

# CURRICULUM *Correlation*

*Waterford Reading  
Academy:  
Math & Science*

**100%**

*Alabama  
Alternate  
Achievement  
Standards  
Mathematics  
2019 & Science  
2018*

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

# TABLE OF CONTENTS

## **MATHEMATICS**.....1

### **KINDERGARTEN** ..... 1

Foundations of Counting	1
Operations and Algebraic Thinking	2
Operations with Numbers	2
Data Analysis	2
Measurement	3
Geometry	3

### **GRADE 1**.....4

Operations and Algebraic Thinking	4
Operations with Numbers: Base Ten	5
Data Analysis	6
Measurement	7
Geometry	7

### **GRADE 2**.....8

Operations and Algebraic Thinking	8
Operations with Numbers: Base Ten	9
Data Analysis	10
Measurement	11
Geometry	12

## **SCIENCE**.....13

### **KINDERGARTEN** ..... 13

Motion and Stability: Forces and Interactions	13
Ecosystems: Interactions, Energy, and Dynamics	13
Earth's Systems	14
Earth and Human Activity	14

### **GRADE 1**..... 15

Waves and Their Applications in Technologies for Information Transfer	15
From Molecules to Organisms: Structures and Processes	15
Heredity: Inheritance and Variation of Traits	15
Earth's Place in the Universe	16

### **GRADE 2**..... 16

Matter and Its Interactions	16
Ecosystems: Interactions, Energy, and Dynamics	17
Earth's Systems	17
Earth and Human Activity	18

