

CURRICULUM *Correlation*

*Waterford Reading
Academy:
Math & Science*

100%

*Oregon
Mathematics
Standards and
Science Standards
2022*

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OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
MATHEMATICS		
KINDERGARTEN		
Algebraic Reasoning: Operations (K.OA)		
K.OA.A Understand addition and subtraction.		
<p>K.OA.A.1 Represent addition as putting together and adding to and subtraction as taking apart and taking from using objects, drawings, physical expressions, numbers or equations.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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"> - Addition Cubes - Addition Stories - Going Fishing - Let's Count On - Act it out Stories - Manipulative Stories
<p>K.OA.A.2 Add and subtract within 10. Model authentic contexts and solve problems that use addition and subtraction within 10.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Addition and subtraction word problems.pdf: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. <ul style="list-style-type: none"> - Additions Stories - Act It Out Stories - Manipulative Stories - Edible Stories - One, Two, Three, Show - Circus Subtraction - Partner Subtraction - Farmer's Market - Green and Speckled Frogs - Cars and Trucks Subtraction - Yummy Subtraction - Act Out Addition - Act Out Subtraction

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.OA.A Understand addition and subtraction <i>continued</i>.		
K.OA.A.3 Using objects or drawings, and equations, decompose numbers less than or equal to 10 into pairs in more than one way.	<ul style="list-style-type: none"> • Make and Count Groups • Add Groups • Subtract Groups • Act Out Subtraction 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Addition Cubes - Fact Families
K.OA.A.4 By using objects, drawings, or equations, find the unknown number that makes 10 when added to a given number from 1 - 9.	<ul style="list-style-type: none"> • Make 10 • Missing Addends • Count On • Act Out Addition 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - How Many More?
K.OA.A.5 Fluently add and subtract within 5 with accurate, efficient, and flexible strategies.	<ul style="list-style-type: none"> • 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 	
Numeric Reasoning: Counting and Cardinality (K.NCC)		
K.NCC.A Know number names and the count sequence.		
K.NCC.A.1 Orally count to 100 by ones and by tens in sequential order.	<ul style="list-style-type: none"> • Number Songs • Counting Songs • Number Counting • Number Instruction • Skip Counting 	<ul style="list-style-type: none"> • Count to 100 by ones and tens.pdf: Count to 100 by ones and tens. <ul style="list-style-type: none"> - Missing Numbers - Count On By 1 - Numbers 1-5 - Numbers 6-10 - Math Newsletters - Count By 10s - Numbers 60-69 - I Can Count to 100

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.NCC.A Know number names and the count sequence <i>continued</i>.		
K.NCC.A.2 Count forward beginning from a given number within 100 of a known sequence.	<ul style="list-style-type: none"> • Count On • Counting Songs • Counting Puzzle • Dot-to-Dot 	<ul style="list-style-type: none"> • Count forward.pdf: Count forward beginning with a given number within the known sequence. <ul style="list-style-type: none"> - Let's Count On - Toss and Count - Count On by 1 - Math Newsletter: Count On
K.NCC.A.3 Identify number names, write numbers, and the count sequence from 0-20. Represent a number of objects with a written number 0-20.	<ul style="list-style-type: none"> • Math Books • Counting Songs • Number Songs • Number Counting • Number Instruction 	<ul style="list-style-type: none"> • Write numbers 0-20.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral. <ul style="list-style-type: none"> - Numbers Practice: 1-20 - Numbers 1-5 - Add groups - Count on by 1 - Number Writing Practice: 0-20
K.NCC.B Count to tell the number of objects		
K.NCC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Number Counting • Order Numbers • One-to-one Correspondence • Make and Count Groups • Number Instruction 	<ul style="list-style-type: none"> • Object Counting Basics.pdf: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. <ul style="list-style-type: none"> - Number Walk
K.NCC.B.5 Count to answer “how many?” questions using up to 20 objects arranged in a variety of configurations or as 10 objects in a scattered configuration. Given a number from 1-20, count out that many objects.	<ul style="list-style-type: none"> • Counting Songs • Number Songs • Make and Count Groups • Number Counting • Number Instruction • Numbers Review • One-to-one Correspondence 	<ul style="list-style-type: none"> • How many?.pdf: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. <ul style="list-style-type: none"> - Hoop Addition

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K.NCC.C Compare numbers.		
<p>K.NCC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Greater, less, or equal.pdf: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <ul style="list-style-type: none"> - Beans and More - More Than Buttons - Short Names, Long Names - Noodle Necklaces - Groups Do Count! - More Than, Fewer Than, Equal - Which Has More? - Fewer Than
<p>K.NCC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<ul style="list-style-type: none"> • Song: Greater Than, Less Than • Book: For the Birds • Greater Than, Less Than • More Than, Fewer Than • More Than • Fewer Than 	<ul style="list-style-type: none"> • Compare two numbers.pdf: Compare two numbers between 1 and 10 presented as written numerals. <ul style="list-style-type: none"> - More or Less Spinner - Catch Me If You Can! - Greater or Less - Less or Greater
Numeric Reasoning: Base Ten Arithmetic (K.NBT)		
K.NBT.A Work with numbers 11-19 to gain foundations for place value.		
<p>K.NBT.A.1 Compose and decompose from 11 to 19 into groups of ten ones and some further ones using objects, drawings, or equations.</p>	<ul style="list-style-type: none"> • Place Value 	<ul style="list-style-type: none"> • Tens and ones.pdf: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. <ul style="list-style-type: none"> - Place Value 11-19

