

# CURRICULUM *Correlation*

*Waterford  
Online Books*

*TEKS Social  
Studies 2018  
Standards*

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TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>113.10 SOCIAL STUDIES</b>	
<b>KINDERGARTEN</b>	
(1) History. The student understands that holidays are celebrations of special events. The student is expected to: (A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day	
(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	
(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.	<ul style="list-style-type: none"> <li>• Reading: Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; Lightning Bells; I Want to Be a Scientist Like Thomas Edison</li> </ul>
(3) Geography. The student understands the concept of location. The student is expected to: (A) use spatial terms, including over, under, near, far, left, and right, to describe relative location	<ul style="list-style-type: none"> <li>• Reading: Under; Reaching Above: The Bessie Coleman Story; The Bandage Bandit</li> <li>• Math &amp; Science: Up in the Air; Fossils Under Our Feet</li> </ul>
(B) locate places on the school campus and describe their relative locations	<ul style="list-style-type: none"> <li>• Math &amp; Science: Up in the Air</li> </ul>
(C) identify and use geographic tools that aid in determining location, including maps and globes.	<ul style="list-style-type: none"> <li>• Math &amp; Science: I Want to Be a Scientist Like Alexander Von Humboldt</li> </ul>
(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to: (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather	<ul style="list-style-type: none"> <li>• Reading: Anansi and the Seven Yam Hills; Lizard and the Painted Rock; Darren's Work</li> <li>• Math &amp; Science: Where in the World Would You Go Today?; Your Backyard; Whatever the Weather; Water is All Around; That's What I Like: A Book About Seasons</li> </ul>
(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.	<ul style="list-style-type: none"> <li>• Reading: The City Mouse and the Country Mouse; Darren's Work; The Brothers</li> <li>• Math &amp; Science: Whatever the Weather</li> </ul>
(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to: (A) identify basic human needs of food, clothing, and shelter	<ul style="list-style-type: none"> <li>• Reading: The Magic Porridge Pot; The Three Little Pigs; The Brothers</li> <li>• Math &amp; Science: Everybody Needs to Eat</li> </ul>
(B) explain the difference between needs and wants	<ul style="list-style-type: none"> <li>• Reading: The Three Wishes; The Magic Porridge Pot</li> </ul>
(C) explain how basic human needs and wants can be met.	<ul style="list-style-type: none"> <li>• Reading: The Magic Porridge Pot; Mr. Lucky Straw; The Brothers</li> <li>• Math &amp; Science: Follow the Apples; We All Exercise</li> </ul>

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>KINDERGARTEN</b> <i>continued</i>	
(6) Economics. The student understands the value of jobs. The student is expected to: (A) identify jobs in the home, school, and community	<ul style="list-style-type: none"> <li>• Reading: The Shoemaker and the Elves; Reaching Above: The Bessie Coleman Story; Mr. Romano’s Secret: A Time Story</li> </ul>
(B) explain why people have jobs.	<ul style="list-style-type: none"> <li>• Reading: The Shoemaker and the Elves; Reaching Above: The Bessie Coleman Story</li> </ul>
(7) Government. The student understands the purpose of rules. The student is expected to: (A) identify purposes for having rules	
(B) identify rules that provide order, security, and safety in the home and school	
(8) Government. The student understands the role of authority figures. The student is expected to: (A) identify authority figures in the home, school, and community	<ul style="list-style-type: none"> <li>• Reading: Play Ball; Bad News Shoes; José Three</li> <li>• Math &amp; Science: Grandpa’s Great Athlete</li> </ul>
(B) explain how authority figures enforce rules	<ul style="list-style-type: none"> <li>• Reading: I Hate Peas</li> </ul>
(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to: (A) identify the United States flag and the Texas state flag	
(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	
(C) use voting as a method for group decision making	
(10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion	<ul style="list-style-type: none"> <li>• Reading: Duc Thos Le’s Birthday Present; José Three; The Story Cloth; Moving Day</li> <li>• Math &amp; Science: George and Jack</li> </ul>
(11) Culture. The student understands the importance of family traditions. The student is expected to: (A) describe and explain the importance of family traditions	<ul style="list-style-type: none"> <li>• Reading: José Three; The Story Cloth; Treasures from the Loom</li> </ul>
(B) compare traditions among families	<ul style="list-style-type: none"> <li>• Reading: Duc Thos Le’s Birthday Present; José Three; The Story Cloth; Treasures from the Loom; Lorenzo’s Llama</li> <li>• Math &amp; Science: Prince Cedric’s Birthday</li> </ul>
(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people’s lives. The student is expected to: (A) identify examples of technology used in the home and school	<ul style="list-style-type: none"> <li>• Math &amp; Science: Inventions All Around; I Want to Be a Mathematician Like Ada Bryon Lovelace; Lightning Bells; I Want to Be a Scientist Like Thomas Edison</li> </ul>

