



# Alignment

## March 2026

**100%**  
Aligned

**Waterford  
Early Learning:  
Math & Science**

**Tennessee  
Mathematics 2021  
& Science 2022  
Standards**

## This document provides a detailed alignment of **Waterford Early Learning** to **Tennessee Mathematics 2021 & Science 2022 Standards**

### Alignment Description

This document aligns Tennessee Mathematics 2021 & Science 2022 Standards to Waterford.org's digital activities and supporting resources.

#### Waterford Digital Activities

Waterford programs include engaging, evidence-based digital activities anchored in the science of learning that progress through an adaptive learning path in reading, math, and science. These activities are also available for collaborative instruction at [→teacher.waterford.org](https://teacher.waterford.org).

- **Classroom Playlists** enable teachers to harness learning technologies in whole-class instruction, flexible small groups, and personalized support for individual students.

#### Waterford Resources

Waterford provides an engaging, diverse collection of PDF resources tailored to boost children's learning experiences, empowering instruction in both classroom and home settings.

- **Teacher Resources** encompass class activities, reference materials, teacher guides, an array of books, and more.
- **Family Resources** encompass newsletters, activity sets, and reference materials, all available in both English and Spanish.

#### Waterford Curriculum Details

Waterford programs leverage the science of learning and evidence-based research to optimize reading development, accelerate learning, and target interventions for PreK–2nd grade learners.

#### Adaptive, Individualized Learning

Tailored instruction enables students to progress through the sequence at their own pace, offering multiple opportunities for practice as needed and more challenging activities when students are ready. This adaptation is automatic within the learning sequence. More information on the adaptive learning sequence can be found in [→Waterford's Adaptive Learning Path in Action](#) video.

#### Data-Informed Instruction

Administrators and teachers can use the program's reporting features to monitor progress in real-time, identify areas of difficulty, and utilize additional intervention tools in varied instructional settings. Examples of the reporting features can be found [→here](#).

#### Research-Driven Development

Waterford is committed to ongoing development based on the latest research findings. Please note that this correlation is accurate as of the date on the cover.

#### Reading Sequence

Waterford's Reading Sequence is aligned to the Science of Reading, with explicit and systematic instruction. The sequence develops phonics; phonological awareness; comprehension and vocabulary; language concepts and writing; and fluency. More detailed information can be found in the [→Reading Skills Scope & Sequence](#).

#### Math and Science Sequence

Waterford's Math and Science Sequence is designed around clear instructional principles. The math sequence develops numbers and operations (including counting and cardinality); operations and algebraic thinking; measurement and data; and geometry. The science sequence develops an understanding of physical, life, earth and space domains. More detailed information can be found in the [→Math and Science Scope & Sequence](#).

#### SmartStart Sequence

Waterford's SmartStart Sequence is designed so learners are exposed to the foundational principles critical to kindergarten readiness. SmartStart combines the digital learning path with teacher resources to teach early reading, math, science, and social studies concepts as well as executive function, creative arts, health, and physical development. More detailed information can be found in the [→SmartStart Scope & Sequence](#).

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<b>Mathematics</b>		
<b>KINDERGARTEN</b>		
<b>COUNTING AND CARDINALITY (CC)</b>		
<b>A. Know number names and the counting sequence.</b>		
<b>K.CC.A.1</b> Count to 100 by ones, fives, and tens. Count backward from 10.	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Songs: Counting Backward</li> <li>Books: A Space Adventure</li> <li>Number Instruction</li> <li>Skip Counting</li> <li>Counting Back</li> <li>Count Down</li> </ul>	<ul style="list-style-type: none"> <li>Count To 100 by Ones and Tens</li> </ul>
<b>K.CC.A.2</b> Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> <li>Songs: Counting On</li> <li>Count On</li> <li>Counting Songs (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Count Forward</li> </ul>
<b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a quantity of objects with a written number 0-20.	<ul style="list-style-type: none"> <li>Counting Songs (See titles at end of document.)</li> <li>Number Instruction</li> <li>Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>Write Numbers 0-20</li> </ul>
<b>K.CC.A.4</b> Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.	<ul style="list-style-type: none"> <li>Songs: Train Station Patterns</li> <li>Books: How King Snake Got His Pattern</li> <li>Patterns</li> <li>Pattern AB</li> <li>Pattern ABB</li> <li>Pattern ABC</li> </ul>	