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometric Reasoning and Measurement (K.GM)		
K.GM.A Identify and describe shapes.		
<p>K.GM.A.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects in their environment.</p>	<ul style="list-style-type: none"> • Songs: Position Cat; Kites; Get Over the Bugs; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes; Up In the Air • Position • Over, Under, Above, Below • Inside, Outside, Between • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • World Shapes • Above, Below, Next to, On 	<ul style="list-style-type: none"> • Describing objects.pdf: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <ul style="list-style-type: none"> - Shapes Scavenger Hunt
<p>K.GM.A.2 Correctly name common two-dimensional and three-dimensional geometric shapes regardless of their orientations or overall size.</p>	<ul style="list-style-type: none"> • Songs: Kites; Shapes, Shapes, Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • Simple Shapes • Solid Shapes • World Shapes 	<ul style="list-style-type: none"> • Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size. <ul style="list-style-type: none"> - Shapes Scavenger Hunt - Shapes and Positioning - Shapes Flashcards
<p>K.GM.A.3 Identify shapes as two-dimensional or three-dimensional.</p>	<ul style="list-style-type: none"> • Solid Shapes • Space Shapes • Simple Shapes 	<ul style="list-style-type: none"> • Two-dimensional shapes.pdf: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). <ul style="list-style-type: none"> - Shapes and Positioning
K.GM.B Analyze, compare, create, and compose shapes.		
<p>K.GM.B.4 Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and attributes.</p>	<ul style="list-style-type: none"> • Song: Corners and Sides • Simple Shapes • Solid Shapes • Space Shapes • Congruence • Tangrams • Similar Figures 	<ul style="list-style-type: none"> • 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"> - Comparing Shapes

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
K.GM.B Analyze, compare, create, and compose shapes <i>continued</i>.		
K.GM.B.5 Represent shapes in the world by building shapes from components and drawing shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Model shapes.pdf: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. <ul style="list-style-type: none"> - Building Shapes
K.GM.B.6 Compose common shapes to form larger shapes.	<ul style="list-style-type: none"> • Geoboard • Tangrams 	<ul style="list-style-type: none"> • Form larger shapes.pdf: Compose simple shapes to form larger shapes. <ul style="list-style-type: none"> - Combining Shapes
K.GM.C Describe and compare measurable attributes.		
K.GM.C.7 Describe several measurable attributes of a single object using measurable terms, such as length or weight.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length 	<ul style="list-style-type: none"> • 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"> - Filling Table - Order It Up - Straw Rulers - Measuring Walk - Heavy or Light - Make A Balance - Measurable Attributes
K.GM.C.8 Directly compare two objects with a measurable attribute in common, and describe which object has “more” or “less” of the attribute.	<ul style="list-style-type: none"> • Songs: Savanna Size, Measuring Plants • Capacity • Length • Big and Little • Tall and Short • Heavy and Light • Size 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Filling Table - Order It Up - Straw Rulers - Measuring Walk - Heavy or Light - Make A Balance - Size Scavenger Hunt - Big and Little Sort - Boxes in a Line - Teddy Bear Line-Up - Magazine Sorting - Tall and Short

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Data Reasoning (K.DR)		
K.DR.A Pose investigative questions and collect/consider data.		
K.DR.A.1 Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by sorting and counting.		<ul style="list-style-type: none"> • Collect and Study Data.pdf: Ask a question. Then Collect, organize, and study the data to find an answer. • Classifying objects.pdf: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <ul style="list-style-type: none"> - Let's Sort - Sort
K.DR.B Analyze, represent, and interpret data.		
K.DR.B.2 Analyze data sets by counting the number of objects in each category and interpret results by classifying and sorting objects by count.	<ul style="list-style-type: none"> • Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Sort • Make and Count Groups 	<ul style="list-style-type: none"> • Classifying objects.pdf: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <ul style="list-style-type: none"> - Let's Sort - Sort
GRADE 1		
Algebraic Reasoning: Operations (1.OA)		
1.OA.A Represent and solve problems involving addition and subtraction.		
1.OA.A.1 Use addition and subtraction within 20 to solve and represent problems in authentic contexts involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	<ul style="list-style-type: none"> • Songs: Fact Families; Doubles • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship 	<ul style="list-style-type: none"> • Word problems using subtraction within 20.pdf: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. <ul style="list-style-type: none"> - Guess and Check - Model the Story
1.OA.A.2 Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings or equations.	<ul style="list-style-type: none"> • Add 3 One-digit Numbers 	<ul style="list-style-type: none"> • Word problems adding 3 numbers.pdf: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. <ul style="list-style-type: none"> - Draw a Picture

