interactive SCIENCE

INDIANA

GRADE 1

STANDARDS AND CORRELATIONS GUIDE

READING STREET

Correlations and Resources to help you use Interactive Science with your Indiana Academic Standards and your reading program.

Pearson

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Dear Indiana K-5 Educators,

With an ever-changing world and a competitive 21st century workforce, today's students need a solid K–12 education to be fully prepared for their futures. The Indiana Academic Standards for Science 2016 provide a strong framework for science education that improves student achievement through a focus on inquiry-based, hands-on science that emphasizes critical thinking, and options for personalized learning. By learning to think like scientists and engage in scientific practices, students will develop and apply the 21st century skills they'll need for success in college and careers.

To successfully implement these new standards, teachers need trusted instructional materials that match the scope and sequence expectations, as well as best-in-class professional development to help adapt to this shift in science education. Yet we understand the integral relationship your science instruction needs to have with literacy, so for every day, every lesson, and for every topic, ***Interactive Science*** will help you teach, practice, and apply all the expected reading, writing, speaking and listening, vocabulary, and media literacy skills students need to be successful and proficient learners.

To show you how Pearson's ***Interactive Science*** can be integrated into your classroom and curriculum alongside other programs and disciplines, we have created grade level Planning Guides, which correlate our science program to the new Indiana Academic Standards for Science 2016, and with reading programs you may already be utilizing. The end goal is to highlight thematic connections that exist between Interactive Science and the other programs in your classroom to help you plan and build your lessons effectively and efficiently.

For more detailed product information or to learn more, please visit PearsonSchool.com/in

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GRADE 1
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TEACHING THE INDIANA STANDARDS

GRADE 1

At Pearson, we appreciate how hard you work every single day to ensure the success of your students. We've created this Indiana Teaching Guide to help you reach that goal. In this guide, you will find resources for every Physical, Earth, Life, and Engineering Practices standard at your grade level and a helpful map for using Interactive Science with your school's reading program.

In the Indiana Standards Correlation Guide, you will find a wealth of reading, inquiry, and digital resources to teach every standard at your grade level. Use it like a menu to find the perfect resources to fit into your schedule.

In our Reading Program Guide, you can see how you can seamlessly fit the resources and themes of Interactive Science into your reading program to bring more high quality non-fiction reading practice into your reading block. Remember this will also save time by addressing science standards at the same time. We know that, with everything you do for your students, it's not easy to fit everything in to your day. With this guide, we hope that you'll be able to save time and bring the wonder and fascination of science to your students.

1.PS.1 Characterize materials as solid, liquid, or gas and investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).

Reading	Inquiry	Digital
Chapter 7: Matter: Pg. 236-267 Reading Skill: Main Idea and Details Vocabulary: matter, mass, weight, solid, liquid, gas, freeze, melt, boil, rust, mixture, dissolve Vocabulary Smart Cards: Pg. 261-264 Leveled Readers: B – Solids, Liquids, and Gases O – What are Objects Made of? A – Changing Shape Science in Your Backyard: Matter All Around Pg. 260 Reader's Theater: The Materials Engineer A Visit to Chemistry Class Science Song: A "Matter" of Lemonade	Try It Lab: How Can You Use a Tool to Measure? – Pg. 238 Explore It Labs: What are some states of matter? Pg. 246 How can you separate solids and liquids? Pg. 254 At Home Labs: Kinds of Matter Pg. 252 Find a Mixture Pg. 257 Lightning Labs: Measuring Length Pg. 245 Investigate It Labs: Directed: How are objects different: TE Guided: How can you make a solid into a liquid? TE Open: How could you further explore solids and liquids? TE STEM: How Does Rain Measure Up? STEM Handbook Multi-Disciplinary Centers: Writing: Describing Properties Math: Changing Objects	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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Items in BLACK support the standard

1.PS.2 Predict and experiment with methods (sieving, evaporation) to separate solids and liquids based on their physical properties.

