

TEKS Science/Reach Correlations Grade 1
Reach Correlations

Cycle & Unit	Unit Title	Science TEKS	Content Source	Activity Type	Description	(page #s)
Cycle 1, Unit 1						
Science and Safety		SCI.1.1A Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.				
		SCI.1.1B Recognize the importance of safe practices to keep self and others safe and healthy.	Content Station	Science Investigation	Unit 3, Science: Students will conduct a classroom and outdoor investigation using a thermometer. Student is expected to understand the importance of safe practices such as storing some food in the refrigerator.	Unit 3, p.17
		SCI.1.3C Describe what scientists do.				
Cycle 1, Unit 2						
Identify the Properties of Matter		SCI.1.2A Ask questions about organisms, objects, and events observed in the natural world.	Content Station	Science Investigation	Cross-Curricular Teamwork Activities, Unit 8, p. 47- Lost Insects	
		SCI.1.2C Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.	Content Station	Science Investigation	Unit 7, Science: Clean It Up!: Students tear two pieces of paper into tiny pieces. Place the pieces on the floor in to different places. Clean one with a vacuum and the other with a dustpan and broom. Measure the amount of time that it takes to clean each pile.	Unit 7, p.44
		SCI.1.2D Record and organize data using pictures, numbers, and words.			Cross-Curricular Teamwork Activities, Unit 1, p. 7- Count Family Members	
Cycle 1, Unit 3						
Measuring the Properties of Matter	Part 1: Classify Objects	SCI.1.2E Communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.				
		SCI.1.4A Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums.				

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		SCI.1.5A Classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture.	Content Station	Other: Explained in Description	Unit 5, Mat: <i>Count Legs!</i> : Use Language Builder Picture Cards B53-B65. Students will count the number of legs of each animal, and then they will classify the animals according to the number of legs.	Unit 5, p.31
	Part 2: Solids and Liquids	SCI.1.5A Classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture.				
	Part 5: Size and Length Objects	SCI.1.4A Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums.	Content Station	Science Investigation	Unit 2, Math: <i>How Tall Does It Grow?</i> : Students will think about how many sizes of plants and trees there are. They will look around the classroom or school and choose three. Then measure the length of the plant with a piece of yarn. Order the yarns from shortest to tallest. Draw the plants in order by size.	Unit 2, p.16
		SCI.1.4B Measure and compare organisms and objects using non-standard units.				
	Part 3: Volume of Objects	SCI.1.4A Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums.				
		SCI.1.4B Measure and compare organisms and objects using non-standard units.				
	Part 4: Mass of Objects	SCI.1.2C Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.				
		SCI.1.5A Classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture.				

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Cycle & Unit	Unit Title	Science TEKS	Content Source	Activity Type	Description	(page #s)
Cycle 1, Unit 4						
Light, Heat, and Sound Energy	Part 1: Light Energy	SCI.1.6A Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life.				
	Part 2: Objects Changed by Heating and Cooling	SCI.1.4A Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums.	Sing With Me Language Songs	Science Investigation	Unit 3, Science: Keeping Food Fresh: Students will fill two cups with milk. They will place one cup in the refrigerator and the other outside. They will compare both cups the next day. They will use the thermometer to compare temperature. They will describe the way they look and smell.	Unit 3, p.17
		SCI.1.5B Predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating.				
		SCI.1.6A Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life.			Cross-Curricular Teamwork Activities, Unit 7, p. 41- Build a Telephone	
	Part 3: Sound Energy	SCI.1.6A Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life	Content Station	Science Investigation	Unit 7, Science: Build a Telephone. Students will use plastic cups, paper clips and string to build a telephone. They will observe and analyze how the sound travels from one side to the other.	Unit 7, p.41
Cycle 2, Unit 5						
Magnetism		SCI.1.6B Predict and describe how a magnet can be used to push or pull an object.				
		SCI.1.6C Describe the change in the location of an object such as closer to, nearer to, and farther from.				
Cycle 2, Unit 6						
Motion and Position		SCI.1.2B Plan and conduct simple descriptive investigations such as ways objects move.	Content Station	Science Investigation	Unit 3, Science: <i>Paper Airplane Race</i> : Students will fold a paper plane. They will race. Students will unfold their paper plane, then describe the way the plane moved using words such as fast, slow, etc.	Unit 3, p.20
		SCI.1.6D Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.				