### **WATERFORD BOOKS AND RELATED ACTIVITIES** ..... 19

### **WATERFORD FAMILY ENGAGEMENT RESOURCES** .....20

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MATHEMATICS</b>		
<b>KINDERGARTEN</b>		
<b>Foundations of Counting</b>		
<p>M.AAS.K.1 Using vocalization, sign language, augmentative communication, or assistive technology, count to 15 by ones starting with one.</p>	<ul style="list-style-type: none"> <li>• Number Songs</li> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 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 a 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</li> </ul>
<p>M.AAS.K.4 Demonstrate one-to-one correspondence, pairing each object with one, and only one, number and each number with one, and only one, object (limit numbers and objects to five).</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Songs</li> <li>• Number Counting</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups 1-5</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Object Counting Basics.pdf: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.                             <ul style="list-style-type: none"> <li>- Number Walk</li> </ul> </li> </ul>
<p>M.AAS.K.5 Using vocalization, sign language, augmentative communication, or assistive technology, count out up to five objects from a larger set, pairing each object with one, and only one, number name to tell how many.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups 1-5</li> <li>• Number Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Object Counting Basics.pdf: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.                             <ul style="list-style-type: none"> <li>- Number Walk</li> </ul> </li> </ul>
<p>M.AAS.K.6 Identify whether the number of objects in one group is more or less than (e.g., when the quantities are clearly different) or equal to the number of objects in another group.</p>	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Greater, less, or equal.pdf: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.                             <ul style="list-style-type: none"> <li>- Beans and More</li> <li>- More Than Buttons</li> <li>- Short Names, Long Names</li> <li>- Noodle Necklaces</li> <li>- Groups Do Count!</li> <li>- More Than, Fewer Than, Equal</li> <li>- Which Has More?</li> <li>- Fewer Than</li> <li>- More or Fewer</li> <li>- Greater or Less</li> <li>- More Than/Fewer Than Flashcard Sets</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations and Algebraic Thinking</b>		
M.AAS.K.8 Demonstrate an understanding of addition as “putting together” or subtraction as “taking from” in everyday activities, limited to 5 objects.	<ul style="list-style-type: none"> <li>• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups to 5</li> <li>• Subtract from 5</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
M.AAS.K.13 Using vocalization, sign language, augmentative communication, or assistive technology, duplicate and extend simple patterns using concrete objects.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns.pdf: Draw the next shape to continue a pattern.</li> <li>• Pattern Cards.pdf: Manipulative cards to make patterns with circles, triangles, squares, and rectangles.</li> </ul>
<b>Operations with Numbers</b>		
M.AAS.K.14 Compose numbers from 11-15 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, or five ones.	<ul style="list-style-type: none"> <li>• Place Value</li> </ul>	<ul style="list-style-type: none"> <li>• Tens and ones.pdf: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.                             <ul style="list-style-type: none"> <li>- Place Value 11-19</li> </ul> </li> </ul>
<b>Data Analysis</b>		
M.AAS.K.15 Explore a simple pictograph (limited to two categories and limit a combined quantity of 5 for both categories).	<ul style="list-style-type: none"> <li>• Picture Graphs</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs.pdf: Practice reading basic graphs.                             <ul style="list-style-type: none"> <li>- Favorite Fruit</li> <li>- Make a Graph.pdf: Make a graph with shapes.</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement</b>		
<p>M.AAS.K.16 Classify objects according to attributes (e.g., big/small, heavy/light, tall/short).</p>	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Big and Little</li> <li>• Tall and Short</li> <li>• Heavy and Light</li> <li>• Size</li> <li>• Big Little Animals</li> <li>• Large Small Toys</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable attributes.pdf: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.                             <ul style="list-style-type: none"> <li>- Filling Table</li> <li>- Order It Up</li> <li>- Straw Rulers</li> <li>- Measuring Walk</li> <li>- Heavy or Light</li> <li>- Make A Balance</li> <li>- Measurable Attributes</li> </ul> </li> </ul>
<b>Geometry</b>		
<p>M.AAS.K.18 Recognize and match shapes of the same size and orientation and describe the relative positions using in front of and behind (limited to circle, square, rectangle, and triangle).</p>	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Shapes, Shapes, Shapes; Positioning; Get Over the Bugs</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Position</li> <li>• Simple Shapes</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Congruence</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: Position Words.pdf: Practice words that tell about position: front, back, over, under, top, behind, beside, bottom, inside, and outside.</li> </ul>
<p>M.AAS.K.21 Match a shape to common objects in the same or different sizes and orientations (real or picture; limited to circle, square, rectangle, and triangle).</p>	<ul style="list-style-type: none"> <li>• Songs: Marmot Shapes; Kites</li> <li>• Circle, Square, Triangle, Rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size.                             <ul style="list-style-type: none"> <li>- Shapes Scavenger Hunt</li> <li>- Shapes and Positioning</li> </ul> </li> </ul>
<p>M.AAS.K.23 Using a model of a larger shape outline, use simple shapes to compose larger shapes. Example: Join two triangles with full sides touching to make a rectangle.</p>	<ul style="list-style-type: none"> <li>• Song: Marmot Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Form larger shapes.pdf: Compose simple shapes to form larger shapes.                             <ul style="list-style-type: none"> <li>- Combining Shapes</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>Operations and Algebraic Thinking</b>		
<p>M.AAS.1.1 Represent addition as “add to/put together” and subtraction as “take from/take apart” with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (limited to 10).</p>	<ul style="list-style-type: none"> <li>• Songs: A Nice Addition; Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>- Addition Cubes</li> <li>- Addition Stories</li> <li>- Going Fishing</li> <li>- Let’s Count On</li> <li>- Act it out Stories</li> <li>- Manipulative Stories</li> </ul> </li> </ul>