Reading	Inquiry	Digital
Chapter 7: Matter: Pg. 236-267 Reading Skill: Main Idea and Details Vocabulary: matter, mass, weight, solid, liquid, gas, freeze, melt, boil, rust, mixture, dissolve Vocabulary Smart Cards: Pg. 261-264 Leveled Readers: B – Solids, Liquids, and Gases O – What are Objects Made of? A – Changing Shape Science in Your Backyard: Matter All Around Pg. 260 Reader's Theater: The Materials Engineer A Visit to Chemistry Class Science Song: A "Matter" of Lemonade	Try It Labs: How Can You Use a Tool to Measure? – Pg. 238 Explore It Labs: What are some states of matter? Pg. 246 How can you separate solids and liquids? Pg. 254 At Home Labs: Objects Change Pg. 248 Kinds of Matter Pg. 252 Find a Mixture Pg. 257 Lightning Labs: Measuring Length Pg. 245 Investigate It Labs: Directed: How are objects different: TE Guided: How can you make a solid into a liquid? TE Open: How could you further explore solids and liquids? TE STEM: How Does Rain Measure Up? STEM Handbook Multi-Disciplinary Centers: Writing: Describing Properties Math: Changing Objects	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.PS.3 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Reading	Inquiry	Digital
Chapter 8: Energy: Pg. 268-295 Reading Skill: Cause and Effect Vocabulary: electricity, energy, heat, shadow, vibrate Vocabulary Smart Cards: Pg. 291-292 Leveled Readers: B – Energy Around Us O – Energy in Our World A – Electricity Everywhere Go Green!: Solar Power Pg. 290 Reader's Theater: What Scientists Do The Materials Engineer Science Song: Listen to the Sounds!	Try It Labs: What does light do? Pg. 270 Explore It Labs: How can texture affect the heat produced by rubbing? Pg. 276 How can you make sound? Pg. 284 At Home Labs: Making Sounds Pg. 287 Lightning Labs: Make Heat Pg. 278 Bouncing Light Pg. 283 Go Green Labs: Making Things Work Pg. 274 Investigate It Labs: Directed: What sounds can bottles make? Pg. 288-289 Guided: What other sounds can you make? TE Open: How could you further explore sounds? TE STEM: What's over the wall? STEM Handbook Let's Talk! Indiana Supplement Multi-Disciplinary Centers: Social Studies: Saving Energy Math: More or Less	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 ,≤≥Ò9/;ΩÍΩÎ≈/ BIG Question Writing seconds Video Writing in Science

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1.PS.4 Make observations to collect evidence and explain that objects can be seen only when illuminated.

Reading	Inquiry	Digital
Chapter 8: Energy: Pg. 268-295 Reading Skill: Cause and Effect Vocabulary: electricity, energy, heat, shadow, vibrate Vocabulary Smart Cards: Pg. 291-292 Leveled Readers: B – Energy Around Us O – Energy in Our World A – Electricity Everywhere Go Green!: Solar Power Pg. 290 Reader's Theater: What Scientists Do The Materials Engineer Science Song: Listen to the Sounds!	Try It Labs: What does light do? Pg. 270 Explore It Labs: How can texture affect the heat produced by rubbing? Pg. 276 How can you make sound? Pg. 284 At Home Labs: Making Sounds Pg. 287 Lightning Labs: Make Heat Pg. 278 Bouncing Light Pg. 283 Go Green Labs: Making Things Work Pg. 274 Investigate It Labs: Directed: What sounds can bottles make? Pg. 288-289 Guided: What other sounds can you make? TE Open: How could you further explore sounds? TE Apply It Labs: How does light move through water? Indiana Supplement STEM: What's over the wall? STEM Handbook Let's Talk Indiana Supplement Multi-Disciplinary Centers: Social Studies: Saving Energy Math: More or Less	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Reading	Inquiry	Digital
Chapter 5: Earth and Sky Pg. 158-203 Reading Skill: Compare and Contrast Vocabulary: soil, humus, weathering, erosion, natural resource, reduce, reuse, recycle, sun, rotation Vocabulary Smart Cards: Pg. 197-200 Leveled Readers: B – Earth and Sky O – The Sky Above Us A – All About the Sun STEM: Aluminum Pg. 196 Reader's Theater The Meteorologist Science Song: Water, Air, and Land	Try It Labs: How much water and land are on Earth? – Pg. 160 Explore It Labs: What are soils like? Pg. 168 How does the Earth's surface move during an Earthquake? Pg. 174 How does a well work? Pg. 178 How can the sun make temperatures change? Pg. 184 At Home Labs: Types of Landforms Pg. 171 Changes in the Sky Pg. 192 Lightning Labs: Erosion Pg. 177 Heat from the Sun Pg. 187 Investigate It Labs: Directed: Why can we see things in the sky? IN Guide Guided: How can larger planets look smaller? IN Guide Open: How could you further explore stars? IN Guide STEM: Sun, Sun, Go Away! STEM Handbook Multi-Disciplinary Centers: Writing: Day and Night Writing: Before and After	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.ESS.2 Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt, and organic matter as components of soil samples.

Reading	Inquiry	Digital
Chapter 5: Earth and Sky Pg. 158-203 Reading Skill: Compare and Contrast Vocabulary: soil, humus, weathering, erosion, natural resource, reduce, reuse, recycle, sun, rotation Vocabulary Smart Cards: Pg. 197-200 Leveled Readers: B – Earth and Sky O – The Sky Above Us A – All About the Sun STEM Aluminum Pg. 290 Reader's Theater: The Geologist Science Song: Water, Air, and Land	Try It Labs: How much water and land are on Earth? – Pg. 160 Explore It Labs: What are soils like? Pg. 168 How does the Earth's surface move during an Earthquake? Pg. 174 How does a well work? Pg. 178 How can the sun make temperatures change? Pg. 184 At Home Labs: Types of Landforms Pg. 171 Changes in the Sky Pg. 192 Lightning Labs: Erosion Pg. 177 Heat from the Sun Pg. 187 Investigate It Labs: Directed: How can rocks crack? Pg. 194-195 Guided: How might thawing and freezing of water change a rock? TE Open: How can we further explore other effects of freezing and thawing? TE Apply It Labs: Which Soil Settles First? Program Guide STEM: Mix it Up! STEM Handbook Multi-Disciplinary Centers: Writing: Rocks and Soil Math: Rock Counters Writing: Describing Properties	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.ESS.3 Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.

