

CURRICULUM *Correlation*

*Waterford Early
Learning:*

*Math & Science
and Classroom
Advantage*

100%

*Indiana
Academic
Standards:
Mathematics
2014 (Updated
2017)*

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| KINDERGARTEN | | |
| NUMBER SENSE | | |
| K.NS.1: Count to at least 100 by ones and tens and count on by one from any number. | <ul style="list-style-type: none"> • Number Songs • Counting Songs • Math Books (See titles at end of document.) • Song: Counting On • Number Counting • Order Numbers • Number Instruction • Skip Counting • Counting Puzzle • Count On | <ul style="list-style-type: none"> • Count to 100 by ones and tens.pdf: Count to 100 by ones and tens. <ul style="list-style-type: none"> - Missing Numbers - Count On By 1 - Numbers 1-5 - Numbers 6-10 - Math Newsletters - Count By 10s - Numbers 60-69 - I Can Count to 100 |
| K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | <ul style="list-style-type: none"> • Math Books • Counting Songs • Number Songs (See titles at end of document.) • Number Counting • Number Instruction • Counting Puzzle | <ul style="list-style-type: none"> • Writing from 0 to 20.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral. <ul style="list-style-type: none"> - Numbers Practice: 1-20 (one per number) - Numbers 1-5 - Add groups - Count on by 1 - Number Writing Practice: 0-20 (one per number) |
| K.NS.3: Find the number that is one more than or one less than any whole number up to 20. | <ul style="list-style-type: none"> • Number Instruction • Count On • Counting Back • Number Line • Number Chart | |

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| NUMBER SENSE <i>continued</i> | | |
| <p>K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> | <ul style="list-style-type: none"> • Counting Songs • Number Songs • Math Books • Number Counting • Order Numbers • One-to-one Correspondence • Make and Count Groups • Number Instruction • Counting Puzzle • Dot-to-Dot | <ul style="list-style-type: none"> • Object Counting Basics.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"> - Number Walk • Object Counting Grouping.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"> - Mixed Up Counting |
| <p>K.NS.5: Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p> | <ul style="list-style-type: none"> • Counting Songs • Number Songs • Math Books (See titles at end of document.) • Make and Count Groups • Number Counting • Order Numbers • Number Instruction • Match Numbers • Bug Bits • One-to-one Correspondence | <ul style="list-style-type: none"> • How many?.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"> - Hoop Addition |
| <p>K.NS.6: Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.</p> | <ul style="list-style-type: none"> • Moving Target (Dots) • Match Numbers • Make and Count Groups | |

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| NUMBER SENSE <i>continued</i> | | |
| <p>K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p> | <ul style="list-style-type: none"> • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make a Math Story: More Than, Fewer Than | <ul style="list-style-type: none"> • Greater, less, or equal.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"> - Beans and More - More Than Buttons - Short Names, Long Names - Noodle Necklaces - Groups Do Count! - More Than, Fewer Than, Equal - Which Has More? 1 - Fewer Than - More or Fewer - Which Has More? 2 - Greater or Less - More Than/Fewer Than Flashcard Sets |
| <p>K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.</p> | <ul style="list-style-type: none"> • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Order Numbers • Make a Math Story: More Than, Fewer Than | <ul style="list-style-type: none"> • Comparing numbers.pdf: Compare two numbers between 1 and 10 presented as written numerals. <ul style="list-style-type: none"> - More or Less Spinner - Catch Me If You Can! - Greater or Less - Less or Greater - Spinner - Board game - Number cards |

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| NUMBER SENSE <i>continued</i> | | |
| <p>K.NS.9: Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.</p> | <ul style="list-style-type: none"> • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make a Math Story: More Than, Fewer Than | <ul style="list-style-type: none"> • Greater, less, or equal.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"> - Beans and More - More Than Buttons - Short Names, Long Names - Noodle Necklaces - Groups Do Count! - More Than, Fewer Than, Equal - Which Has More? 1 - Fewer Than - More or Fewer - Which Has More? 2 - Greater or Less - More Than/Fewer Than Flashcard Sets |
| <p>K.NS.10: Separate sets of ten or fewer objects into equal groups.</p> | <ul style="list-style-type: none"> • Song: Fractions • Book: Half For You and Half For Me • Equal-part Fractions | |
| <p>K.NS.11: Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</p> | <ul style="list-style-type: none"> • Place Value | <ul style="list-style-type: none"> • Tens and ones.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"> - Place Value |

