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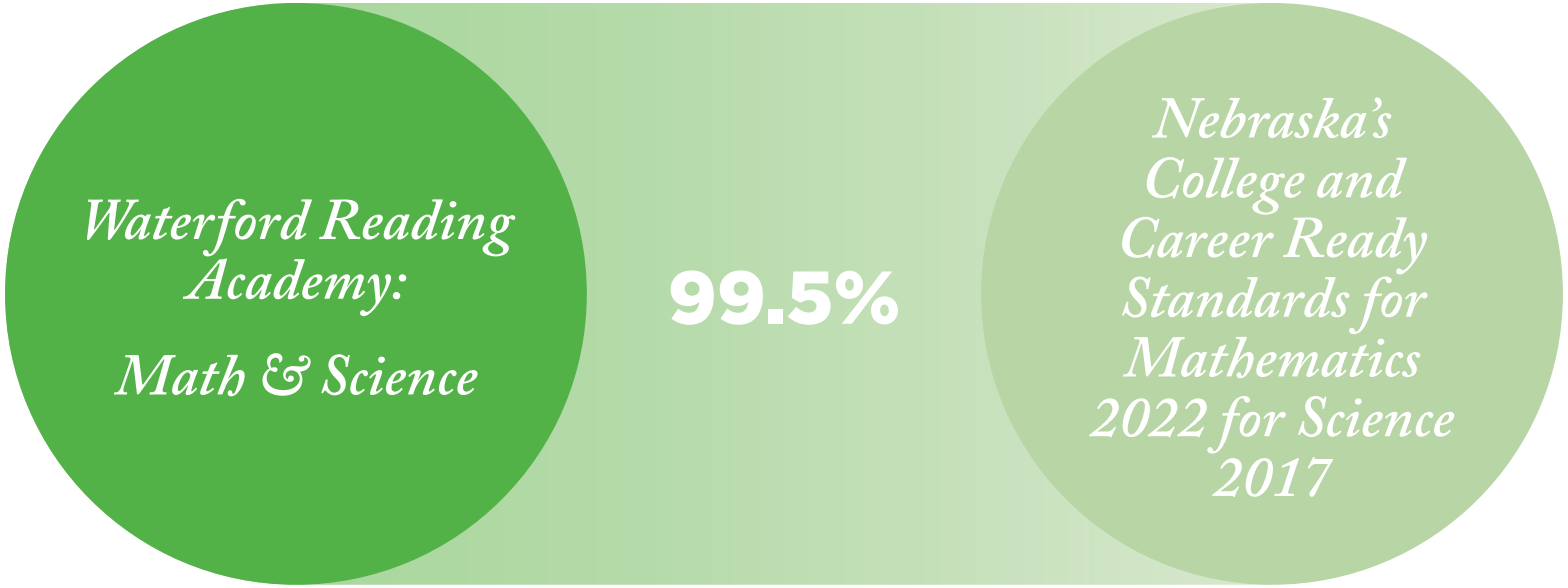
CURRICULUM

Correlation Criteria: NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR MATHEMATICS 2022 FOR SCIENCE 2017 *for* KINDERGARTEN, 1ST, AND 2ND GRADES

DECEMBER 2022

CURRICULUM *Correlation*



**Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources.*

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MATHEMATICS		
KINDERGARTEN		
NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.		
K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., "I saw 5." "How did you know?" "I saw 3 and 2, that is 5."	• Moving Target (Dots) • Bug Bits	
K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.		
K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.	• One-to-One Correspondence • Make and Count Groups • Number Counting • Number Instruction • Match Numbers	• 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. – Mixed Up Counting
K.N.2.b Understand that each successive number name refers to a quantity that is one larger.	• Make and Count Groups • Number Counting • One-to-One Correspondence • Order Numbers • Count On by 1	• Object Counting Succession.pdf: Understand that each successive number name refers to a quantity that is one larger. – One by One
K.N.2.c Count out the number of objects given a number from 1 to 20.	• Make and Count Groups • Number Counting • One-to-One Correspondence	
K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.	• Counting Songs • Number Songs • Make and Count Groups • Number Counting • Number Instruction • Numbers Review • One-to-one Correspondence	• 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. – Hoop Addition

