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Correlation Criteria: IDAHO CONTENT STANDARDS
MATHEMATICS 2022 AND SCIENCE 2022
for KINDERGARTEN, 1ST, AND 2ND GRADES

NOVEMBER 2022

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Correlation

Waterford Reading Academy:

Math & Science

100%

Idaho Content Standards Mathematics 2022 and Science 2022

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

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MATHEMATICS		
KINDERGARTEN		
Counting and Cardinality – K.CC		
K.CC.A. Know number names and the count sequence.		

1. Count to 100 by ones and by tens.	• Number Songs
	• Counting Songs
	• Number Counting
	• Number Instruction
	• Skip Counting
		• Count to 100 by ones and tens.pdf: Count to 100 by ones and tens.
		  – Missing Numbers
		  – Count On By 1
		  – Numbers 1–5
		  – Numbers 6–10
		  – Math Newsletters
		  – Count By 10s
		  – Numbers 60–69
		  – I Can Count to 100

2. Starting at a given number, count forward within 100 and backward within 20.	• Song: Counting Back
	• Book: A Space Adventure
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	• Counting Songs
	• Dot-to-Dot
		• Count forward.pdf: Count forward beginning with a given number within the known sequence.
		  – Let's Count On
		  – Toss and Count
		  – Count On by 1
		  – Math Newsletter: Count On
		  – Count Back.pdf: Learn to count back from any number between 2 and 10.
		  – Count Backward

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	• Math Books
	• Counting Songs
	• Number Songs
	• Number Counting
	• Number Instruction
	• Counting Puzzle
		• Write numbers 0-20.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral.
		  – Numbers Practice: 1–20
		  – Numbers 1–5
		  – Add groups
		  – Count on by 1
		  – Number Writing Practice: 0–20

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K.CC.B. Count to tell the number of objects.		
4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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.	• Counting Songs • Number Songs • Number Counting • Order Numbers • One-to-one Correspondence • Make and Count Groups • Number Instruction	• 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. – Number Walk
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	• Make and Count Groups • Number Counting • Number Instruction • One-to-One Correspondence	• Object Counting Grouping.pdf: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. – Mixed Up Counting
c. Understand that each successive number name refers to a quantity that is one larger. Recognize the "one more" pattern of counting using objects.	• Song: Counting On • Make and Count Groups • Number Counting • Match Numbers • One-to-One Correspondence • Order Numbers • Count On • Count On by 1	• Object Counting Succession.pdf: Understand that each successive number name refers to a quantity that is one larger. – One by One
5. Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects. Clarification: Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration.	• Counting Songs • Number Songs • Make and Count Groups • Number Counting • Number Instruction • Numbers Review • One-to-one Correspondence	• How many?.pdf: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. – Hoop Addition

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K.CC.C. Compare numbers.		

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 for groups with up to ten objects.	• Song: Greater Than, Less Than
	• Book: For the Birds
	• Greater Than, Less Than
	• More Than, Fewer Than
	• More Than
	• Fewer Than
	• Make and Count Groups
		• Greater, less, or equal.pdf: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
		  – Beans and More
		  – More Than Buttons
		  – Short Names, Long Names
		  – Noodle Necklaces
		  – Groups Do Count!
		  – More Than, Fewer Than, Equal
		  – Which Has More?
		  – Fewer Than
		  – More or Fewer
		  – Greater or Less

7. Compare two numbers between one and ten presented as written numerals.	• Song: Greater Than, Less Than
	• Book: For the Birds
	• Greater Than, Less Than
	• More Than, Fewer Than
	• More Than
	• Fewer Than
		• Compare two numbers.pdf: Compare two numbers between 1 and 10 presented as written numerals.
		  – More or Less Spinner
		  – Catch Me If You Can!
		  – Greater or Less
		  – Less or Greater

Operations and Algebraic Thinking – K.OA		
K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		

1. Represent addition and subtraction of two whole numbers within ten. Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction
	• Book: Five Delicious Muffins
	• Make and Count Groups
	• Add Groups
	• Subtract Groups
	• Act Out Addition
	• Act Out Subtraction
		• Represent addition and subtraction with objects. pdf: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
		  – Addition Cubes
		  – Addition Stories
		  – Going Fishing
		  – Let's Count On
		  – Act it out Stories
		  – Manipulative Stories

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K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from *continued.*		
2. Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations. Clarification: Students are not expected to independently read word problems.	• 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 • Flower Story Problems • Story Problem Strategies	• Addition and subtraction word problems.pdf: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. – Additions Stories – Act It Out Stories – Manipulative Stories – Edible Stories – One, Two, Three, Show – Circus Subtraction – Partner Subtraction – Farmer's Market – Green and Speckled Frogs – Cars and Trucks Subtraction – Yummy Subtraction – Act Out Addition – Act Out Subtraction
3. Decompose whole numbers from one to ten into pairs in more than one way by using physical, visual, or symbolic representations. Example: Decomposing 5 may include 5 = 2 + 3 and 5 = 4 + 1.	• Make and Count Groups • Add Groups • Subtract Groups • Act Out Subtraction	• Decompose numbers.pdf: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. – Addition Cubes – Fact Families
4. For a given whole number from one to nine, find the number that makes ten when added to the number by using physical, visual, or symbolic representations.	• Make 10 • Missing Addends • Count On • Act Out Addition	• Numbers that make 10.pdf: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. – How Many More?
5. Fluently add and subtract within five, including zero. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	• 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	

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Number and Operations in Base Ten – K.NBT		
K.NBT.A. Work with numbers 11 – 19 to gain foundations for place value.		
1. Compose (put together) and decompose (break apart) numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by using physical, visual, or symbolic representations; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Example: Recording the decomposition of 18 may look like 18 = 10 + 8.	• Song: Place Value • Place Value	• Tens and ones.pdf: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. – Place Value 11–19
Measurement and Data – K.MD		
K.MD.A. Describe and compare measurable attributes.		