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Cycle & Unit	Unit Title	Science TEKS	Content Source	Activity Type	Description	(page #s)
Cycle 2, Unit 7						
Earth Materials	Part 1: Rocks, Soil, and Water	SCI.1.3C Describe what scientists do.				
		SCI.1.7A Observe, compare, describe, and sort components of soil by size, texture, and color.				
		SCI.1.7C Gather evidence of how rocks, soil, and water help to make useful products.				
	Part 2: Natural Sources of Water	SCI.1.7B Identify and describe a variety of natural sources of water, including streams, lakes, and oceans.				
Cycle 3, Unit 8						
Conservation		SCI.1.1C Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.				
		SCI.1.3A Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words.				
Cycle 3, Unit 9						
Patterns of Change	Part 1: Patterns that Cause Weather Changes	SCI.1.3C Describe what scientists do.				
		SCI.1.8A Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy.	Big Book	Other: Explained in Description	Unit 6, Big Book: <i>Storm is Coming</i> by Heather Tekavec. In this story, a farmer and his animals have to hide in the barn in order to protect themselves from a storm. The animals wait in the barn for the storm, but none of them know what a storm is.	
			Student Anthology TE	Other: Explained in Description	Unit 6: Unit Launch, <i>Up in the air</i> . Play Build Background Video. Go to NGReach.com and play video. Discuss the video using guiding questions. Share what you know about your favorite type of weather.	Unit 6, p. T70
			Student Anthology TE	Other: Explained in Description	Unit 6, Language: Express ideas, listen and sing: <i>Watching the Weather</i> . MP3 Song. NGReach.com	Unit 6, p. T104
			Student Anthology TE	Vocabulary Activity	Unit 6, Science Vocabulary: Key Words. What is the weather like today? Students use Key Vocabulary words to describe weather.	Unit 6, pp. T105, T107
			Student Anthology TE	Reading Selection	Unit 6, Realistic Fiction <i>A Year for Kiko</i> by Ferida Wolff. Kiko is a young girl who experiences the different types of weather each month. Kiko adapts her clothes, games, and activities to the type of weather each month.	Unit 6, p. T108-T125

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Cycle & Unit	Unit Title	Science TEKS	Content Source	Activity Type	Description	(page #s)
			Student Anthology TE	Reading Selection	Unit 6 Interview, <i>Chasing storms with Tim Samaras by Jennifer Tetzloff</i> . In this interview, storm chaser, Tim Samaras, explains what a tornado is. He also explains why he studies tornadoes.	Unit 6, pp. T129-T131
			Content Station	Science Investigation	Unit 6: Describe the Weather. Look at Language Builder Picture Cards, think about the weather on each one, draw a symbol to stand for each type of weather.	Unit 6, p.38
			Language Station	Writing Activity	Unit 6, Writing: Write about weather. Use Language Builder Picture Cards B67-B71. Students have to write sentences to describe their favorite type of weather.	Unit6, p.40
			Other: Explained in Description	Reading Selection	Unit 6, Science selection <i>Weather Tools</i> , by Bo Grayson. In Read On Your Own Book #23 in the Reach Into Phonics material. This selection talks about different measurement instruments such as thermometers, weather vanes, rain gauge, ananometer.	Phonics TE pp. T460-T461
		SCI.1.8D Demonstrate that air is all around us and observe that wind is moving air.	Big Book	Other: Explained in Description	Unit 6, Big Book: <i>Storm is Coming</i> by Heather Tekavec. In this story, a farmer and his animals have to hide in the barn in order to protect themselves from a storm. The animals wait in the barn for the storm, but none of the know who Storm is.	
			Student Anthology TE	Other: Explained in Description	Unit 6: Unit Launch, <i>Up in the air</i> . Play Build Background Video. Go to NGReach.com and play video. Discuss the video using guiding questions. Share what you know about your favorite type of weather.	Unit 6, p. T70
			Student Anthology TE	Reading Selection	Unit 6, poem, <i>Wind</i> . Short poem about wind, followed by key words related to wind.	Unit 6, pp. T72-73
			Student Anthology TE	Reading Selection	Unit 6: Science nonfiction: <i>I Face the Wind</i> by Vicki Cobb. In this selection the students will learn that wind is a force that can be felt, but not seen. They will learn about the effects wind has on things. Included in this selection are steps for catching wind in a plastic bag in order to feel the air inside.	Unit 6, pp. T76-T93