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities *continued*.		
K.N.2.e Count verbally forward and backward from any given number within 20.	• Song: Counting Backward • Book: A Space Adventure • Count On • Counting Songs • Count Down • Counting Back • Dot-to-Dot	• Count forward.pdf: Count forward beginning with a given number within the known sequence. – Let's Count On – Toss and Count – Count On by 1 – Math Newsletter: Count On – Flashcards
K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).	• Number Songs • Counting Songs • Number Counting • Number Instruction • Skip Counting	• Count to 100 by ones and tens.pdf: Count to 100 by ones and tens. – 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.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.	• Math Books • Counting Songs • Number Songs • Number Counting • Number Instruction	• Write numbers 0-20.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral. – Numbers Practice: 1–20 – Numbers 1–5 – Add groups – Count on by 1 – Number Writing Practice: 0–20
K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.	• Song: Greater Than, Less Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than • Make and Count Groups	• 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. – Beans and More – More Than Buttons – Short Names, Long Names – Noodle Necklaces – Groups Do Count! – More Than, Fewer Than, Equal – Which Has More? – Fewer Than

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K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.		
K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.	• Place Value	• 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. – Place Value 11–19
K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.		
K.N.4.a Represent and explain addition and subtraction as part-whole relationships, with addition as putting together and/or adding to and subtraction as taking apart and/or taking from, using objects, drawings, numbers, and equations.	• Songs: Addition; 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	• Represent addition and subtraction with objects. pdf: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. – Addition Cubes – Addition Stories – Going Fishing – Let's Count On – Act it out Stories – Manipulative Stories
K.N.4.b Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.	• Make and Count Groups • Add Groups • Subtract Groups • Act Out Subtraction • Make 10	• Decompose numbers.pdf: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. – Addition Cubes – Fact Families
K.N.4.c For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.	• Make 10 • Missing Addends • Count On • Act Out Addition	• Numbers that make 10.pdf: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. – How Many More?

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction *continued*.		
K.N.4.d Efficiently, flexibly, and accurately add and subtract within 5.	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Minuends • Sums • Act Out Addition • Act Out Subtraction	
K.N.4.e Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Minuends • Sums • Act Out Addition • Act Out Subtraction	• 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. – 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
GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.		
K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.	• Songs: Marmot Shapes; Shapes, Shapes, Shapes • Circle, Square, Triangle, Rectangle • Simple Shapes	• Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size. – Shapes Scavenger Hunt – Shapes and Positioning – Shapes Flashcards

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids *continued*.		
K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.	• Songs: Kites; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Star, Semicircle, Octagon, Oval, Diamond • Solid Shapes • World Shapes	• Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size. – Shapes Scavenger Hunt – Shapes and Positioning – Shapes Flashcards
K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.	• Songs: Position Cat; Get Over the Bugs • Book: Up In the Air • Position • Over, Under, Above, Below • Inside, Outside, Between • Above, Below, Next to, On	• 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. – Shapes Scavenger Hunt
K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.	• Song: Corners and Sides • Geoboard • Tangrams	• Model shapes.pdf: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. – Building Shapes
K.G.1.e Combine simple shapes to compose larger shapes.	• Geoboard • Tangrams	• Form larger shapes.pdf: Compose simple shapes to form larger shapes. – Combining Shapes
K.G.2 Measurement: Students will describe and compare measurable attributes.		
K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.	• Song: Measuring Plants • Length • Capacity • Weight	• Measurable attributes.pdf: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. – Filling Table – Order It Up – Straw Rulers – Measuring Walk – Heavy or Light – Make A Balance – Measurable Attributes