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• Song: Measuring Plants
	• Length
	• Weight
		• Measurable attributes.pdf: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
		  – Filling Table
		  – Order It Up
		  – Straw Rulers
		  – Measuring Walk
		  – Heavy or Light
		  – Make A Balance
		  – Measurable Attributes

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K.MD.A. Describe and compare measurable attributes *continued*.		

2. 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. Example: Directly compare the heights of two children and describe one child as taller/shorter.	• Songs: Savanna Size, Measuring Plants
	• Capacity
	• Length
	• Order Size
	• Big and Little
	• Tall and Short
	• Heavy and Light
	• Size
		• Comparing objects.pdf: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
		  – Filling Table
		  – Order It Up
		  – Straw Rulers
		  – Measuring Walk
		  – Heavy or Light
		  – Make A Balance
		  – Size Scavenger Hunt
		  – Big and Little Sort
		  – Boxes in a Line
		  – Teddy Bear Line-Up
		  – Magazine Sorting
		  – Tall and Short

K.MD.B. Classify objects and count the number of objects in each category.		

3. Classify objects into given categories; count the numbers of objects in each category (up to and including ten) and sort the categories by count.	• Songs: Same and Different; All Sorts of Laundry
	• Book: Buttons, Buttons
	• Sort
	• Make and Count Groups
		• Classifying objects.pdf: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
		  – Let's Sort
		  – Sort

Geometry – K.G		
K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
1. 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."	• Songs: Positioning; Kites; Get Over the Bugs; Shapes, Shapes, Shapes; Up in the Air • Books: The Shape of Things; Imagination Shapes • Position • Over, Under, Above, Below • Inside, Outside, Between • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Diamond • Simple Shapes • Solid Shapes • World Shapes • Above, Below, Next to, On	• Describing objects.pdf: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. – Shapes Scavenger Hunt

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K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) *continued*.		

2. Correctly name shapes regardless of their orientations or overall size.	• Songs: Kites; Shapes, Shapes, Shapes; Up in the Air
	• Books: The Shape of Things; Imagination Shapes
	• Circle, Square, Triangle, Rectangle
	• Star, Semicircle, Octagon, Oval, Diamond
	• Simple Shapes
	• Solid Shapes
	• World Shapes
		• Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size.
		  – Shapes Scavenger Hunt
		  – Shapes and Positioning
		  – Shapes Flashcards

3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	• Solid Shapes • Space Shapes • Simple Shapes	• Two-dimensional shapes.pdf: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). – Shapes and Positioning
K.G.B. Analyze, compare, create, and compose shapes.		
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. Examples: 1) Number of sides and vertices/ "corners" 2) Having sides of equal length	• Song: Corners and Sides • Simple Shapes • Solid Shapes • Space Shapes • Congruence • Tangrams • Similar Figures	• 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). – Comparing Shapes
5. Model shapes in the world by building shapes from components/materials and drawing shapes. Clarification: Components/materials may include: sticks, clay balls, marshmallows and/or spaghetti.	• Geoboard • Tangrams	• Model shapes.pdf: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. – Building Shapes
6. Compose simple shapes to form larger two-dimensional shapes. Example: Can you join these two triangles with full sides touching to make a rectangle?	• Geoboard • Tangrams	• Form larger shapes.pdf: Compose simple shapes to form larger shapes. – Combining Shapes

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FIRST GRADE		
Operations and Algebraic Thinking – 1.OA		
1.OA.A. Represent and solve problems involving addition and subtraction.		

1. Solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction; Fact Families; Doubles
	• Books: Five Delicious Muffins; Facts About Families
	• Addition and Subtraction Fact Families
	• Addition and Subtraction Relationship
	• Doubles
	• Subtract Doubles
	• Story Problem Strategies
		• Word problems using subtraction within 20.pdf: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
		  – Guess and Check
		  – Model the Story

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using physical, visual, and symbolic representations. Clarification: Students are not expected to independently read word problems.	• Story Problem Strategies • Add 3 One-digit Numbers	• Word problems adding 3 numbers.pdf: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. – Draw a Picture
1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.		

3. Apply properties of operations to add. Examples: 1) If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) 2) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)
Clarification: Students need not use formal terms for these properties.
	• Commutative Property of Addition
	• Addition Patterns
		• Strategies to add and subtract.pdf: Apply properties of operations as strategies to add and subtract.
		  – Adding and Subtracting Bugs
		  – Concentration
		  – Related Facts

4. Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. Example: The equation 12 – 7 = ? can be restated as 7+ ? = 12 to determine the difference is 5.	• Missing Addends • Subtraction Patterns • Addition and Subtraction Fact Families	• Understand subtraction as an unknown addend problem.pdf: Understand subtraction as an unknown-addend problem. Add and subtract within 20. – Write each subtraction problem as an addition problem and solve it.