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Count to tell the number of objects.</b>		
<p><b>K.CC.B.5</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>K.CC.B.5a.</b> When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence.</p>	<ul style="list-style-type: none"> <li>● Counting Songs (See titles at end of document.)</li> <li>● Number Instruction</li> <li>● Order Numbers</li> <li>● One-to-one Correspondence</li> <li>● Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Object Counting Basics</li> </ul>
<p><b>K.CC.B.5b.</b> Recognize 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.</p>	<ul style="list-style-type: none"> <li>● Make and Count Groups</li> <li>● Number Instruction</li> <li>● One-to-One Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>● Object Counting Grouping</li> </ul>
<p><b>K.CC.B.5c.</b> Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.</p>	<ul style="list-style-type: none"> <li>● Make and Count Groups</li> <li>● Number Instruction</li> <li>● Count On by 1</li> </ul>	<ul style="list-style-type: none"> <li>● Object Counting Succession</li> </ul>
<p><b>K.CC.B.6</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.</p>	<ul style="list-style-type: none"> <li>● Counting Songs</li> <li>● Number Songs (See titles at end of document.)</li> <li>● Make and Count Groups</li> <li>● Number Instruction</li> <li>● One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>● How Many?</li> </ul>
<b>C. Compare Numbers.</b>		
<p><b>K.CC.C.7</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p>	<ul style="list-style-type: none"> <li>● Songs: Greater Than, Less Than</li> <li>● Books: For the Birds</li> <li>● Greater Than, Less Than</li> <li>● More Than, Fewer Than</li> <li>● More Than</li> <li>● Fewer Than</li> <li>● Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Greater, Less, or Equal</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>C. Compare Numbers <i>continued</i></b>		
<p><b>K.CC.C.8</b> Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than</li> <li>• Books: For the Birds</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Compare Two Numbers</li> </ul>
<b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>		
<b>A. Represent and solve problems involving addition and subtraction.</b>		
<p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.</p>	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Represent Addition and Subtraction with Objects</li> </ul>
<p><b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.</p>	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Minuends</li> <li>• Sums</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and Subtraction Word Problems</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>A. Represent and solve problems involving addition and subtraction <i>continued</i>.</b>		
<p><b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p>	<ul style="list-style-type: none"> <li>• Subtract Groups</li> <li>• Add Groups</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Decompose Numbers</li> </ul>
<p><b>K.OA.A.4</b> Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.</p>	<ul style="list-style-type: none"> <li>• Make 10</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers That Make 10</li> </ul>
<p><b>K.OA.A.5</b> Use mental strategies flexibly to develop fluency in addition and subtraction within 10.</p>	<ul style="list-style-type: none"> <li>• Songs: Bee Happy Addition; On the Bayou; Bakery Subtraction; Subtract Those Cars; Circus Subtraction</li> <li>• Books: Five Delicious Muffins</li> <li>• Add Groups</li> <li>• Subtract Groups</li> <li>• Minuends</li> <li>• Sums</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	
<b>NUMBER AND OPERATIONS IN BASE TEN (NBT)</b>		
<b>A. Work with numbers 11-19 to gain foundations for place value.</b>		
<p><b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals <math>10 + 8</math>). Record the composition or decomposition using a drawing or by writing an equation.</p>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Place Value Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Tens and Ones</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>MEASUREMENT AND DATA (MD)</b>		
<b>A. Describe and compare measurable attributes.</b>		
<b>K.MD.A.1</b> Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light).	<ul style="list-style-type: none"> <li>Songs: Measuring Plants; Savanna Size</li> <li>Length</li> <li>Tall and Short</li> <li>Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>Measurable Attributes</li> </ul>
<b>K.MD.A.2</b> Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.	<ul style="list-style-type: none"> <li>Songs: Measuring Plants; Savanna Size; Large, Larger, Largest</li> <li>Length</li> <li>Capacity</li> <li>Big and Little</li> <li>Tall and Short</li> <li>Heavy and Light</li> </ul>	<ul style="list-style-type: none"> <li>Comparing Objects</li> </ul>
<b>B. Work with money.</b>		
<b>K.MD.B.3</b> Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.	<ul style="list-style-type: none"> <li>Songs: Save Your Pennies</li> <li>Coin Identification</li> <li>Coin Value</li> </ul>	
<b>C. Classify objects and count the number of objects in each category.</b>		
<b>K.MD.C.4</b> Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.	<ul style="list-style-type: none"> <li>Songs: Same and Different; All Sorts of Laundry</li> <li>Books: Buttons, Buttons</li> <li>Match</li> <li>Matching</li> <li>Sort</li> </ul>	<ul style="list-style-type: none"> <li>Classifying Objects</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>GEOMETRY (G)</b>		
<b>A. Identify and describe shapes and solids.</b>		
<p><b>K.G.A.1</b> Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.</p>	<ul style="list-style-type: none"> <li>• Songs: Position Cat; Kites; Get Over the Bugs; Monster Trucks; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes; Up In the Air</li> <li>• Position</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• First, Middle, Last</li> <li>• Top, Beside, and Bottom</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Describing Objects</li> </ul>
<p><b>K.G.A.2</b> Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.</p>	<ul style="list-style-type: none"> <li>• Songs: Kites; Shapes, Shapes, Shapes</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Star, Semicircle, Octagon, Oval, Rhombus</li> <li>• Simple Shapes</li> <li>• Solid Shapes</li> <li>• World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Shape Recognition</li> </ul>
<p><b>K.G.A.3</b> Identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three-dimensional.</p>	<ul style="list-style-type: none"> <li>• Solid Shapes</li> <li>• Space Shapes</li> <li>• Simple Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Two-dimensional Shapes</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Analyze, compare, create, and compose shapes.</b>		
<b>K.G.B.4</b> Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.	<ul style="list-style-type: none"> <li>Songs: Corners and Sides</li> <li>Simple Shapes</li> <li>Solid Shapes</li> <li>Space Shapes</li> <li>Congruence</li> <li>Tangrams</li> <li>Similar Figures</li> </ul>	<ul style="list-style-type: none"> <li>Compare Shapes</li> </ul>
<b>K.G.B.5</b> Model shapes/solids in the world by building or drawing them.	<ul style="list-style-type: none"> <li>Geoboard</li> </ul>	<ul style="list-style-type: none"> <li>Model Shapes</li> </ul>
<b>K.G.B.6</b> Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure.	<ul style="list-style-type: none"> <li>Geoboard</li> <li>Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>Form Larger Shapes</li> </ul>
<b>GRADE 1</b>		
<b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>		
<b>A. Represent and solve problems involving addition and subtraction.</b>		
<b>1.OA.A.1</b> Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none"> <li>Songs: Fact Families; Doubles</li> <li>Books: Facts About Families</li> <li>Addition and Subtraction Fact Families</li> <li>Addition and Subtraction Relationship</li> </ul>	<ul style="list-style-type: none"> <li>Word Problems Using Subtraction Within 20</li> </ul>
<b>1.OA.A.2</b> Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none"> <li>Add 3 One-digit Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Word Problems Adding 3 Numbers</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Understand and apply properties of operations and the relationship between addition and subtraction.</b>		
<p><b>1.OA.B.3</b> Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract.</p>	<ul style="list-style-type: none"> <li>● Addition and Subtraction Relationship</li> <li>● Addition and Subtraction Fact Families</li> <li>● Subtraction Patterns</li> <li>● Commutative Property of Addition</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies to Add and Subtract</li> </ul>
<p><b>1.OA.B.4</b> Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve <math>10 - 8 = \underline{\quad}</math>, a student can use <math>8 + \underline{\quad} = 10</math>.</p>	<ul style="list-style-type: none"> <li>● Missing Addends</li> <li>● Subtraction Patterns</li> <li>● Addition and Subtraction Fact Families</li> </ul>	<ul style="list-style-type: none"> <li>● Understand Subtraction as an Unknown Addend Problem</li> </ul>
<b>C. Add and subtract within 20.</b>		
<p><b>1.OA.C.5</b> Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math> or adding <math>6 + 7</math> by creating the known equivalent <math>6 + 4 + 3 = 10 + 3 = 13</math> OR <math>6 + 6 + 1 = 12 + 1</math>).</p>	<ul style="list-style-type: none"> <li>● Songs: Counting On</li> <li>● Books: Circus 20; Painting By Number</li> <li>● Skip Count by 2</li> <li>● Count On</li> <li>● Make and Count Groups</li> <li>● Add Groups</li> <li>● Subtract Groups</li> <li>● Make 10</li> </ul>	<ul style="list-style-type: none"> <li>● Relate Counting To Addition and Subtraction</li> </ul>
<p><b>1.OA.C.6</b> Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.</p>	<ul style="list-style-type: none"> <li>● Songs: Fact Families; Counting On</li> <li>● Books: Facts about Families</li> <li>● Addition and Subtraction Fact Families</li> <li>● Addition Sentences</li> <li>● Subtraction Sentences</li> <li>● Commutative Property of Addition</li> <li>● Addition and Subtraction Relationship</li> <li>● Missing Addends</li> <li>● Missing Minuends and Subtrahends</li> <li>● Add 3 One-digit Numbers</li> <li>● Subtraction Patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Add and Subtract Within 20</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>D. Work with addition and subtraction equations.</b>		
<p><b>1.OA.D.7</b> Understand the meaning of the equal sign (e.g., <math>6 = 6</math>; <math>5 + 2 = 4 + 3</math>; <math>7 = 8 - 1</math>). Determine if equations involving addition and subtraction are true or false.</p>	<ul style="list-style-type: none"> <li>• Songs: Fact Families</li> <li>• Books: Facts About Families</li> <li>• Addition and Subtraction Fact Families</li> <li>• Addition and Subtraction Relationship</li> <li>• Commutative Property of Addition</li> <li>• Addition Sentences</li> <li>• Subtraction Sentences</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Equal Sign</li> </ul>
<p><b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g., <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math>).</p>	<ul style="list-style-type: none"> <li>• Addition Sentences</li> <li>• Subtraction Sentences</li> <li>• Missing Addends</li> <li>• Missing Minuends and Subtrahends</li> </ul>	
<b>NUMBER AND OPERATIONS IN BASE TEN (NBT)</b>		
<b>A. Extend the counting sequence.</b>		
<p><b>1.NBT.A.1</b> Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.</p>	<ul style="list-style-type: none"> <li>• Songs: Counting On; Counting Backward</li> <li>• Books: A Space Adventure</li> <li>• Count On</li> <li>• Counting Back</li> <li>• Count Down</li> <li>• Number Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Count To 120</li> </ul>
<p><b>1.NBT.A.2</b> Recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials. For example: 1, 3, 5, ...; 2, 4, 6, ...; 5, 10, 15, ...; etc.</p>	<ul style="list-style-type: none"> <li>• Songs: Skip Counting</li> <li>• Skip Count: by 2; by 5; by 10</li> <li>• Number Patterns</li> <li>• Number Chart</li> <li>• Patterns of 2-digit Numbers</li> <li>• Patterns of 3-digit Numbers</li> </ul>	