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.G.2 Measurement: Students will describe and compare measurable attributes *continued*.		
K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.	• Songs: Savanna Size, Measuring Plants • Capacity • Length • Size • Big and Little • Tall and Short • Heavy and Light • Big Little Animals • Large Small Toys	• Comparing objects.pdf: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. – 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
K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.		
K.G.3.a Identify the name and value of pennies, nickels, and dimes.	• Songs: Save Your Pennies; Money • Coin Identification • Coin Value	• Money.pdf: Learn to identify pennies, nickels, dimes, and quarters. – Identify Coins – Penny Jar – 50 Pennies Game – Hidden Coins
K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.	• Songs: Clock Hands; Telling Time • Tell Time to the Hour	
DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
K.D.1 Classification: Students will sort and classify objects using one or more attributes.		
K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.	• Song: All Sorts of Laundry • Book: Buttons, Buttons • Sort	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.D.1 Classification: Students will sort and classify objects using one or more attributes *continued*.		
K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.	• Song: Same and Different • Match	
GRADE 1		
NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.		
1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g.," I saw 16." "How did you know?" "I saw 10 and 6, that is 16").	• Moving Target (Dots) • Bug Bits	
1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.		
1.N.2.a Count verbally by ones and tens within 120 starting at any given number.	• Song: Counting On • Count On • Number Chart	• 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. – 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
1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each proceeding number represents removing an object.	• Songs: Counting On; Counting Backward • Count On • Number Chart • Counting Back • Count Down	• 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. – 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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence *continued*.		
1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120	• Match Numbers • Number Chart	• 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. – 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
1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.	• Song: Skip Counting • Books: Jump Rope Rhymes; Navajo Beads • Skip Count • Skip Count by 2 • Skip Count by 5 • Skip Count by 10 • Number Sequences and Patterns	• Relate counting to addition and subtraction.pdf: Relate counting to addition and subtraction. – Skip Counting Chant – Jump Rope Counting – Related Facts – Count by 2s; 5s; 10s
1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.		
1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.	• Song: Place Value • Place Value of 2-digit Numbers • Add with Manipulatives	• Tens as a bundle of ones.pdf: 10 can be thought of as a bundle of ten ones—called a "ten." – Popsicles to Ten
1.N.3.b Compare two, two-digit numbers using words greater than, less than, equal to, and symbols , =. Justify comparisons based on the number of tens and ones.	• Place Value • Greater Than, Less Than (2-digit Numbers)	• Compare two-digit numbers.pdf: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. – More or Less Spinner – Catch Me if You Can! – What Are You Looking For? – Two-Pile Sort

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1.N.4 Number and Operations: Students will compute using addition and subtraction.		
1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.	• Songs: Fact Families; Counting On • Books: Facts about Families; Circus 20; Painting by Number • Addition and Subtraction Fact Families • Addition Sentences • Subtraction Sentences • Missing Addends • Missing Minuends and Subtrahends • Subtraction Patterns • Make 10 • Doubles • Subtract Doubles	• Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. – 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
1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.	• Songs: Fact Families; Counting On • Books: Facts about Families • Addition and Subtraction Fact Families • Addition Sentences • Subtraction Sentences • Missing Addends • Missing Minuends and Subtrahends • Subtraction Patterns • Make 10	• Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. – 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
1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.	• Subtraction • Subtract Tens • Subtraction Patterns • Subtract • Place Value • Addition and Subtraction Relationship • Use Manipulatives	• Subtracting in 10s.pdf: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90. – Ten-O – Bingo – Subtract Multiples of 10

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.N.4 Number and Operations: Students will compute using addition and subtraction *continued*.		
1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.	• Song: Skip Counting • Book: Navajo Beads • Add • Subtract • Add Tens • Subtract Tens • Skip Count by 10 • Number Chart	• 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. – Ten-O – Toss It – Make a Number – Subtract 10 – Flashcards – Bingo – Addition of Tens
1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.	• Addition • Add Tens • Add with Manipulatives • Add Vertical Squares • Add with Beads • Addition and Subtraction Relationship • 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	• 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). – 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
1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.	• Add Tens • 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	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.N.4 Number and Operations: Students will compute using addition and subtraction *continued*.		
1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.	• Subtraction • Subtract Tens • Subtraction Patterns • Subtract • Place Value • Addition and Subtraction Relationship • Use Manipulatives	• Subtracting in 10s.pdf: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90. – Ten-O – Bingo – Subtract Multiples of 10
1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.		
1.N.5.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 – 1, 6 + 3 = 3 + 6, 7 + 2 = 5 + 4).	• Song: Fact Families • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship • Commutative Property of Addition • Addition Sentences • Subtraction Sentences	• Equal sign.pdf: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. – Show Me! – Tricky Total – Domino Addition – Domino Subtraction – Playground Fact Snake
1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find 12 – 9 = , using the addition fact 9 + 3 = 12).	• Missing Addends • Subtraction Patterns • Addition and Subtraction Relationship • Addition and Subtraction Fact Families	• Understand subtraction as an unknown addend problem.pdf: Understand subtraction as an unknown-addend problem. Add and subtract within 20. – Write each subtraction problem as an addition problem and solve it.
1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g., 7 + ? = 13).	• Addition Sentences • Subtraction Sentences • Addition and Subtraction Fact Families • Missing Addends • Missing Minuends and Subtrahends	• Understand subtraction as an unknown addend problem.pdf: Understand subtraction as an unknown-addend problem. Add and subtract within 20. – Write each subtraction problem as an addition problem and solve it.