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1.OA.C. Add and subtract within 20.		

5. Relate counting to addition and subtraction. Example: When students count on 3 from 4, they should write this as 4 + 3 = 7. When students count on for subtraction, 3 from 7, they should connect this to 7 − 3 = 4. Students write "7 − 3 = ?" and think "I count on 3+ ? = 7."	• Song: Counting On
	• Books: Paint by Number; Circus 20; Jump Rope Rhymes
	• Skip Count by 2
	• Count On
	• Make and Count Groups
	• Add Groups
	• Subtract Groups
		• Relate counting to addition and subtraction.pdf: Relate counting to addition and subtraction.
		  – Skip Counting Chant
		  – Jump Rope Counting
		  – Related Facts
		  – Count by 2s; 5s; 10s

6. Demonstrate fluency for addition and subtraction within ten, use strategies to add and subtract within 20.
Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility. Students may use mental strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.
	• Songs: Fact Families; Counting On
	• Book: Facts about Families
	• 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
		• Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
		  – The Three Little Bears
		  – Fact Family Bingo
		  – A Graph of Fact Families
		  – Bean Facts
		  – Draw a Picture
		  – Addition
		  – Number Pyramid
		  – Subtraction Sentences
		  – Model the Story
		  – Fact Families

1.OA.D. Work with addition and subtraction equations.		

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: Which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2	• 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
		• Equal sign.pdf: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
		  – Show Me!
		  – Tricky Total
		  – Domino Addition
		  – Domino Subtraction
		  – Playground Fact Snake

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1.OA.D. Work with addition and subtraction equations *continued*.		
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position. Example: Determine the unknown number that makes the equation true in each of the equations 8+ ? = 11, 5 = ? −3, 6 + 6 = ?.	• Addition Sentences • Subtraction Sentences • Addition and Subtraction Fact Families • Missing Addends • Missing Minuends and Subtrahends	
Number and Operations in Base Ten – 1.NBT		
1.NBT.A. Extend the counting sequence.		

1. Starting at a given number, count forward and backwards within 120 by ones. Skip count by twos to 20, by fives to 100, and by tens to 120. In this range, read and write numerals and represent a number of objects with a written numeral.	• Songs: Counting On; Skip Counting; Counting Back
	• Books: Jump Rope Rhymes; A Space Adventure; Navajo Beads
	• Count On
	• Count Down
	• Number Chart
	• Skip Count by 2
	• Skip Count by 5
	• Skip Count by 10
		• Count to 120.pdf: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
		  – Mystery Numbers
		  – Counting by 10s, 5s, and 2s.pdf: Learn to count by 10s, 5s, and 2s.
		  – Eating Veggies
		  – Money Skip Counting

1.NBT.B. Understand place value.		
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand: 2a. 10 can be thought of as a bundle of ten ones — called a "ten."	• Song: Place Value • Place Value of 2-digit Numbers • Expanded Notation • Add with Manipulatives	• Tens as a bundle of ones.pdf: 10 can be thought of as a bundle of ten ones—called a "ten." – Popsicles to Ten

2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	• Song: Place Value
	• Place Value of 2-digit Numbers
	• Expanded Notation
	• Add with Manipulatives
		• 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.
		  – Toss It
		  – Make a Number
		  – Numbers Flashcards
		  – Numbers 10–19
		  – More Numbers 10–19

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1.NBT.B. Understand place value *continued*.		
2c. 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 zero ones).	• Expanded Notation • Place Value • Place Value of 2-digit Numbers	• Ten groupings.pdf: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). – Toss It

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and	• Place Value
	• Greater Than, Less Than (2-digit Numbers)
		• Compare two-digit numbers.pdf: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
		  – More or Less Spinner
		  – Catch Me if You Can!
		  – What Are You Looking For?
		  – Two-Pile Sort

1.NBT.C. Use place value understanding and properties of operations to add and subtract.		

4. Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction.
4a. Add a two-digit number and a one-digit number.
	• 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
		• Adding within 100.pdf: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
		  – Drawing Tens
		  – Beans, Beans, and More Beans
		  – The Kingdom of Popsicle Stick-Filled Purses
		  – Straws and Macaroni
		  – Bean Addition
		  – Newsletter
		  – Adding Tens and Ones
		  – Color Adds Up
		  – Cookies and Milk!
		  – Addition of Two-Digit Numbers
		  – Addition and Subtraction of Large Numbers

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1.NBT.C. Use place value understanding and properties of operations to add and subtract *continued*.		