<p>M.AAS.1.3 Demonstrate “putting together” two sets of objects to solve the problem.</p>	<ul style="list-style-type: none"> <li>• Song: Addition; A Nice Addition;</li> <li>• Make and Count Groups</li> <li>• Act Out Addition</li> <li>• Add Groups</li> </ul>	
<p>M.AAS.1.5 Use manipulatives or visual representations to indicate the number that results when adding one more. Apply knowledge of “one less” to subtract one from a number.</p>	<ul style="list-style-type: none"> <li>• Songs: Counting On; Counting Backward</li> <li>• Book: A Space Adventure</li> <li>• Count On</li> <li>• Count On by 1</li> <li>• Counting Back</li> </ul>	<ul style="list-style-type: none"> <li>• Count Down Chart.pdf: Use this chart, along with cubes, to help visualize the concept of counting down.</li> </ul>
<p>M.AAS.1.6 Add and subtract numbers 1 to 15 using objects, pictures, and fingers.</p>	<ul style="list-style-type: none"> <li>• Songs: A Nice Addition; Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>- Addition Cubes</li> <li>- Addition Stories</li> <li>- Going Fishing</li> <li>- Let’s Count On</li> <li>- Act it out Stories</li> <li>- Manipulative Stories</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations and Algebraic Thinking <i>continued</i></b>		
M.AAS.1.7 Given three related whole numbers, construct a number sentence that is true, in relation to addition and subtraction.	<ul style="list-style-type: none"> <li>• Song: Fact Families</li> <li>• Book: Facts About Families</li> <li>• Addition and Subtraction Fact Families</li> </ul>	<ul style="list-style-type: none"> <li>• Fact Families.pdf: Complete each fact family using the three number under the baskets.</li> </ul>
M.AAS.1.9 Using vocalization, sign language, augmentative communication, or assistive technology, duplicate, extend, and create simple patterns using concrete objects.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns.pdf: Draw the next shape to continue a pattern.                             <ul style="list-style-type: none"> <li>- Pattern Cards.pdf: Manipulative cards to make patterns with circles, triangles, squares, and rectangles.</li> </ul> </li> </ul>
<b>Operations with Numbers: Base Ten</b>		
M.AAS.1.10 Count forward to 30 by ones, starting with any number less than 30. Recognize numerals 0 through 15 as written. When given a numeral 0 to 15, represent the numeral with objects.	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Math Books</li> <li>• Number Instruction</li> <li>• Match Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Count forward.pdf: Count forward beginning from a given number within the known sequence.                             <ul style="list-style-type: none"> <li>- Let's Count On</li> <li>- Toss and Count</li> <li>- Count On by 1</li> <li>- Write numbers 0-20.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral.</li> <li>- Numbers Practice: 1-20</li> <li>- Numbers 1-5</li> <li>- Add groups</li> <li>- Count on by 1</li> <li>- Number Writing Practice: 0-20</li> </ul> </li> </ul>
M.AAS.1.11 Recognize and create sets of ten (limit to three sets).	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Make and Count Groups</li> <li>• Number Practice</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations with Numbers: Base Ten <i>continued</i></b>		
<p>M.AAS.1.12 Using vocalization, sign language, augmentative communication, or assistive technology, compare two groups of 10 or fewer items using appropriate vocabulary (e.g., more, less, equal) when the number of items in each group is similar.</p>	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Greater, less, or equal.pdf: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.                             <ul style="list-style-type: none"> <li>- Beans and More</li> <li>- More Than Buttons</li> <li>- Short Names, Long Names</li> <li>- Noodle Necklaces</li> <li>- Groups Do Count!</li> <li>- More Than, Fewer Than, Equal</li> <li>- Which Has More?</li> <li>- Fewer Than</li> <li>- More or Fewer</li> <li>- Greater or Less</li> <li>- More Than/Fewer Than Flashcard Sets</li> </ul> </li> </ul>
<p>M.AAS.1.13 Compose and decompose numbers from 1 to 15 into one ten and ones using objects, drawings, or pictures.</p>	<ul style="list-style-type: none"> <li>• Song: Place Value</li> <li>• Place Value of 2-digit Numbers</li> <li>• Add with Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• 11-19 broken down.pdf: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.                             <ul style="list-style-type: none"> <li>- Toss It</li> <li>- Make a Number</li> <li>- Numbers Flashcards</li> <li>- Numbers 10-19</li> <li>- More Numbers 10-19</li> </ul> </li> </ul>
<b>Data Analysis</b>		
<p>M.AAS.1.16 Sort objects or pictures into common categories (e.g., shapes, pets, fruits; limited to two categories and a combined total of 15 objects/pictures for the categories).</p>	<ul style="list-style-type: none"> <li>• Song: All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: Sorting</li> <li>• Sorting into groups.pdf: Practice sorting groups.</li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement</b>		
<p>M.AAS.1.17 Compare and determine lengths of objects using non-standard units of measurements (real or pictures) in terms of longer/shorter and taller/shorter.</p>	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> <li>• Nonstandard Unit of Length</li> </ul>	<ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>- Measures of Me</li> <li>- Measure a Handful</li> <li>- Estimating Length</li> <li>- A Fruit and Vegetable</li> <li>- Measure Up!</li> <li>- Inches/Centimeters Rulers</li> </ul> </li> </ul>
<p>M.AAS.1.19 Demonstrate an understanding of the concept of time using words such as yesterday, today, tomorrow, morning, afternoon, day, and night; identify activities that come before, next, and after on a daily schedule using a clock limited to time in hours.</p>	<ul style="list-style-type: none"> <li>• Book: Mr. Romano's Secret: A Time Story; How Long Is a Minute?</li> <li>• Today</li> <li>• Yesterday/Tomorrow</li> </ul>	
<p>M.AAS.1.20 Using vocalization, sign language, augmentative communication, or assistive technology, identify U.S. coins by name (e.g., penny &amp; dime).</p>	<ul style="list-style-type: none"> <li>• Songs: Money; Save Your Pennies</li> <li>• Book: Bugs For Sale</li> <li>• Coin Identification</li> <li>• Quarters</li> </ul>	
<b>Geometry</b>		
<p>M.AAS.1.21 Determine similarities and differences among shapes of the same size or different sizes and orientations (limited to circle, square, rectangle, and triangle).</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides</li> <li>• Simple Shapes</li> <li>• Congruence</li> <li>• Similar Figures</li> </ul>	<ul style="list-style-type: none"> <li>• 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).                             <ul style="list-style-type: none"> <li>- Comparing Shapes</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Geometry <i>continued</i></b>		