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Chapter 5: Earth and Sky Pg. 158-203 Reading Skill: Compare and Contrast Vocabulary: soil, humus, weathering, erosion, natural resource, reduce, reuse, recycle, sun, rotation Vocabulary Smart Cards: Pg. 197-200 Leveled Readers: B – Earth and Sky O – The Sky Above Us A – All About the Sun STEM Aluminum Pg. 290 Reader's Theater: The Geologist Science Song: Water, Air, and Land	Try It Labs: How much water and land are on Earth? – Pg. 160 Explore It Labs: What are soils like? Pg. 168 How does the Earth's surface move during an Earthquake? Pg. 174 How does a well work? Pg. 178 How can the sun make temperatures change? Pg. 184 At Home Labs: Types of Landforms Pg. 171 Changes in the Sky Pg. 192 Lightning Labs: Erosion Pg. 177 Heat from the Sun Pg. 187 Investigate It Labs: Directed: How can rocks crack? Pg. 194-195 Guided: How might thawing and freezing of water change a rock? TE Open: How can we further explore other effects of freezing and thawing? TE Apply It Labs: Which Soil Settles First? Program Guide STEM: Mix it Up! STEM Handbook Multi-Disciplinary Centers: Writing: Rocks and Soil Math: Rock Counters Writing: Describing Properties	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Reading	Inquiry	Digital
Chapter 5: Earth and Sky Pg. 158-203 Reading Skill: Compare and Contrast Vocabulary: soil, humus, weathering, erosion, natural resource, reduce, reuse, recycle, sun, rotation Vocabulary Smart Cards: Pg. 197-200 Leveled Readers: B – Earth and Sky O – The Sky Above Us A – All About the Sun STEM Aluminum Pg. 290 Reader's Theater: The Geologist The Naturalist Science Song: Water, Air, and Land	Try It Labs: How much water and land are on Earth? – Pg. 160 Explore It Labs: What are soils like? Pg. 168 How does the Earth's surface move during an Earthquake? Pg. 174 How does a well work? Pg. 178 How can the sun make temperatures change? Pg. 184 At Home Labs: Types of Landforms Pg. 171 Changes in the Sky Pg. 192 Lightning Labs: Erosion Pg. 177 Heat from the Sun Pg. 187 Investigate It Labs: Directed: How can rocks crack? Pg. 194-195 Guided: How might thawing and freezing of water change a rock? TE Open: How can we further explore other effects of freezing and thawing? TE Apply It Labs: Which Soil Settles First? Program Guide STEM: How Does a Greenhouse Work? STEM Handbook Multi-Disciplinary Centers: Social Studies: Save Energy Social Studies: How we use resources	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Reading	Inquiry	Digital
Chapter 4: Plants and Animals Pg. 112-153 Reading Skill: Compare and Contrast Vocabulary: backbone, root, stem, leaf, life cycle, seedling, nymph, parent, herd Vocabulary Smart Cards: Pg. 147-150 Leveled Readers: B – Plants and Animals O – Plants and Animals Living Together A – Living Things Change and Grow Do the Math! Tally Pg. 146 Reader's Theater: The Animal Scientist Science Song: Something Special	Try It Labs: How are flowers alike and different? – Pg. 114 Explore It Labs: Plant Groups Pg. 118 How does a seed grow? Pg. 126 How are babies and parents alike and different? Pg. 136 How are bodies different? Pg. 140 At Home Labs: Plant Groups Pg. 118 Life Cycle Pg. 135 Parents and Young Pg. 139 Lightning Labs: Grow a Plant Pg. 125 Alike and Different Pg. 143 Go Green Labs: Helpful Houseplants Pg. 129 Investigate It Labs: Directed: How do different seeds grow? Pg. 144-145 Guided: How do seeds grow in soil? TE Open: What do seeds need to grow? TE Apply It Labs: What do pill bugs need? Program Guide STEM: How does a greenhouse work? STEM Handbook Multi-Disciplinary Centers: Writing: Living and Nonliving Art: Look at Me Grow Social Studies: Baby Animal Match	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song Investigate It Virtual Lab My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.