4b. Add a two-digit number and a multiple of ten.	• Song: Skip Counting
	• Book: Navajo Beads
	• Add
	• Add Tens
	• Skip Count by 10
	• Number Chart
		• Ten more or less.pdf: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
		  – Ten-O
		  – Toss It
		  – Make a Number
		  – Flashcards
		  – Bingo
		  – Addition of Tens

4c. Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten.	• Addition • Add Tens • Add with Manipulatives • Add Vertical Squares • Add with Beads • 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	

5. Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used.	• Song: Skip Counting
	• Book: Navajo Beads
	• Add
	• Subtract
	• Add Tens
	• Subtract Tens
	• Skip Count by 10
	• Number Chart
		• Ten more or less.pdf: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
		  – Ten-O
		  – Toss It
		  – Make a Number
		  – Subtract 10
		  – Flashcards
		  – Bingo
		  – Addition of Tens

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1.NBT.C. Use place value understanding and properties of operations to add and subtract *continued*.		
6. Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Example: 70 – 40 can be thought of as 7 tens take away 4 tens, or can be rewritten as a missing addend problem: 40+ ? = 70.	• Subtraction • Subtract Tens • Subtraction Patterns • Subtract • Place Value • Addition and Subtraction Relationship • Use Manipulatives	• Subtracting in 10s.pdf: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90. – Ten-O – Bingo – Subtract Multiples of 10
Measurement and Data – 1.MD		
1.MD.A. Measure lengths indirectly and by iterating (repeating) length units.		
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	• Length • Nonstandard Units of Length	• Order by length.pdf: Order three objects by length; compare the lengths of two objects indirectly by using a third object. – Estimating Length – A Fruit and Vegetable Measure
2. 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. Clarification: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch tiles or centimeter tiles.	• Length • Nonstandard Units of Length	• Length Measurement.pdf: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. – Measures of Me – Measure a Handful – Estimating Length – A Fruit and Vegetable – Measure Up! – Inches/Centimeters Rulers

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.MD.B. Tell and write time.		

3. Tell and write time in hours and half-hours using analog and digital clocks.	• Song: Clock Hands
	• Books: Mr. Romano's Secret: A Time Story; How Long Is a Minute?
	• Tell Time to the Hour
	• Tell Time to the Half-Hour
		• Hours and half-hours.pdf: Tell and write time in hours and half-hours using analog and digital clocks.
		  – What Comes After, Before, Or Between?
		  – Make Your Own Clock
		  – Learning to Tell Time
		  – Matching Time
		  – What Numbers Are Missing?
		  – What Time Is It?
		  – Time of Day
		  – Clock flashcards

1.MD.C. Represent and interpret data.		

4. 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.	• Songs: Tallying; Graphing
	• Books: Painting by Number; One More Cat; The Booneville Nine
	• Tally Marks
	• Graphs
	• Make a Table
		• Data Categorization.pdf: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
		  – Ice-Cream Sundae
		  – Make A Real Object Graph
		  – Make a Weather Bar Graph
		  – Weather Flashcards
		  – Our Favorite Foods
		  – Make a Graph
		  – Make a table
		  – How Many?
		  – Bugs!
		  – Use Graphs and Tables
		  – How Big Is Your Family?

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.MD.D. Work with money.		
5. Identify quarters, dimes, and nickels and relate their values to pennies. Find equivalent values (e.g., a nickel is equivalent to five pennies).	• 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 • Count Coins • Equivalent Sums of Money	
Geometry – 1.G		
1.G.A. Reason with shapes and their attributes.		
1. Compare defining attributes and non-defining attributes of two- and three-dimensional shapes; build and draw shapes that possess defining attributes. Clarification: The defining attributes of triangles are closed and three-sided versus non-defining attributes of color, orientation, and overall size.	• Songs: Corners and Sides; Kites • Geoboard • Space Shapes	• Attributes.pdf: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. – Sorting Shapes
2. Compose two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Clarification: Students do not need to learn formal names such as "right rectangular prism."	• Song: Kites • Space Shapes • Geoboard • Tangrams	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1.G.A. Reason with shapes and their attributes *continued*.		

3. Partition circles and rectangles into two and four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
3a. Describe the shares using the words "halves," "fourths," and "quarters," and use the phrases "half of," "a fourth of," and "a quarter of."
	• Song: Fractions
	• Book: Halves and Fourths and Thirds
	• Equal-part Fractions
	• Label Parts of Fractions
		• Equal shares.pdf: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
		  – Make It Equal
		  – Fraction Friends
		  – Fraction Train
		  – Halves, Thirds, Fourths
		  – Equal Parts

3b. Describe the whole as two of, or four of, the shares.	• Song: Fractions
	• Book: Halves and Fourths and Thirds
	• Equal-part Fractions
	• Label Parts of Fractions
		• Equal shares.pdf: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
		  – Make It Equal
		  – Fraction Friends
		  – Fraction Train
		  – Halves, Thirds, Fourths
		  – Equal Parts

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SECOND GRADE		
Operations and Algebraic Thinking – 2.OA		
2.OA.A. Represent and solve problems involving addition and subtraction.		

1. 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, by using physical, visual, and symbolic representations.	• Books: Painting by Number; Circus 20
	• Addition
	• Subtraction
	• Story Problem Strategies
	• Missing Addends and Subtrahends
	• Subtraction Sentences
	• Addition and Subtraction Facts
		• 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.
		  – 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.		

2. Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility. Students may use mental strategies such as counting on, making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction, and creating equivalent but easier or known sums.	• Songs: Fact Families; Doubles
	• Subtraction Patterns
	• Addition Facts to 20
		• Add and subtract within 20.pdf: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
		  – The Three Little Bears
		  – Fact Family Bingo
		  – A Graph of Fact Families
		  – Bean Facts
		  – Draw a Picture
		  – Addition
		  – Number Pyramid
		  – Subtraction Sentences
		  – Model the Story
		  – Fact Families

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.OA.C. Work with equal groups of objects to gain foundations for multiplication.		

3. Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as a sum of two equal addends. Clarification: Students may pair objects or count them by twos.	• Song: Odd Todd and Even Steven
	• Skip Count by 2
	• Addition Facts
		• Odd and even recognition.pdf: Determine whether a group of objects (up to 20) has an odd or even number of members.
		  – Missing Patterns
		  – Counting by 2s
		  – What's My Number?

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. Example: The total number of objects arranged in a 2 × 5 rectangular array can be found by adding 2 + 2 + 2 + 2 + 2.	• Addition • Multiply Using Repeated Addition • Multiply Using Arrays	
Number and Operations in Base Ten – 2.NBT		
2.NBT.A. Understand place value.		
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand: 1a. 100 can be thought of as a bundle of ten tens—called a "hundred."	• Song: Place Value • Place Value of 3-digit Numbers	• Thinking of 100 as a bundle of ten 10s.pdf: 100 can be thought of as a bundle of ten tens—called a "hundred." – The Kingdom of Popsicle Stick-Filled Purses
1b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).Example: The number 241 can be expressed as 2 hundreds + 4 tens + 1 one or as 24 tens + 1 one or as 241 ones.	• Song: Place Value • Place Value of 3-digit Numbers • Expanded Notation	• Grouping hundreds: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). – My Three-Digit Numbers

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.NBT.A. Understand place value *continued*.		

2. Count within 1,000; skip-count by fives, tens, and 100s. Identify patterns in skip counting starting at any number.	• Song: Skip Counting
	• Book: Jump Rope Rhymes
	• Skip Count
	• Skip Count by 10
	• Skip Count by 5
	• Number Sequences and Patterns
		• Counting within 1000.pdf: Count within 1,000; skip-count by 5s, 10s, and 100s.
		  – Chart Patterns
		  – My 199 Picture; 200 Picture; 299 Picture; 300 Picture; 399 Picture; 400 Picture; 499 Picture; 500 Picture; 599 Picture; 600 Picture; 699 Picture; 700 Picture
		  – 900 Chart

3. Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form. Example: The number two-hundred forty-one written in standard form is 241 and in expanded form is 200 + 40 + 1.	• Sequences of 2-digit Numbers
	• Sequences of 3-digit Numbers
	• Number Chart
	• Place Value
	• Expanded Notation
		• Read and write numbers to 1000.pdf: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
		  – Cube Trails
		  – Race for a Flat
		  – High/Low Number Cube Throw
		  – Lucky Five

4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and <.	• Greater Than, Less Than (3-digit Numbers)
	• Place Value of 3-digit Numbers
		• Less than, equal to, or greater than.pdf: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
		  – More or Less
		  – The Hands Have It!
		  – Larger or Smaller?
		  – Comparing Number Cards
		  – Number Cards
		  – <,>, = Cards
		  – Greater Than, Less Than, Equal To

2.NBT.B. Use place value understanding and properties of operations to add and subtract.		

5. Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	• Place Value
	• Addition and Subtraction Relationship
	• Commutative Properties of Addition
	• Addition
	• Subtraction
	• Add without Regrouping
	• Add with Regrouping
	• Subtract without regrouping
	• Subtract with Regrouping
		• Add and subtract within 100.pdf: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		  – Addition of Two-Digit Numbers
		  – Tic Tac Toe
		  – Subtraction of Two-Digit Numbers

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.NBT.B. Use place value understanding and properties of operations to add and subtract *continued*.		
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	• Add Two-digit Numbers with Regrouping • Commutative Properties of Addition • Place Value	• Adding four 2-digit numbers.pdf: Add up to four two-digit numbers using strategies based on place value and properties of operations. – Add Four Two-Digit Numbers

7. Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.
7a. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.
	• Place Value
	• Addition and Subtraction Relationship
	• Commutative Properties of Addition
	• Addition
	• Subtraction
	• Add without Regrouping
	• Add with Regrouping
	• Subtract without regrouping
	• Subtract with Regrouping
	• Act Out Addition
	• Act Out Subtraction
		• Add and subtract within 1000.pdf: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
		  – Choose and Add
		  – Mix and Match Addition
		  – Expanded Subtraction
		  – Subtracting Repeats
		  – 999
		  – Prediction
		  – Up and Away
		  – Regrouping Treasure Hunt
		  – Play Ball
		  – Squirrel Facts
		  – Number Cards

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.NBT.B. Use place value understanding and properties of operations to add and subtract *continued*.		