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.		
1.OA.B.3 Apply properties of operations as strategies to add and subtract.	<ul style="list-style-type: none"> • Addition and Subtraction Relationship • Addition and Subtraction Fact Families • Subtraction Patterns • Commutative Property of Addition 	<ul style="list-style-type: none"> • Strategies to add and subtract.pdf: Apply properties of operations as strategies to add and subtract. <ul style="list-style-type: none"> - Adding and Subtracting Bugs - Concentration - Related Facts
1.OA.B.4 Understand subtraction as an unknown-addend problem.	<ul style="list-style-type: none"> • Missing Addends • Subtraction Patterns • Addition and Subtraction Fact Families • Missing Addends 	<ul style="list-style-type: none"> • Understand subtraction as an unknown addend problem.pdf: Understand subtraction as an unknown-addend problem. Add and subtract within 20. <ul style="list-style-type: none"> - Write each subtraction problem as an addition problem and solve it.
1.OA.C Add and subtract within 20.		
1.OA.C.5 Relate counting to addition and subtraction.	<ul style="list-style-type: none"> • Song: Counting On • Books: Circus 20, Painting by Number; Jump Rope Rhymes • Skip Count by 2 • Count On • Make and Count Groups • Add Groups • Subtract Groups 	<ul style="list-style-type: none"> • Relate counting to addition and subtraction.pdf: Relate counting to addition and subtraction. <ul style="list-style-type: none"> - Skip Counting Chant - Jump Rope Counting - Related Facts - Count by 2s; 5s; 10s
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 with accurate, efficient, and flexible strategies.	<ul style="list-style-type: none"> • Songs: Fact Families; Counting On • Books: Facts about Families; Circus 20; Painting by Number • Addition and Subtraction Fact Families • Addition Sentences • Subtraction Sentences • Commutative Property of Addition • Addition and Subtraction Relationship • Missing Addends • Missing Minuends and Subtrahends • Add 3 One-digit Numbers • Subtraction Patterns 	<ul style="list-style-type: none"> • Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. <ul style="list-style-type: none"> - The Three Little Bears - Fact Family Bingo - A Graph of Fact Families - Bean Facts - Draw a Picture - Addition - Number Pyramid - Subtraction Sentences - Model the Story - Fact Families

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.OA.D Work with addition and subtraction equations.		
1.OA.D.7 Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.	<ul style="list-style-type: none"> • Song: Fact Families • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship • Commutative Property of Addition • Addition Sentences • Subtraction Sentences • Greater Than, Less Than • More Than, Fewer Than 	<ul style="list-style-type: none"> • 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"> - Show Me! - Tricky Total - Domino Addition - Domino Subtraction - Playground Fact Snake
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	<ul style="list-style-type: none"> • Addition Sentences • Subtraction Sentences • Addition and Subtraction Fact Families • Missing Addends • Missing Minuends and Subtrahends 	
Numeric Reasoning: Base Ten Arithmetic (1.NBT)		
1.NBT.A Extend the counting sequence.		
1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	<ul style="list-style-type: none"> • Song: Counting On • Count On • Number Chart 	<ul style="list-style-type: none"> • Count to 120.pdf: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. <ul style="list-style-type: none"> - Mystery Numbers - I Can Write Numbers to 99 - Numbers 20-29; 30-39; 40-49; 50-59; 60-69 - Counting to 89 - Counting Charts: - I Can Count to 50; 100; 99; 120
1.NBT.B Understand place value.		
1.NBT.B.2 Understand 10 as a bundle of ten ones and that the two digits of a two-digit number represent amounts of tens and ones.	<ul style="list-style-type: none"> • Song: Place Value • Place Value of 2-digit Numbers • Add with Manipulatives 	<ul style="list-style-type: none"> • Tens as a bundle of ones.pdf: 10 can be thought of as a bundle of ten ones—called a “ten.” <ul style="list-style-type: none"> - Popsicles to Ten

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.NBT.B Understand place value <i>continued</i>.		
<p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<ul style="list-style-type: none"> • Place Value • Greater Than, Less Than (2-digit Numbers) 	<ul style="list-style-type: none"> • 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 $<$. <ul style="list-style-type: none"> - More or Less Spinner - Catch Me if You Can! - What Are You Looking For? - Two-Pile Sort
1.NBT.C Use place value understanding and properties of operations to add and subtract.		
<p>1.NBT.C.4 Add within 100 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain why sometimes it is necessary to compose a ten.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Adding within 100.pdf: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <ul style="list-style-type: none"> - Drawing Tens - Beans, Beans, and More Beans - The Kingdom of Popsicle Stick-Filled Purses - Straws and Macaroni - Bean Addition - Newsletter - Adding Tens and Ones - Color Adds Up - Cookies and Milk! - Addition of Two-Digit Numbers - Addition and Subtraction of Large Numbers
<p>1.NBT.C.5 Without having to count, mentally find 10 more or 10 less than a given two-digit number and explain the reasoning used.</p>	<ul style="list-style-type: none"> • Song: Skip Counting • Book: Navajo Beads • Add • Subtract • Add Tens • Subtract Tens • Skip Count by 10 • Number Chart 	<ul style="list-style-type: none"> • Ten more or less.pdf: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <ul style="list-style-type: none"> - Ten-O - Toss It - Make a Number - Subtract 10 - Flashcards - Bingo - Addition of Tens

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.NBT.C Use place value understanding and properties of operations to add and subtract <i>continued</i> .		
<p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy and model used to a written method and explain the reasoning used.</p>	<ul style="list-style-type: none"> • Subtraction • Subtract Tens • Subtraction Patterns • Subtract • Place Value • Addition and Subtraction Relationship • Use Manipulatives 	<ul style="list-style-type: none"> • Subtracting in 10s.pdf: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90. <ul style="list-style-type: none"> - Ten-O - Bingo - Subtract Multiples of 10
Geometric Reasoning and Measurement (1.GM)		
1.GM.A Reason with shapes and their attributes.		
<p>1.GM.A.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and draw shapes to possess defining attributes.</p>	<ul style="list-style-type: none"> • Songs: Corners and Sides; Kites • Geoboard • Space Shapes 	<ul style="list-style-type: none"> • Attributes.pdf: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. <ul style="list-style-type: none"> - Sorting Shapes
<p>1.GM.A.2 Compose common two-dimensional shapes or three-dimensional shapes to create a composite shape, and create additional new shapes from composite shapes.</p>	<ul style="list-style-type: none"> • Song: Kites • Space Shapes • Geoboard • Tangrams 	
<p>1.GM.A.3 Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares.</p>	<ul style="list-style-type: none"> • Song: Fractions • Books: Halves and Fourths and Thirds; Half For You and Half For Me • Equal-part Fractions • Label Parts of Fractions 	<ul style="list-style-type: none"> • 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"> - Make It Equal - Fraction Friends - Fraction Train - Halves, Thirds, Fourths - Equal Parts