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Cycle & Unit	Unit Title	Science TEKS	Content Source	Activity Type	Description	(page #s)
			Student Anthology TE	Reading Selection	Unit 6: Legend: <i>Wind Eagle</i> a Native American Legend retold by Renee Biermann. Students learn more about how the wind can be wild and gentle. Gluscabí, an American Indian, is upset because it is too windy to fish. He traps Wind Eagle, who is responsible for wind weather, in a hole. But without wind the land faces other problems. Gluscabí releases Wind Eagle after promising not to create such rough winds.	Unit 6, pp. T76-T93
			Content Station	Science Investigation	Unit 6, Science: Observe the Wind. Students follow steps to build a wind sock.	Unit 6, p.35
			Content Station	Research Activity	Unit 6, Social Studies: <i>Wind in your Community</i> . Web article about Wind Energy. Go to NGReach.com to read article.	Unit 6, p.37
			Language Station	Other: Explained in Description	Unit 6, Listening/Speaking: Report on the weather. Students pretend to be a weather reporter.	Unit 6, p.36
			Language Station	Writing Activity	Unit 6, Writing: A Weather Poem. Students write a poem about weather using their five senses to describe it.	Unit 6, p.37
			Language Station	Other: Explained in Description	Unit 6, Listening/Speaking: <i>Tornado Drill</i> : Students will read and copy the rules for a tornado drill, then they will draw a picture for each rule. Students will practice each rule with a partner.	Unit 6, p.39
	Part 2: Patterns that Cause Seasonal Changes	SCI.1.8C Identify characteristics of the seasons of the year and day and night.	Other: Explained in Description	Other: Explained in Description	Unit 6: Unit Launch, <i>Up in the air</i> . Play Build Background Video. Go to NGReach.com and play video. Discuss the video using guiding questions. Share what you know about your favorite type of weather.	T70
			Content Station	Science Investigation	Unit 6, Science: <i>What's in Kiko's Closet?</i> : Describe the weather. Use Language Builder Picture Cards B67-B71. Students have to choose their favorite type of weather and draw a symbol to represent it.	Unit 6, p.38
	Part 3: Changes in Appearance of the Sun, Moon, and Stars	SCI.1.8B Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun.	Other: Explained in Description	Reading Selection	Unit 6, story <i>Day Sky and Night Sky</i> by Maya Martinez. This story is in the book titled <i>Sky High</i> , Read on Your Own Book #22 in the Reach Into Phonics materials. The book is about the sun, clouds, moon, and stars.	Phonics TE pp. T438-439

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Cycle 3, Unit 10						
Living Organisms and Nonliving Objects		SCI.1.9A Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring.	Student Anthology TE	Other: Explained in Description	Unit 2 Big Question. Ask: Is it alive? How do you know? Complete Practice Master 2.1	Unit 2, p. T66
			Student Anthology TE	Other: Explained in Description	Unit 2: Unit Launch: Living and Nonliving Things. Play Build Background Video Unit Launch. Go to NGReach.com and play video. Students will watch a video that shows living and nonliving things. They will discuss what living things do, need, and how they grow.	Unit 2, p. T66
			Big Book	Other: Explained in Description	Unit 2, Read Fairy Tale <i>Zina the Wooden Puppet a retelling of Pinocchio</i> . Ask children to share ideas about why something is considered a living thing. Use activity Share What You Know, p.67 of students book. In this story, Zina a wooden puppet becomes a real child after helping others.	p.67
			Student Anthology TE	Other: Explained in Description	Unit 2, Language: Describe, listen and sing: I Love My Bike. MP3 Song. The song shows the difference between living and nonliving things.	Unit 2, p. T68
			Student Anthology TE	Other: Explained in Description	Unit 2, Use eVisual 2.2 to create a Thinking Map. Students list characteristics that describe living versus non living things.	Unit 2, pp. T70a and T130
			Student Anthology TE	Reading Selection	Unit 2: Song: <i>Are You Living?</i> By Laura Purdie Salas. Students sing song about what constitutes a living thing. The song shows that things that breathe, eat, drink, and move are living things.	Unit 2, pp. 72-85
			Student Anthology TE	Reading Selection	Unit 2: Diagram: <i>A Straw Hat</i> by Lily Block. Students learn by examining a sequence of four of pictures how a living thing can be made into nonliving things. For example once an apple is cut from the tree is not consider a living thing.	Unit 2, pp. T89-T91
			Content Station	Science Investigation	Unit 2, Science: Is It Alive?: Students will observe, record and classify between living and non living. Students will fold the a paper in half. They will draw living things on one side and nonliving on the other.	Unit 2, p.11