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>KINDERGARTEN</b> <i>continued</i>	
(B) describe how technology helps accomplish specific tasks and meet people's needs	<ul style="list-style-type: none"> <li>Math &amp; Science: Inventions All Around; I Want to Be a Mathematician Like Ada Bryon Lovelace; I Want to Be a Scientist Like Wilbur and Orville Wright; Lightning Bells; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Marie Curie</li> </ul>
(C) describe how his or her life might be different without modern technology.	<ul style="list-style-type: none"> <li>Math &amp; Science: I Want to Be a Mathematician Like Ada Bryon Lovelace; Lightning Bells; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Thomas Edison</li> </ul>
(13) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance	<ul style="list-style-type: none"> <li>Reading: The Pizza Book; The Piñata Book</li> <li>Math &amp; Science: Dinosaur Bones; The Boonville Nine; Painting by Number</li> </ul>
(B) sequence and categorize information	<ul style="list-style-type: none"> <li>Reading: I Can't Wait</li> <li>Math &amp; Science: Marty's Mixed-up Mom; A Seed Grows; Mr. Romano's Secret: A Time Story</li> </ul>
(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to: (A) place events in chronological order	<ul style="list-style-type: none"> <li>Reading: The Pizza Book</li> <li>Math &amp; Science: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Stephen Hawking</li> </ul>
(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow	<ul style="list-style-type: none"> <li>Reading: Where in the World Would You Go Today?; Marty's Mixed-up Mom</li> <li>Math &amp; Science: The Circus Came to Town; Mr. Romano's Secret: A Time Story</li> </ul>
(C) express ideas orally based on knowledge and experiences	
(D) create and interpret visuals, including pictures and maps	<ul style="list-style-type: none"> <li>Reading: The Pizza Book; The Piñata Book</li> <li>Math &amp; Science: The Boonville Nine</li> </ul>
(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> <li>Reading: Mr. Lucky Straw; The Brothers; The Snow Lion; The Shoemaker and the Elves</li> <li>Math &amp; Science: Milton's Mittens; Red Rock, River Rock; Painting by Number; The Boonville Nine; I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around; I Want to Be a Scientist Like George Washington Carver; The Snow Project</li> </ul>

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 1</b>	
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to: (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day	<ul style="list-style-type: none"> <li>• Reading: The Piñata Book</li> </ul>
(B) compare the observance of holidays and celebrations	<ul style="list-style-type: none"> <li>• Reading: The Piñata Book; What a Band!</li> <li>• Math &amp; Science: Prince Cedric’s Birthday; The Circus Came to Town</li> </ul>
(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to: (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation	<ul style="list-style-type: none"> <li>• Reading: Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall</li> </ul>
(B) compare the lives of historical figures who have influenced the state and nation	<ul style="list-style-type: none"> <li>• Reading: Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Ada Byron Lovelace</li> </ul>
(3) Geography. The student understands the relative location of places. The student is expected to: (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms;	<ul style="list-style-type: none"> <li>• Reading: Under; The Bandage Bandit</li> <li>• Math &amp; Science: Up in the Air; Fossils Under Our Feet</li> </ul>
(B) locate places using the four cardinal directions	<ul style="list-style-type: none"> <li>• Math &amp; Science: Where in the World Would You Go Today?</li> </ul>
(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to: (A) create and use simple maps such as maps of the home, classroom, school, and community	
(B) locate and explore the community, Texas, and the United States on maps and globes	
(5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to: (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth’s resources, and weather	<ul style="list-style-type: none"> <li>• Reading: Darren’s Work</li> <li>• Math &amp; Science: Where in the World Would You Go Today?; Your Backyard; Whatever the Weather; The Weather on Blackberry Lane; Water is All Around; That’s What I Like: A Book About Seasons</li> </ul>