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1.GM.B Describe and compare measurable attributes.		
1.GM.B.4 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<ul style="list-style-type: none"> • Length • Nonstandard Units of Length 	<ul style="list-style-type: none"> • 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"> - Estimating Length - A Fruit and Vegetable Measure
1.GM.B.5 Express the length of an object as a whole number of non-standard length units, by laying multiple copies of a shorter object (the length unit) end to end.	<ul style="list-style-type: none"> • Length • Nonstandard Units of Length 	<ul style="list-style-type: none"> • 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"> - Measures of Me - Measure a Handful - Estimating Length - A Fruit and Vegetable - Measure Up! - Inches/Centimeters Rulers
1.GM.C Tell and write time.		
1.GM.C.6 Tell and write time in hours and half-hours using analog and digital clocks.	<ul style="list-style-type: none"> • Song: Clock Hands • Books: Mr. Romano’s Secret: A Time Story; How Long is a Minute? • Tell Time to the Hour • Tell Time to the Half-Hour 	<ul style="list-style-type: none"> • Hours and half-hours.pdf: Tell and write time in hours and half-hours using analog and digital clocks. <ul style="list-style-type: none"> - What Comes After, Before, Or Between? - Make Your Own Clock - Learning to Tell Time - Matching Time - What Numbers are Missing? - What Time Is It? - Time of Day - Clock flashcards

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Data Reasoning (1.DR)		
1.DR.A Pose investigative questions and collect/consider data.		
<p>1.DR.A.1 Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by representing data visually.</p>		<ul style="list-style-type: none"> • Data Categorization.pdf: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. <ul style="list-style-type: none"> - Ice-Cream Sundae - Make a Real Object Graph - Make a Weather Bar Graph - Our Favorite Foods
1.DR.B Analyze, represent, and interpret data.		
<p>1.DR.B.2 Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.</p>	<ul style="list-style-type: none"> • Songs: Tallying; Graphing • Books: Painting by Number; One More Cat; The Booneville Nine • Tally Marks • Graphs • Make a Table 	<ul style="list-style-type: none"> • Data Categorization.pdf: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. <ul style="list-style-type: none"> - Ice-Cream Sundae - Make a Real Object Graph - Make a Weather Bar Graph - Weather Flashcards - Our Favorite Foods - Make a Graph - Make a Table - How Many? - Bugs! - Use Graphs and Tables - How Big Is Your Family?

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 2		
Algebraic Reasoning: Operations (2.OA)		
2.OA.A Represent and solve problems involving addition and subtraction.		
<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step problems in authentic contexts by using drawings and equations with a symbol for the unknown.</p>	<ul style="list-style-type: none"> • Book: Painting by Number • Addition • Subtraction • Missing Addends and Subtrahends • Subtraction Sentences • Addition and Subtraction Facts 	<ul style="list-style-type: none"> • One- and two-step word problems within 100. pdf: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <ul style="list-style-type: none"> - Animal Math - Picture Problems - Color the Chart - Think About it Differently - Act it Out - Guess and Check
2.OA.B Add and subtract within 20.		
<p>2.OA.B.2 Fluently add and subtract within 20 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.</p>	<ul style="list-style-type: none"> • Songs: Fact Families; Doubles • Subtraction Patterns • Addition Facts to 20 • Place Value 	<ul style="list-style-type: none"> • Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. <ul style="list-style-type: none"> - The Three Little Bears - Fact Family Bingo - A Graph of Fact Families - Bean Facts - Draw a Picture - Addition - Number Pyramid - Subtraction Sentences - Model the Story - Fact Families

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.OA.C Work with equal groups of objects to gain foundations for multiplication.		
2.OA.C.3 Determine whether a group up to 20 objects has an odd or even number by pairing objects or counting them by 2s; record using drawings and equations including expressing an even number as a sum of two equal addends.	<ul style="list-style-type: none"> Song: Odd Todd and Even Steven Skip Count by 2 Addition Facts 	<ul style="list-style-type: none"> Odd and even recognition.pdf: Determine whether a group of objects (up to 20) has an odd or even number of members. <ul style="list-style-type: none"> Missing Patterns Counting by 2s What's My Number?
2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	<ul style="list-style-type: none"> Addition Multiply Using Repeated Addition Multiply Using Arrays 	
Numeric Reasoning: Base Ten Arithmetic (2.NBT)		
2.NBT.A Understand place value.		
2.NBT.A.1 Understand 100 as a bundle of ten tens and that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	<ul style="list-style-type: none"> Song: Place Value Place Value Place Value of 3-digit Numbers 	<ul style="list-style-type: none"> Thinking of 100 as a bundle of ten 10s.pdf: 100 can be thought of as a bundle of ten tens—called a “hundred.” <ul style="list-style-type: none"> The Kingdom of Popsicle Stick-Filled Purses
2.NBT.A.2 Count within 1000; skip-count by 5's, 10's, and 100's.	<ul style="list-style-type: none"> Song: Skip Counting Book: Jump Rope Rhymes Skip Count Skip Count by 10 Skip Count by 5 Number Sequences and Patterns 	<ul style="list-style-type: none"> Counting within 1000.pdf: Count within 1,000; skip-count by 5s, 10s, and 100s. <ul style="list-style-type: none"> 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.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	<ul style="list-style-type: none"> Sequences of 2-digit Numbers Sequences of 3-digit Numbers Number Chart Place Value 	<ul style="list-style-type: none"> Read and write numbers to 1000.pdf: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <ul style="list-style-type: none"> Cube Trails Race for a Flat High/Low Number Cube Throw Lucky Five

