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CURRICULUM

Correlation Criteria: SOUTH CAROLINA COLLEGE- AND CAREER-READY STANDARDS FOR MATHEMATICS 2015 & SCIENCE 2021 *for* KINDERGARTEN, 1ST, AND 2ND GRADES

FEBRUARY 2023

CURRICULUM *Correlation*

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

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KINDERGARTEN		
Number Sense		
K.NS.1 Count forward by ones and tens to 100.	• Number Songs • Counting Songs • Number Counting • Number Instruction • Skip Counting	• Count to 100 by ones and tens.pdf: Count to 100 by ones and tens. – Missing Numbers – Count On By 1 – Numbers 1–5 – Numbers 6–10 – Math Newsletters – Count By 10s – Numbers 60–69 – I Can Count to 100
K.NS.2 Count forward by ones beginning from any number less than 100.	• Number Instruction • Count On • 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
K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.	• Math Books • Counting Songs • Number Songs • Number Counting • Number Instruction	• Write numbers 0-20.pdf: Write numbers from 0 to 20. Represent a number of objects with a written numeral. – Numbers Practice – Numbers – Add groups – Count on by 1 – Number Writing Practice
K.NS.4a. Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: a. the last number said tells the number of objects in the set (cardinality);	• Make and Count Groups • Number Counting • Number Instruction • Match Numbers • 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Number Sense *continued*		
K.NS.4b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);	• Number Instruction • Make and Count Groups • Number Counting • 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
K.NS.4c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	• Make and Count Groups • Number Counting • One-to-One Correspondence • Count On by 1	• Object Counting Succession.pdf: Understand that each successive number name refers to a quantity that is one larger. – One by One
K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner	• Number Instruction • Make and Count Groups • Number Counting • One-to-One Correspondence	• 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
K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	• Moving Target (Dots) • Bug Bits • Match Numbers	
K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	• 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? 1; 2 – Fewer Than – More or Fewer – Greater or Less

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Number Sense *continued*		
K.NS.8 Compare two written numerals up to 10 using more than, less than or equal to.	• 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
K.NS.9 Identify first through fifth and last positions in a line of objects.	• Songs: Monster Trucks; Ordinals • Book: The Circus Came to Town • First, Middle, Last	
Number Sense and Base Ten		
K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	• 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
Algebraic Thinking and Operations		
K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Make and Count Groups • Add Groups • Subtract Groups • Act Out Addition • Act Out Subtraction	• Represent addition and subtraction with objects. pdf: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. – Addition Cubes – Addition Stories – Going Fishing – Let's Count On – Act it out Stories – Manipulative Stories

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Algebraic Thinking and Operations *continued*		
K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Minuends • Sums • Act Out Addition • Act Out Subtraction	• Addition and subtraction word problems.pdf: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. – Additions Stories – Act It Out Stories – Manipulative Stories – Edible Stories – One, Two, Three, Show – Circus Subtraction – Partner Subtraction – Farmer's Market – Green and Speckled Frogs – Cars and Trucks Subtraction – Yummy Subtraction – Act Out Addition – Act Out Subtraction – Addition Newsletter – Subtraction Newsletter
K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	• 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	• 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? • Decompose numbers.pdf: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. – Addition Cubes – Fact Families
K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.	• 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?

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Algebraic Thinking and Operations *continued*		
K.ATO.5 Add and subtract fluently within 5.	• Songs: Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction • Book: Five Delicious Muffins • Add Groups • Subtract Groups • Minuends • Sums • Act Out Addition • Act Out Subtraction	
K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	• Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC	• Patterns.pdf: Draw the next shape to continue a pattern.
Geometry		
K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.	• 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	• Describing objects.pdf: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. – Shapes Scavenger Hunt
K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	• Songs: Kites; Shapes, Shapes, Shapes; Up in the Air; Marmot Shapes • Books: The Shape of Things; Imagination Shapes • Circle, Square, Triangle, Rectangle • Star, Semicircle, Octagon, Oval, Rhombus • 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometry *continued*		
K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	• 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.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	• 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
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	• 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
Measurement and Data Analysis		
K.MDA.1 Identify measurable attributes (length, weight) of an object.	• Song: Measuring Plants • Length	• 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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Measurement and Data Analysis *continued*		
K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.	• Songs: Savanna Size, Measuring Plants • Capacity • Length • 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.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	• Songs: Same and Different; All Sorts of Laundry • Book: Buttons, Buttons • Match • 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
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	• Song: Graphing • Book: One More Cat • Picture Graphs • Calendar/Graph Weather	

