

New Energy for Science

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**ScienceFusion, ScienceSaurus, and Science  
& Engineering Levelled Readers** correlated to the  
**Oklahoma Academic Standards for Science:**  
**Disciplinary Core Ideas** Grade 1



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**ScienceFusion, ScienceSaurus, and Science & Engineering Leveled Readers**  
 correlated to the  
**Oklahoma Academic Standards for Science: Disciplinary Core Ideas, Grade 1**

| Oklahoma Academic Standards: Disciplinary Core Ideas<br>Grade 1  | Citations   |
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| <b>1-PS4-1: Waves and Their Applications in Technologies for Information Transfer</b>  |   |
| <p><b>Wave Properties:</b></p> <ul style="list-style-type: none"> <li>• Sound can make matter vibrate, and vibrating matter can make sound.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum U10 L4: What Is Sound?, pp. 395–404<br/>         U10 L5: How Do We Make Sound?, pp. 405–406</p> <p>TE/Digital Curriculum U10 L4: What Is Sound?, pp. 395A–404A<br/>         U10 L5: How Do We Make Sound?, pp. 405A–406A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/> <b>Grade 1 Unit 4 On-Level/Extra-Support Readers: <i>What Are Forces and Energy?</i></b><br/> <b>Grade 1 Teacher Guide</b> pages 37–44</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>         Pages 104–107</p> |

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The Oklahoma Academic Standards for Science: Disciplinary Core Ideas, Grade 1

| <p><b>Oklahoma Academic Standards: Disciplinary Core Ideas<br/>Grade 1</b></p>   | <p><b>Citations</b><br/>In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>   |
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| <p><b>1-PS4-2: Waves and Their Applications in Technologies for Information Transfer</b></p>   |   |
| <p><b>Electromagnetic Radiation:</b></p> <ul style="list-style-type: none"> <li>• Objects can be seen if light is available to illuminate them or if they give off their own light.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum U8 STEM Engineering and Technology: See the Light, pp. 317–318</p> <p>TE/Digital Curriculum U8 STEM Engineering and Technology: See the Light, pp. 317–318B</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 4 On-Level/Extra-Support Readers: <i>What Are Forces and Energy?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 37–44</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>Pages 108–109</p> |

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|---|--|
| <p><b>1-PS4-3: Waves and Their Applications in Technologies for Information Transfer</b></p>  |  |
| <p><b>Electromagnetic Radiation:</b></p> <ul style="list-style-type: none"> <li>Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.</li> </ul>                                   | <p><b>ScienceFusion Grade 2</b><br/>SE/Digital Curriculum U10 L1: What Is Energy?, pp. 383–394<br/><br/>TE/Digital Curriculum U10 L1: What Is Energy?, pp. 383A–394A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 7 On-Level/Extra-Support Readers:</b> <i>How Does the Sky Seem to Change?</i><br/><b>Teacher Guide:</b> pages 73–80</p> <p><b>Grade 1 Unit 7 Enrichment Reader:</b> <i>A Closer Look at Telescopes</i><br/><b>Grade 1 Teacher Guide:</b> pages 81–84</p> |
| <p><b>Electromagnetic Radiation:</b></p> <ul style="list-style-type: none"> <li>Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)</li> </ul> | <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 7 On-Level/Extra-Support Readers:</b> <i>How Does the Sky Seem to Change?</i><br/><b>Teacher Guide:</b> pages 73–80</p> <p><b>Grade 1 Unit 7 Enrichment Reader:</b> <i>A Closer Look at Telescopes</i><br/><b>Grade 1 Teacher Guide:</b> pages 81–84</p>  |

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| <p><b>1-PS4-4: Waves and Their Applications in Technologies for Information Transfer</b></p>  |   |
| <p><b>Information Technologies and Instrumentation:</b></p> <ul style="list-style-type: none"> <li>• People also use a variety of devices to communicate (send and receive information) over long distances.</li> </ul>   | <p><b>ScienceFusion Grade 1</b><br/>SE/Digital Curriculum U10 L5: How Do We Make Sound?, pp. 405–406<br/><br/>TE/Digital Curriculum U10 L5: How Do We Make Sound?, pp. 405A–406A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 7 Enrichment Reader: A Closer Look at Telescopes</b><br/><b>Grade 1 Teacher Guide</b> pages 81–84</p> |
| <p><i>* Connections to Engineering, Technology, and Application of Science</i></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World:</b></p> <ul style="list-style-type: none"> <li>• People depend on various technologies in their lives; human life would be very different without technology.</li> </ul> | <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 7 Enrichment Reader: A Closer Look at Telescopes</b><br/><b>Grade 1 Teacher Guide</b> pages 81–84</p>  |