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Understand place value.</b>		
<p><b>1.NBT.B.3</b> Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).</p>	<ul style="list-style-type: none"> <li>• Songs: Place Value</li> <li>• Place Value of 2-digit Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Tens as a Bundle of Ones</li> </ul>
<p><b>1.NBT.B.4</b> Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Greater Than, Less Than (2-digit Numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare Two-digit Numbers</li> </ul>
<b>C. Use place value understanding and properties of operations to add and subtract.</b>		
<p><b>1.NBT.C.5</b> Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Add Tens</li> <li>• Add with Manipulatives</li> <li>• Add Vertical Squares</li> <li>• Add with Beads</li> <li>• Addition and Subtraction Relationship</li> <li>• Add with Regrouping Concept</li> <li>• Add 2-digit and 1-digit Numbers with Regrouping</li> <li>• Add 2-digit Numbers without Regrouping</li> <li>• Add 2-digit Numbers with Regrouping</li> </ul>	<ul style="list-style-type: none"> <li>• Adding Within 100</li> </ul>
<p><b>1.NBT.C.6</b> Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.</p>	<ul style="list-style-type: none"> <li>• Songs: Skip Counting</li> <li>• Books: Navajo Beads</li> <li>• Add</li> <li>• Subtract</li> <li>• Add Tens</li> <li>• Subtract Tens</li> <li>• Skip Count by 10</li> <li>• Number Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Ten More or Less</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>C. Use place value understanding and properties of operations to add and subtract <i>continued</i>.</b>		
<p><b>1.NBT.C.7</b> Subtract multiples of 10 from any number in the range of 10-99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<ul style="list-style-type: none"> <li>• Subtraction</li> <li>• Subtract Tens</li> <li>• Subtraction Patterns</li> <li>• Subtract</li> <li>• Place Value</li> <li>• Addition and Subtraction Relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Subtracting in 10s</li> </ul>
<b>MEASUREMENT AND DATA (MD)</b>		
<b>A. Measure lengths indirectly and by iterating length units.</b>		
<p><b>1.MD.A.1</b> Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.</p>	<ul style="list-style-type: none"> <li>• Length</li> <li>• Nonstandard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Order by Length</li> </ul>
<p><b>1.MD.A.2</b> Measure the length of an object using non-standard units (paper clips, cubes, etc.) and express this length as a whole number of units.</p>	<ul style="list-style-type: none"> <li>• Length</li> <li>• Nonstandard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>• Length Measurement</li> </ul>
<b>B. Work with time and money.</b>		
<p><b>1.MD.B.3</b> Recognize a clock as a measurement tool. Tell and write time in hours and half-hours using analog and digital clocks.</p>	<ul style="list-style-type: none"> <li>• Songs: Clock Hands</li> <li>• Books: Mr. Romano's Secret: A Time Story</li> <li>• Tell Time to the Hour</li> <li>• Tell Time to the Half-Hour</li> </ul>	<ul style="list-style-type: none"> <li>• Hours and Half-hours</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Work with time and money <i>continued</i>.</b>		
<p><b>1.MD.B.4</b> Count the value of a set of like coins less than one dollar using the ¢ symbol only.</p>	<ul style="list-style-type: none"> <li>• Songs: Money</li> <li>• Books: Bugs For Sale</li> <li>• Coin Value</li> <li>• Count Dimes, Nickels, and Pennies</li> <li>• Count Quarters, Dimes, Nickels, and Pennies</li> <li>• Count Nickels and Pennies or Dimes and Pennies</li> <li>• Equivalent Sums of Money</li> <li>• Quarters</li> </ul>	<ul style="list-style-type: none"> <li>• Coin Identification and Value</li> </ul>
<b>C. Represent and interpret data.</b>		
<p><b>1.MD.C.5</b> Organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. 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.</p>	<ul style="list-style-type: none"> <li>• Songs: Tallying; Graphing</li> <li>• Books: Painting by Number; One More Cat; The Booneville Nine</li> <li>• Tally Marks</li> <li>• Graphs</li> <li>• Make a Table</li> </ul>	<ul style="list-style-type: none"> <li>• Data Categorization</li> </ul>
<b>GEOMETRY (G)</b>		
<b>A. Reason about shapes/solids and their attributes.</b>		
<p><b>1.G.A.1</b> Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.</p>	<ul style="list-style-type: none"> <li>• Songs: Corners and Sides</li> <li>• Space Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>A. Reason about shapes/solids and their attributes <i>continued</i>.</b>		
<p><b>1.G.A.2</b> Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).</p>	<ul style="list-style-type: none"> <li>• Songs: Kites</li> <li>• Books: Imagination Shapes</li> <li>• Space Shapes</li> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Form Larger Shapes</li> </ul>
<p><b>1.G.A.3</b> 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 partitioning into more equal shares creates smaller shares.</p>	<ul style="list-style-type: none"> <li>• Songs: Fractions</li> <li>• Books: Halves and Fourths and Thirds; Half For You and Half For Me</li> <li>• Equal-part Fractions</li> <li>• Label Parts of Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Equal Shares</li> </ul>
<b>GRADE 2</b>		
<b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>		
<b>A. Represent and solve problems involving addition and subtraction.</b>		
<p><b>2.OA.A.1</b> Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<ul style="list-style-type: none"> <li>• Books: Painting by Number</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Addition and Subtraction Facts</li> <li>• Subtraction Sentences</li> <li>• Missing Addends and Subtrahends</li> </ul>	<ul style="list-style-type: none"> <li>• One- and Two-Step Word Problems Within 100</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Add and subtract within 30.</b>		
<p><b>2.OA.B.2</b> Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.</p>	<ul style="list-style-type: none"> <li>• Songs: Fact Families; Doubles</li> <li>• Subtraction Patterns</li> <li>• Addition Facts to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Add and Subtract Within 20</li> </ul>
<b>C. Work with equal groups of objects to gain foundations for multiplication.</b>		
<p><b>2.OA.C.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.</p>	<ul style="list-style-type: none"> <li>• Songs: Odd Todd and Even Steven</li> <li>• Skip Count by 2</li> <li>• Addition Facts</li> </ul>	<ul style="list-style-type: none"> <li>• Odd and Even Recognition</li> </ul>
<p><b>2.OA.C.4</b> Use repeated 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. For example, a 3 by 4 array can be expressed as <math>3 + 3 + 3 + 3 = 12</math> or <math>4 + 4 + 4 = 12</math>.</p>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Multiply Using Repeated Addition</li> <li>• Multiply Using Arrays</li> </ul>	
<b>D. Solve problems involving addition and subtraction and identify and explain patterns in arithmetic.</b>		
<p><b>2.OA.D.5</b> Identify arithmetic patterns in an addition or hundreds chart and explain them using properties of operations. For example, analyze patterns in the addition chart and observe an alternating pattern of even and odd numbers (because each time we move to the right one box or down one box, we are adding one more to our sum: <math>(2 + 3) + 1 = 2 + (3 + 1) = 2 + 4</math> which uses the associative property of addition).</p>	<ul style="list-style-type: none"> <li>• Number Patterns</li> <li>• Number Chart</li> <li>• Patterns of 2-digit Numbers</li> <li>• Patterns of 3-digit Numbers</li> <li>• Number Sequences and Patterns</li> <li>• Addition and Subtraction Relationship</li> <li>• Commutative Properties of Addition</li> </ul>	<ul style="list-style-type: none"> <li>• Add And Subtract Within 100</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>NUMBER AND OPERATIONS IN BASE TEN (NBT)</b>		
<b>A. Understand place value.</b>		
<p><b>2.NBT.A.1</b> Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).</p>	<ul style="list-style-type: none"> <li>• Songs: Place Value</li> <li>• Place Value</li> <li>• Place Value of 3-digit Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking of 100 as a Bundle of Ten 10s</li> </ul>
<p><b>2.NBT.A.2</b> Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example: 111, 113, 115, ...; 82, 84, 86, ...; 370, 380, 390...; 100, 200, 300,...; etc.</p>	<ul style="list-style-type: none"> <li>• Songs: Skip Counting</li> <li>• Skip Count</li> <li>• Skip Count by 10</li> <li>• Skip Count by 5</li> <li>• Skip Count by 2</li> <li>• Number Chart</li> <li>• Number Sequences and Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Within 1000</li> </ul>
<p><b>2.NBT.A.3</b> Read and write numbers to 1000 using standard form, word form, and expanded form. . For example, write 234 as <math>200 + 30 + 4</math>.</p>	<ul style="list-style-type: none"> <li>• Sequences of 2-digit Numbers</li> <li>• Sequences of 3-digit Numbers</li> <li>• Number Chart</li> <li>• Place Value</li> </ul>	<ul style="list-style-type: none"> <li>• Read and Write Numbers to 1000</li> </ul>
<p><b>2.NBT.A.4</b> Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p>	<ul style="list-style-type: none"> <li>• Greater Than, Less Than (3-digit Numbers)</li> <li>• Place Value of 3-digit Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Less Than, Equal To, or Greater Than.</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Use place value understanding and properties of operations to add and subtract.</b>		
<p><b>2.NBT.B.5</b> Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.</p>	<ul style="list-style-type: none"> <li>● Place Value</li> <li>● Addition and Subtraction Relationship</li> <li>● Commutative Properties of Addition</li> <li>● Addition</li> <li>● Subtraction</li> <li>● Add without Regrouping</li> <li>● Add with Regrouping</li> <li>● Subtract without regrouping</li> <li>● Subtract with Regrouping</li> </ul>	<ul style="list-style-type: none"> <li>● Add and Subtract Within 100</li> </ul>
<p><b>2.NBT.B.6</b> Add up to four two-digit numbers using properties of operations and strategies based on place value.</p>	<ul style="list-style-type: none"> <li>● Add Two-digit Numbers with Regrouping</li> <li>● Commutative Properties of Addition</li> <li>● Place Value</li> </ul>	<ul style="list-style-type: none"> <li>● Adding Four 2-Digit Numbers</li> </ul>
<p><b>2.NBT.B.7</b> Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)</p>	<ul style="list-style-type: none"> <li>● Place Value</li> <li>● Addition and Subtraction Relationship</li> <li>● Commutative Properties of Addition</li> <li>● Addition</li> <li>● Subtraction</li> <li>● Add without Regrouping</li> <li>● Add with Regrouping</li> <li>● Subtract without regrouping</li> <li>● Subtract with Regrouping</li> <li>● Act Out Addition</li> <li>● Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>● Add and subtract within 1000.</li> </ul>
<p><b>2.NBT.B.8</b> Mentally add or subtract 10 or 100 to/from any given number within 1000.</p>	<ul style="list-style-type: none"> <li>● Skip Count</li> <li>● Place Value</li> <li>● Number Chart</li> <li>● Number Patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Mentally Adding Or Subtracting 10 Or 100</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>MEASUREMENT AND DATA (MD)</b>		
<b>A. Measure and estimate lengths in standard units.</b>		
<b>2.MD.A.1</b> Measure the length of an object in whole number units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<ul style="list-style-type: none"> <li>Songs: Measuring Plants</li> <li>Books: Birds at My House</li> <li>Length</li> <li>Measurement Tools</li> <li>Standard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>Measurement Tools</li> </ul>
<b>2.MD.A.2</b> Measure the length of an object using two different whole number units of measure and describe how the two measurements relate to the size of the unit chosen.	<ul style="list-style-type: none"> <li>Length</li> <li>Standard Units of Length</li> <li>Measurement Tools</li> </ul>	<ul style="list-style-type: none"> <li>Measuring the Same Object Two Ways</li> </ul>
<b>2.MD.A.3</b> Estimate lengths using whole number units of inches, feet, yards, centimeters, and meters.	<ul style="list-style-type: none"> <li>Songs: Measuring Plants</li> <li>Length</li> <li>Standard Units of Length</li> <li>Measurement Tools</li> </ul>	<ul style="list-style-type: none"> <li>Estimating Lengths</li> </ul>
<b>2.MD.A.4</b> Measure, using whole number lengths, to determine how much longer one object is than another and express the difference in terms of a standard unit of length.	<ul style="list-style-type: none"> <li>Length</li> <li>Standard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>Measure Length</li> </ul>
<b>B. Relate addition and subtraction to length.</b>		
<b>2.MD.B.5</b> Add and subtract within 100 to solve contextual problems, with the unknown in any position, involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.	<ul style="list-style-type: none"> <li>Books: Yangshi's Perimeter</li> <li>Addition</li> <li>Subtraction</li> <li>Length</li> <li>Standard Units of Length</li> </ul>	<ul style="list-style-type: none"> <li>Add and Subtract Word Problems Within 100</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>B. Relate addition and subtraction to length <i>continued</i>.</b>		
<p><b>2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.</p>	<ul style="list-style-type: none"> <li>● Number Line</li> <li>● Length</li> </ul>	
<b>C. Work with time and money.</b>		
<p><b>2.MD.C.7</b> Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.</p>	<ul style="list-style-type: none"> <li>● Songs: Telling Time; Clock Hands</li> <li>● Tell Time</li> <li>● Time to Five Minutes</li> <li>● Tell Time to the Quarter Hour</li> <li>● Tell Time to the Minute</li> <li>● Tell Time to the Hour</li> <li>● Tell Time to the Half-hour</li> </ul>	<ul style="list-style-type: none"> <li>● Tell and Write Time</li> </ul>
<p><b>2.MD.C.8</b> Solve contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$100 using the \$ symbol appropriately.</p>	<ul style="list-style-type: none"> <li>● Songs: Money; Save Your Pennies</li> <li>● Books: Bugs For Sale</li> <li>● Coin Identification</li> <li>● Coin Value</li> <li>● Quarters</li> <li>● Count Dimes, Nickels, and Pennies</li> <li>● Count Quarters, Dimes, Nickels, and Pennies</li> <li>● Count Nickels and Pennies or Dimes and Pennies</li> <li>● Make Change</li> <li>● Count Coins</li> <li>● Count Bills and Coins</li> <li>● Equivalent Sums of Money</li> </ul>	<ul style="list-style-type: none"> <li>● Solve Money Word Problems</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>D. Represent and interpret data.</b>		
<p><b>2.MD.D.9</b> Given a set of data, create a line plot, where the horizontal scale is marked off in whole-number units.</p>		<ul style="list-style-type: none"> <li>• Generating Measurement Data</li> </ul>
<p><b>2.MD.D.10</b> Draw a pictograph (with a key of values of 1, 2, 5, or 10) and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.</p>	<ul style="list-style-type: none"> <li>• Songs: Graphing</li> <li>• Graphs</li> <li>• Bar Graphs</li> <li>• Picture Graphs</li> <li>• Use Graphs and Tables</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs</li> </ul>
<b>GEOMETRY (G)</b>		
<b>A. Reason about shapes and their attributes.</b>		
<p><b>2.G.A.1</b> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles/vertices or a given number of sides of equal length.</p>	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Corners and Sides; Kites</li> <li>• Books: The Shape of Things</li> <li>• Space Shapes</li> <li>• World Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Draw Shapes</li> </ul>
<p><b>2.G.A.2</b> Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.</p>	<ul style="list-style-type: none"> <li>• Songs: Fractions</li> <li>• Fractions of Regions</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> </ul>
<p><b>2.G.A.3</b> Partition circles and rectangles into two, three, and four equal shares. Describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<ul style="list-style-type: none"> <li>• Songs: Fractions</li> <li>• Books: Halves and Fourths and Thirds; The Fraction Twins</li> <li>• Fractions</li> <li>• Label Parts of Fractions</li> <li>• Fractions of Regions</li> <li>• Fractions of Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>SCIENCE</b>		
<b>Kindergarten</b>		
<b>K.ESS2: Earth's Systems</b>		
<p><b>1)</b> Make observations to gather weather data (i.e. precipitation, wind, temperature, cloud cover) using tools (e.g. thermometer, rain gauge).</p>	<ul style="list-style-type: none"> <li>• Songs: Precipitation</li> <li>• Books: Whatever the Weather</li> <li>• Weather Tools</li> <li>• Calendar/Graph Weather</li> <li>• Weather Patterns</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• The Weather Around Us</li> </ul>
<p><b>2)</b> Use simple graphs and pictorial weather symbols to describe weather patterns that occur overtime (i.e. hourly, daily).</p>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather Patterns</li> <li>• Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• The Weather Around Us</li> </ul>
<p><b>3)</b> Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Books: That's What I Like: A Book About Seasons</li> <li>• Weather</li> <li>• Calendar/Graph Weather</li> <li>• Weather Patterns</li> <li>• Clouds</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• The Weather Around Us</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>K.ESS3: Earth and Human Activity</b>		
<p><b>1)</b> Use a model to represent the way the environment meets the basic needs (shelter, food, water) of living things (including humans) and the places they live.</p>	<ul style="list-style-type: none"> <li>Songs: Four Ecosystems</li> <li>Books: Where in the World Would You Go Today?</li> <li>Oceans</li> <li>Mountains</li> <li>Deserts</li> <li>Rainforests</li> </ul>	<ul style="list-style-type: none"> <li>Our Earth</li> </ul>
<p><b>2)</b> Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.</p>	<ul style="list-style-type: none"> <li>Songs: Precipitation; Storms</li> <li>Books: Whatever the Weather</li> <li>Weather Tools</li> <li>Calendar/Graph Weather</li> </ul>	
<p><b>3)</b> Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the local environment.</p>	<ul style="list-style-type: none"> <li>Songs: Conservation; Pollution Rap</li> <li>Pollution and Recycling</li> <li>Care of Water</li> <li>Care of Earth</li> </ul>	<ul style="list-style-type: none"> <li>Recycling</li> <li>Our Earth</li> </ul>
<b>K.ETS1: Engineering Design</b>		
<p><b>1)</b> Apply an engineering design approach to identify and solve practical problems.</p>	<ul style="list-style-type: none"> <li>Songs: Inventing; Problem Solving</li> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Inventions</li> </ul>	<ul style="list-style-type: none"> <li>Recycling</li> <li>Simple Machines</li> </ul>
<p><b>2)</b> Use drawings and labels to communicate ideas and designs accurately.</p>	<ul style="list-style-type: none"> <li>Books: How Did the Chicken Cross the Road?; Inventions All Around</li> <li>Simple Machines</li> </ul>	
<p><b>3)</b> Ask and answer questions about the scientific world and gather information using the senses.</p>	<ul style="list-style-type: none"> <li>Science Investigation</li> </ul>	