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1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems *continued*.		
1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a49).	• Song: Fact Families • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship • Commutative Property of Addition • Addition Sentences • Subtraction Sentences • Place Value	• Add and subtract within 100.pdf: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. – Addition of Two-Digit Numbers – Tic Tac Toe – Subtraction of Two-Digit Numbers
1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.	• Add 3 One-digit Numbers	• 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. – Draw a Picture
1.N.5.f Solve authentic 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 by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.	• Songs: Fact Families; Doubles • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship	• 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. – Guess and Check – Model the Story
1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.	• Songs: Fact Families; Doubles • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship	• 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. – Guess and Check – Model the Story

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.		
1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).	• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things • Space Shapes • World Shapes	
1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.	• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things • Space Shapes • World Shapes • Geoboard	• Draw shapes.pdf: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. – Making Shapes – Shapes Review
1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.		
1.G.1.d Partition circles and rectangles into two and four equal parts using the language halves and fourths.	• Song: Fractions • Books: Halves and Fourths and Thirds; Half For You and Half For Me • Equal-part Fractions • Label Parts of Fractions	• Equal shares.pdf: Partition circles and rectangles into two and four equal shares, describe the shares 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 shares. Understand for these examples that decomposing into more equal shares creates smaller shares. – Make It Equal – Fraction Friends – Fraction Train – Halves, Thirds, Fourths – Equal Parts

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1.G.2 Measurement: Students will measure and compare lengths.		
1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.	• Length • Nonstandard Units of Length	• Length Measurement.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. – Measures of Me – Measure a Handful – Estimating Length – A Fruit and Vegetable – Measure Up! – Inches/Centimeters Rulers
1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.	• Length • Nonstandard Units of Length	• Order by length.pdf: Order three objects by length; compare the lengths of two objects indirectly by using a third object. – Estimating Length – A Fruit and Vegetable Measure
1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.		
1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.	• Songs: Save Your Pennies; Money • Coin Identification • Coin Value	• Money.pdf: Learn to identify pennies, nickels, dimes, and quarters. – Identify Coins – Penny Jar – 50 Pennies Game – Hidden Coins
1.G.3.b Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.	• Songs: Money; Save Your Pennies • Book: Bugs For Sale • Coin Identification • Coin Value • Count Dimes, Nickels, and Pennies • Count Nickels and Pennies or Dimes and Pennies • Count Coins • Equivalent Sums of Money	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour *continued*.		
1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.	• 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	• Hours and half-hours.pdf: Tell and write time in hours and half-hours using analog and digital clocks. – 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
DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.		
1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.	• Song: Graphing • Picture Graphs	
1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.		
1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.	• Song: Graphing • Book: The Booneville Nine • Picture Graphs	• 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. – 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?

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.		
2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g.," I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48")	• Moving Target (Dots) • Bug Bits • Dominoes	
2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.		
2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.	• Song: Skip Counting • Book: Jump Rope Rhymes • Skip Count • Skip Count by 10 • Skip Count by 5 • Number Sequences and Patterns	• Counting within 1000.pdf: Count within 1,000; skip-count by 5s, 10s, and 100s. – Chart Patterns – My 199 Picture; 200 Picture; 299 Picture; 300 Picture; 399 Picture; 400 Picture; 499 Picture; 500 Picture; 599 Picture; 600 Picture; 699 Picture; 700 Picture – 900 Chart
2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.		
2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.	• Sequences of 2-digit Numbers • Sequences of 3-digit Numbers • Number Chart • Place Value • Expanded Notation	• Read and write numbers to 1000.pdf: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. – Cube Trails – Race for a Flat – High/Low Number Cube Throw – Lucky Five
2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three digit number represent a composition of some hundreds, some tens, and some ones.	• Song: Place Value • Place Value • Place Value of 3-digit Numbers	• 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