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.NBT.A Understand place value <i>continued</i>.		
<p>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<ul style="list-style-type: none"> • Greater Than, Less Than (3-digit Numbers) • Place Value of 3-digit Numbers 	<ul style="list-style-type: none"> • Less than, equal to, or greater than.pdf: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. <ul style="list-style-type: none"> - More or Less - The Hands Have It! - Larger or Smaller? - Comparing Number Cards - Number Cards - $<$, $>$, $=$ Cards - Greater Than, Less Than, Equal To
2.NBT.B Use place value understanding and properties of operations to add and subtract.		
<p>2.NBT.B.5 Fluently add & subtract within 100 using accurate, efficient, & flexible strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction Relationship • Commutative Properties of Addition • Addition • Subtraction • Add without Regrouping • Add with Regrouping • Subtract without regrouping • Subtract with Regrouping 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Addition of Two-Digit Numbers - Tic Tac Toe - Subtraction of Two-Digit Numbers
<p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations and describe how two different strategies result in the same sum.</p>	<ul style="list-style-type: none"> • Add Two-digit Numbers with Regrouping • Commutative Properties of Addition • Place Value 	<ul style="list-style-type: none"> • Adding four 2-digit numbers.pdf: Add up to four two-digit numbers using strategies based on place value and properties of operations. <ul style="list-style-type: none"> - Add Four Two-Digit Numbers

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.NBT.B Use place value understanding and properties of operations to add and subtract <i>continued.</i>		
<p>2.NBT.B.7 Add and subtract within 1000 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain why sometimes it is necessary to compose or decompose tens or hundreds.</p>	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction Relationship • Commutative Properties of Addition • Addition • Subtraction • Add without Regrouping • Add with Regrouping • Subtract without regrouping • Subtract with Regrouping • Act Out Addition • Act Out Subtraction 	<ul style="list-style-type: none"> • Add and subtract within 1000.pdf: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <ul style="list-style-type: none"> - Choose and Add - Mix and Match Addition - Expanded Subtraction - Subtracting Repeats - 999 - Prediction - Up and Away - Regrouping Treasure Hunt - Play Ball - Squirrel Facts
<p>2.NBT.B.8 Without having to count, mentally find 10 more or 10 less and 100 more or 100 less than a given three-digit number.</p>	<ul style="list-style-type: none"> • Skip Count • Place Value • Number Chart • Number Patterns 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Spin and Solve
<p>2.NBT.B.9 Explain why strategies to add and subtract work using properties of operations and the relationship between addition and subtraction.</p>	<ul style="list-style-type: none"> • Addition • Subtraction • Add with Regrouping Concept • Subtract with Regrouping Concept • Place Value • Number Line • Addition and Subtraction Relationship • Commutative Properties of Addition • Act Out Addition • Act Out Subtraction 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometric Reasoning and Measurement (2.GM)		
2.GM.A Reason with shapes and their attributes.		
2.GM.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	<ul style="list-style-type: none"> • Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites • Book: The Shape of Things • Space Shapes • World Shapes • Geoboard 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Making Shapes - Shapes Review
2.GM.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<ul style="list-style-type: none"> • Song: Fractions • Fractions of Regions 	
2.GM.A.3 Partition circles and rectangles into two, three, or four equal parts. Recognize that equal parts of identical wholes need not have the same shape.	<ul style="list-style-type: none"> • Song: Fractions • Books: Halves and Fourths and Thirds; The Fraction Twins • Fractions • Label Parts of Fractions • Fractions of Regions • Fractions of Groups 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Frenzied Fraction Fun - Fabulous Fractions
2.GM.B Measure and estimate lengths in standard units.		
2.GM.B.4 Measure the length of an object by selecting and using appropriate measurement tools.	<ul style="list-style-type: none"> • Song: Measuring Plants • Book: Birds at My House • Length • Measurement Tools • Standard Units of Length 	<ul style="list-style-type: none"> • Measurement tools.pdf: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <ul style="list-style-type: none"> - Ready, Set, Measure - Treasure Hunt - Centimeter Ruler - Inch Ruler - Let's Measure in Centimeters! - Let's Measure in Inches!
2.GM.B.5 Measure the length of an object using two different length units and describe how the measurements relate to the size of the unit chosen.	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Ready, Set, Measure