M.AAS.1.22 Sort shapes of the same size and orientation (limited to circle, square, rectangle, and triangle).	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes; All Sorts of Laundry</li> <li>• Book: Buttons, Buttons</li> <li>• Simple Shapes</li> <li>• Sort</li> </ul>	
M.AAS.1.23 Put together two equal size pieces to make a shape that relates to a whole (e.g., two semicircles to make a circle, two squares to make a rectangle).	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Form larger shapes.pdf: Compose simple shapes to form larger shapes.                             <ul style="list-style-type: none"> <li>- Combining Shapes</li> </ul> </li> </ul>
<b>GRADE 2</b>		
<b>Operations and Algebraic Thinking</b>		
M.AAS.2.2 Represent addition as “add to/put together” and subtraction as “take from/take apart” with objects, drawings, fingers, or sounds (within 30).	<ul style="list-style-type: none"> <li>• Songs: A Nice Addition; Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>- Addition Cubes</li> <li>- Addition Stories</li> <li>- Going Fishing</li> <li>- Let’s Count On</li> <li>- Act it out Stories</li> <li>- Manipulative Stories</li> </ul> </li> </ul>
M.AAS.2.3 Equally distribute even numbers of up to 20 objects between two groups.	<ul style="list-style-type: none"> <li>• Song: Odd Todd and Even Steven</li> <li>• Book: Half for You and Half for Me</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Odd and even recognition.pdf: Determine whether a group of objects (up to 20) has an odd or even number of members.                             <ul style="list-style-type: none"> <li>- Missing Patterns</li> <li>- Counting by 2s</li> <li>- What’s My Number?</li> </ul> </li> </ul>
M.AAS.2.4 Use repeated addition to find the sum of objects arranged in equal groups up to 10.	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Multiply Using Repeated Addition</li> <li>• Multiply Using Arrays</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations and Algebraic Thinking <i>continued</i></b>		
M.AAS.2.5 Using vocalization, sign language, augmentative communication, or assistive technology, duplicate, extend, create, and describe simple patterns using concrete objects.	<ul style="list-style-type: none"> <li>• Song: Train Station Patterns</li> <li>• Patterns</li> <li>• Pattern: AB; ABB; ABC</li> <li>• Logic Game</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns.pdf: Draw the next shape to continue a pattern.</li> <li>• Pattern Cards.pdf: Manipulative cards to make patterns with circles, triangles, squares, and rectangles.</li> </ul>
<b>Operations with Numbers: Base Ten</b>		
M.AAS.2.6 Recognize and represent numbers up to 30 with sets of tens and ones (objects, columns, arrays).	<ul style="list-style-type: none"> <li>• Song: Place Value</li> <li>• Place Value</li> </ul>	<ul style="list-style-type: none"> <li>• Tens as a bundle of ones.pdf: 10 can be thought of as a bundle of ten ones—called a “ten.”                             <ul style="list-style-type: none"> <li>- Popsicles to Ten</li> </ul> </li> </ul>
M.AAS.2.7 Using vocalization, sign language, augmentative communication, or assistive technology, count and recognize numerals 0 to 50 by ones. When given a numeral 0 to 25, name the next two numbers in a three-item sequence.	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Number Recognition and Sense</li> <li>• Number Sequences and Patterns</li> <li>• Number Patterns</li> </ul>	
M.AAS.2.9 Using vocalization, sign language, augmentative communication, or assistive technology, compare sets of objects and numbers using appropriate vocabulary (greater than, less than, equal to; limited to thirty objects in a group).	<ul style="list-style-type: none"> <li>• Book: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Greater, less, or equal.pdf: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.                             <ul style="list-style-type: none"> <li>- Beans and More</li> <li>- More Than Buttons</li> <li>- Short Names, Long Names</li> <li>- Noodle Necklaces</li> <li>- Groups Do Count!</li> <li>- More Than, Fewer Than, Equal</li> <li>- Which Has More?</li> <li>- Fewer Than</li> <li>- More or Fewer</li> <li>- Greater or Less</li> <li>- More Than/Fewer Than Flashcard Sets</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Operations with Numbers: Base Ten <i>continued</i></b>		
<p>M.AAS.2.10 Using vocalization, sign language, augmentative communication, or assistive technology, identify the meaning of the + sign (add, plus, put together) and the - sign (subtract, take away, take from) and the = sign (equal, the same as); compose and decompose numbers up to 20 using objects, pictures, drawings, or numbers.</p>	<ul style="list-style-type: none"> <li>• Songs: On the Bayou; Subtract Those Cars; Bakery Subtraction</li> <li>• Greater Than, Less Than</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Minuends</li> </ul>	<ul style="list-style-type: none"> <li>• Equal sign.pdf: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.                             <ul style="list-style-type: none"> <li>- Show Me!</li> <li>- Tricky Total</li> <li>- Domino Addition</li> <li>- Domino Subtraction</li> <li>- Playground Fact Snake</li> </ul> </li> <li>• Tens and ones.pdf: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.                             <ul style="list-style-type: none"> <li>- Place Value 11-19</li> </ul> </li> </ul>
<b>Data Analysis</b>		
<p>M.AAS.2.16 Using vocalization, sign language, augmentative communication, or assistive technology, use a graph, limited to 2 categories, to answer more/less, most/least, or equal to questions (a combined total of no more than 30 objects/pictures shown for the 2 categories).</p>	<ul style="list-style-type: none"> <li>• Songs: Tallying; Graphing</li> <li>• Books: Painting by Number; One More Cat</li> <li>• Tally Marks</li> <li>• Graphs</li> <li>• Make a Table</li> </ul>	<ul style="list-style-type: none"> <li>• Data Categorization.pdf: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.                             <ul style="list-style-type: none"> <li>- Ice-Cream Sundae</li> <li>- Make A Real Object Graph</li> <li>- Make a Weather Bar Graph</li> <li>- Weather Flashcards</li> <li>- Our Favorite Foods</li> <li>- Make a Graph</li> <li>- Make a table</li> <li>- How Many?</li> <li>- Bugs!</li> <li>- Use Graphs and Tables</li> <li>- How Big Is Your Family?</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement</b>		