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| <p><b>1-LS1-1: From Molecules to Organisms: Structure and Processes</b></p>  |   |
| <p><b>Structure and Function:</b></p> <ul style="list-style-type: none"> <li>• All organisms have external parts.</li> <li>• Different animals use their body parts 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.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum U3 L2: What Do Animals Need?, pp. 93–104<br/>U3 L4: How Can We Group Animals?, pp. 119–121</p> <p>TE/Digital Curriculum U3 L2: What Do Animals Need?, pp. 93A–104A<br/>U3 L4: How Can We Group Animals?, pp. 119A–122A</p> <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U3 L2: What Are Some Kinds of Animals?, pp. 91–102<br/>U5 L1: How Do Plants and Animals Need One Another?, pp. 181–192<br/>U5 L2: How Are Living Things Adapted to Their Environments?, pp. 193–204</p> <p>TE/Digital Curriculum U3 L2: What Are Some Kinds of Animals?, pp. 91A–102A<br/>U5 L1: How Do Plants and Animals Need One Another?, pp. 181A–192A<br/>U5 L2: How Are Living Things Adapted to Their Environments?, pp. 193A–204A</p> |

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| <p><b>1-LS1-1: From Molecules to Organisms: Structure and Processes (Continued)</b></p>   |   |
| <p><b>Structure and Function:</b></p> <ul style="list-style-type: none"> <li>• All organisms have external parts.</li> <li>• Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum U4 L1: What Do Plants Need?, pp. 131–140<br/>U4 L2: Why Do Plants Grow?, pp. 141–142<br/>U4 L3: What Are Some Parts of Plants?, pp. 143–152<br/>U4 L4: How Are Plants Different?, pp. 155–164</p> <p>TE/Digital Curriculum U4 L1: What Do Plants Need?, pp. 131A–140A<br/>U4 L2: Why Do Plants Grow?, pp. 141A–142A<br/>U4 L3: What Are Some Parts of Plants?, pp. 143A–152A<br/>U4 L4: How Are Plants Different?, pp. 155A–164A</p> <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U5 L1: How Do Plants and Animals Need One Another?, pp. 181–192<br/>U5 L2: How Are Living Things Adapted to Their Environments?, pp. 193–204</p> <p>TE/Digital Curriculum U5 L1: How Do Plants and Animals Need One Another?, pp. 181A–192A<br/>U5 L2: How Are Living Things Adapted to Their Environments?, pp. 193A–204A</p> |



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| <p><b>1-LS1-1: From Molecules to Organisms: Structure and Processes (Continued)</b></p>  |   |
| <p><b>Information Processing:</b></p> <ul style="list-style-type: none"> <li>• Animals have body parts that capture and convey different kinds of information needed for growth and survival.</li> <li>• Animals respond to these inputs with behaviors that help them survive.</li> </ul> | <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/> <b>Grade 1 Unit 9 On-Level/Extra-Support Readers: <i>What Can We Learn About Animals?</i></b><br/> <b>Grade 1 Teacher Guide</b> pages 97–104</p> <p><b>Grade 1 Unit 9 Enrichment Reader: <i>Amazing Animals</i></b><br/> <b>Grade 1 Teacher Guide</b> pages 105–108</p> <p><b>Grade 1 Unit 2 Enrichment Reader: <i>Design a Home for a Pet</i></b><br/> <b>Grade 1 Teacher Guide</b> pages 21-24</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/> Pages 29–37</p> |

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| <p><b>1-LS1-1: From Molecules to Organisms: Structure and Processes (Continued)</b></p>  |  |
| <p><b>Information Processing:</b></p> <ul style="list-style-type: none"> <li>Plants also respond to some external inputs.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum U4 L1: What Do Plants Need?, pp. 131–140<br/>U4 L2: Why Do Plants Grow?, pp. 141–142</p> <p>TE/Digital Curriculum U4 L1: What Do Plants Need?, pp. 131A–140A<br/>U4 L2: Why Do Plants Grow?, pp. 141A–142A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b></p> <p><b>Grade 1 Unit 10 On-Level/Extra-Support Readers: <i>What Is a Plant?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 109–116</p> <p><b>Grade 1 Unit 10 Enrichment Reader: <i>Weird and Wacky Plants</i></b><br/><b>Grade 1 Teacher Guide</b> pages 117–120</p> <p><b>Grade 1 Unit 2 On-Level/Extra-Support Readers: <i>How Do Engineers Solve Problems?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 13–20</p> <p><b>Grade 1 Unit 5 On-Level/Extra-Support Readers: <i>How Do We Use and Care for Natural Resources?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 49–56</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>Pages 20–27</p> |