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.GM.B Measure and estimate lengths in standard units <i>continued</i>.		
2.GM.B.6 Estimate lengths using units of inches, feet, yards, centimeters, and meters.	<ul style="list-style-type: none"> • Song: Measuring Plants • Length • Standard Units of Length • Measurement Tools 	<ul style="list-style-type: none"> • Estimating lengths.pdf: Estimate lengths using units of inches, feet, centimeters, and meters. <ul style="list-style-type: none"> - Ready, Set, Measure - Treasure Hunt - Let's Measure in Centimeters! - Let's Measure in Inches! - Measuring Perimeter
2.GM.B.7 Measure two objects and determine the difference in their lengths in terms of a standard length unit.	<ul style="list-style-type: none"> • Length • Standard Units of Length 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Ready, Set, Measure - Treasure Hunt
2.GM.C Relate addition and subtraction to length.		
2.GM.C.8 Use addition and subtraction within 100 to solve problems in authentic contexts involving lengths that are given in the same units.	<ul style="list-style-type: none"> • Book: Yangshi's Perimeter • Addition • Subtraction • Length • Standard Units of Length 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Animal Math - Picture Problems - Color the Chart - Think About it Differently
2.GM.C.9 Represent whole number lengths on a number line diagram; use number lines to find sums and differences within 100.	<ul style="list-style-type: none"> • Number Line • Length 	
2.GM.D Work with time and money.		
2.GM.D.10 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Matching Clocks - Cartoon Captions - Time to 5 Minutes

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.GM.D Work with time and money <i>continued</i>.		
<p>2.GM.D.11 Solve problems in authentic contexts involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and c (cents) symbols appropriately.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Solve money word problems.pdf: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <ul style="list-style-type: none"> - Supermarket Hunt - Shopping for My Family - Money Combinations - Money Sums - Pizza Parlor - How Much Back? - Coin Count - Bills and Coins - Let's Count Coins - Money Addition - Change is Good! - Make 45¢
Data Reasoning (2.DR)		
2.DR.A Pose investigative questions and collect/consider data.		
<p>2.DR.A.1 Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by using measurements with whole-number units.</p>		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Measuring Inches - Ready, Set, Measure - Let's Measure in Centimeters! - Let's Measure in Inches!

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.DR.B Analyze, represent, and interpret data.		
<p>2.DR.B.2 Analyze data with a single-unit scale and interpret information presented to answer investigative questions.</p>	<ul style="list-style-type: none"> • Song: Graphing • Graphing • Bar Graphs • Picture Graphs • Use Graphs and Tables 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Questions and Answers - Library Book Survey - Playground Survey - Rock Collections - Use Graphs and Tables
SCIENCE		
KINDERGARTEN		
Earth & Space Science		
<p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. ^ [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</p>	<ul style="list-style-type: none"> • Songs: Seasons; Precipitation • Book: That’s What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Weather Patterns • Clouds • Spring • Summer • Fall • Winter 	<ul style="list-style-type: none"> • Learning Together: Weather; The Weather Around Us • Weather Cards

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Earth & Space Science continued</i>		
<p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. ^ [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.][Assessment Boundary: Assessment is limited to a single example of a plant or animal per item or task.]</p>	<ul style="list-style-type: none"> Books: Winter Snoozers; Birds at my House; The Old Maple Tree; Turtle’s Pond 	
<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.] [Assessment Boundary: Modeling is limited to describing the relationship and does not include patterns of structure and function to show how needs are met. Impact on the environment is beyond the standard.]</p>	<ul style="list-style-type: none"> Song: Four Ecosystems Book: Where in the World Would You Go Today? Oceans Mountains Deserts Rainforests Materials 	<ul style="list-style-type: none"> Learning Together: Our Earth

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Earth & Space Science continued</i>		
<p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*[^] [Clarification Statement: Emphasis is on local forms of severe weather and preparation efforts to respond to weather events that sometimes happen more often in some regions or locations.][Assessment Boundary: Assessment focuses on a particular region at a particular time to describe weather and notice patterns, including severe weather events.]</p>	<ul style="list-style-type: none"> • Songs: Precipitation; Storms • Book: Whatever the Weather • Weather Tools • Calendar/Graph Weather 	
<p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [^] [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.][Assessment Boundary: Assessment focuses on the ability to choose solutions and communicate ways to reduce the impact(s) on land, water, and air, and other living things. Communication can be written, oral, drawings, modeling, or other ways that are comprehensible to others.]</p>	<ul style="list-style-type: none"> • Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth 	<ul style="list-style-type: none"> • More to Explore Experiment: Recycling • Learning Together: Our Earth

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Engineering Design		
<p>K-2-ETS1-1. 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. [Clarification Statement: Identifying a problem or need is necessary before designing a solution. For example, students can describe desired features or tools to solve a simple problem.][Assessment Boundary: Assessment does not include information regarding constraints (restraints or limitations).</p>	<ul style="list-style-type: none"> • Song: Inventing • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Inventions 	<ul style="list-style-type: none"> • More to Explore Experiment: Recycling; Simple Machines
<p>K-2-ETS1-2. 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. [Clarification Statement: Solutions or designs can be addressed in stages before describing the overall plan or design.][Assessment Boundary: Assessment is limited to the development of a single, simple solution illustrated by a sketch, drawing, or physical model.]</p>	<ul style="list-style-type: none"> • Books: How Did the Chicken Cross the Road?; Inventions All Around • Simple Machines 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Engineering Design <i>continued</i>		
<p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. [Clarification Statement: Observations and measurements are collected and information is displayed to compare the performance of two objects. Students test solutions and collect data to identify the strengths and weaknesses of each object. Objects could feature shape, thickness, strength, speed, etc.][Assessment Boundary: Assessment is limited to sharing observations about the strengths and weaknesses of the analyzed data. Students will not be asked to propose an improved design based on the analyzed data.]</p>	<ul style="list-style-type: none"> • Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment 	<ul style="list-style-type: none"> • More to Explore Experiment: Evaporation
Life Science		
<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.] [Assessment Boundary: Assessment is limited to patterns of light, food, or water as sources of matter and energy needed for growth. The process of photosynthesis is beyond the standard at this grade level.]</p>	<ul style="list-style-type: none"> • Songs: Water; Food From Plants • Books: Mela’s Water Pot; Everybody Needs to Eat • Sun • Plants • Water • Plants and Animals Need Air • Healthy Plants’ Needs 	<ul style="list-style-type: none"> • More to Explore Experiment: Water for Plants • Learning Together: Green and Growing