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| COMPUTATION AND ALGEBRAIC THINKING | | |
| <p>K.CA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p> | <ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction | |
| <p>K.CA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p> | <ul style="list-style-type: none"> • Songs: Addition; Pirates Can Add; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction | <ul style="list-style-type: none"> • Addition and subtraction word problems.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"> - Additions Stories - Act It Out Stories - Manipulative Stories - Edible Stories - One, Two, Three, Show - Circus Subtraction - Partner Subtraction - Farmer's Market - Green and Speckled Frogs - Cars and Trucks Subtraction - Yummy Subtraction - Act Out Addition - Act Out Subtraction - Addition Newsletter - Subtraction Newsletter - Subtraction Flashcards |

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| COMPUTATION AND ALGEBRAIC THINKING <i>continued</i> | | |
| <p>K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]</p> | <ul style="list-style-type: none"> • Make and Count Groups • Add Groups • Subtract Groups • Act Out Subtraction | |
| <p>K.CA.4: Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</p> | <ul style="list-style-type: none"> • Missing Addends • Count On • Act Out Addition | |
| <p>K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p> | <ul style="list-style-type: none"> • Song: Train Stations Pattern • Patterns • Pattern AB; ABB; ABC • Number Chart | |
| GEOMETRY | | |
| <p>K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.</p> | <ul style="list-style-type: none"> • Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes • Books: Up in the Air; The Shape of Things; Imagination Shapes • Position • Over, Under, Above, Below • Above, Below, Next to, On • Inside, Outside, Between • Over, Under, and Through • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Solid Shapes • World Shapes | <ul style="list-style-type: none"> • Describing objects.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"> - Shapes Scavenger Hunt |

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| GEOMETRY <i>continued</i> | | |
| K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). | <ul style="list-style-type: none"> • Song: Corners and Sides • Simple Shapes • Solid Shapes • Space Shapes • Congruence • Tangrams • Similar Figures | |
| K.G.3: Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes. | <ul style="list-style-type: none"> • Geoboard • Tangrams | |
| K.G.4: Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles). | <ul style="list-style-type: none"> • Geoboard • Tangrams | |
| MEASUREMENT | | |
| K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. | <ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Order Size • Big and Little • Tall and Short • Heavy and Light • Size • Match | <ul style="list-style-type: none"> • Comparing objects.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"> - Filling Table - Order It Up - Straw Rulers - Measuring Walk - Heavy or Light - Make A Balance - Size Scavenger Hunt - Big and Little Sort - Boxes in a Line - Teddy Bear Line-Up - Magazine Sorting - Tall and Short - Big and Little - Tall and Short - Heavy and Light - Small, Medium, Large - Measuring Length - Measurable Attributes |

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| MEASUREMENT <i>continued</i> | | |
| <p>K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p> | <ul style="list-style-type: none"> • Song: Clock Hands • Book: Mr. Romano’s Secret, A Time Story • Tell Time • Days of the Week • Months of the Year • Calendar • Today • Yesterday/Tomorrow • Observe a Simple System | |
| DATA ANALYSIS | | |
| <p>K.DA.1: Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p> | <ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Match • Sort • Order Size • Make and Count Groups • Logic Game | <ul style="list-style-type: none"> • Classifying objects.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"> - Let’s Sort - Sort |
| FIRST GRADE | | |
| NUMBER SENSE | | |
| <p>1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p> | <ul style="list-style-type: none"> • Song: Counting On • Books: Painting by Number; Circus 20; Hooray, Hooray for the One Hundredth Day! • Count On • Number Recognition and Sense • Number Chart | <ul style="list-style-type: none"> • Count to 120.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"> - Mystery Numbers - I Can Write Numbers to 99 - Numbers: 20-29; 30-39; 40-49; 50-59; 60-69 - Counting to 89 - Counting Charts: - I Can Count to 50; 100; 99; 120 |