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value *continued*.		
2.N.3.c Compare two three-digit numbers by using symbols , = and justify the comparison based on the value of the hundreds, tens, and ones.	• Greater Than, Less Than (3-digit Numbers) • Place Value of 3-digit Numbers	• 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. – More or Less – The Hands Have It! – Larger or Smaller? – Comparing Number Cards – Number Cards – <,>, = Cards – Greater Than, Less Than, Equal To
2.N.4 Number and Operations: Students will compute using addition and subtraction.		
2.N.4.a Fluently add and subtract within 20.	• Song: Fact Families • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship • Commutative Property of Addition • Addition Sentences • Subtraction Sentences • Missing Addends • Subtraction Patterns	• Add and Subtract 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.
2.N.4.b Add and subtract within 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.	• Place Value • Addition and Subtraction Relationship • Commutative Properties of Addition • Addition • Subtraction • Add without Regrouping • Add with Regrouping • Subtract without regrouping • Subtract with Regrouping	• Add and subtract within 100.pdf: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. – Addition of Two-Digit Numbers – Tic Tac Toe – Subtraction of Two-Digit Numbers
2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.	• Skip Count • Place Value • Number Chart • Number Patterns	• Mentally adding or subtracting 10 or 100.pdf: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. – Spin and Solve

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.N.4 Number and Operations: Students will compute using addition and subtraction *continued*.		
2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.	• Add 2-digit Numbers without Regrouping • Add 2-digit Numbers with Regrouping • Add 3 Two-digit Numbers with Regrouping • Commutative Properties of Addition • Place Value	• Adding four 2-digit numbers.pdf: Add up to four two-digit numbers using strategies based on place value and properties of operations. – Add Four Two-Digit Numbers
2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.	• 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	• Add and subtract within 1000.pdf: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. – Choose and Add – Mix and Match Addition – Expanded Subtraction – Subtracting Repeats – 999 – Prediction – Up and Away – Regrouping Treasure Hunt – Play Ball – Squirrel Facts
GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.		
2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.	• Song: Corners and Sides • Solid Shapes • Space Shapes	• Compare Shapes.pdf: Analyze and 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).

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids *continued*.		
2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.	• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things • Space Shapes • World Shapes • Geoboard	• Draw shapes.pdf: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. – Making Shapes – Shapes Review
2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.	• Song: Fractions • Fractions of Regions	
2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.	• Song: Fractions • Books: Halves and Fourths and Thirds; The Fraction Twins • Fractions • Label Parts of Fractions • Fractions of Regions • Fractions of Groups	• Fractions.pdf: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. – Frenzied Fraction Fun – Fabulous Fractions
2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.	• Song: Fractions • Books: Halves and Fourths and Thirds; The Fraction Twins • Fractions • Label Parts of Fractions • Fractions of Regions • Fractions of Groups	• Fractions.pdf: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. – Frenzied Fraction Fun – Fabulous Fractions
2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.		
2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.	• Length • Standard Units of Length • Measurement Tools	• 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. – Ready, Set, Measure
2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.	• Length • Standard Units of Length • Measurement Tools	• Measure length.pdf: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. – Ready, Set, Measure – Treasure Hunt

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.		
2.G.3.a Identify and use appropriate tools for measuring length.	• Song: Measuring Plants • Book: Birds at My House • Length • Measurement Tools • Standard Units of Length	• Measurement tools.pdf: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. – Ready, Set, Measure – Treasure Hunt – Centimeter Ruler – Inch Ruler – Let's Measure in Centimeters! – Let's Measure in Inches!
2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.	• Song: Measuring Plants • Length • Standard Units of Length • Measurement Tools	• Estimating lengths.pdf: Estimate lengths using units of inches, feet, centimeters, and meters. – Ready, Set, Measure – Treasure Hunt – Let's Measure in Centimeters! – Let's Measure in Inches! – Measuring Perimeter
2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.		
2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.	• Number Line • Length	• Generating measurement data.pdf: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. – Measuring Inches – Ready, Set, Measure – Let's Measure in Centimeters! – Let's Measure in Inches!
2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.	• Book: Yangshi's Perimeter • Addition • Subtraction • Length • Standard Units of Length	• One- and two-step word problems within 100. pdf: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. – Animal Math – Picture Problems – Color the Chart – Think About it Differently