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GRADE 1		
Number Sense and Base Ten		
1.NSBT.1a. Extend the number sequence to: a. count forward by ones to 120 starting at any number;	• Song: Counting On • Count On • Number Chart	• Count to 120.pdf: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. – Mystery Numbers – I Can Write Numbers to 99 – Numbers 20–29; 30–39; 40–49; 50–59; 60–69 – Counting to 89 – Counting Charts: – I Can Count to 50; 100; 99; 120
1.NSBT.1b. count by fives and tens to 100, starting at any number;	• Song: Skip Counting • Books: Jump Rope Rhymes; Navajo Beads • Skip Count by 5 • Skip Count by 10	
1.NSBT.1c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;	• Math Books • Number Instruction • Count On • Place Value • Expanded Notation	• Count to 120.pdf: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. – Mystery Numbers – I Can Write Numbers to 99 – Numbers 20–29; 30-39; 40-49; 50-59; 60-69 – Counting to 89 – Counting Charts: – I Can Count to 50; 100; 99; 120
1.NSBT.1d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.	• Expanded Notation	
1.NSBT.2a Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a “ten”;	• Song: Place Value • Place Value of 2-digit Numbers • Expanded Notation	• Tens as a bundle of ones.pdf: 10 can be thought of as a bundle of ten ones—called a “ten.” – Popsicles to Ten
1.NSBT.2b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones	• Song: Place Value • Place Value of 2-digit Numbers • Expanded Notation	• 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

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Number Sense and Base Ten *continued*		
1.NSBT.2c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.	• Song: Place Value • Place Value of 2-digit Numbers • Expanded Notation	• 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
1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.	• 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.NSBT.4a Add through 99 using concrete models, drawings, and strategies based on place value to: a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);	• Addition • Add Tens • Add with Manipulatives • Add Vertical Squares • Add with Beads • Addition and Subtraction Relationship • Add with Regrouping Concept • Add 2-digit and 1-digit Numbers with Regrouping • Add 2-digit Numbers without Regrouping • Add 2-digit Numbers with Regrouping	• Adding within 100.pdf: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). – Drawing Tens – Beans, Beans, and More Beans – The Kingdom of Popsicle Stick-Filled Purses – Straws and Macaroni – Bean Addition – Newsletter – Adding Tens and Ones – Color Adds Up – Cookies and Milk! – Addition of Two-Digit Numbers – Addition and Subtraction of Large Numbers