Reading	Inquiry	Digital
Chapter 3: Living Things and Their Environment Pg. 72-110 Reading Skill: Draw Conclusions Vocabulary: nonliving, living, need, nutrient, shelter, environment, forest, prairie, desert, wetland, ocean, extinct, fossil Vocabulary Smart Cards: Pg. 105-108 Leveled Readers: B – Needs of Living Things O – Needs of Plants and Animals A – What Do You Need? Field Trip Kennedy Space Center Pg. 104 Reader's Theater Biologist at the Zoo Science Song: Is It Living? I'd Like to Know!	Try It Labs: What does a cricket need? Pg. 74 Explore It Labs: Which is a living thing? Pg. 76 Do plants need water? Pg. 80 How do some turtles stay warm in winter? Pg. 90 At Home Labs: Living and Nonliving Pg. 79 Local Environments Pg. 90 Lightning Labs: Play a Plant Pg. 83 Extinct Animals Pg. 100 Go Green Labs: Wetlands Pg. 95 Investigate It Labs: Directed: Do plants need light? Pg. 102-103 Guided: What would happen if you moved a plant from a dark place to a sunny place? TE Open: How could you further how light affects plants? TE Apply It Labs: How can a mouse's color keep it safe from hawks? Program Guide Multi-Disciplinary Centers: Writing: Important Needs Art: Shoebox Habitats Writing: Plant Parts Art: Animals Change	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.

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1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

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Chapter 3: Living Things and Their Environment Pg. 72-110 Reading Skill: Draw Conclusions Vocabulary: nonliving, living, need, nutrient, shelter, environment, forest, prairie, desert, wetland, ocean, extinct, fossil Vocabulary Smart Cards: Pg. 105-108 Leveled Readers: B – Needs of Living Things O – Needs of Plants and Animals A – What Do You Need? Field Trip Kennedy Space Center Pg. 104 Reader's Theater Biologist at the Zoo Science Song: Is It Living? I'd Like to Know!	Try It Lab: What does a cricket need? Pg. 74 Explore It Labs: Which is a living thing? Pg. 76 Do plants need water? Pg. 80 How do some turtles stay warm in winter? Pg. 90 At Home Labs: Living and Nonliving Pg. 79 Local Environments Pg. 90 Lightning Labs: Play a Plant Pg. 83 Extinct Animals Pg. 100 Go Green Lab: Wetlands Pg. 95 Investigate It Labs: Directed: Do plants need light? Pg. 102-103 Guided: What would happen if you moved a plant from a dark place to a sunny place? TE Open: How could you further how light affects plants? TE Apply It Lab: How can a mouse's color keep it safe from hawks? Program Guide Multi-Disciplinary Centers: Writing: Important Needs Art: Shoebox Habitats Writing: Plant Parts Art: Animals Change	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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K-2.E.1 Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.

Reading	Inquiry	Digital
Chapter 2: The Design Process Pg. 38-69 Reading Skill: Sequence Vocabulary: Technology, natural, goal, solution Vocabulary Smart Cards: Pg. 59-60 Leveled Readers: B – The Design Process O – What is the Design Process A – What Can You Design? A – Machines that Work STEM: Trains Pg. 58 Reader's Theater Career Day Materials Engineer Science Song: Feed the Birds!	Try It Lab: How Can You Design a Top? Pg. 40 Explore It Labs: Which tools work better? Pg. 42 Which design works best? Pg. 50 At Home Labs: Materials Pg. 49 Lightning Lab: Make a Plan Pg. 52 Go Green Lab: Helping Earth Pg. 44 Investigate It Labs: Directed: How can you build a boat? Pg. 56-57 Guided: How can you make a clay boat? TE Open: How can you compare boat designs? TE Design It Lab: What do pill bugs need? Pg. 64-69 STEM: Reach, Grab, Pull! STEM Handbook *Also within STEM strand of all other 1st grade standards Multi-Disciplinary Centers: Social Studies: Technology All Around Math: Measuring Tools	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.

Reading	Inquiry	Digital
Chapter 2: The Design Process Pg. 38-69 Reading Skill: Sequence Vocabulary: Technology, natural, goal, solution Vocabulary Smart Cards: Pg. 59-60 Leveled Readers: B – The Design Process O – What is the Design Process A – What Can You Design? A – Machines that Work STEM: Trains Pg. 58 Reader's Theater Career Day Materials Engineer Science Song: Feed the Birds!	Try It Lab: How Can You Design a Top? Pg. 40 Explore It Labs: Which tools work better? Pg. 42 Which design works best? Pg. 50 At Home Labs: Materials Pg. 49 Lightning Lab: Make a Plan Pg. 52 Go Green Lab: Helping Earth Pg. 44 Investigate It Labs: Directed: How can you build a boat? Pg. 56-57 Guided: How can you make a clay boat? TE Open: How can you compare boat designs? TE Design It Lab: What do pill bugs need? Pg. 64-69 STEM: Reach, Grab, Pull! STEM Handbook *Also within STEM strand of all other 1st grade standards Multi-Disciplinary Centers: Social Studies: Technology All Around Math: Measuring Tools	Chapter Level Digital: Untamed Science Video Parts 1 & 2 Digital Vocabulary Smart Card Vocabulary Memory Math Science Song: Matter of Lemonade Investigate It Virtual Lab: How are objects different? My Reading Web: Digital Leveled Readers BIG Question Writing Lesson Level Digital: My Planet Diary Web Link or Explore It Virtual Lab enVision It Learning Activity I Will Know Activity Got it! In 60 seconds Video Writing in Science Activity Got it! Digital Quiz

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K-2.E.3 Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.