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>K.ETS2: Links Among Engineering, Technology, Science, and Society</b>		
<p><b>1)</b> Use appropriate tools (e.g. magnifying glass, rain gauge, basic balance scale) to make observations and answer testable scientific questions.</p>	<ul style="list-style-type: none"> <li>Songs: The Scientific Method</li> <li>Science Tools</li> <li>Science Investigation</li> </ul>	
<b>First Grade</b>		
<b>1.PS3: Energy</b>		
<p><b>1)</b> Make observations to determine how sunlight warms Earth’s surfaces (i.e. sand, soil, rocks, and water).</p>	<ul style="list-style-type: none"> <li>Songs: Sun Blues</li> <li>Sun</li> <li>Water Cycle</li> <li>Heat Sources and Uses</li> </ul>	<ul style="list-style-type: none"> <li>The Sky Above Us</li> </ul>
<b>1.PS4: Waves and Their Application in Technologies for Information Transfer</b>		
<p><b>1)</b> Make observations to construct an evidence-based account that objects are visible when light shines on them or if they produce their own light (e.g., very hot objects), and that different amounts of light influence what we can see.</p>	<ul style="list-style-type: none"> <li>Books: My Family Campout; Lightning Bugs</li> <li>Light Properties</li> <li>Light Sources</li> <li>Properties of Light</li> <li>Light Exploration</li> <li>Light Experiment</li> </ul>	
<p><b>2)</b> Conduct an investigation to describe how the path of a beam of light can be changed by interactions with different materials (i.e. light passes through, some light passes through, light changes directions, or light is blocked which can cause shadows).</p>	<ul style="list-style-type: none"> <li>Books: My Family Campout</li> <li>Light Properties</li> <li>Light Sources</li> <li>Properties of Light</li> <li>Light Exploration</li> <li>Light Experiment</li> </ul>	