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| NUMBER SENSE <i>continued</i> | | |
| <p>1.NS.2: Understand that 10 can be thought of as a group of ten ones — called a “ten.” Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).</p> | <ul style="list-style-type: none"> • Song: Place Value • Place Value of 2-digit Numbers • Expanded Notation • Add with Manipulatives • Flower Story Problems • Number Recognition and Sense | <ul style="list-style-type: none"> • Tens as a bundle of ones.pdf: 10 can be thought of as a bundle of ten ones—called a “ten.” <ul style="list-style-type: none"> - Popsicles to Ten • Ten groupings.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"> - Toss It |
| <p>1.NS.3: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.</p> | <ul style="list-style-type: none"> • Song: Ordinals • Book: The Circus Came to Town • Ordinal Numbers | |
| <p>1.NS.4: Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> | <ul style="list-style-type: none"> • Place Value • Greater Than, Less Than (2-digit Numbers) • You Be the Teacher: Greater Than, Less Than | |
| <p>1.NS.5: Find mentally 10 more or 10 less than a given two-digit the number without having to count, and explain the thinking process used to get the answer.</p> | <ul style="list-style-type: none"> • Song: Skip Counting • Book: Navajo Beads • Mental Math Games • Add 10 and 6-10 • Subtract 10 from 10-20 • Add Tens • Subtract Tens • Skip Count by 10 • Number Chart • Kingdom of Counting • Flower Story Problems | <ul style="list-style-type: none"> • Ten more or less.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"> - Ten-O - Toss It - Make a Number - Subtract 10 - Flashcards - Bingo - Addition of Tens |
| <p>1.NS.6: Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.</p> | <ul style="list-style-type: none"> • Song: Place Value • Place Value of 2-digit Numbers • Expanded Notation | <ul style="list-style-type: none"> • 11-19 broken down.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"> - Numbers Flashcards - Numbers 10-19 - More Numbers 10-19 |

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| COMPUTATION AND ALGEBRAIC THINKING | | |
| <p>1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.</p> | <ul style="list-style-type: none"> • Song: Fact Families • Book: Facts about Families • Addition • Subtraction • Addition Sentences • Subtraction Sentences • Addition and Subtraction Relationship • Addition and Subtraction Fact Families • Missing Addends • Missing Minuends and Subtrahends • Subtraction Patterns • Mental Math Games • Speed Games | <ul style="list-style-type: none"> • Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. <ul style="list-style-type: none"> - The Three Little Bears - Fact Family Bingo - A Graph of Fact Families - Bean Facts - Draw a Picture - Addition - Number Pyramid - Subtraction Sentences - Model the Story - Fact Families - Add _ and 1-5 - Add _ and 6-10 - Order Property of Addition - Add Doubles +1 to 11 - Add Doubles to 20 - Add Doubles +1 to 21) - Make 10 - Subtract _ from - Subtract - Subtraction Patterns - Fact Families to 10 - Fact Families to 20 - Add and Subtract Doubles to 10 - Add and Subtract Doubles to 20 <i>Sets of flashcards:</i> <ul style="list-style-type: none"> - Addition Flash Cards: Vertical; Horizontal - Subtraction Flash Cards: Vertical; Horizontal |

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| COMPUTATION AND ALGEBRAIC THINKING <i>continued</i> | | |
| <p>1.CA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> | <ul style="list-style-type: none"> • Songs: Fact Families; Doubles • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship | <ul style="list-style-type: none"> • Word problems adding 3 numbers.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"> - Draw a Picture • Word problems using subtraction within 20.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"> - Guess and Check - Model the Story |
| <p>1.CA.3: Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> | <ul style="list-style-type: none"> • Songs: Fact Families; Doubles • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship | <ul style="list-style-type: none"> • Word problems adding 3 numbers.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"> - Draw a Picture • Word problems using subtraction within 20.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"> - Guess and Check - Model the Story |
| <p>1.CA.4: Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> | <ul style="list-style-type: none"> • Addition • Addition Patterns • Missing Addends • Mental Math Games | <ul style="list-style-type: none"> • Word problems adding 3 numbers.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"> - Draw a Picture |