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.		
2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately.	• Songs: Money; Save Your Pennies • Book: Bugs For Sale • 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	• Solve money word problems.pdf: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. – 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¢
2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.	• Songs: Telling Time; Clock Hands • 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	• Tell and write time.pdf: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. – Matching Clocks – Cartoon Captions – Time to 5 Minutes
DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.		
2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.		
2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.	• Song: Graphing • Graphing • Picture Graphs • Use Graphs and Tables	• Graphs.pdf: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. – Questions and Answers – Library Book Survey – Playground Survey – Rock Collections – Use Graphs and Tables

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data *continued*.		
2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.	• Song: Graphing • Graphing • Bar Graphs • Use Graphs and Tables	• Graphs.pdf: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. – Questions and Answers – Library Book Survey – Playground Survey – Rock Collections – Use Graphs and Tables
2.D.1.c Create and represent a data set by making a line plot using whole numbers.	• Number Line	• Generating measurement data.pdf: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. – Measuring Inches – Ready, Set, Measure – Let's Measure in Centimeters! – Let's Measure in Inches!
2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.		
2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.	• Song: Graphing • Graphing • Bar Graphs • Picture Graphs • Use Graphs and Tables	• Graphs.pdf: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. – Questions and Answers – Library Book Survey – Playground Survey – Rock Collections – Use Graphs and Tables

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE		
KINDERGARTEN		
SC.K.1 Forces and Interactions: Pushes and Pulls		
SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions.		
SC.K.1.1.A Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	• Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull	• Learning Together: How It Works
SC.K.1.1.B Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	• Song: Push and Pull • Push and Pull	
SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment		
SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.		
SC.K.7.2.A Use observations to describe patterns of what plants and animals (including humans) need to survive.	• Songs: Water; Food From Plants • Books: Mela's Water Pot; Everybody Needs to Eat • Sun • Plants • Water • Plants and Animals Need Air	• More to Explore Experiment: Water for Plants • Learning Together: Green and Growing
SC.K.7.2.B Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	• Books: Winter Snoozers; Birds at my House; The Old Maple Tree; Turtle's Pond	
SC.K.7.2.C Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	• Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Oceans • Mountains • Deserts • Rainforests	• Learning Together: Our Earth

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems *continued*.		
SC.K.7.2.D Communicate solutions that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.	• Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth	• More to Explore Experiment: Recycling • Learning Together: Our Earth
SC.K.12 Weather and Climate		
SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.		
SC.K.12.3.A Use and share observations of local weather conditions to describe patterns over time.	• Song: Seasons • Book: That's What I Like: A Book About Seasons • Calendar/Graph Weather • Weather Patterns • Clouds • Spring • Summer • Fall • Winter	• Learning Together: Weather; The Weather Around Us • Weather Cards
SC.K.12.3.B Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	• Songs: Precipitation; Storms • Book: Whatever the Weather • Weather Tools • Calendar/Graph Weather	
SC.K.12.3.C Make observations to determine the effect of sunlight on Earth's surface.	• Songs: Water; Plants Are Growing; Sun Blues • Sun • Water	
SC.K.12.3.D Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
SC.K.12.3.E Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	• Song: Inventing • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Inventions	• More to Explore Experiment: Recycling; Simple Machines