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Number Sense and Base Ten *continued*		
1.NSBT.4b. add a two-digit number and a multiple of 10.	• Addition • Add Tens • Add with Manipulatives • Add Vertical Squares • Add with Beads • Addition and Subtraction Relationship • Add with Regrouping Concept • Add 2-digit and 1-digit Numbers with Regrouping • Add 2-digit Numbers without Regrouping • Add 2-digit Numbers with Regrouping	• Adding within 100.pdf: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. – Drawing Tens – Beans, Beans, and More Beans – The Kingdom of Popsicle Stick-Filled Purses – Straws and Macaroni – Bean Addition – Adding Tens and Ones – Color Adds Up – Cookies and Milk! – Addition of Two-Digit Numbers
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	• Song: Skip Counting • Book: Navajo Beads • Add • Subtract • Add Tens • Subtract Tens • Skip Count by 10 • Number Chart	• Ten more or less.pdf: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. – Ten-O – Toss It – Make a Number – Subtract 10 – Flashcards – Bingo – Addition of Tens
1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.	• Subtraction • Subtract Tens • Subtraction Patterns • Subtract • Place Value • 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Algebraic Thinking and Operations		
1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	• Songs: Fact Families; Doubles • Book: Facts About Families • Addition and Subtraction Fact Families • Addition and Subtraction Relationship	• Word problems using subtraction within 20.pdf: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. – Guess and Check – Model the Story
1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.	• 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.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends	• Addition and Subtraction Relationship • Addition and Subtraction Fact Families • Subtraction Patterns • Commutative Property of Addition	• Strategies to add and subtract.pdf: Apply properties of operations as strategies to add and subtract. • Adding and Subtracting Bugs – Concentration – Related Facts – Fact Families
1.ATO.4 Understand subtraction as an unknown addend problem.	• Missing Addends • Subtraction Patterns • Addition and Subtraction Fact Families • Missing Addends	• Understand subtraction as an unknown addend problem.pdf: Understand subtraction as an unknown-addend problem. Add and subtract within 20. – Write each subtraction problem as an addition problem and solve it.
1.ATO.5 Recognize how counting relates to addition and subtraction.	• Song: Counting On • Books: Circus 20 • 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Algebraic Thinking and Operations *continued*		
1.ATO.6a Demonstrate: a. addition and subtraction through 20;	• Songs: Fact Families; Counting On • Books: 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.ATO.6b. fluency with addition and related subtraction facts through 10.	• Songs: Fact Families; Counting On • Books: 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.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	• 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Algebraic Thinking and Operations *continued*		
1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	• Addition Sentences • Subtraction Sentences • Addition and Subtraction Fact Families • Missing Addends • Missing Minuends and Subtrahends	
1.ATO.9a Create, extend and explain using pictures and words for: a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	• Song: Train Station Patterns • Patterns • Pattern: AB; ABB; ABC	• Patterns.pdf: Draw the next shape to continue a pattern.
1.ATO.9b. growing patterns (between 2 and 4 terms/figures).	• Song: Train Station Patterns • Book: How King Snake Got His Pattern • Patterns • Pattern: AB; ABB; ABC	• Patterns.pdf: Draw the next shape to continue a pattern.
Geometry		
1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	• 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
1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	• Song: Kites • Space Shapes • Geoboard • Tangrams	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometry *continued*		
1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	• Song: Fractions • Books: Half for You and Half for Me; 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
1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	• 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 • Space Shapes • World Shapes	• Shape recognition.pdf: Correctly name shapes regardless of their orientations or overall size. – Shapes Scavenger Hunt – Shapes and Positioning – Shapes Flashcards
Measurement and Data Analysis		
1.MDA.1 Order three objects by length using indirect comparison.	• 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement and Data Analysis *continued*		
1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	• Length • Nonstandard Units of Length	• Length Measurement.pdf: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. – Measures of Me – Measure a Handful – Estimating Length – A Fruit and Vegetable – Measure Up! – Inches/Centimeters Rulers
1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.	• Song: Clock Hands • Books: Mr. Romano's Secret: A Time Story • 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement and Data Analysis *continued*		
1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.	• Songs: Tallying; Graphing • Books: One More Cat; Painting by Number; The Booneville Nine • Picture Graphs • Bar Graphs • 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?
1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	• Songs: Tallying; Graphing • Books: One More Cat; Painting by Number • Picture Graphs • Bar Graphs • 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?