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| COMPUTATION AND ALGEBRAIC THINKING <i>continued</i> | | |
| <p>1.CA.5: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.</p> | <ul style="list-style-type: none"> • Addition • Add Tens • Doubles • Doubles Plus 1 • Add with Manipulatives • Add Vertical Squares • Addition and Subtraction Relationship • Story Problem Strategies • Mental Math Games • Add with Regrouping Concept • Add 2-digit and 1-digit Numbers with Regrouping • Add 2-digit Numbers without Regrouping • Add 2-digit Numbers with Regrouping | <ul style="list-style-type: none"> • Adding within 100.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"> - Drawing Tens - Beans, Beans, and More Beans - The Kingdom of Popsicle Stick-Filled Purses - Straws and Macaroni - Bean Addition - Adding Tens and Ones - Color Adds Up - Cookies and Milk! - Addition of Two-Digit Numbers |
| <p>1.CA.6: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).</p> | <ul style="list-style-type: none"> • Addition Sentences • Subtraction Sentences • Greater Than, Less Than • More Than, Fewer Than • Addition and Subtraction Relationship | |
| <p>1.CA.7: Create, extend, and give an appropriate rule for number patterns using addition within 100.</p> | <ul style="list-style-type: none"> • Song: Fact Families • Book: Facts about Families • Addition • Addition Sentences • Addition and Subtraction Relationship • Addition and Subtraction Fact Families • Addition Patterns • Mental Math Games • Speed Games | <ul style="list-style-type: none"> • Adding within 100.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"> - Drawing Tens - Beans, Beans, and More Beans - The Kingdom of Popsicle Stick-Filled Purses - Straws and Macaroni - Bean Addition - Newsletter - Adding Tens and Ones - Color Adds Up - Cookies and Milk! - Addition of Two-Digit Numbers - Addition and Subtraction of Large Numbers |

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| GEOMETRY | | |
| <p>1.G.1: Identify objects as two- dimensional or three- dimensional. Classify and sort two- dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three- dimensional objects.</p> | <ul style="list-style-type: none"> • Songs: Corners and Sides; Kites • Space Shapes • Simple Shapes • Sort | |
| <p>1.G.2: Distinguish between defining attributes of two- and three- dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two- dimensional shapes with defining attributes.</p> | <ul style="list-style-type: none"> • Song: Corners and Sides • Space Shapes • Simple Shapes • World Shapes • Geoboard | |
| <p>1.G.3: Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter- circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as “right rectangular prism.”]</p> | <ul style="list-style-type: none"> • Space Shapes • Simple Shapes • World Shapes • Geoboard • Tangrams | |
| <p>1.G.4: Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.</p> | <ul style="list-style-type: none"> • Song: Fractions • Books: Halves and Fourths and Thirds; Half For You and Half For Me • Equal-part Fractions • Label Parts of Fractions • Story Problem Strategies: Equal-part Fractions, • Label Parts of Fractions | |

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| MEASUREMENT | | |
| <p>1.M.1: Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.</p> | <ul style="list-style-type: none"> • Song: Measuring Plants • Length • Capacity • Nonstandard Units of Length • Order Size • Story Problem Strategies: Nonstandard Units of Length | <ul style="list-style-type: none"> • Length Measurement.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"> - Measures of Me - Measure a Handful - Estimating Length - A Fruit and Vegetable - Measure Up! - Inches/Centimeters Rulers |
| <p>1.M.2: Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.</p> | <ul style="list-style-type: none"> • Song: Clock Hands • Books: Mr. Romano’s Secret: A Time Story; How Long is a Minute? • Tell Time to the Hour • Tell Time to the Half-Hour • Order Numbers on a Clock • Story Problem Strategies: Time | <ul style="list-style-type: none"> • Hours and Half-hours.pdf: Tell and write time in hours and half-hours using analog and digital clocks. <ul style="list-style-type: none"> - What Comes After, Before, Or Between? - Make Your Own Clock - Learning to Tell Time - Matching Time - What Numbers are Missing? - What Time Is It? - Time of Day - Clock flashcards |
| <p>1.M.3: Find the value of a collection of pennies, nickels, and dimes.</p> | <ul style="list-style-type: none"> • Songs: Money; Save Your Pennies • Coin Identification • Coin Value • Count Dimes, Nickels, and Pennies • Count Quarters, Dimes, Nickels, and Pennies • Count Nickels and Pennies or Dimes and Pennies • Count Coins • Equivalent Sums of Money | |