7b. Understand that sometimes it is necessary to compose or decompose tens or hundreds. Example: Students may use equations to represent their strategies based on place value such as: 324 + 515 = (300 + 500) + (20 + 10) + (4 + 5) = 839.	• Place Value
	• Addition and Subtraction Relationship
	• Commutative Properties of Addition
	• Addition
	• Subtraction
	• Add without Regrouping
	• Add with Regrouping
	• Subtract without regrouping
	• Subtract with Regrouping
	• Act Out Addition
	• Act Out Subtraction
		• Add and subtract within 1000.pdf: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
		  – Choose and Add
		  – Mix and Match Addition
		  – Expanded Subtraction
		  – Subtracting Repeats
		  – 999
		  – Prediction
		  – Up and Away
		  – Regrouping Treasure Hunt
		  – Play Ball
		  – Squirrel Facts
		  – Number Cards

8. Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number.	• Skip Count • Place Value • Number Chart • Number Patterns	• Mentally adding or subtracting 10 or 100.pdf: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. – Spin and Solve
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	• 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	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement and Data – 2.MD		
2.MD.A. Measure and estimate lengths in standard units.		

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Song: Measuring Plants
	• Book: Birds at My House
	• Length
	• Measurement Tools
	• Standard Units of Length
		• Measurement tools.pdf: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
		  – Ready, Set, Measure
		  – Treasure Hunt
		  – Centimeter Ruler
		  – Inch Ruler
		  – Let's Measure in Centimeters!
		  – Let's Measure in Inches!

2. 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.	• Length • Standard Units of Length • Measurement Tools	• Measuring the same object two ways.pdf: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. – Ready, Set, Measure

3. Estimate lengths using units of inches, feet, centimeters, and meters.	• Song: Measuring Plants
	• Length
	• Standard Units of Length
	• Measurement Tools
		• Estimating lengths.pdf: Estimate lengths using units of inches, feet, centimeters, and meters.
		  – Ready, Set, Measure
		  – Treasure Hunt
		  – Let's Measure in Centimeters!
		  – Let's Measure in Inches!
		  – Measuring Perimeter

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Length
	• Standard Units of Length
		• Measure length.pdf: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
		  – Ready, Set, Measure
		  – Treasure Hunt

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.MD.B. Relate addition and subtraction to length.		

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. Clarification: Students may use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Book: Yangshi's Perimeter
	• Story Problem Strategies
	• Addition
	• Subtraction
	• Length
	• Standard Units of Length
		• One- and two-step word problems within 100. pdf: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
		  – Animal Math
		  – Picture Problems
		  – Color the Chart
		  – Think About it Differently

6. Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.	• Number Line • Length	
2.MD.C. Work with time and money.		

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Songs: Telling Time; Clock Hands
	• Tell Time
	• Tell Time to Five Minutes
	• Tell Time to the Quarter Hour
	• Tell Time to the Minute
	• Tell Time to the Hour
	• Tell Time to the Half-hour
		• Tell and write time.pdf: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
		  – Matching Clocks
		  – Cartoon Captions
		  – Time to 5 Minutes

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IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.MD.C. Work with time and money *continued*.		

8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole-dollar amounts. Example: A sample question could be, "If you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars or cents do you have?"	• 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
	• Story Problem Strategies
		• Solve money word problems.pdf: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
		  – Supermarket Hunt
		  – Shopping for My Family
		  – Money Combinations
		  – Money Sums
		  – Pizza Parlor
		  – How Much Back?
		  – Coin Count
		  – Bills and Coins
		  – Let's Count Coins
		  – Money Addition
		  – Change Is Good!
		  – Make 45¢

2.MD.D. Represent and interpret data.		

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.	• Measurement Tools	• Generating measurement data.pdf: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
		  – Measuring Inches
		  – Ready, Set, Measure
		  – Let's Measure in Centimeters!
		  – Let's Measure in Inches!

10. 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 the graph.	• Song: Graphing
	• Graphing
	• Bar Graphs
	• Picture Graphs
	• Use Graphs and Tables
		• Graphs.pdf: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
		  – Questions and Answers
		  – Library Book Survey
		  – Playground Survey
		  – Rock Collections
		  – Use Graphs and Tables

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometry – 2.G		
2.G.A. Reason with shapes and their attributes.		

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, squares, rectangles, rhombi, trapezoids, pentagons, hexagons, octagons, and cubes.	• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites
	• Book: The Shape of Things
	• Space Shapes
	• World Shapes
	• Geoboard
		• Draw shapes.pdf: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
		  – Making Shapes
		  – Shapes Review

2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	• Song: Fractions • Fractions of Regions	

3. Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
3a. Describe the shares using the words "halves," "thirds," "fourths," and "quarter," and use the phrases "half of," "a third of," "a fourth of," and "quarter of."
	• Song: Fractions
	• Books: Halves and Fourths and Thirds; The Fraction Twins
	• Fractions
	• Label Parts of Fractions
	• Fractions of Regions
	• Fractions of Groups
		• Fractions.pdf: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
		  – Frenzied Fraction Fun
		  – Fabulous Fractions

3b. Describe the whole as two of, three of, or four of the shares.	• Song: Fractions
	• Books: Halves and Fourths and Thirds; The Fraction Twins
	• Fractions
	• Label Parts of Fractions
	• Fractions of Regions
	• Fractions of Groups
		• Fractions.pdf: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
		  – Frenzied Fraction Fun
		  – Fabulous Fractions

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2.G.A. Reason with shapes and their attributes *continued*.		