<p>M.AAS.2.17 Using vocalization, sign language, augmentative communication, or assistive technology, identify standard tools associated with measurement (clock, ruler, scale, measuring cup); measure the lengths of objects using nonstandard units (e.g., hands, paper clips).</p>	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Book: Birds at My House</li> <li>• Length</li> <li>• Weight</li> <li>• Capacity</li> <li>• Measurement Tools</li> <li>• Standard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement tools.pdf: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.                             <ul style="list-style-type: none"> <li>- Ready, Set, Measure</li> <li>- Treasure Hunt</li> <li>- Centimeter Ruler</li> <li>- Inch Ruler</li> <li>- Let's Measure in Centimeters!</li> <li>- Let's Measure in Inches!</li> </ul> </li> </ul>
<p>M.AAS.2.19 Order three objects by length (long/longer/longest; short/shorter/shortest).</p>	<ul style="list-style-type: none"> <li>• Length</li> <li>• Measurement Tools</li> <li>• Standard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Order by length.pdf: Order three objects by length; compare the lengths of two objects indirectly by using a third object.                             <ul style="list-style-type: none"> <li>- Estimating Length</li> <li>- A Fruit and Vegetable Measure</li> </ul> </li> </ul>
<p>M.AAS.2.21 Increase or decrease length by adding or subtracting nonstandard unit(s).</p>	<ul style="list-style-type: none"> <li>• Nonstandard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement tools.pdf: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.                             <ul style="list-style-type: none"> <li>- Ready, Set, Measure</li> <li>- Treasure Hunt</li> <li>- Centimeter Ruler</li> <li>- Inch Ruler</li> <li>- Let's Measure in Centimeters!</li> <li>- Let's Measure in Inches!</li> </ul> </li> </ul>
<p>M.AAS.2.22 Represent whole-number sums within 20 using a number line.</p>	<ul style="list-style-type: none"> <li>• Number Line</li> </ul>	
<p>M.AAS.2.23 Using vocalization, sign language, augmentative communication, or assistive technology, identify the time that matches a routine activity using a clock (limited to hour).</p>	<ul style="list-style-type: none"> <li>• Songs: Telling Time; Clock Hands</li> <li>• Tell Time</li> <li>• Tell Time to the Hour</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Measurement <i>continued</i></b>		
<p>M.AAS.2.24 Using vocalization, sign language, augmentative communication, or assistive technology, identify and demonstrate knowledge that money has value; limited to penny = 1 cent, nickel = 5 cents, dime = 10 cents.</p>	<ul style="list-style-type: none"> <li>• Songs: Money; Save Your Pennies</li> <li>• Coin Identification</li> <li>• Coin Value</li> <li>• Count Dimes, Nickels, and Pennies</li> <li>• Count Nickels and Pennies or Dimes and Pennies</li> </ul>	
<b>Geometry</b>		
<p>M.AAS.2.25 Using vocalization, sign language, augmentative communication, or assistive technology, identify two-dimensional shapes (limited to square, circle, triangle, and rectangle).</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Marmot Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size.                             <ul style="list-style-type: none"> <li>- Shapes Scavenger Hunt</li> <li>- Shapes and Positioning</li> <li>- Shapes Flashcards</li> </ul> </li> </ul>
<p>M.AAS.2.27 Using vocalization, sign language, augmentative communication, or assistive technology, identify half as being two equal parts of a shape (limited to circle, square, rectangle, and triangle).</p>	<ul style="list-style-type: none"> <li>• Books: Halves and Fourths and Thirds; Half for You and Half for Me</li> <li>• Equal-part Fractions</li> <li>• Label Parts of Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>- Make It Equal</li> <li>- Fraction Friends</li> <li>- Fraction Train</li> <li>- Halves, Thirds, Fourths</li> <li>- Equal Parts</li> </ul> </li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE</b>		
<b>KINDERGARTEN</b>		
<b>Motion and Stability: Forces and Interactions</b>		
SCI.AAS.K.1- Investigate ways to move different objects to include pushing, pulling, and colliding objects.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: How It Works</li> </ul>
SCI.AAS.K.2- Observe the movement of objects in a variety of real-world environments.	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario's Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: How It Works</li> </ul>
<b>Ecosystems: Interactions, Energy, and Dynamics</b>		
SCI.AAS.K.3- Sort a group of items based on whether the items are living or nonliving.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving;</li> <li>• Sort</li> <li>• Science Investigation</li> <li>• Living or Nonliving</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Spiders</li> <li>• Worms</li> <li>• Plants</li> <li>• Plant or Animal</li> <li>• Rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: Living Things</li> </ul>
SCI.AAS.K.4- Observe and/or identify ways plants and animals alter their environment to live.	<ul style="list-style-type: none"> <li>• Books: Turtle's Pond; Winter Snoozers; Birds at my House; The Old Maple Tree</li> </ul>	
SCI.AAS.K.5- Participate in the construction and/or care of a model habitat of plants and animals native to Alabama.	<ul style="list-style-type: none"> <li>• Plant Experiment</li> <li>• Plants Need Water</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Water for Plants</li> <li>• Learning Together: Green and Growing</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Ecosystems: Interactions, Energy, and Dynamics <i>continued</i></b>		
SCI.AAS.K.6- Classify human activities as harmful or helpful to the environment.	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap</li> <li>• Pollution and Recycling</li> <li>• Care of Water</li> <li>• Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Recycling</li> <li>• Learning Together: Our Earth</li> </ul>
<b>Earth's Systems</b>		
SCI.AAS.K.7- Give examples of the sun's effects on the Earth (limited to heat and light).	<ul style="list-style-type: none"> <li>• Songs: Plants Are Growing; Sun Blues</li> <li>• Sun</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Light for Plants</li> </ul>
SCI.AAS.K.8- Participate in the construction of a device to reduce the effects of sunlight.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
SCI.AAS.K.9- Participate in daily weather activities with common symbols (e.g., sun, cloud, rain, wind, snowflake).	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> </ul>	
<b>Earth and Human Activity</b>		
SCI.AAS.K.10- Associate seasons of the year with various weather conditions and identify how to prepare for certain conditions (e.g., tornados, floods, snow).	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather Patterns</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: Weather; The Weather Around Us</li> <li>• Weather Cards</li> </ul>



ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GRADE 1</b>		
<b>Waves and Their Applications in Technologies for Information Transfer</b>		
SCI.AAS.1.2- Recognize that light illuminates objects so they can be seen.	<ul style="list-style-type: none"> <li>• Light Properties</li> <li>• Properties of Light</li> </ul>	
SCI.AAS.1.3- Identify objects that are see through (transparent) and objects that are not see through (opaque).	<ul style="list-style-type: none"> <li>• Book: My Family Campout</li> <li>• Light Properties</li> <li>• Properties of Light</li> </ul>	
SCI.AAS.1.4- Participate in the construction of a device and/or activities that use light or sound.	<ul style="list-style-type: none"> <li>• Song: Sound</li> <li>• Books: My Family Campout; What Sounds Say</li> <li>• Light Properties</li> <li>• Properties of Light</li> <li>• Sound Waves</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Sound</li> </ul>
<b>From Molecules to Organisms: Structures and Processes</b>		
SCI.AAS.1.5- Match an environmental situation with an appropriate human action (e.g., wearing a jacket when it is cold; animals growing a thick coat during the winter; wearing protective gear like a turtle has a shell).	<ul style="list-style-type: none"> <li>• Songs: Precipitation; Sun Blues</li> <li>• Book: Whatever the Weather</li> <li>• Weather Affects People and Animals</li> </ul>	
SCI.AAS.1.6- Identify ways parents and their babies communicate to help babies survive and grow.	<ul style="list-style-type: none"> <li>• Party Time</li> <li>• Where's Papa?</li> </ul>	
<b>Heredity: Inheritance and Variation of Traits</b>		
SCI.AAS.1.7-Identify similarities and differences between parents and offspring in animals.	<ul style="list-style-type: none"> <li>• Book: George and Jack</li> <li>• Build Knowledge: Mine</li> <li>• Traits of Living Things</li> <li>• Mammals</li> <li>• Amphibians</li> <li>• Animal Life Cycle and Growth</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Traits</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Earth's Place in the Universe</b>		
SCI.AAS.1.8- Identify major celestial objects (e.g., moon, sun, other stars) and when they can be seen in the sky.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; The Moon; What Is a Cloud?</li> <li>• Books: Moon Song; Star Pictures</li> <li>• Sun, Moon, and Earth</li> <li>• Sun</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: The Moon</li> <li>• Learning Together: The Sky Above Us</li> </ul>
SCI.AAS.1.9- Identify the four seasons of the year in Alabama using common representations.	<ul style="list-style-type: none"> <li>• Song: Seasons</li> <li>• Books: That's What I Like: A Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	
<b>GRADE 2</b>		
<b>Matter and Its Interactions</b>		
SCI.AAS.2.1- Participate in investigations to describe and sort various substances according to physical properties.	<ul style="list-style-type: none"> <li>• Song: Matter</li> <li>• Solids, Liquids, and Gases</li> <li>• Density</li> </ul>	
SCI.AAS.2.2- Identify common materials and appropriate uses based on their physical properties (e.g., rubber bands stretch, sidewalks are hard, paper tears).	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Rocks</li> </ul>	
SCI.AAS.2.3 Participate in building then disassembling structures to make new structures.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
SCI.AAS.2.4- Predict changes to matter, reversible and irreversible, that may occur when matter is heated or cooled (e.g., heating or freezing water, boiling an egg, baking a cake).	<ul style="list-style-type: none"> <li>• Books: Pancakes Matter; Warm Soup for Dedushka</li> <li>• Changes in Matter</li> <li>• Movement of Heat</li> </ul>	