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READING STREET CORRELATIONS TO INTERACTIVE SCIENCE

GRADE 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Reading Street: UNIT R-MY WORLD	*What is around us at home?*	*Who is in our family?*	*What is outside our door?*	*What can we do with our neighborhood friends?*	*What is around us at school?*	*What can we see around our neighborhood?*
Pearson Interactive Science	Social Studies Connection	Social Studies Connection	Social Studies Connection	Social Studies Connection	Social Studies Connection	Social Studies Connection
Reading Strategies	Questioning	Predict and Set Purpose	Story Structure	Questioning	Monitor and Clarify	Background Knowledge
Reading Skills	Character	Setting	Plot	Realism and Fantasy	Plot	Realism and Fantasy
ScienceTarget Reading Skills						
Indiana Literacy Standard						

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Reading Street: UNIT 1-ANIMALS TAME AND WILD	*What do pets need?*	*Who helps animals?*	*How do animals help people?*	*How do wild animals take care of their babies?*	*Which wild animals live inour neighborhood?*	*What can we learn about wild animals by watching them?*
Pearson Interactive Science	Social Studies Connection	Social Studies Connection	Social Studies Connection	**Matter pages 237-267 Movement pages 297-326**	**Matter pages 237-267 Movement pages 297-326**	**Energy pages 269-295**
Reading Strategies	Monitor and Clarify	Summarize	Visualize	Important Ideas	Story Structure	Text Structure
Reading Skills	Character and Setting	Plot	Character and Setting	Main Idea and Details	Main Idea and Details	Cause and Effect
ScienceTarget Reading Skills				Main Idea and Details	Main Idea and Details	Cause and Effect
Indiana Literacy Standard				1.RN.2.2	1.RN.2.2	1.RN.2.2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Reading Street: UNIT 2-COMMUNITIES	*What does a family do together?*	*How is a school a community?*	*Who works to make our community a nice place?*	*How do animal communities work together to survive?*	*How are plant and animal communities important to each other?*	*How is an insect community like a community of people?*
Pearson Interactive Science	**The Design Process pages 38-70 Weather pages 204-234**	**Energy pages 269-295**	Social Studies Connection	**Living Things and their Environment pages 72-111**	**Living Things and Their Environment pages 72-111**	**Living Things and Their Environment pages 72-111**
Reading Strategies	Predict and Set Purpose	Monitor and Clarify	Important Ideas	Inferring	Background Knowledge	Questioning
Reading Skills	Sequence	Cause and Effect	Author's Purpose	Sequence	Author's Purpose	Compare and Contrast
ScienceTarget Reading Skills	Sequence	Cause and Effect		Draw Conclusions	Draw Conclusions	Draw Conclusions
Indiana Literacy Standard	1.RN.3.2	1.RN. 2.3		1.RN.2.3	1.RN.2.3	1.RN.2.3

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Reading Street: UNIT 3-CHANGES	*How do places change?*	*What do we learn as we grow and change?*	*What can we learn about animals as they grow and change?*	*What changes happen in a garden?*	*What changes can be seen in nature?*	*What do animals do when the seasons change?*
Pearson Interactive Science	**The Design Process pages 38-70 Weather pages 204-234**	**Plants and Animals pages 112-156 Earth and Ski pages 158-203**	**Plants and Animals pages 112-156**	**Plants and Animals pages 112-156**	**Plants and Animals pages 112-156**	**Weather pages 204-234**
Reading Strategies	Summarize	Inferring	Monitor and Clarify	Visualize	Text Structure	Background Knowledge
Reading Skills	Sequence	Compare and Contrast	Fact and Opinioin	Author's Purpose	Fact and Opinion	Draw Conclusions
ScienceTarget Reading Skills	Sequence	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	Sequence
Indiana Literacy Standard	1.RN.3.2	1.RN.4.2	1.RN.2.3	1.RN.2.3	1.RN.2.3	1.RN.3.2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Reading Street: UNIT 4-TREASURES	*How can a surprise be a treasure?*	*How can a story be a treasure?*	*What treasures can we find in our country?*	*Why do we treasure special places?*	*What treasures can we share at home?*	*What treasures can we share with neighbors?*
Pearson Interactive Science	**Living Things and Their Environment pages 72-111**	Social Studies Connection	Social Studies Connection	Social Studies Connection	Social Studies Connection	**Energy pages 269-295**
Reading Strategies	Monitor and Clarify	Visualize	Important Ideas	Questioning	Story Structure	Predict and Set Purpose
Reading Skills	Draw Conclusions	Theme	Facts and Details	Facts and Details	Theme	Cause and Effect
ScienceTarget Reading Skills	Draw Conclusions					Cause and Effect
Indiana Literacy Standard	1.RN.2.3					1.RN.3.2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Reading Street: UNIT5-GREAT IDEAS	*When does a problem need a clever solution?*	*How can we look at things in a different way?*	*How do we solve mysteries?*	*How can a great idea make our lives easier?*	*How can a great idea change the way we live?*	*What can happen when someone has a new idea?*
Pearson Interactive Science	Social Studies Connection	**Living Things and Their Environment pages 72-111**	**Matter pages 237-267**	**Movement pages 297-326**	**The Design Process pages 38-70 Weather pages 204-234**	Social Studies Connection
Reading Strategies	Monitor and Clarify	Background Knowledge	Monitor and Clarify	Summarize	Text Structure	Inferring
Reading Skills	Character, Setting, and Plot	Draw Conclusions	Compare and Contrast	Main Idea and Details	Sequence	Theme
ScienceTarget Reading Skills			Main Idea and Details	Main Idea and Details	Sequence	
Indiana Literacy Standard			1.RN.2.2	1.RN.2.2	1.RN.3.2	