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Physical Science		
<p>K-PS2-1. 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. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Book: Mr. Mario’s Neighborhood • Push and Pull 	<ul style="list-style-type: none"> • Learning Together: How It Works
<p>K-PS2-2. 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.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]</p>	<ul style="list-style-type: none"> • Song: Push and Pull • Push and Pull 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Physical Science <i>continued</i>		
<p>K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. ^ [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]</p>	<ul style="list-style-type: none"> • Songs: Water; Plants Are Growing; Sun Blues • Sun • Water • Rocks 	
<p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*^ [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.][Assessment Boundary: Assessment does not include information about how light travels or mechanisms of solar radiation.]</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> • Sun and Shade Pictures
GRADE 1		
Earth & Space Science		
<p>1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</p>	<ul style="list-style-type: none"> • Songs: The Moon; Sun Blues • Books: Moon Song; Star Pictures; My Family Campout • Sun • Moon • Constellations 	<ul style="list-style-type: none"> • More to Explore Experiment: The Moon • Learning Together: The Sky Above Us

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Earth & Space Science continued</i>		
<p>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</p>	<ul style="list-style-type: none"> • Sun • Spring • Summer • Fall • Winter 	
<i>Engineering Design</i>		
<p>K-2-ETS1-1. 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. [Clarification Statement: Identifying a problem or need is necessary before designing a solution. For example, students can describe desired features or tools to solve a simple problem.][Assessment Boundary: Assessment does not include information regarding constraints (restraints or limitations).]</p>	<ul style="list-style-type: none"> • Song: Inventing • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Inventions 	<ul style="list-style-type: none"> • More to Explore Experiment: Recycling; Simple Machines

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Engineering Design continued</i>		
<p>K-2-ETS1-2. 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. [Clarification Statement: Solutions or designs can be addressed in stages before describing the overall plan or design.][Assessment Boundary: Assessment is limited to the development of a single, simple solution illustrated by a sketch, drawing, or physical model.]</p>	<ul style="list-style-type: none"> • Books: How Did the Chicken Cross the Road?; Inventions All Around • Simple Machines 	
<p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. [Clarification Statement: Observations and measurements are collected and information is displayed to compare the performance of two objects. Students test solutions and collect data to identify the strengths and weaknesses of each object. Objects could feature shape, thickness, strength, speed, etc.][Assessment Boundary: Assessment is limited to sharing observations about the strengths and weaknesses of the analyzed data. Students will not be asked to propose an improved design based on the analyzed data.]</p>	<ul style="list-style-type: none"> • Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment 	<ul style="list-style-type: none"> • More to Explore Experiment: Evaporation

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Life Science		
<p>1-LS1-1. 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.* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.][Assessment Boundary: Assessment is limited to external structures and their function.]</p>	<ul style="list-style-type: none"> • Books: I Wish I Had Ears Like a Bat; Animal Bodies; Fawn Eyes • Deserts • Plants 	
<p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).][Assessment Boundary: Assessment is limited to behavior of parent and offspring and does not include group behaviors to find food or defend themselves.]</p>	<ul style="list-style-type: none"> • Song: Animal Bodies • Animal Behavior • Animal Bodies 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Life Science continued</i>		
<p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]</p>	<ul style="list-style-type: none"> • Books: George and Jack; A Seed Grows • Build Knowledge: Mine 	<ul style="list-style-type: none"> • More to Explore Experiment: Traits
<i>Physical Science</i>		
<p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.][Assessment Boundary: Assessment does not include wave structures such as amplitude and wavelength.]</p>	<ul style="list-style-type: none"> • Song: Sound • Book: What Sounds Say • Sound Waves 	<ul style="list-style-type: none"> • More to Explore Experiment: Sound

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Physical Science continued</i>		
<p>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.][Assessment Boundary: Assessment does not include speed of light or the interaction of waves for the purpose of magnification.]</p>	<ul style="list-style-type: none"> • Books: My Family Campout; Lightning Bugs • Light Properties • Properties of Light 	
<p>1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.^ [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include speed of light or the interaction of waves for the purpose of magnification.]</p>	<ul style="list-style-type: none"> • Book: My Family Campout • Light Properties • Properties of Light 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Physical Science continued</i>		
<p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.* [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]</p>	<ul style="list-style-type: none"> • Song: Inventing • Books: I Want to Be a Scientist Like Thomas Edison; Inventions All Around 	
GRADE 2		
<i>Earth & Space Science</i>		
<p>2-ESS1-1. Use observations from several sources to provide evidence that Earth events can occur quickly or slowly.^ [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • More to Explore Experiment: Rocks