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			Content Station	Other: Explained in Description	Unit 2, Social Studies: List of Living Things: Students will think about some of the living things they see every day in their community, then they will write a list of living things and draw a picture for each one.	Unit 2, p.12
			Content Station	Science Investigation	Unit 2, Science: Research and Report. Go online to NGReach.com to watch video about Redwoods. Students write facts and draw picture about the tree.	Unit 2, p.14
			Language Station	Other: Explained in Description	Unit, 2 Listening/Speaking: Describe Living and Nonliving Things	Unit 2, p.12
			Language Station	Writing Activity	Unit 2, Writing: What does it Need?: Language Builder Picture Cards B13, B14 and B15. Students write sentences describing Living what living things need.	Unit 2, p.13
			Content Station	Other: Explained in Description	Unit 2, Math: <i>Breathe! You Are Alive!</i> : Students will count the number of breaths they take in 10 seconds. Then, they will predict how many breaths they will take in 20 seconds.	Unit 2, p13

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Cycle 4, Unit 11						
Plant Parts and Functions		SCI.1.3C Describe what scientists do.				
		SCI.1.10B Identify and compare the parts of plants.	Student Anthology TE	Reading Selection	Unit 2, Folk Tale: <i>The Daisy</i> by Lada Josefa Kratky. Students learn about how a seed becomes a flower. The sun and the rain want the seed to come out and play, but the seed is too sleepy. After a while, the seed grows into a plant and finally they can play all together.	Unit 2, p. T94i,
			Student Anthology TE	Vocabulary Activity	Unit 2, Science Vocabulary: Students are introduced to the parts of a plant.	Unit 2, p. T94
Cycle 4, Unit 12						
Animal Parts and Functions		SCI.1.10A Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.	Student Anthology TE	Other: Explained in Description	Unit 5: Unit Launch, Creatures Features. Play Build Background Video. Go to NGReach.com and play video. Discuss the video using guiding questions. Students watch a video that shows animal parts and how they use them to move.	Unit 5, p. T2
			Student Anthology TE	Other: Explained in Description	Unit 5: Write Like a Scientist. Students write an article about what they know about animals.	Unit 5, p. T66
			Student Anthology TE	Reading Selection	Unit 5: Science Article <i>Alligators</i> by Julie Larson. Students learn about alligators and their body parts, and how they help the alligator move.	Unit 5, pp. T33-T37
			Big Book	Other: Explained in Description	Unit 5, Fact Book: <i>What Do You Do With a Tale Like This?</i> By Steve Jenkins and Robing Page. Students learn facts about animals parts and their functions.	T4a, T4c, T4e