KEY

Target Reading Connection

Science Connection

	WEEK 1	WEEK 2	WEEK 3
Benchmark *Literacy* UNIT 6	*Cat Care*	*Needs Past and Present*	*Hickory Dickory Dock; or, Go Mouse, Go!*
	Our Money		
Pearson Interactive Science	Living Things and Their Environment pages 72-111	Social Studies Connection	
Reading Strategies	Fix-Up Monitoring	Fix-Up Monitoring	Fix-Up Monitoring
Reading Skills	Summarize Information	Summarize Information	Summarize Information
ScienceTarget Reading Skills	Draw Conclusions		
Indiana Literacy Standard	1.RN.2.3		

	WEEK 1	WEEK 2	WEEK 3
Benchmark *Literacy* UNIT 7	*A Very Happy Birthday*	*The Three Shapely Pigs*	*Lunch with Little Miss Muffet*
	Winter Weather Report		
Pearson Interactive Science	Weather pages 204-234		
Reading Strategies	Make Inferences	Make Inferences	Make Inferences
Reading Skills	Make Predictions	Make Predictions	Make Predictions
ScienceTarget Reading Skills	Sequence		
Indiana Literacy Standard	1.RN.3.2		

	WEEK 1	WEEK 2	WEEK 3
Benchmark *Literacy* UNIT 8	*Urban and Suburban*	*Plants and the Seasons*	*Bear Goes Over the Mountain*
Pearson Interactive Science	Plants and Animals pages 112-156 Earth and Sky pages 158-203	Plants and Animals pages 112-156	Plants and Animals pages 112-156 Earth and Sky pages 158-203
Reading Strategies	Determine Text Importance	Determine Text Importance	Determine Text Importance
Reading Skills	Compare and Contrast	Compare and Contrast	Compare and Contrast
ScienceTarget Reading Skills	Compare and Contrast	Compare and Contrast	Compare and Contrast
Indiana Literacy Standard	1.RN.2.3	1.RN.2.3	1.RN.2.3

	WEEK 1	WEEK 2	WEEK 3
Benchmark *Literacy* UNIT 9	*How Much is Too Much?*	*What Are Some Rules at School?*	*Itsy Bitsy Spider Climbs Again*
	Kids Can Have Jobs		
Pearson Interactive Science	Energy pages 269-295	Energy pages 269-295	Energy pages 269-295
Reading Strategies	Make Connections	Make Connections	Make Connections
Reading Skills	Identify Cause and Effect	Identify Cause and Effect	Identify Cause and Effect
ScienceTarget Reading Skills	Cause and Effect	Cause and Effect	Cause and Effect
Indiana Literacy Standard	1.RN.2.3	1.RN.2.3	1.RN.2.3

	WEEK 1	WEEK 2	WEEK 3
Benchmark *Literacy* UNIT 10	*How We Get to School*	*Plants in Their Habitats*	*Mary Has a Little Lamb*
	Ann's Party		
Pearson Interactive Science	Living Things and Their Environment pages 72-111	Plants and Animals pages 112-156	Living Things and Their Environment pages 72-111
Reading Strategies	Make Inferences	Make Inferences	Make Inferences
Reading Skills	Draw Conclusions	Draw Conclusions	Draw Conclusions
ScienceTarget Reading Skills	Draw Conclusions	Compare and Contrast	Draw Conclusions
Indiana Literacy Standard	1.RN.2.3	1.RN.2.3	1.RN.2.3

KEY

Target Reading Connection

Science Connection

Inquiry STEM Activity

Let's Talk!

People talk on the phone every day. When have you talked on the phone? Who did you talk to?