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement and Data Analysis *continued*		
1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	• 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	
GRADE 2		
Number Sense and Base Ten		
2.NSBT.1a. Understand place value through 999 by demonstrating that: a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	• Song: Place Value • Place Value • Place Value of 3-digit Numbers	• Thinking of 100 as a bundle of ten 10s.pdf: 100 can be thought of as a bundle of ten tens—called a "hundred." – The Kingdom of Popsicle Stick-Filled Purses
2.NSBT.1b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones	• Song: Place Value • Place Value • Place Value of 3-digit Numbers	• Thinking of 100 as a bundle of ten 10s.pdf: 100 can be thought of as a bundle of ten tens—called a "hundred." – The Kingdom of Popsicle Stick-Filled Purses
2.NSBT.1c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	• Song: Place Value • Place Value • Place Value of 3-digit Numbers • Expanded Notation	• Read and write numbers to 1000.pdf: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. – Cube Trails – Race for a Flat – High/Low Number Cube Throw – Lucky Five
2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	• Song: Skip Counting • Skip Count • Skip Count by 10 • 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Number Sense and Base Ten *continued*		
2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	• Sequences of 2-digit Numbers • Sequences of 3-digit Numbers • Number Chart • Place Value	• Read and write numbers to 1000.pdf: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. – Cube Trails – Race for a Flat – High/Low Number Cube Throw – Lucky Five
2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	• 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.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	• Place Value • Addition and Subtraction Relationship • Commutative Properties of Addition • Addition • Subtraction • Add without Regrouping • Add with Regrouping • Subtract without regrouping • Subtract with Regrouping	• Add and subtract within 100.pdf: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. – Addition of Two-Digit Numbers – Tic Tac Toe – Subtraction of Two-Digit Numbers
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Number Sense and Base Ten *continued*		
2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	• 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
2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	• 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 (with spinner and numbers cards)
Algebraic Thinking and Operations		
2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	• Book: Painting by Number • Addition • Subtraction • 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 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Algebraic Thinking and Operations *continued*		
2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	• 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
2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	• 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?
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Addition • Multiply Using Repeated Addition • Multiply Using Arrays	
Geometry		
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	• 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Geometry *continued*		
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	• Song: Fractions • Fractions of Regions	
2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	• Song: Fractions • Books: Halves and Fourths and Thirds; The Fraction Twins • Fractions • Label Parts of Fractions • Geoboard • 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
Measurement and Data Analysis		
2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	• 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.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	• Length • Standard Units of Length • Measurement Tools	• Measuring the same object two ways.pdf: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. – Ready, Set, Measure
2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	• 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement and Data Analysis *continued*		
2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	• 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
2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.	• Number Line • Length • Standard Units of Length	
2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval 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
2.MDA.7 Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	• Songs: Money; Save Your Pennies • Book: Bugs For Sale • Coin Identification • Coin Value • Quarters • Count Dimes, Nickels, and Pennies • Count Quarters, Dimes, Nickels, and Pennies • Count Nickels and Pennies or Dimes and Pennies • Make Change • Count Coins • Count Bills and Coins • Equivalent Sums of Money	• Solve Money Word Problems.pdf: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. – Supermarket Hunt – Shopping for My Family – Money Combinations – Money Sums – Pizza Parlor – How Much Back? – Coin Count – Bills and Coins – Let's Count Coins – Money Addition – Change is Good! – Make 45¢

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Measurement and Data Analysis *continued*		
2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	• Measurement Tools • Length • Standard Units of Length • Number Line	• Generating measurement data.pdf: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. – Measuring Inches – Ready, Set, Measure – Let's Measure in Centimeters! – Let's Measure in Inches!
2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	• 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
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	• Song: Graphing • Graphing • Bar Graphs • Picture Graphs • Use Graphs and Tables	• Graphs.pdf: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. – Questions and Answers – Library Book Survey – Playground Survey – Rock Collections – Use Graphs and Tables

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
SCIENCE		
KINDERGARTEN		
Motion and Stability: Forces and Interactions (PS2)		
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.	• Song: Push and Pull • Book: Mr. Mario's Neighborhood • Push and Pull	• Learning Together: How It Works
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.	• Song: Push and Pull • Push and Pull	
Energy (PS3)		
K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface.	• Songs: Water; Plants Are Growing; Sun Blues • Sun • Water • Rocks	
K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Waterford encourages everyone to have writing, drawing, and art materials available for children's creations.	
Molecules to Organisms: Structures and Processes (LS1)		
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	• Songs: Water; Food From Plants • Books: Mela's Water Pot; Everybody Needs to Eat • Sun • Plants • Water • Plants and Animals Need Air • Healthy Plants' Needs	• More to Explore Experiment: Water for Plants • Learning Together: Green and Growing

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Earth's Systems (ESS2)		
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	• Song: Seasons • Book: That's What I Like: A Book About Seasons • Weather • Calendar/Graph Weather • Weather Patterns • Clouds • Spring • Summer • Fall • Winter	• Learning Together: Weather; The Weather Around Us • Weather Cards
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	• Books: Winter Snoozers; Birds at my House; The Old Maple Tree; Turtle's Pond	
Earth and Human Activity (ESS3)		
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.	• Song: Four Ecosystems • Book: Where in the World Would You Go Today? • Oceans • Mountains • Deserts • Rainforests	• Learning Together: Our Earth
K-ESS3-2. Ask questions to understand the purpose of weather forecasting to prepare for, and respond to, severe weather.	• Songs: Precipitation; Storms • Book: Whatever the Weather • Weather Tools • Calendar/Graph Weather	
K-ESS3-3. Obtain and communicate information to define problems related to human impact on 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