| INDIANA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| DATA ANALYSIS | | |
| <p>1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.</p> | <ul style="list-style-type: none"> • Songs: Tallying; Graphing • Books: One More Cat; Painting by Number • Tally Marks • Problem Solving Strategy: Make a Graph, Make a Table • Graphs • Make a Table • Story Problem Strategies: Graphs | <ul style="list-style-type: none"> • Data Categorization.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"> - Ice Cream Sundae - Make A Real Object Graph - Make a Weather Bar Graph - Weather Flashcards - Our Favorite Foods - Make a Graph - Make a table - How Many? - Bugs! - Use Graphs and Tables - How Big is Your Family? |
| SECOND GRADE | | |
| NUMBER SENSE | | |
| <p>2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.</p> | <ul style="list-style-type: none"> • Song: Skip Counting • Skip Count • Skip Count by 10 • Skip Count by 5 • Story Problem Strategies: Skip Count • Number Sequences and Patterns | <ul style="list-style-type: none"> • 2.NBT.2.pdf: Count within 1,000; skip-count by 5s, 10s, and 100s. <ul style="list-style-type: none"> - Chart Patterns - My 199 Picture - My 200 Picture - My 299 Picture - My 300 Picture - My 399 Picture - My 400 Picture - My 499 Picture - My 500 Picture - My 599 Picture - My 600 Picture - My 699 Picture - My 700 Picture - 900 Chart |

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| NUMBER SENSE <i>continued</i> | | |
| 2.NS.2: Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000. | <ul style="list-style-type: none"> • Sequences of 2-digit Numbers • Sequences of 3-digit Numbers • Number Chart • Place Value • Number Recognition and Sense | |
| 2.NS.3: Plot and compare whole numbers up to 1,000 on a number line. | <ul style="list-style-type: none"> • Number Line | |
| 2.NS.4: Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items. | <ul style="list-style-type: none"> • Song: Ordinals • Book: The Circus Came to Town • Ordinal Numbers | |
| 2.NS.5; Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s). | <ul style="list-style-type: none"> • Song: Odd Todd and Even Steven | <ul style="list-style-type: none"> • Odd and even recognition.pdf: Determine whether a group of objects (up to 20) has an odd or even number of members • Missing Patterns • Counting by 2's • What's My Number? |
| 2.NS.6: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a “hundred.” Understand that 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"> • Song: Place Value • Place Value of 3-digit Numbers | <ul style="list-style-type: none"> • Thinking of 100 as a bundle of ten 10s.pdf: 100 can be thought of as a bundle of ten tens—called a “hundred.” • The Kingdom of Popsicle Stick-Filled Purses Grouping hundreds.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"> - My Three-Digit Numbers |

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| NUMBER SENSE <i>continued</i> | | |
| <p>2.NS.7: Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> | <ul style="list-style-type: none"> • Greater Than, Less Than (3-digit Numbers) • Place Value of 3-digit Numbers • Story Problem Strategies: Greater Than, Less Than 3-digit | <ul style="list-style-type: none"> • Less than, equal to, or greater than.pdf: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. <ul style="list-style-type: none"> - More or Less - The Hands Have It! - Larger or Smaller? - Comparing Number Cards - Number Cards - $<$, $>$, $=$ Cards - Greater Than, Less Than, Equal To |
| COMPUTATION AND ALGEBRAIC THINKING | | |
| <p>2.CA.1: Add and subtract fluently within 100.</p> | <ul style="list-style-type: none"> • Songs: Fact Families; Doubles • Mental Math Games: Addition Facts; Missing • Addends and Subtrahends; Addition and Subtraction Facts • Speed Games: Addition and Subtraction Facts • Subtraction Patterns • Addition Facts to 20 | <ul style="list-style-type: none"> • Adding and subtracting within 20.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. <i>Sets of flashcards:</i> <ul style="list-style-type: none"> - Addition—Horizontal - Subtraction—Horizontal - Addition—Vertical - Subtraction—Vertical - Addition and Subtraction—Horizontal and Vertical |
| <p>2.CA.2: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.</p> | <ul style="list-style-type: none"> • Book: Painting by Number • Addition • Subtraction • Problem Solving Strategies: Act Out Addition; Act Out Subtraction • Story Problem Strategies • Missing Addends and Subtrahends • Subtraction Sentences • Addition and Subtraction Facts | <ul style="list-style-type: none"> • Solving one and two step word problems within 100.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"> - Animal Math - Picture Problems - Act it Out - Guess and Check |