3c. Recognize that equal shares of identical wholes need not have the same shape.	• Song: Fractions
	• Books: Halves and Fourths and Thirds; The Fraction Twins
	• Fractions
	• Fractions of Regions
	• Fractions of Groups
		• Fractions.pdf: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
		  – Frenzied Fraction Fun
		  – Fabulous Fractions

SCIENCE

KINDERGARTEN		
Physical Science		
K-PS-1 – Motion and Stability: Forces and Interactions		
K-PS-1.1 Students who demonstrate understanding can: With guidance and support, plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	• Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull	• Learning Together: How It Works
K-PS-1.2 Students who demonstrate understanding can: With guidance and support, analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull.	• Song: Push and Pull • Push and Pull	
K-PS-2 – Energy		
K-PS-2.1 Students who demonstrate understanding can: Make observations to determine the effect of the Sun's energy on the Earth's surface.	• Songs: Water; Plants Are Growing; Sun Blues • Sun • Water	• Learning Together: The Sky Above Us

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K-PS-2 – Energy *continued*		
K-PS-2.2 Students who demonstrate understanding can: Design and build a structure that will reduce the warming effect of the Sun's energy on a material.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Life Science		
K-LS-1 – From Molecules to Organisms: Structures and Processes		
K-LS-1.1 Students who demonstrate understanding can: Use observations to describe how plants and animals are alike and different in terms of how they live and grow.	• Song: Water • Book: Mela's Water Pot • Sun • Plants • Water • Animal Life Cycle and Growth • Plants Need Water • Animals Need Water	• More to Explore Experiment: Water for Plants • Learning Together: Green and Growing
Earth and Space Science		
K-ESS-1 – Earth's Systems		
K-ESS-1.1 Students who demonstrate understanding can: Use and share observations of local weather conditions to describe variations in patterns throughout the year.	• Song: Seasons • Book: That's What I Like: A Book About Seasons • Calendar/Graph Weather • Weather Patterns • Clouds • Spring • Summer • Fall • Winter	• Learning Together: Weather; The Weather Around Us • Weather Cards
K-ESS-1.2 Students who demonstrate understanding can: With guidance and support, use evidence to construct an explanation of how plants and animals interact with their environment to meet their needs.	• Books: Winter Snoozers; Birds at my House; The Old Maple Tree; Turtle's Pond • Plants and Animals	

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K-ESS-2 – Weather and Climate		
K-ESS-2.1 Students who demonstrate understanding can: Use a model to represent the relationship between the needs of different plants and animals and the places they live.	• Plants and Animals • Deserts • Mountains • Oceans • Rainforests	
K-ESS-2.2 Students who demonstrate understanding can: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, local weather.	• Songs: Precipitation; Storms • Book: Whatever the Weather • Weather Tools • Calendar/Graph Weather	
K-ESS-2.3 Students who demonstrate understanding can: Communicate ideas that would enable humans to interact in a beneficial way with the land, water, air, and/or other living things in the local environment.	• Songs: Conservation; Pollution Rap • Pollution and Recycling • Care of Water • Care of Earth	• More to Explore Experiment: Recycling • Learning Together: Our Earth
GRADE 1		
Physical Science		
1-PS-1 – Waves		
1-PS-1.1 Students who demonstrate understanding can: With guidance and support, plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	• Song: Sound • Book: What Sounds Say • Sound Waves	• More to Explore Experiment: Sound
1-PS-1.2 Students who demonstrate understanding can: With guidance and support, make observations to construct an evidence-based explanation that objects in darkness can be seen only when illuminated.	• Books: Lightning Bugs; My Family Campout; Thump, Bump • Light Properties	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1-PS-1 – Waves *continued*		
1-PS-1.3 Students who demonstrate understanding can: With guidance and support, plan and conduct investigations to determine the effect of placing materials in the path of a beam of light.	• Book: My Family Campout • Light Properties • Properties of Light	
1-PS-1.4 Students who demonstrate understanding can: Design and build a device that uses light or sound to communicate over a distance.	• Song: Inventing • Books: I Want to Be a Scientist Like Thomas Edison; Inventions All Around	
Life Science		
1-LS-1 – From Molecules to Organisms: Structures and Processes		
1-LS-1.1 Students who demonstrate understanding can: Design and build a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	• Books: I Wish I Had Ears Like a Bat; Animal Bodies; Fawn Eyes	
1-LS-1.2 Students who demonstrate understanding can: Obtain information to identify patterns of behavior in parents and offspring that help offspring survive.	• Song: Animal Bodies • Animal Behavior • Animal Bodies	
1-LS-1.3 Students who demonstrate understanding can: Use classification supported by evidence to differentiate between living and non-living items.	• Songs: Living and Nonliving; • Living or Nonliving • Rocks	• Living or Nonliving? pdf: Identify living things. • Learning Together: Living Things