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			Language Station	Other: Explained in Description	Unit 5, Listening/Speaking: <i>Animals Clues</i> : Students will look at Language Builder Picture Cards B58, B60, B61 and B63. They will chose a card and think of clues for the animal: The way they look, the way they move, etc. Students will take turns asking questions in order to guess the animal.	Unit 5, p.33
			Student Anthology TE	Reading Selection	Unit 5, Animal Fantasy: <i>For Pete's Sake</i> by Ellen Stoll Walsh. Students compare and contrast the main character and his friend. Pete is an alligator that feels different from his friends, the flamingoes. Pete becomes happy again after meeting other alligators.	Unit 5, pp. 8-29 T22-T33
			Student Anthology TE	Other: Explained in Description	Unit 5, Language, Listening and Chant: Students give information about how animals move. Go to NGR reach and use Sing With Me MP3 chant.	Unit 5, p. T40
			Sing With Me Language Songs	Reading Selection	Unit 5, chant <i>Fins Win</i> . Chant describes how fins help a fish move. Recording on Sing with Me Language CD 3.	p. 25
			Student Anthology TE	Other: Explained in Description	Unit 5, Use eVisual 5.10 to create a Thinking Map. Students list facts about things that living and non living things do.	Unit 5, pp. T42a and T68
			Student Anthology TE	Reading Selection	Unit 5, Fact book: <i>Slither, Slide, Hop and Run</i> by Katherine Kenah. Students draw a chart and list the ways different animals move. This selection show facts about the different animal parts and how animals use these parts to move.	Unit 5, pp. 44-57 T54-T57
			Student Anthology TE	Other: Explained in Description	Unit 5, Practice Master 5.16. Students use fact book "Slither, Slide, Hop and Run" to complete student activity.	Unit 5, p. T59c
			Language Station	Other: Explained in Description	Unit 5, Listening/Speaking: <i>Compare Animals</i> : Students compare and contrast two animals to determine which one would make a better pet.	Unit 5, p.30
			Language Station	Writing Activity	Unit 5, Writing: <i>Can You Guess?</i> : Students write complete sentences to describe their favorite animals. Students will read the sentences to a partner, and guess each other's animal.	Unit 5, p.31

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			Content Station	Science Investigation	Unit 5, Science: Classify Animals: Students create a foldable dividing the paper in three parts. On each part they have draw a picture and write a sentence describing the animal. One animal is covered with feathers, the other with scales and one with fur.	Unit 5,p.29
			Content Station	Other: Explained in Description	Unit 4, Social Studies: <i>Helping Animals</i> : Students will think about animals that live at their home or communities. They will chose one and find out facts about their animal such as where they live and what people can do to protect them.	Unit 4, p.24
			Content Station	Science Investigation	Unit 5, Science: <i>Draw Animals</i> : Students will draw pictures of animals. With a partner they will compare their animals. Students use color red to label the parts that are the same, and color blue to label the parts that are different.	Unit 5, p.32
			Content Station	Other: Explained in Description	Unit 5, Social Studies: State Animals: Students will research which animals live in the state. Students will chose and animal, then look for information in books, ask an expert or look in the internet. Students will draw a picture of their favorite animal moving. Then they will label and write a word that describes the way they move.	Unit 5, p.33
			Language Station	Writing Activity	Unit 5, Writing: <i>How Do Animals move?</i> : Students will think about their favorite animal and draw a picture. Students will write three sentences about the way their animal moves using motion verbs.	Unit 5, p.34
			Student Anthology TE	Reading Selection	Unit 4, Science Article: <i>Turtles: From Eggs to Ocean</i> by Mariana Fuentes. Students learn about how sea turtles make their nests.	Unit 4, pp. T235-T239
			Student Anthology TE	Reading Selection	Unit 4, Science Article: <i>Turtles: From Eggs to Ocean</i> by Mariana Fuentes. Students compare and contrast how the ocean is different from the land, and determine the importance for the sea turtles.	Unit 4, pp. T236-T237