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 1 <i>continued</i></b>	
(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities	<ul style="list-style-type: none"> <li>• Reading: La Tortuga; The Brothers; Mr. Lucky Straw; The City Mouse and the Country Mouse; Lizard and the Painted Rock; Anansi and the Seven Yam Hills; Yangshi's Perimeter</li> <li>• Math &amp; Science: Your Backyard; Whatever the Weather</li> </ul>
(6) Economics. The student understands how families meet basic human needs. The student is expected to: (A) describe ways that families meet basic human needs	<ul style="list-style-type: none"> <li>• Reading: The Brothers</li> <li>• Math &amp; Science: Follow the Apples</li> </ul>
(B) describe similarities and differences in ways families meet basic human needs	<ul style="list-style-type: none"> <li>• Reading: The Brothers</li> </ul>
(7) Economics. The student understands the concepts of goods and services. The student is expected to: (A) identify examples of goods and services in the home, school, and community	<ul style="list-style-type: none"> <li>• Reading: The Shoemaker and the Elves</li> <li>• Math &amp; Science: Follow the Apples; Mr. Mario's Neighborhood</li> </ul>
(B) identify ways people exchange goods and services;	<ul style="list-style-type: none"> <li>• Reading: The Shoemaker and the Elves; Mr. Lucky Straw</li> <li>• Math &amp; Science: Follow the Apples; Bugs for Sale</li> </ul>
(C) identify the role of markets in the exchange of goods and services	<ul style="list-style-type: none"> <li>• Math &amp; Science: Follow the Apples</li> </ul>
(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: (A) identify examples of people wanting more than they can have	<ul style="list-style-type: none"> <li>• Reading: The Brothers; The Three Wishes; The Bandage Bandit</li> </ul>
(B) explain why wanting more than they can have requires that people make choices	<ul style="list-style-type: none"> <li>• Reading: The Brothers; The Three Wishes; The Bandage Bandit</li> </ul>
(C) identify examples of choices families make when buying goods and services	<ul style="list-style-type: none"> <li>• Reading: Bad News Shoes</li> </ul>
(9) Economics. The student understands the value of work. The student is expected to: (A) describe the tools of various jobs and the characteristics of a job well performed	<ul style="list-style-type: none"> <li>• Reading: The Shoemaker and the Elves; Darren's Work; The Three Little Pigs; The Brothers</li> <li>• Math &amp; Science: Mr. Romano's Secret: A Time Story</li> </ul>
(B) describe how various jobs contribute to the production of goods and services	<ul style="list-style-type: none"> <li>• Reading: The Brothers; The Shoemaker and the Elves</li> <li>• Math &amp; Science: Mr. Romano's Secret: A Time Story</li> </ul>
(10) Government. The student understands the purpose of rules and laws. The student is expected to: (A) explain the purpose for rules and laws in the home, school, and community	

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 1 <i>continued</i></b>	
(B) identify rules and laws that establish order, provide security, and manage conflict	
(11) Government. The student understands the role of authority figures and public officials. The student is expected to: (A) identify the responsibilities of authority figures in the home, school, and community	<ul style="list-style-type: none"> <li>• Math &amp; Science: The Boonville Nine</li> </ul>
(B) identify and describe the roles of public officials in the community, state, and nation.	
(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting	<ul style="list-style-type: none"> <li>• Reading: The Snow Lion; Mr. Lucky Straw; The Brothers; Three Wishes; The Shoemaker and the Elves; The Painted Lizard; Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Marie Curie</li> </ul>
(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt	<ul style="list-style-type: none"> <li>• Math &amp; Science: Lightning Bells; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>
(13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to: (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	
(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	
(C) identify anthems and mottoes of Texas and the United States	
(D) explain and practice voting as a way of making choices and decisions	
(E) explain how patriotic customs and celebrations reflect American individualism and freedom	
(14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to: (A) describe and explain the importance of beliefs, language, and traditions of families and communities	<ul style="list-style-type: none"> <li>• Reading: José Three</li> </ul>



TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 1 <i>continued</i></b>	
(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities	<ul style="list-style-type: none"> <li>• Reading: The Brothers; La Tortuga; The Three Wishes; The Ugly Duckling; Anansi and the Seven Yam Hills; Lizard and the Painted Rock; Mr. Lucky Straw; The Magic Porridge Pot</li> <li>• Math &amp; Science:</li> </ul>
(15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to: (A) describe how technology has affected the ways families live	<ul style="list-style-type: none"> <li>• Math &amp; Science: Inventions All Around; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Mathematician Like Ada Bryon Lovelace; Lightning Bells</li> </ul>
(B) describe how technology has affected communication, transportation, and recreation	<ul style="list-style-type: none"> <li>• Math &amp; Science: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Mathematician Like Ada Bryon Lovelace; Lightning Bells</li> </ul>
(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan	<ul style="list-style-type: none"> <li>• Math &amp; Science: Inventions All Around; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Scientist Like Stephen Hawking; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Isaac Newton; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Lightning Bells</li> </ul>
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance	<ul style="list-style-type: none"> <li>• Reading: The Pizza Book; The Piñata Book</li> <li>• Math &amp; Science: Chloe's Cracker Caper; The Boonville Nine</li> </ul>
(B) sequence and categorize information	<ul style="list-style-type: none"> <li>• Reading: The Pizza Book; I Can't Wait</li> <li>• Math &amp; Science: Marty's Mixed-up Mom; Mr. Romano's Secret: A Time Story</li> </ul>
(17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: (A) use a simple timeline to distinguish among past, present, and future	
(B) use a calendar to describe and measure time in days, weeks, months, and years;	
(C) express ideas orally based on knowledge and experiences	
(D) create and interpret visual and written material	<ul style="list-style-type: none"> <li>• Math &amp; Science: Painting by Number; The Boonville Nine</li> </ul>
(E) use social studies terminology correctly	

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 1 <i>continued</i></b>	
<p>(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<ul style="list-style-type: none"> <li>• Reading: Mr. Lucky Straw; The Brothers; The Snow Lion</li> <li>• Math &amp; Science: Milton’s Mittens; Red Rock, River Rock; Painting by Number; The Boonville Nine; I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around; I Want to Be a Scientist Like George Washington Carver; The Snow Project</li> </ul>
<b>GRADE 2</b>	
<p>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p> <p>(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</p>	
<p>(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</p>	
<p>(2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p> <p>(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation</p>	<ul style="list-style-type: none"> <li>• Reading: Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall</li> </ul>
<p>(B) describe how people and events have influenced local community history</p>	
<p>(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:</p> <p>(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend</p>	
<p>(B) create maps to show places and routes within the home, school, and community.</p>	
<p>(4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:</p> <p>(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes</p>	<ul style="list-style-type: none"> <li>• Math &amp; Science: Where in the World Would You Go Today?; Your Backyard; Water is All Around</li> </ul>
<p>(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes</p>	

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 2 <i>continued</i></b>	
(5) Geography. The student understands how humans use and modify the physical environment. The student is expected to: (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil	<ul style="list-style-type: none"> <li>• Reading: The Brothers; The Three Wishes</li> <li>• Math &amp; Science: Follow the Apples</li> </ul>
(B) identify consequences of human modification of the physical environment	<ul style="list-style-type: none"> <li>• Math &amp; Science: Lightning Bells; I Want to Be a Scientist Like Marie Curie</li> </ul>
(C) identify ways people can conserve and replenish Earth’s resources	<ul style="list-style-type: none"> <li>• Math &amp; Science: The Old Maple Tree; Mela’s Water Pot</li> </ul>
(6) Economics. The student understands the value of work. The student is expected to: (A) explain how work provides income to purchase goods and services	<ul style="list-style-type: none"> <li>• Reading: The Shoemaker and the Elves; Reaching Above: The Bessie Coleman Story</li> </ul>
(B) explain the choices people can make about earning, spending, and saving money	<ul style="list-style-type: none"> <li>• Reading: Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: Bugs for Sale</li> </ul>
(7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to: (A) distinguish between producing and consuming	<ul style="list-style-type: none"> <li>• Math &amp; Science: Follow the Apples</li> </ul>
(B) identify ways in which people are both producers and consumers	<ul style="list-style-type: none"> <li>• Reading: The Brothers</li> <li>• Math &amp; Science: Follow the Apples</li> </ul>
(C) trace the development of a product from a natural resource to a finished product	<ul style="list-style-type: none"> <li>• Math &amp; Science: A Seed Grows; Inventions All Around</li> </ul>
(8) Government. The student understands the purpose of governments. The student is expected to: (A) identify functions of governments such as establishing order, providing security, and managing conflict	
(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.	
(9) Government. The student understands the role of public officials. The student is expected to: (A) name current public officials, including mayor, governor, and president	
(B) compare the roles of public officials, including mayor, governor, and president	
(C) identify ways that public officials are selected, including election and appointment to office	