Some phones are connected by wire. The wire connects your phone to another phone. You speak into a phone. The person on the other phone can hear your voice. Most phones are not connected by wire. Signals travel through the air from one phone to another. All kinds of phones let people talk over a distance.

You can make another kind of phone. It is called a string phone.

Discover how you can send messages by connecting objects.

Find a Problem

☑ **1.** You are standing on one side of the room. Your partner is standing on the other. You need a way to tell your partner something important. What can you build?

☑ **2. Draw** what you will build.

Plan and Draw

☑ **3.** Where does sound come from? What happens when an object vibrates?

☑ **4.** Think about talking into your string phone. What parts of the string phone will vibrate? **Draw**.

☑ **5.** How long will the string be?

☑ **6.** How will you attach your cup to the string?

Choose Materials

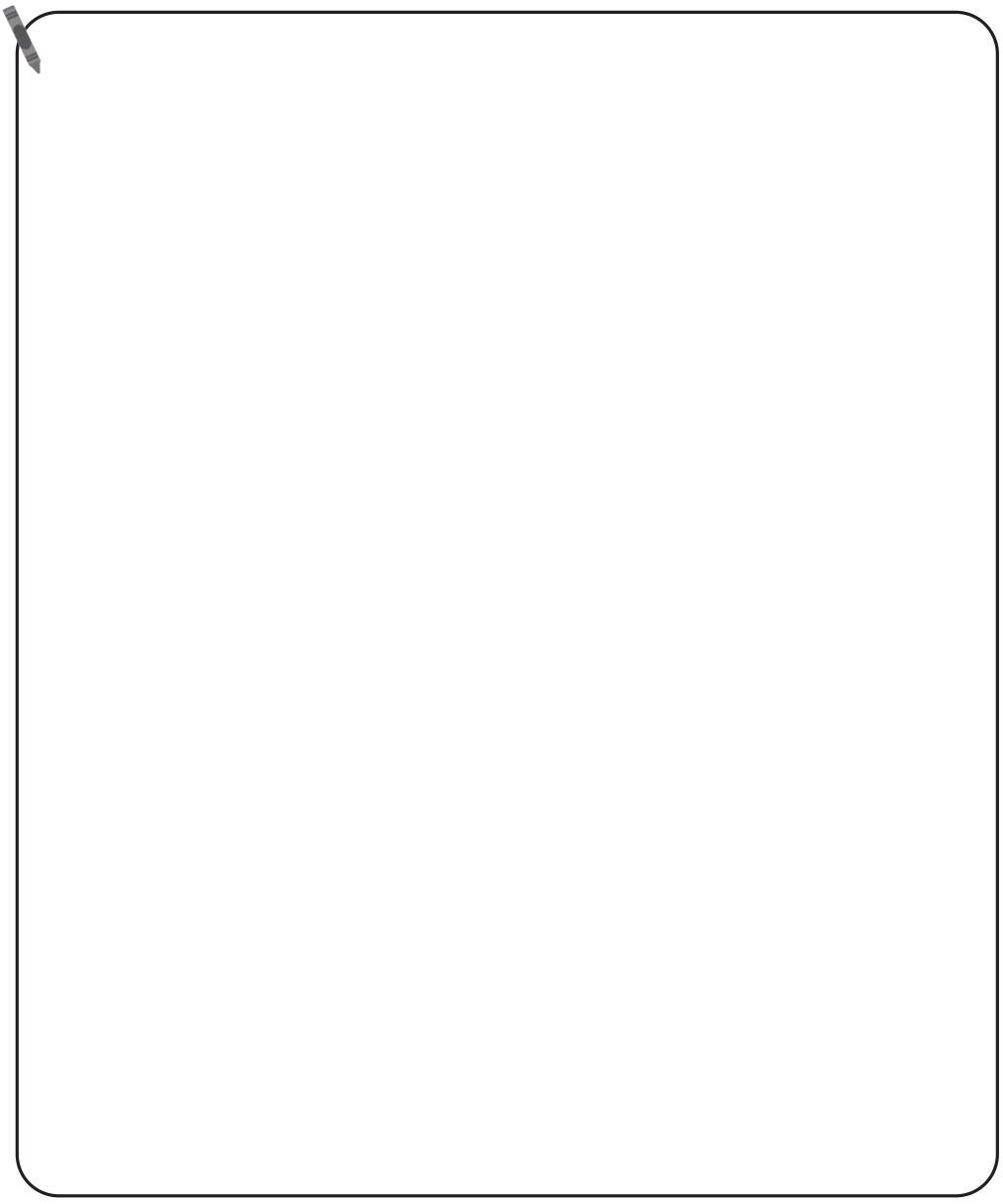
Look at the materials. Think about how to make a string phone.

☑ **7.** Talk with your partner about ways you might use the materials.

☑ **8.** What could make your design difficult?

☑ **9.** What is one material you will not choose. Write why.