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Ecosystems: Interactions, Energy, and Dynamics</b>		
<p>SCI.AAS.2.5- Participate in investigations of the growth needs of plants (e.g., water, light, soil, air) over a period of time.</p>	<ul style="list-style-type: none"> <li>• Song: Plants Are Growing</li> <li>• Book: A Seed Grows</li> <li>• Sun</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Light for Plants</li> </ul>
<p>SCI.AAS.2.6- Recognize that most plants produce seeds and the seeds can be transferred by animals to cause new plants to be planted in other areas.</p>	<ul style="list-style-type: none"> <li>• Book: A Seed Grows</li> </ul>	
<p>SCI.AAS.2.7- Participate in activities that show many different living things in different environments.</p>	<ul style="list-style-type: none"> <li>• Book: Your Backyard</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Oceans</li> <li>• Rainforests</li> <li>• Prairies</li> <li>• Environments: Mammals; Birds; Insects; Amphibians; Fish; Worms; Spiders; Reptiles; Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: Places on Earth</li> </ul>
<b>Earth's Systems</b>		
<p>SCI.AAS.2.8- Participate in multimedia activities (i.e., reading and video) that show Earth events happening over the short term or long term (e.g., volcano, earthquake, erosion, glacier).</p>	<ul style="list-style-type: none"> <li>• Songs: The Four Seasons; Rock Cycle</li> <li>• Books: That's What I Like: A Book About Seasons; Whatever the Weather; Fossils Under Our Feet</li> <li>• Rock Cycle</li> <li>• Fossils</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• More to Explore Experiment: Rocks</li> </ul>
<p>SCI.AAS.2.9- Identify physical features of Earth (e.g., mountain, valley, river, lake).</p>	<ul style="list-style-type: none"> <li>• Song: Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Oceans</li> <li>• Mountains</li> <li>• Deserts</li> <li>• Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Together: Our Earth</li> </ul>