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
GRADE 1		
Waves and their Applications in Technologies for Information Transfer (PS4)		
1-PS4-1. 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-PS4-2. Make observations to support an evidence-based claim that objects in darkness can be seen only when illuminated by light sources.	• Books: My Family Campout; Lightning Bugs • Light Properties • Properties of Light	
1-PS4-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	• Book: My Family Campout • Light Properties • Properties of Light	
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.	• Song: Inventing • Books: I Want to Be a Scientist Like Thomas Edison; Inventions All Around	
From Molecules to Organisms: Structures and Processes (LS1)		
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.	• Books: I Wish I Had Ears Like a Bat; Animal Bodies; Fawn Eyes • Deserts	
1-LS1-2. Obtain information from multiple sources to determine patterns in parent and offspring behavior that help offspring survive.	• Song: Animal Bodies • Animal Behavior • Animal Bodies	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Heredity: Inheritance and Variation of Traits (LS3)		
1-LS3-1. Make observations to support an evidence-based claim that most young are like, but not exactly like, their parents.	• Books: George and Jack; A Seed Grows • Build Knowledge: Mine	• More to Explore Experiment: Traits
Earth's Place in the Universe (ESS1)		
1-ESS1-1. 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-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	• Sun • Spring • Summer • Fall • Winter	
GRADE 2		
Matter and Its Interactions (PS1)		
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	• Book: Warm Soup for Dedushka • Changes in Matter • Movement of Heat • States of Water • Materials	
2-PS1-2. Analyze data obtained from tests to determine which materials have the best properties for an intended purpose.	• Book: Warm Soup for Dedushka • Heat Movement • Movement of Heat • Heat Experiment	
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.	• Books: I Want to Be a Scientist Like Wilbur and Orville Wright; Inventions All Around • Geoboard • Tangrams	
2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	• Books: Warm Soup for Dedushka; Pancakes Matter • Changes in Matter • Movement of Heat	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Ecosystems: Interactions, Energy, and Dynamics (LS2)		
2-LS2-1. Plan and conduct an investigation to determine what plants need to grow.	• Song: Plants Are Growing • Sun • Water • Plant Experiment • Healthy Plants' Needs	• More to Explore Experiment: Light for Plants
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	• Books: The Bee's Secret; The Old Maple Tree	
Biological Evolution: Unity and Diversity (LS4)		
2-LS4-1. Make observations of plants and animals to compare patterns of diversity within 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's Place in the Universe (ESS1)		
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur rapidly 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
Earth's Systems (ESS2)		
2-ESS2-1. 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.	

SOUTH CAROLINA STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Earth's Systems (ESS2) ***continued***		
2-ESS2-2. 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	
2-ESS2-3. 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	
Earth and Human Activity (ESS3)		
2-ESS3-1. Design solutions to address human impacts on natural resources 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

PRE-MATH & SCIENCE

Math Books

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

BASIC MATH & SCIENCE

Math & Science Books

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

FLUENT MATH & SCIENCE

Math & Science Books

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

CONTINUAL DEVELOPMENT

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

SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at 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

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; Charley Chick; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Cat; 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

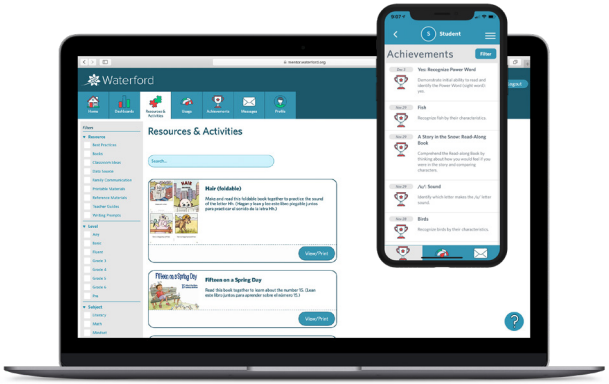
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

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).