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Earth & Space Science continued</i>		
<p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*^ [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.][Assessment Boundary: Assessment does not include explicit naming of hydrosphere, biosphere, atmosphere, and geosphere.]</p>	<p>Waterford encourages everyone to have writing, drawing, and art materials available for children’s creations.</p>	
<p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Clarification Statement: Examples of model could include a map identifying components of specific bodies of water (e.g. creek, ocean, lake, river) and shapes of land describing their relationship (e.g. playground, park, hill).][Assessment Boundary: Assessment does not include quantitative scaling in models.]</p>	<ul style="list-style-type: none"> • Songs: Water; Precipitation; Water Is All Around • Water Sources • Water • Water Cycle • Care of Water • Oceans 	
<p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid. [Clarification Statement: Emphasis is on having students identify reliable sources (e.g. texts, digital media, observation) to identify patterns where water is found as a solid or liquid source.][Assessment Boundary: Assessment does not include relative amounts of saltwater and freshwater on Earth.]</p>	<ul style="list-style-type: none"> • Songs: Water; Uses of Water; Precipitation; Water Is All Around • Water Sources • Water • Water Cycle • Care of Water • States of Water • Heat Changes Water 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Engineering Design		
<p>K-2-ETS1-1. 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. [Clarification Statement: Identifying a problem or need is necessary before designing a solution. For example, students can describe desired features or tools to solve a simple problem.][Assessment Boundary: Assessment does not include information regarding constraints (restraints or limitations).]</p>	<ul style="list-style-type: none"> • Song: Inventing • Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright • Inventions 	<ul style="list-style-type: none"> • More to Explore Experiment: Recycling; Simple Machines
<p>K-2-ETS1-2. 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. [Clarification Statement: Solutions or designs can be addressed in stages before describing the overall plan or design.][Assessment Boundary: Assessment is limited to the development of a single, simple solution illustrated by a sketch, drawing, or physical model.]</p>	<ul style="list-style-type: none"> • Books: How Did the Chicken Cross the Road?; Inventions All Around • Simple Machines 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Engineering Design <i>continued</i>		
<p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. [Clarification Statement: Observations and measurements are collected and information is displayed to compare the performance of two objects. Students test solutions and collect data to identify the strengths and weaknesses of each object. Objects could feature shape, thickness, strength, speed, etc.][Assessment Boundary: Assessment is limited to sharing observations about the strengths and weaknesses of the analyzed data. Students will not be asked to propose an improved design based on the analyzed data.]</p>	<ul style="list-style-type: none"> • Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment 	<ul style="list-style-type: none"> • More to Explore Experiment: Evaporation
Life Science		
<p>2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Clarification Statement: Plants depend on air, water, light, and minerals (in the soil) to grow. Examples of an investigation could include plant growth with different amounts of sunlight or water.] [Assessment Boundary: Assessment is limited to testing one variable at a time. Assessment is limited to the effects of sunlight and water on plant growth.]</p>	<ul style="list-style-type: none"> • Song: Plants Are Growing • Sun • Water • Plant Experiment • Healthy Plants' Needs 	<ul style="list-style-type: none"> • More to Explore Experiment: Light for Plants

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Life Science continued</i>		
<p>2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* [Clarification Statement: Examples of dispersing seeds or pollinating plants could include a simple model that describes plants and animals disperse seeds or pollinate plants (i.e. squirrel cheek pouches that transport seeds or pollen that sticks to bees fuzzy body). Simple models could be a simple sketch, drawing, or physical model to communicate the relationship between structure and function.] [Assessment Boundary: Assessment does not include food webs or the health of ecosystems.]</p>	<ul style="list-style-type: none"> • Books: The Bee’s Secret; The Old Maple Tree 	
<p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]</p>	<ul style="list-style-type: none"> • Songs: Animal Bodies; Four Ecosystems • Books: Animal Bodies; Where in the World Would You Go Today? • Ecosystems • Animal Bodies • Animal Behavior 	<ul style="list-style-type: none"> • Learning Together: Places on Earth

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Physical Science		
<p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.][Assessment Boundary: Assessment is limited to classification by observable properties and does not include Moh's hardness scale or identification of materials based on their properties.]</p>	<ul style="list-style-type: none"> • Book: Warm Soup for Dedushka • Changes in Matter • Movement of Heat • States of Water • Materials 	
<p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p>	<ul style="list-style-type: none"> • Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment 	
<p>2-PS1-3. 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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.] [Assessment Boundary: Assessment is limited to objects large enough to be seen without magnification or advanced technology.]</p>	<ul style="list-style-type: none"> • Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Navajo Beads • Geoboard • Tangrams 	

OREGON STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Physical Science continued</i>		
<p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.][Assessment Boundary: Assessment does not include conservation of mass or the mixing of substances to form new substances.]</p>	<ul style="list-style-type: none"> • Books: Warm Soup for Dedushka; Pancakes Matter • Changes in Matter • Movement of Heat 	

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 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 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

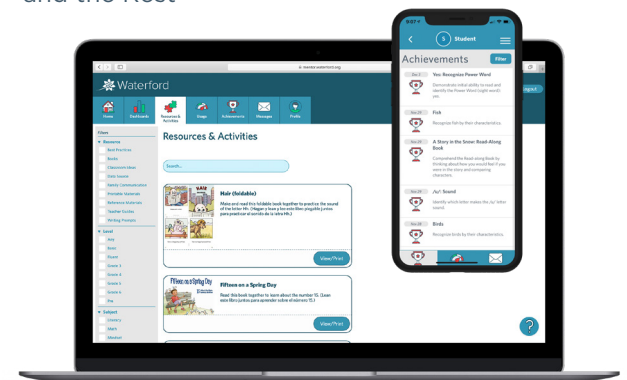
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

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).