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>1.LS1: From Molecules to Organisms: Structures and Processes</b>		
<b>1)</b> Develop and use a model to explain the structure of plants (i.e., roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).	<ul style="list-style-type: none"> <li>Songs: Plants Are Growing</li> <li>Functions of Plant Parts</li> <li>Plants</li> </ul>	
<b>2)</b> Observe and analyze how living organisms grow and change over time.	<ul style="list-style-type: none"> <li>Songs: Plants Are Growing</li> <li>Books: A Seed Grows</li> <li>Animal Life Cycle and Growth</li> <li>Plant Life Cycle and Growth</li> <li>Plants and Animals</li> </ul>	<ul style="list-style-type: none"> <li>Living Things</li> </ul>
<b>3)</b> Analyze and interpret data from observations to describe how plants respond to changes in the environment (e.g., turn leaves toward the sun).	<ul style="list-style-type: none"> <li>Plants</li> <li>Plants Need Water</li> <li>Plants and Animals Need Air</li> <li>Plant Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Water for Plants</li> <li>Light for Plants</li> <li>Plants</li> </ul>
<b>1.LS2: Ecosystems: Interactions, Energy, and Dynamics</b>		
<b>1)</b> Conduct an experiment to show how plants depend on air, water, minerals from soil, and light to grow and thrive.	<ul style="list-style-type: none"> <li>Plants</li> <li>Plants Need Water</li> <li>Plants and Animals Need Air</li> <li>Plant Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Water for Plants</li> <li>Light for Plants</li> <li>Plants</li> </ul>
<b>2)</b> Obtain and communicate information to classify plants by where they grow (i.e., water, land) and the plant's physical characteristics.	<ul style="list-style-type: none"> <li>Books: I Want to Be a Scientist Like Alexander von Humboldt</li> <li>Backyards</li> <li>Deserts</li> <li>Rainforests</li> <li>Mountains</li> <li>Oceans</li> <li>Prairies</li> <li>Wetlands</li> </ul>	<ul style="list-style-type: none"> <li>Places on Earth</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>1.LS2: Ecosystems: Interactions, Energy, and Dynamics <i>continued</i></b>		
<p><b>3)</b> Develop and use models to show how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.</p>	<ul style="list-style-type: none"> <li>• Food Chains</li> <li>• Nature Detective</li> <li>• Backyards</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Prairies</li> <li>• Wetlands</li> </ul>	<ul style="list-style-type: none"> <li>• Places on Earth</li> </ul>
<b>1.ESS1: Earth’s Place in the Universe</b>		
<p><b>1)</b> Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.</p>	<ul style="list-style-type: none"> <li>• Songs: The Moon; Sun Blues</li> <li>• Books: Moon Song; Star Pictures</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• The Moon</li> <li>• The Sky Above Us</li> </ul>
<p><b>2)</b> Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.</p>	<ul style="list-style-type: none"> <li>• Songs: The Moon; Sun Blues</li> <li>• Books: Moon Song; Star Pictures</li> <li>• Science Tools</li> <li>• Sun</li> <li>• Moon</li> <li>• Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• The Moon</li> <li>• The Sky Above Us</li> </ul>
<p><b>3)</b> Make observations to predict patterns between sunrise and sunset, and the change of seasons.</p>	<ul style="list-style-type: none"> <li>• Songs: Seasons</li> <li>• Books: That’s What I Like: A Book About Seasons</li> <li>• Sun</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> </ul>	