☑ **10.** **Draw** what your string phone will look like.
Draw yourself and your partner using the string phone.
Label all of the materials.



Make and Test

☑ **11.** Work with your partner to build your string phone.

☑ **12.** **Draw** your string phone after you build it. Does it look the same as your plan? Does it look different from your plan? Write.

☑ **13.** **Test** your string phone. Does it work? Can your partner hear you? Can you hear your partner? Write what you hear.

☑ **14.** Take two steps closer to your partner. **Test** your string phone again. Does it work as well as before? Write what you hear.

Record and Share

☑ **15.** **Compare** your string phone with another string phone. How are the two string phones the same?

☑ **16.** How are the two string phones different?

☑ **17.** How can you change your string phone to make it better?

☑ **18.** **Draw** your new design. **Label** all of the materials.

How does light move through water?

Materials


flashlight


plastic cup


plastic bottle with water

milk

plastic spoon


construction paper


ruler

Inquiry Skill In an **experiment** you test a question you have.

Ask a question.

What happens as light moves through water?

Make a prediction.

1. If water is not clear, light will move through it (a) a lot, (b) a little, (c) not at all. Predict.

Plan a fair test.

Use the same setup each time.

Design your test.

☑ **2.** Draw how you will set up your test.

☑ **3.** List your steps.

Do your test.

☑ **4.** Follow your steps.

Collect and record data.

☑ **5.** Fill in the chart.

Tell your conclusion.

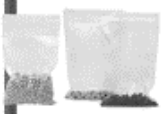
6. When did the most and least light get through?

7. Infer What blocked the light off?

How can a mouse's color help keep it safe from hawks?

white beans = field where mice live
white beans with spots = light mice
black beans = dark mice

Materials



white beans
black beans
white beans with black spots

paper plate

clock with second hand (or timer or stopwatch)

Inquiry Skill
You plan an **experiment** when you design a way to answer a scientific question.

Ask a question.

How can a mouse's color help keep it safe from hunting hawks?

Make a prediction.

1. Will light-colored mice or dark-colored mice be easier to see in a field?
(a) light-colored mice
(b) dark-colored mice

Plan a fair test.

Use the same number of white beans with spots and black beans.

Design your test.

☑ **2.** List your steps.

Do your test.

☑ **3.** Follow your steps.

Collect and record data.

☑ **4.** Fill in the chart.

Tell your conclusion.

5. Which mice in your model were harder to see?

6. Infer Which mice are harder to see in a light habitat?

Name _____ Date _____

Investigate It!

Why can we see things in the night sky?

5. Record your **observations.**

Observation Chart	
	Did you need a flashlight to see it? (yes or no)
Star	
Ball	

Analyze and Conclude

6. Why can you see stars?

_____

7. Infer Think about the ball. Why can you see the moon?

_____

8. Why is the sun important for seeing the moon?

_____

Name _____ Date _____

Guided Inquiry **Modify Your Investigation**

Investigate the Question

How can larger planets look smaller?

1. Record your **predictions.**

Larger planets will look smaller if they are _____.

Smaller planets will look larger if they are _____.

2. Observe the size the planets look at different distances.
Record what you **observed.**

Analyze and Conclude

3. How did the planets's size look different when it was far away? Compare your prediction and observation.

_____

_____

_____

4. How does distance affect how large a planet looks? **Draw a conclusion.**

_____

_____

Name _____ Date _____

Design Your Own Investigation

Ask Your Own Question

1. Write your question. _____

_____

Investigate Your Question

2. Materials Make a list of the things you need. _____

_____ _____ _____ _____

_____ _____ _____ _____

3. Steps to Follow Write a plan. Write each step. Show your teacher your plan before you begin.

_____ _____

_____ _____

_____ _____

4. Observations Think of a way to record your data. Use the space below.

Analyze and Conclude

5. Tell what you learned. _____

_____

_____

interactive SCIENCE

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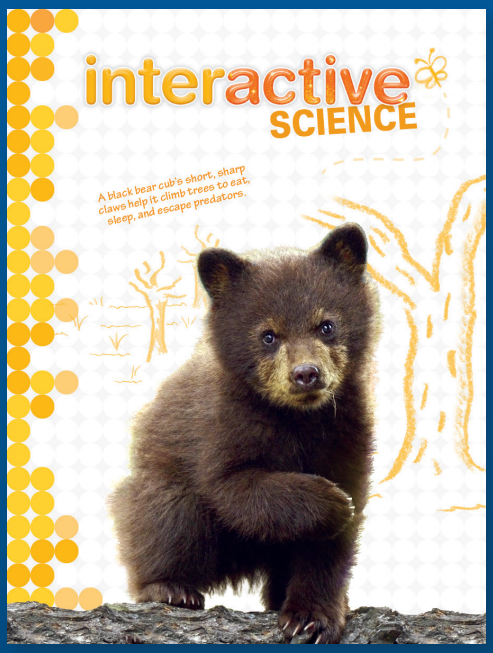

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