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			Content Station	Science Investigation	Unit 8, Science: Which Way Do They Go? Students will think about animals that migrate. With the help of a compass they will write a sentence describing in which directions the animals travel during the year.	Unit 8, p.50
		SCI.1.10C Compare ways that young animals resemble their parents.	Content Station	Science Investigation	Unit 1, Science: Students will look at the Language Builder Picture Cards of animal families. Students will classify animals using a T-chart. Students will draw an adult animal on one side and the corresponding baby on the other.	Unit 1, p.5
			Content Station	Science Investigation	Unit 1, Science: <i>Taking Care of Baby</i> : Look at Language Builder Picture Cards B9-B12. Students will choose an animal, then they will look in books, ask an expert or go to NGReach.com to look for information. Students will draw a picture that shows the animal taking care of their baby.	Unit 1, p.8
Cycle 4, Unit 13						
Life Cycles of Plants and Animals		SCI.1.10D Observe and record life cycles of animals such as a chicken, frog, or fish.	Student Anthology TE	Other: Explained in Description	Unit 4: Unit Launch Growing and Changing. Play Build Background Video. Discuss the video using guiding questions. Students will watch a video that shows how different animals grow and change.	Unit 4, p. T200
			Big Book	Other: Explained in Description	Unit 4, Question Book: <i>Guess What I'll Be?</i> Illustrated by Anni Axworthy. Students learn how animals change from babies to adults. Students look to a part of an adult animal and predict which one corresponds to the baby.	
			Student Anthology TE	Reading Selection	Unit 4, Science Article: <i>A Butterfly Is Born</i> by Fran Downey. Students learn about the life cycle of the butterfly.	Unit 4, pp. T246-T257
			Student Anthology TE	Other: Explained in Description	Unit 4, Language, Listen and Chant: <i>The Little Duckling</i> Students learn about how a baby animal grows and becomes an adult. Go to NGReach and use Sing With Me MP3 chant.	Unit 4, p. T202
			Student Anthology TE	Other: Explained in Description	Unit 4, Science Vocabulary: Students learn key words about how animals grow and change.	Unit 4, p. T203
			Student Anthology TE	Other: Explained in Description	Unit 4, Students complete a Beginning-Middle-End Chart using eVisual 4.2 "The Little Duckling".	Unit 4, pp. T204a T268

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			Student Anthology TE	Reading Selection	Unit 4, Story: <i>Ruby in Her Own Time</i> by Jonathan Emmett. Story relates to life cycle by following the life of Ruby, a duck, who does things in her own time.	Unit 4, pp. T209-T231
			Student Anthology TE	Reading Selection	Unit 4, science article: <i>Turtles: From Eggs to Ocean</i> by Mariana Fuentes. This story tells the life cycle of sea turtles.	
			Student Anthology TE	Other: Explained in Description	Unit 4, Students complete a Main Idea and Details chart using eVisual 4.11 "Caterpillar".	Unit 4, p. T244a
			Language Station	Other: Explained in Description	Unit 4, Language Arts: Students use context clues to learn about the meaning of certain words used in sentences about life cycles.	Unit 4, p.23
			Language Station	Other: Explained in Description	Unit 4, Listening/Speaking: Everywhere a Chick: Students go online to NGReach and watch a video about baby chicks. Students retell the story.	Unit 4, p.24
			Language Station	Writing Activity	Unit 4, Writing: Student will write a story sequel about <i>Ruby on Her Own Time</i> . Students will think about the story ending, then think and write about what Ruby would do next.	Unit 4, p.24
			Language Station	Other: Explained in Description	Unit 4, Listening/Speaking: <i>Animals Grow</i> : Students look at the Language Builder Picture Cards and talk about which animals are babies and which ones are adults.	Unit 4, p.27
			Content Station	Science Investigation	Unit 4, Science: Draw Life Size Eggs: Students go online and learn about different kinds of eggs, then draw life-size picture of each kind of egg.	Unit 4, p.23
			Content Station	Science Investigation	Unit 4, Science: Butterflies and Bees: Students look at Language Builder Picture Cards then go online and learn about bees. Then they will compare the life cycle of a butterfly with the life cycle of a bee.	Unit 4, p.26
			Content Station	Other: Explained in Description	Unit 4, Math: <i>How Many Eggs?</i> : Students will look at Language Builder Picture Card B40 and count how many eggs they see. They will think about other animals that lay eggs and find out how many eggs they lay at one time. Draw picture of the animals and their eggs.	Unit 4, p.25

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Cycle 4, Unit 15						
Environmental Interactions	Part 1: Food Chains	SCI.1.9C Gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter.				
	Part 2: Interdependence	SCI.1.3A Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words.				
		SCI.1.9B Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver.				

Available Resources	
Content Source	Type
Language Station	Reading Selection
Student Anthology TE	Science Investigation
Sing With Me Language Songs	Research Activity
Content Station	Writing Activity
Technology Station	Vocabulary Activity
Big Book	Other: Explained in Description
Other: Explained in Description	