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>1.ETS1: Engineering Design</b>		
<p><b>1)</b> Apply an engineering design approach to identify and solve practical problems.</p>	<ul style="list-style-type: none"> <li>Songs: Inventing</li> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Inventions</li> </ul>	<ul style="list-style-type: none"> <li>Recycling</li> <li>Simple Machines</li> </ul>
<p><b>2)</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved.</p>	<ul style="list-style-type: none"> <li>Books: How Did the Chicken Cross the Road?; Inventions All Around</li> <li>Simple Machines</li> </ul>	
<p><b>3)</b> Develop a simple sketch, drawing, or physical model that communicates solutions to others.</p>	<ul style="list-style-type: none"> <li>Books: How Did the Chicken Cross the Road?; Inventions All Around</li> <li>Simple Machines</li> <li>Science Investigation</li> </ul>	
<b>Second Grade</b>		
<b>2.PS2: Motion and Stability: Forces and Interactions</b>		
<p><b>1)</b> Analyze the push or the pull that occurs when objects collide or are connected.</p>	<ul style="list-style-type: none"> <li>Songs: Push and Pull</li> <li>Books: Mr. Mario's Neighborhood</li> <li>Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>How It Works</li> </ul>
<p><b>2)</b> Plan and carry out an investigation to demonstrate how pushing and/or pulling an object affects the motion of the object within a system.</p>	<ul style="list-style-type: none"> <li>Songs: Push and Pull</li> <li>Books: Mr. Mario's Neighborhood</li> <li>Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>How It Works</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>2.PS3: Energy</b>		
<p><b>1)</b> Demonstrate how a stronger push or pull makes things go faster and how faster speeds during a collision can cause a bigger change in the shape of the colliding objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Push and Pull</li> <li>• Books: Mr. Mario’s Neighborhood</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• How It Works</li> </ul>
<p><b>2)</b> Make observations and conduct experiments to provide evidence that friction produces heat and reduces or increases the motion of an object.</p>	<ul style="list-style-type: none"> <li>• Heat Sources and Uses</li> </ul>	
<b>2.PS4: Waves and Their Applications in Technologies for Information Transfer</b>		
<p><b>1)</b> Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials and sound.</p>	<ul style="list-style-type: none"> <li>• Songs: Sound</li> <li>• Books: What Sounds Say</li> <li>• Sound Waves</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> </ul>
<p><b>2)</b> Use tools and materials to design and build a device to understand that light and sound travel in waves and can send signals over a distance.</p>	<ul style="list-style-type: none"> <li>• Songs: Inventing</li> <li>• Books: I Want to Be a Scientist Like Thomas Edison; Inventions All Around; Sound</li> <li>• Light Properties</li> <li>• Light Sources</li> <li>• Properties of Light</li> <li>• Light Exploration</li> <li>• Light Experiment</li> <li>• Sound Waves</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>2.PS4: Waves and Their Applications in Technologies for Information Transfer <i>continued</i></b>		
<p><b>3)</b> Obtain information to describe how devices communicate over a distance using light or sound.</p>	<ul style="list-style-type: none"> <li>● Songs: Inventing</li> <li>● Books: I Want to Be a Scientist Like Thomas Edison; Inventions All Around; Sound</li> <li>● Light Properties</li> <li>● Light Sources</li> <li>● Properties of Light</li> <li>● Light Exploration</li> <li>● Light Experiment</li> <li>● Sound Waves</li> </ul>	<ul style="list-style-type: none"> <li>● Sound</li> </ul>
<b>2.LS1: From Molecules to Organisms: Structures and Processes</b>		
<p><b>1)</b> Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p>	<ul style="list-style-type: none"> <li>● Songs: Animal Bodies</li> <li>● Books: I Wish I Had Ears Like a Bat; Animal Bodies; Fawn Eyes; Everybody Needs to Eat</li> <li>● Animal Behavior</li> <li>● Animal Teeth</li> <li>● Animal Bodies</li> <li>● Animal Tracks</li> </ul>	
<p><b>2)</b> Obtain and communicate information to classify animals (i.e., vertebrates: mammals, birds, amphibians, reptiles, fish; and invertebrates: insects) based on their physical characteristics.</p>	<ul style="list-style-type: none"> <li>● Songs: Invertebrates</li> <li>● Books: Guess What I Am; Creepy Crawlers</li> <li>● Animal Groups</li> <li>● Animal Teeth</li> <li>● Animal Tracks</li> <li>● Mammals</li> <li>● Birds</li> <li>● Amphibians</li> <li>● Reptiles</li> <li>● Fish</li> <li>● Invertebrates</li> <li>● Insects</li> </ul>	<ul style="list-style-type: none"> <li>● Vertebrates</li> <li>● Invertebrates</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>2.LS1: From Molecules to Organisms: Structures and Processes <i>continued</i></b>		
<p><b>3)</b> Identify ways in which some animals, both parents and offspring, participate in behaviors that help the offspring survive.</p>	<ul style="list-style-type: none"> <li>• Songs: Animal Bodies</li> <li>• Animal Behavior</li> <li>• Animal Bodies</li> <li>• Mammals</li> </ul>	
<b>2.LS2: Ecosystems: Interactions, Energy, and Dynamics</b>		
<p><b>1)</b> Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live.</p>	<ul style="list-style-type: none"> <li>• Songs: Animal Bodies; Four Ecosystems; Food From Plants</li> <li>• Books: Animal Bodies; Where in the World Would You Go Today?</li> <li>• Ecosystems</li> <li>• Food From Plants</li> <li>• Herbivores, Carnivores, and Omnivores</li> <li>• Animal Bodies</li> <li>• Animal Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Places on Earth</li> </ul>
<p><b>2)</b> Predict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation)</p>	<ul style="list-style-type: none"> <li>• Songs: Conservation; Pollution Rap; I Am Part of All I See</li> <li>• Pollution and Recycling</li> <li>• Food Chains</li> <li>• Care of Water</li> <li>• Care of Earth</li> <li>• Care of Air</li> </ul>	<ul style="list-style-type: none"> <li>• Our Earth</li> </ul>
<b>2.ESS1: Earth’s Place in the Universe</b>		
<p><b>1)</b> Recognize that some of Earth’s natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time.</p>	<ul style="list-style-type: none"> <li>• Songs: The Four Seasons; Rock Cycle</li> <li>• Books: That’s What I Like: A Book About Seasons; Whatever the Weather; Fossils Under Our Feet</li> <li>• Rock Cycle</li> <li>• Water Cycle</li> <li>• Fossils</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Rocks</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>2.ESS2: Earth's Systems</b>		
<p><b>1)</b> Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p>	<ul style="list-style-type: none"> <li>● Rock Cycle</li> </ul>	
<p><b>2)</b> Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things.</p>	<ul style="list-style-type: none"> <li>● Songs: Rock Cycle</li> <li>● Rock Cycle</li> <li>● Water Cycle</li> <li>● Soil</li> </ul>	
<p><b>3)</b> Develop and compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond).</p>	<ul style="list-style-type: none"> <li>● Songs: Water; Precipitation; Water Is All Around; Water Cycle</li> <li>● Water Sources</li> <li>● Water</li> <li>● Water Cycle</li> <li>● Care of Water</li> <li>● Oceans</li> </ul>	<ul style="list-style-type: none"> <li>● Places on Earth</li> </ul>
<p><b>4)</b> Use information obtained from reliable sources to explain that water is found in the ocean, rivers, streams, lakes, and ponds, and may be solid or liquid.</p>	<ul style="list-style-type: none"> <li>● Songs: Water; Uses of Water; Precipitation; Water Is All Around</li> <li>● Water Sources</li> <li>● Water</li> <li>● Water Cycle</li> <li>● States of Water</li> <li>● Heat Changes Water</li> </ul>	<ul style="list-style-type: none"> <li>● Places on Earth</li> </ul>