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| COMPUTATION AND ALGEBRAIC THINKING <i>continued</i> | | |
| <p>2.CA.3: Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).</p> | <ul style="list-style-type: none"> • Book: Yangshi’s Perimeter • Story Problem Strategies: Standard Units of Length • Length • Addition • Subtraction • Length • Standard Units of Length | |
| <p>2.CA.4: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds</p> | <ul style="list-style-type: none"> • Place Value • Addition and Subtraction Relationship • Commutative Properties of Addition • Addition • Subtraction • Add without Regrouping • Add with Regrouping • Subtract without regrouping • Subtract with Regrouping • Act Out Addition • Act Out Subtraction | <ul style="list-style-type: none"> • Add and subtract within 1000.pdf: Add and subtract with 1000. <ul style="list-style-type: none"> - Choose and Add - Mix and Match Addition - Expanded Subtraction - Subtracting Repeats - 999 - Prediction - Up and Away - Regrouping Treasure Hunt - Play Ball - Squirrel Facts |
| <p>2.CA.5: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.</p> | <ul style="list-style-type: none"> • Addition • Multiply Using Repeated Addition • Multiply Using Arrays | |
| <p>2.CA.6: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.</p> | <ul style="list-style-type: none"> • Addition • Place Value • Number Line • Commutative Properties of Addition • Act Out Addition | <ul style="list-style-type: none"> • Explaining addition and subtraction strategies.pdf: Explain why addition and subtraction strategies work, using place value and the properties of operations. <ul style="list-style-type: none"> - Cube Trails - Race for a Flat - High/Low Number Cube Throw - Lucky Five - Hundreds, Tens, Ones Chart - Numbers Cards |

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| COMPUTATION AND ALGEBRAIC THINKING <i>continued</i> | | |
| 2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000. | <ul style="list-style-type: none"> • Number Patterns • Number Sequences and Patterns • Number Patterns of 2-digit Numbers • Number Patterns of 3-digit Numbers • Subtraction Patterns | |
| GEOMETRY | | |
| 2.G.1: Identify, describe, and classify two- and three- dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes. | <ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things • Simple Shapes • Space Shapes • World Shapes • Story Problem Strategies: Space Shapes • Geoboard | |
| 2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials. | <ul style="list-style-type: none"> • Geoboard | |
| 2.G.3: Investigate and predict the result of composing and decomposing two- and three-dimensional shapes. | <ul style="list-style-type: none"> • Geoboard • Tangrams | |
| 2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares. | <ul style="list-style-type: none"> • Song: Fractions • Books: Halves and Fourths and Thirds; The • Fraction Twins • Fractions • Label Parts of Fractions • Geoboard • Fractions of Regions • Fractions of Groups • Story Problem Strategies: Fractions of Regions, • Fractions of Groups • You Be the Teacher: Fractions of Regions, Fractions of Groups | |

