical flashcards</li> </ul> </li> </ul>



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>ALGEBRAIC THINKING AND OPERATIONS</b> <i>continued</i>		
2.ATO.2 <i>continued</i>	<ul style="list-style-type: none"> <li>Mental Math Games <i>continued</i>: Minuends and Subtrahends: Greater Than, Less Than (2-digit Numbers); Subtract 2-digit Numbers without Regrouping; Missing Addends; 2-digit Numbers Minus 1-digit Numbers with Regrouping; Add 2-digit and 1-digit Numbers with Regrouping; Subtract 3-digit Numbers without Regrouping; Add 2-digit Numbers with Regrouping; Add 3-digit Numbers with Regrouping</li> </ul>	
2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$ ).	<ul style="list-style-type: none"> <li>Odd Todd and Even Steven song</li> </ul>	<ul style="list-style-type: none"> <li>2.OA.3.pdf: Determine whether a group of objects (up to 20) has an odd or even number of members.                             <ul style="list-style-type: none"> <li>Missing Patterns</li> <li>Counting by 2's</li> <li>What's My Number?</li> </ul> </li> </ul>
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	<ul style="list-style-type: none"> <li>Story Problem Strategies (Multiply Using Repeated Addition)</li> <li>Story Problem Strategies (Multiply Using Arrays)</li> <li>Multiply Using Repeated Addition: Instruction, Review, Assessment, Extended Play, Play &amp; Practice</li> <li>Multiply Using Arrays: Instruction, Review, Play &amp; Practice, Assessment</li> </ul>	
<b>GEOMETRY</b>		
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	<ul style="list-style-type: none"> <li>Space Shapes: Instruction, Practice, Assessment, Review</li> <li>World Shapes: Introduction, Instruction, Practice, Assessment</li> <li>The Shape of Things book</li> <li>Shapes, Shapes, Shapes song</li> <li>Story Problem Strategies: Space Shapes</li> </ul>	
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	<ul style="list-style-type: none"> <li>Story Problem Strategies: Fractions of Regions, Fractions of Groups</li> <li>You Be the Teacher: Fractions of Regions</li> <li>Fractions Introduction</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>GEOMETRY <i>continued</i></b>		
<p>2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.</p>	<ul style="list-style-type: none"> <li>• Halves and Fourths and Thirds Label Parts of Fractions: Assessment</li> <li>• Label Parts of Fractions: Instruction, Play &amp; Practice, Review</li> <li>• Story Problem Strategies: Label Parts of Fractions</li> <li>• Fractions song</li> <li>• Books: The Fraction Twins; Halves, and Fourths and Thirds Geoboard Extension</li> <li>• Fractions of Regions: Instruction, Review, Assessment, Extended Play</li> <li>• Fractions of Groups: Instruction, Review, Assessment, Extended Play</li> <li>• Story Problem Strategies: Fractions of Regions, Fractions of Groups</li> <li>• You Be the Teacher: Fractions of Regions, Fractions of Groups</li> <li>• Fractions Introduction</li> </ul>	
<b>MEASUREMENT AND DATA ANALYSIS</b>		
<p>2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.</p>	<ul style="list-style-type: none"> <li>• Measurement Tools: Instruction, Introduction, Extension, Practice, Assessment, Review</li> <li>• Measuring Plants song</li> <li>• Standard Units of Length: Instruction, Review, Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 2.MD.1.pdf: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.                             <ul style="list-style-type: none"> <li>- Ready, Set, Measure</li> <li>- Treasure Hunt</li> <li>- Centimeter Ruler</li> <li>- Inch Ruler</li> <li>- Let's Measure in Centimeters!</li> <li>- Let's Measure in Inches!</li> </ul> </li> </ul>
<p>2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.</p>		<ul style="list-style-type: none"> <li>• 2.MD.2.pdf: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.                             <ul style="list-style-type: none"> <li>- Ready, Set, Measure</li> </ul> </li> </ul>





SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>MEASUREMENT AND DATA ANALYSIS</b> <i>continued</i>		
2.MDA.3 Estimate and measure length/ distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	<ul style="list-style-type: none"> <li>• Standard Units of Length: Instruction, Review, Extension, Assessment</li> <li>• Measuring Plants song</li> <li>• Story Problem Strategies: Standard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• 2.MD.3.pdf: Estimate lengths using units of inches, feet, centimeters, and meters .                             <ul style="list-style-type: none"> <li>- Ready, Set, Measure</li> <li>- Treasure Hunt</li> <li>- Let’s Measure in Centimeters!</li> <li>- Let’s Measure in Inches!</li> <li>- Measuring Perimeter</li> </ul> </li> </ul>
2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	<ul style="list-style-type: none"> <li>• Measurement Tools: Instruction, Introduction, Extension, Practice, Assessment, Review</li> <li>• Standard Units of Length: Instruction, Review, Assessment</li> </ul>	
2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.	<ul style="list-style-type: none"> <li>• Number Line (0-10): Instruction, Extension, Review, Assessment</li> <li>• Number Line (10-20): Instruction, Extension, Review, Assessment</li> <li>• Problem Solving song</li> </ul>	
2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	<ul style="list-style-type: none"> <li>• Telling Time Tell song</li> <li>• Time to Five Minutes: Instruction, Extended Play, Play &amp; Practice, Review, Assessment</li> <li>• Tell Time to the Quarter Hour: Instruction, Extended Play, Play &amp; Practice, Review, Assessment</li> <li>• Tell Time to the Minute: Instruction, Extended Play, Play &amp; Practice, Review, Assessment</li> <li>• Tell Time to the Hour: Play &amp; Practice</li> <li>• Tell Time to the Half-hour: Play &amp; Practice</li> <li>• Story Problem Strategies: Time to Five Minutes, Time to the Quarter Hour, Time to the Minute</li> <li>• You Be the Teacher: Tell Time</li> <li>• Tell Time Introduction</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>MEASUREMENT AND DATA ANALYSIS</b> <i>continued</i>		
<p>2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.</p>	<ul style="list-style-type: none"> <li>• Money Introduction</li> <li>• Make Change: Instruction, Play &amp; Practice, Review, Extended Play, Assessment</li> <li>• Count Coins: Instruction, Review, Assessment, Extended Play</li> <li>• Count Bills and Coins: Instruction, Review, Extended Play, Play &amp; Practice, Assessment</li> <li>• Story Problem Strategies: Make Change, Count Coins, Count Bills and Coins</li> <li>• You Be the Teacher: Make Change</li> </ul>	<ul style="list-style-type: none"> <li>• 2.MD.8.pdf: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.                             <ul style="list-style-type: none"> <li>- Supermarket Hunt</li> <li>- Shopping for My Family</li> <li>- Money Combinations</li> <li>- Money Sums</li> <li>- Pizza Parlor</li> <li>- How Much Back?</li> <li>- Coin Count</li> <li>- Bills and Coins</li> <li>- Let's Count Coins</li> <li>- Money Addition</li> <li>- Change is Good!</li> <li>- Make 45¢</li> </ul> </li> </ul>
<p>2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.</p>		<ul style="list-style-type: none"> <li>• 2.MD.9.pdf: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.                             <ul style="list-style-type: none"> <li>- Measuring Inches</li> <li>- Ready, Set, Measure</li> <li>- Let's Measure in Centimeters!</li> <li>- Let's Measure in Inches!</li> </ul> </li> </ul>
<p>2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.</p>	<ul style="list-style-type: none"> <li>• Graphing Introduction</li> <li>• Sequences of 3-digit Numbers: The Boonville Nine</li> <li>• Picture Graphs: Instruction, Review, Play &amp; Practice, Assessment, Extended Play</li> <li>• Bar Graphs: Instruction, Review, Extended Play, Assessment Problem Solving Strategies: Use Graphs and Tables</li> <li>• Story Problem Strategies: Picture Graphs, Bar Graphs</li> </ul>	



SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD PRINT RESOURCES
<b>MEASUREMENT AND DATA ANALYSIS</b> <i>continued</i>		
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	<ul style="list-style-type: none"> <li>• Graphing Introduction</li> <li>• Sequences of 3-digit Numbers: The Boonville Nine</li> <li>• Picture Graphs: Instruction, Review, Play &amp; Practice, Assessment, Extended Play</li> <li>• Bar Graphs: Instruction, Review, Extended Play, Assessment Problem Solving Strategies: Use Graphs and Tables</li> <li>• Story Problem Strategies: Picture Graphs, Bar Graphs</li> </ul>	



## **MATH & SCIENCE LEVEL ONE**

### **Math Books**

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### **Science Books**

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

### **Counting Songs**

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

## **Number Songs**

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## **MATH & SCIENCE LEVEL TWO**

### **Math & Science Books**

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

## **MATH & SCIENCE LEVEL THREE**

### **Math & Science Books**

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