Tennessee Standards	Waterford Digital Activities	Waterford Resources
<b>2.ETS1: Engineering Design</b>		
<p><b>1)</b> Apply an engineering design approach to identify and solve practical problems.</p>	<ul style="list-style-type: none"> <li>Songs: Inventing; Problem Solving</li> <li>Books: Inventions All Around; I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>Inventions</li> </ul>	<ul style="list-style-type: none"> <li>Recycling</li> <li>Simple Machines</li> </ul>
<p><b>2)</b> Recognize that to solve a problem, one may need to break the problem into parts, address each part, and then bring the parts back together.</p>	<ul style="list-style-type: none"> <li>Songs: Problem Solving</li> <li>Books: How Did the Chicken Cross the Road?; Inventions All Around; I Want to Be a Scientist Like: Wilbur and Orville Wright; Thomas Edison; Isaac Newton</li> <li>Simple Machines</li> <li>Inventions</li> </ul>	
<p><b>3)</b> Compare and contrast solutions to a design problem by using evidence to point out strengths and weaknesses of the design.</p>	<ul style="list-style-type: none"> <li>Songs: Problem Solving</li> <li>Books: How Did the Chicken Cross the Road?; Inventions All Around</li> <li>Simple Machines</li> <li>Science Investigation</li> </ul>	
<b>2.ETS2: Links Among Engineering, Technology, Science, and Society</b>		
<p><b>1)</b> Use appropriate tools to make observations, record data, and refine design ideas.</p>	<ul style="list-style-type: none"> <li>Songs: The Scientific Method; Graphing</li> <li>Science Tools</li> <li>Science Investigation</li> <li>Calendar/Graph Weather</li> <li>Graphs</li> <li>Bar Graphs</li> <li>Picture Graphs</li> </ul>	
<p><b>2)</b> Predict and explain how human life and the natural world would be different without current technologies.</p>	<ul style="list-style-type: none"> <li>Books: The Germs; Seeing Fingers; Noise? What Noise?; I Want to Be a Scientist Like: Antoni Van Leeuwenhoek; Isaac Newton; Louis Pasteur; Wilbur and Orville Wright; Thomas Edison</li> <li>Care of Earth</li> <li>Care of Water</li> <li>Care of Air</li> </ul>	