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 2 <i>continued</i></b>	
(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions	
(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	<ul style="list-style-type: none"> <li>• Reading: The Snow Lion; Mr. Lucky Straw; The Brothers; Three Wishes; The Shoemaker and the Elves; The Painted Lizard; Reaching Above: The Bessie Coleman Story</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Jane Goodall</li> </ul>
(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Air Force Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth	<ul style="list-style-type: none"> <li>• Reading: Sequoyah’s Talking Leaves</li> <li>• Math &amp; Science: I Want to Be a Scientist Like Marie Curie</li> </ul>
(C) identify ways to actively practice good citizenship, including involvement in community service	<ul style="list-style-type: none"> <li>• Math &amp; Science: Painting by Number</li> </ul>
(11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to: (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	
(B) sing, recite, or identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful”;	
(C) identify symbols such as state and national birds and flowers and Uncle Sam	
(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom	
(12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to: (A) identify the significance of various ethnic and/or cultural celebrations	
(B) compare ethnic and/or cultural celebrations	
(13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to: (A) describe how science and technology have affected communication, transportation, and recreation	<ul style="list-style-type: none"> <li>• Math &amp; Science: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Ada Bryon Lovelace; Lightning Bells</li> </ul>

TEKS SOCIAL STUDIES STANDARDS	WATERFORD ONLINE BOOKS
<b>GRADE 2 <i>continued</i></b>	
(B) explain how science and technology have affected the ways in which people meet basic needs.	<ul style="list-style-type: none"> <li>Math &amp; Science: Inventions All Around; I Want to Be a Scientist Like Thomas Edison; I Want to Be a Mathematician Like Ada Bryon Lovelace; Lightning Bells</li> </ul>
(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver	<ul style="list-style-type: none"> <li>Reading: Reaching Above: The Bessie Coleman Story</li> <li>Math &amp; Science: I Want to Be a Scientist Like Wilbur and Orville Wright; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Jane Goodall; I Want to Be a Mathematician Like Pythagoras; I Want to Be a Mathematician Like Ada Byron Lovelace; I Want to Be a Scientist Like Antonio van Leeuwenhoek</li> </ul>
(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts	<ul style="list-style-type: none"> <li>Reading: The Pizza Book; The Piñata Book</li> <li>Math &amp; Science: Painting by Number; Chloe's Cracker Caper; Fossils Under Our Feet; The Boonville Nine</li> </ul>
(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting	<ul style="list-style-type: none"> <li>Reading: The Pizza Book</li> <li>Math &amp; Science: Red Rock, River Rock; Chloe's Cracker Caper</li> </ul>
(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) describe the order of events by using designations of time periods such as historical and present times	<ul style="list-style-type: none"> <li>Math &amp; Science: Dinosaur Bones; Fossils Under Our Feet; Discovering Dinosaurs</li> </ul>
(B) apply vocabulary related to chronology, including past, present, and future	<ul style="list-style-type: none"> <li>Reading: I Can't Wait</li> <li>Math &amp; Science: The Beginning of Numbers</li> </ul>
(C) create and interpret timelines for events in the past and present	<ul style="list-style-type: none"> <li>Math &amp; Science: Chloe's Cracker Caper</li> </ul>
(D) use social studies terminology correctly	
(E) express ideas orally based on knowledge and experiences	
(F) create written and visual material such as stories, maps, and graphic organizers to express ideas	<ul style="list-style-type: none"> <li>Math &amp; Science: Red Rock, River Rock; Chloe's Cracker Caper; The Boonville Nine; The Birds, the Beasts, and the Bat</li> </ul>
(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> <li>Reading: Mr. Lucky Straw; The Brothers; Sequoyah's Talking Leaves</li> <li>Math &amp; Science: Milton's Mittens; Red Rock, River Rock; Painting by Number; The Boonville Nine; I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around; I Want to Be a Scientist Like George Washington Carver; The Snow Project; Painting by Number</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

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

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

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

### Decodable Books

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

## BASIC READING

### Traditional Tales

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

### Informational Books

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

### Readable Books (Read or Record)

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

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

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



## SUPPORT

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

## FLUENT READING

### Read-Along Books

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

### Fluency Comprehension and Speed Titles

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

## Informational Books

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

### Readable Books (Record, Read, Listen)

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

### Sentence Dictation Titles

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

Chase Race; Shopping Day; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?

## 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



## SONGS

### Beginning Math Songs

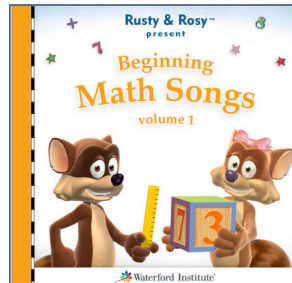
Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

### 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; Blicky 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

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](http://Waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.