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
FIRST GRADE		
SC.1.2 Waves: Light and Sound		
SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.		
SC.1.2.1.A Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	• Song: Sound • Book: What Sounds Say • Sound Waves	• More to Explore Experiment: Sound
SC.1.2.1.B Make observations to construct an evidence-based account that objects can be seen only when illuminated.	• Books: My Family Campout; Lightning Bugs • Light Properties • Properties of Light	
SC.1.2.1.C Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	• Book: My Family Campout • Light Properties • Properties of Light	
SC.1.2.1.D Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	• Song: Inventing • Books: I Want to Be a Scientist Like Thomas Edison; Inventions All Around	
SC.1.6 Structure, Function, and Information Processing		
SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.		
SC.1.6.2.A Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	• Books: I Wish I Had Ears Like a Bat; Animal Bodies; Fawn Eyes • Deserts	
SC.1.6.2.B Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	• Books: How Did the Chicken Cross the Road?; Inventions All Around • Simple Machines	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things *continued*.		
SC.1.6.2.C Read texts and use media to determine patterns in a behavior of parents and offspring that help offspring survive.	• Song: Animal Bodies • Animal Behavior • Animal Bodies • Mammals	
SC.1.6.2.D Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	• Books: George and Jack; A Seed Grows • Build Knowledge: Mine	• More to Explore Experiment: Traits
SC.1.11 Space Systems: Patterns and Cycles		
SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.		
SC.1.11.3.A Use observations of the sun, moon, and stars to describe patterns that can be predicted.	• Songs: The Moon; Sun Blues • Books: Moon Song; Star Pictures; My Family Campout • Sun • Moon • Constellations	• More to Explore Experiment: The Moon • Learning Together: The Sky Above Us
SC.1.11.3.B Make observations at different times of the year to relate the amount of daylight to the time of year.	• Sun • Spring • Summer • Fall • Winter	
SECOND GRADE		
SC.2.3 Structure and Properties of Matter		
SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.		
SC.2.3.1.A Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	• Book: Warm Soup for Dedushka • Changes in Matter • Movement of Heat • States of Water • Materials	
SC.2.3.1.B Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	• Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment	

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter *continued*.		
SC.2.3.1.C Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	• Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment	• More to Explore Experiment: Evaporation
SC.2.3.1.D Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	• Book: I Want to Be a Scientist Like Wilbur and Orville Wright • Geoboard • Tangrams	
SC.2.3.1.E Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	• Books: Warm Soup for Dedushka; Pancakes Matter • Changes in Matter • Movement of Heat	
SC.2.7 Interdependent Relationships in Ecosystems		
SC.2.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.		
SC.2.7.2.A Plan and conduct an investigation to determine if plants need sunlight and water to grow.	• Song: Plants Are Growing • Sun • Water • Plant Experiment • Healthy Plants' Needs	• More to Explore Experiment: Light for Plants
SC.2.7.2.B Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
SC.2.7.2.C Make observations of plants and animals to compare the diversity of life in different habitats.	• Songs: Animal Bodies; Four Ecosystems • Books: Animal Bodies; Where in the World Would You Go Today? • Ecosystems • Animal Bodies • Animal Behavior	• Learning Together: Places on Earth

NEBRASKA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SC.2.13 Earth's Systems: Processes That Shape the Earth		
SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.		
SC.2.13.3.A Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	• Songs: The Four Seasons; Rock Cycle • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Fossils Under Our Feet • Rock Cycle • Fossils • Spring • Summer • Fall • Winter • Water	• More to Explore Experiment: Rocks
SC.2.13.3.B Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
SC.2.13.3.C Develop a model to represent the shapes and kinds of land and bodies of water in an area.	• Songs: Water; Precipitation; Water is All Around • Water Sources • Water • Water Cycle • Care of Water • Oceans	
SC.2.13.3.D Obtain information to identify where water is found on Earth and that it can be solid or liquid.	• Songs: Water; Uses of Water; Precipitation; Water is All Around • Water Sources • Water • Water Cycle • Care of Water • States of Water • Heat Changes Water	

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

CONTINUAL DEVELOPMENT

As a nonprofit research institute, 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.

SPANISH FAMILY ENGAGEMENT RESOURCES

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

SONGS

Beginning Math Songs

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

Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (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

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

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

WATERFORD MENTOR

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

Comprehension and Vocabulary

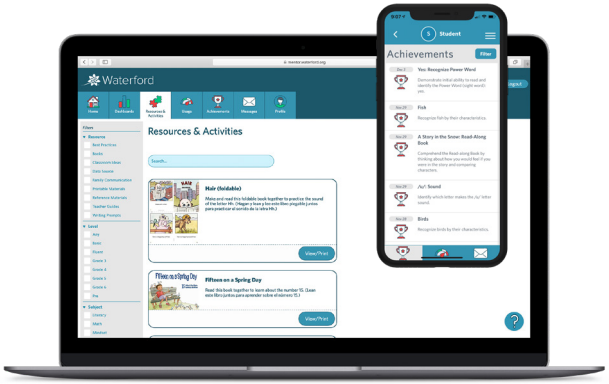
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

Readiness Skills Letters

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

Phonological Awareness Letters

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



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