## Pre-Math and 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 / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 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

Marching Band Counting / Flower Counting / Country 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 Fish to Catch / Fun 15 / 16 Ants / Counting to 17 / 18 Carrot Stew / 19 On the Beach / 20 Fingers and Toes

## Basic Math and Science

### Math and Science Books

One More Cat / Can You Guess? A Story for Two Voices / 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 / Navajo Beads / Where in the World Would You Go Today? / I Want to Be a Scientist Like Wilbur and Orville Wright

## Fluent Math and Science

### Math and 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 X1 / 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.](#)

## Research-Driven Development

Waterford is committed to ongoing development based on 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 [→family.waterford.org](https://family.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 / O: Polly, Put the Kettle On / P: This Little Pig / Q: Quack, Quack, Quack / R: Little Rabbit / S: Eensy, Weensy Spider / 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](https://www.youtube.com/channel/UC...).

## Weekly Homelink Newsletters

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

## Math Homelink Newsletters

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

## Science Homelink Newsletters

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

## Reading Homelink Newsletters

### Alphabet Knowledge Comprehension and Vocabulary

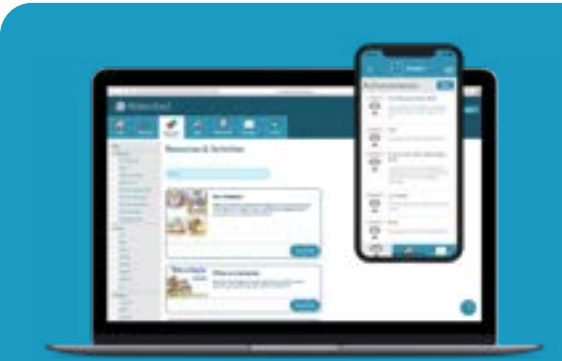
Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

## Readiness Skills Letters

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

## Phonological Awareness Letters

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



**Waterford Family**

*Waterford Family is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities. Waterford Family is available online and in the Waterford Family app (for iOS and Android).*