ALABAMA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Earth's Systems continued</i>		
SCI.AAS.2.10- Identify places water is found on Earth as a liquid (e.g., river, lake, ocean) and as a solid (ice/glacier).	<ul style="list-style-type: none"> <li>• Songs: Water; Precipitation; Water Is All Around</li> <li>• Water Sources</li> <li>• Water</li> <li>• Water Cycle</li> <li>• Care of Water</li> <li>• Oceans</li> </ul>	
<i>Earth and Human Activity</i>		
SCI.AAS.2.11- Participate in activities that model changes caused by Earth's events.		<ul style="list-style-type: none"> <li>• Where Does Soil Come From.pdf: Draw how rocks erode and make soil.</li> </ul>

# WATERFORD *Books and Related Activities*

## PRE-MATH & SCIENCE

### Math Books

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

### Science Books

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

### Counting Songs

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

## Number Songs

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

## BASIC MATH & SCIENCE

### Math & Science Books

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

## FLUENT MATH & SCIENCE

### Math & Science Books

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



## SUPPORT

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

## 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.

# WATERFORD *Family Engagement Resources*

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

## SONGS

### Beginning Math Songs

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

### Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (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](https://www.youtube.com/channel/UC...).

## WEEKLY HOMELINK NEWSLETTERS

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

## MATH HOMELINK NEWSLETTERS

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

## SCIENCE HOMELINK NEWSLETTERS

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

## READING HOMELINK NEWSLETTERS

### Alphabet Knowledge

### Comprehension and Vocabulary

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

### Readiness Skills Letters

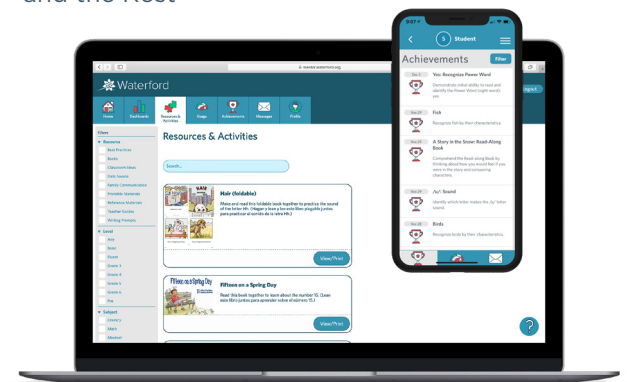
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

### Phonological Awareness Letters

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

## WATERFORD 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.*



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