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
1-LS-2 – Heredity: Inheritance and Variation of Traits		
1-LS-2.1 Students who demonstrate understanding can: Make observations to construct an evidence-based explanation that offspring are similar to, but not identical to, their parents.	• Books: Mine; George and Jack • Build Knowledge: Mine • Traits of Living Things	• More to Explore Experiment: Traits
Earth and Space Science		
1-ESS-1 – Earth's Place in the Universe		
1-ESS-1.1 Students who demonstrate understanding can: Use observations of the Sun, Moon, and stars to describe patterns that can be predicted.	• Songs: The Moon; Sun Blues • Books: Moon Song; Star Pictures; My Family Campout • Sun • Moon • Constellations	• More to Explore Experiment: The Moon • Learning Together: The Sky Above Us
1-ESS-1.2 Students who demonstrate understanding can: Make observations at different times of year to relate the amount of daylight to the time of year.	• Song: Seasons • Book: That's What I Like: A Book About Seasons • Sun • Spring • Summer • Fall • Winter	
GRADE 2		
Physical Science		
2-PS-1 – Matter and Its Interactions		
2-PS-1.1 Students who demonstrate understanding can: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	• Song: Matter • Books: Pancakes Matter; Warm Soup for Dedushka • Changes in Matter • Movement of Heat • Matter Experiment • States of Water • Solid, Liquid, Gas • Materials	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2-PS-1 – Matter and Its Interactions *continued*		
2-PS-1.2 Students who demonstrate understanding can: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	• Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment • Materials • Heat Exploration	
2-PS-1.3 Students who demonstrate understanding can: Make observations to construct an evidence-based argument that objects, when disassembled, may be used to create new objects using the same set of components.	• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around • Inventions • Geoboard • Tangrams	
2-PS-1.4 Students who demonstrate understanding can: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	• Book: Warm Soup for Dedushka • Changes in Matter • Movement of Heat • States of Water • Heat Experiment	
Life Science		
2-LS-1 – Ecosystems: Interactions, Energy, and Dynamics		
2-LS-1.1 Students who demonstrate understanding can: Plan and conduct an investigation to determine the impact of light and water on the growth of plants.	• Song: Plants Are Growing • Book: A Seed Grows • Sun • Water • Plant Experiment • Plants Need Water • Healthy Plants' Needs • Plant Life Cycle and Growth	• More to Explore Experiment: Light for Plants • More to Explore Experiment: Water for Plants
2-LS-1.2 Students who demonstrate understanding can: Develop a model that demonstrates how plants depend on animals for pollination or the dispersal of seeds.	• Plants and Animals • Plant Life Cycle and Growth: Seeds	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2-LS-2 – Biological Adaptation: Unity and Diversity		
2-LS-2.1 Students who demonstrate understanding can: Make observations of plants and animals to compare the diversity of life in different habitats.	• Songs: Animal Bodies; Four Ecosystems • Books: Animal Bodies; Where in the World Would You Go Today? • Ecosystems • Animal Bodies • Animal Behavior	• Learning Together: Places on Earth
Earth and Space Science		
2-ESS-1 – Earth's Place in the Universe		
2-ESS-1.1 Students who demonstrate understanding can: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	• Songs: The Four Seasons; Rock Cycle • Books: That's What I Like: A Book About Seasons; Whatever the Weather; Fossils Under Our Feet • Rock Cycle • Fossils • Spring • Summer • Fall • Winter • Water	• More to Explore Experiment: Rocks
2-ESS-2 – Earth's Systems		
2-ESS-2.1 Students who demonstrate understanding can: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
2-ESS-2.2 Students who demonstrate understanding can: Develop a model to represent the shapes and kinds of land and bodies of water in an area.	• Songs: Water; Precipitation; Water Is All Around • Water Sources • Water • Water Cycle • Care of Water • Oceans	

IDAHO STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
2-ESS-2 – Earth's Systems *continued*		
2-ESS-2.3 Students who demonstrate understanding can: Obtain information to identify where water is found on Earth and that it can be solid or liquid.	• Songs: Water; Uses of Water; Precipitation; Water Is All Around • Water Sources • Water • Water Cycle • Care of Water • States of Water • Heat Changes Water	

PRE-MATH & SCIENCE

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

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

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

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

BASIC MATH & SCIENCE

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

FLUENT MATH & SCIENCE

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

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.

WATERFORD *Family Engagement Resources*

Waterford.org
CURRICULUM

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.

WEEKLY HOMELINK NEWSLETTERS

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

MATH HOMELINK NEWSLETTERS

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

SCIENCE HOMELINK NEWSLETTERS

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

WATERFORD MENTOR

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

READING HOMELINK NEWSLETTERS

Alphabet Knowledge

#### Comprehension and Vocabulary

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

Readiness Skills Letters

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

Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest
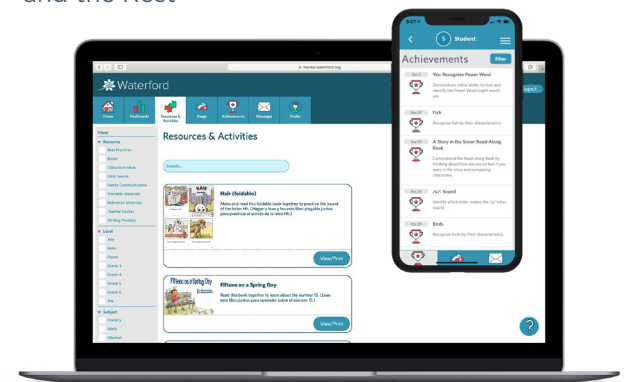
Waterford Mentor is available online and in the Mentor app (for iOS and Android).