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| MEASUREMENT | | |
| <p>2.M.1: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.</p> | <ul style="list-style-type: none"> • Measurement Tools | <ul style="list-style-type: none"> • Measurement tools.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"> - Ready, Set, Measure - Treasure Hunt - Centimeter ruler - Inch Ruler - Let's Measure in Centimeters! - Let's Measure in Inches! |
| <p>2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.</p> | <ul style="list-style-type: none"> • Song: Measuring Plants • Book: Birds at My House • Length • Measurement Tools • Standard Units of Length | <ul style="list-style-type: none"> • Estimating lengths.pdf: Estimate lengths using units of inches, feet, centimeters, and meters. <ul style="list-style-type: none"> - Ready, Set, Measure - Treasure Hunt - Let's Measure in Centimeters! - Let's Measure in Inches! - Measuring Perimeter • Measurement tools.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"> - Ready, Set, Measure - Treasure Hunt - Centimeter ruler - Inch Ruler - Let's Measure in Centimeters! - Let's Measure in Inches! |
| <p>2.M.3: Understand that the length of an object does not change regardless of the units used. 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.</p> | <ul style="list-style-type: none"> • Length • Standard Units of Length • Measurement Tools | <ul style="list-style-type: none"> • Measuring the same object two ways.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"> - Ready, Set, Measure |
| <p>2.M.4: Estimate and measure volume (capacity) using cups and pints.</p> | <ul style="list-style-type: none"> • Book: Birds At My House • Capacity | |

| INDIANA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| MEASUREMENT <i>continued</i> | | |
| <p>2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real- world problems involving addition and subtraction of time intervals on the hour or half hour.</p> | <ul style="list-style-type: none"> • Songs: Telling Time; Clock Hands • Book: How Long Is a Minute? • Tell Time • Tell Time to Five Minutes • Tell Time to the Quarter Hour • Tell Time to the Minute • Tell Time to the Hour • Tell Time to the Half-hour • You Be the Teacher: Tell Time • Story Problem Strategies: Time to the Quarter Hour; Time to the Minute; Time to Five Minutes | <ul style="list-style-type: none"> • Hours and Half Hours.pdf: Tell and write time in hours and half-hours using analog and digital clocks. <ul style="list-style-type: none"> - What Comes After, Before, Or Between? - Make Your Own Clock - Learning to Tell Time - Matching Time - What Numbers are Missing? - What Time Is It? - Time of Day - Clock flashcards |
| <p>2.M.6: Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.</p> | <ul style="list-style-type: none"> • Song: Clock Hands • Book: Mr. Romano’s Secret, A Time Story • Tell Time • Days of the Week • Months of the Year • Calendar • Today • Yesterday/Tomorrow | |
| <p>2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.</p> | <ul style="list-style-type: none"> • Songs: Money; Save Your Pennies • Coin Identification • Coin Value • Quarters • Count Dimes, Nickels, and Pennies • Count Quarters, Dimes, Nickels, and Pennies • Count Nickels and Pennies or Dimes and Pennies • Make Change • Count Coins • Count Bills and Coins • Equivalent Sums of Money • Story Problem Strategies: Make Change, Count Coins, Count Bills and Coins • You Be the Teacher: Make Change | <ul style="list-style-type: none"> • Money Word Problems.pdf: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <ul style="list-style-type: none"> - Supermarket Hunt - Shopping for My Family - Money Combinations - Money Sums - Pizza Parlor - How Much Back? - Coin Count - Bills and Coins - Let’s Count Coins - Money Addition - Change is Good! - Make 45¢ |

| INDIANA STANDARDS | WATERFORD DIGITAL RESOURCES | WATERFORD TEACHER RESOURCES |
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| DATA ANALYSIS | | |
| <p>2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take- apart, and compare problems using information presented in the graphs.</p> | <ul style="list-style-type: none"> • Songs: Tallying; Graphing • Books: One More Cat; Painting by Number • Tally Marks • Problem Solving Strategy: Make a Graph; Make a Table • Graphs • Make a Table • Story Problem Strategies: Graphs | |

PRE-MATH & SCIENCE

Math Books

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

Science Books

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

Counting Songs

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

Number Songs

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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



SUPPORT

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SONGS

Beginning Math Songs

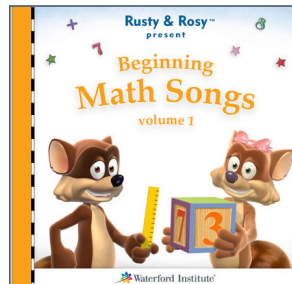
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

Nursery Songs and Rhymes

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

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; Bicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; 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



Download these songs and more at iTunes. Search for “Waterford’s Rusty & Rosy and Friends.”

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