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| <p><b>1-LS1-1: From Molecules to Organisms: Structure and Processes (Continued)</b></p>  |   |
| <p><i>* Connections to Engineering, Technology, and Application of Science</i></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World:</b></p> <ul style="list-style-type: none"> <li>• Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.</li> </ul> | <p><b>Science and Engineering Leveled Readers: Grade 1</b></p> <p><b>Grade 1 Unit 2 On-Level/Extra-Support Readers: <i>How Do Engineers Solve Problems?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 13–20</p> <p><b>Grade 1 Unit 2 Enrichment Reader: <i>Design a Home for a Pet</i></b><br/><b>Grade 1 Teacher Guide</b> pages 21–24</p> <p><b>Grade 1 Unit 5 On-Level/Extra-Support Readers: <i>How Do We Use and Care for Natural Resources?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 49–56</p> |

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| <p><b>1-LS1-2: From Molecules to Organisms: Structure and Processes</b></p>   |  |
| <p><b>Growth and Development of Organisms:</b></p> <ul style="list-style-type: none"> <li>• Adult plants and animals can have young.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum U3 L1: What Are Living and Nonliving Things?, pp. 83–92</p> <p>TE/Digital Curriculum U3 L1: What Are Living and Nonliving Things?, pp. 83A–92A</p> <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U4 L4: What Are Some Plant Life Cycles?, pp. 159–170</p> <p>TE/Digital Curriculum U4 L4: What Are Some Plant Life Cycles?, pp. 159A–170A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b></p> <p><b>Grade 1 Unit 9 On-Level/Extra-Support Readers: <i>What Can We Learn About Animals?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 97–104</p> <p><b>Grade 1 Unit 9 Enrichment Reader: <i>Amazing Animals</i></b><br/><b>Grade 1 Teacher Guide</b> pages 105–108</p> <p><b>Grade 1 Unit 10 On-Level/Extra-Support Readers: <i>What Is a Plant?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 109–116</p> |

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| <p><b>1-LS1-2: From Molecules to Organisms: Structure and Processes (<i>Continued</i>)</b></p>  |  |
| <p><b>Growth and Development of Organisms:</b></p> <ul style="list-style-type: none"> <li>• In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.</li> </ul> | <p><b><u>ScienceFusion Grade 1</u></b></p> <p>SE/Digital Curriculum U3 L1: What Are Living and Nonliving Things?, pp. 83–92</p> <p>TE/Digital Curriculum U3 L1: What Are Living and Nonliving Things?, pp. 83A–92A</p> <p><b><u>Science and Engineering Leveled Readers: Grade 1</u></b></p> <p><b>Grade 1 Unit 9 On-Level/Extra-Support Readers: <i>What Can We Learn About Animals?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 97–104</p> <p><b>Grade 1 Unit 9 Enrichment Reader: <i>Amazing Animals</i></b><br/><b>Grade 1 Teacher Guide</b> pages 105–108</p> <p><b><u>ScienceSaurus Grades K–1 (Yellow Level)</u></b><br/>Pages 18–19, 32–37, 40–45</p> |

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| <p><b>1-LS3-1: Heredity: Inheritance and Variation of Traits</b></p>   |  |
| <p><b>Inheritance of Traits:</b></p> <ul style="list-style-type: none"> <li>• Young animals are very much, but not exactly, like their parents.</li> </ul> | <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U3 L4: What Are Some Animal Life Cycles?, pp. 105–116</p> <p>TE/Digital Curriculum U3 L4: What Are Some Animal Life Cycles?, pp. 105A–116A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 9 On-Level/Extra-Support Readers: <i>What Can We Learn About Animals?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 97–104</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>Pages 42–45</p> |
| <p><b>Inheritance of Traits:</b></p> <ul style="list-style-type: none"> <li>• Plants also are very much, but not exactly, like their parents.</li> </ul>   | <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U4 L4: What Are Some Plant Life Cycles?, pp. 159–170</p> <p>TE/Digital Curriculum U4 L4: What Are Some Plant Life Cycles?, pp. 159A–170A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/><b>Grade 1 Unit 10 On-Level/Extra-Support Readers: <i>What Is a Plant?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 109–116</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>Pages 27–28</p>                 |

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| <p><b>1-LS3-1: Heredity: Inheritance and Variation of Traits (Continued)</b></p>   |   |
| <p><b>Variation of Traits:</b></p> <ul style="list-style-type: none"> <li>Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.</li> </ul> | <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U3 L4: What Are Some Animal Life Cycles?, pp. 105–116<br/>U4 L4: What Are Some Plant Life Cycles?, pp. 159–170</p> <p>TE/Digital Curriculum U3 L4: What Are Some Animal Life Cycles?, pp. 105A–116A<br/>U4 L4: What Are Some Plant Life Cycles?, pp. 159A–170A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b></p> <p><b>Grade 1 Unit 9 On-Level/Extra-Support Readers: <i>What Can We Learn About Animals?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 97–104</p> <p><b>Grade 1 Unit 10 On-Level/Extra-Support Readers: <i>What Is a Plant?</i></b><br/><b>Grade 1 Teacher Guide</b> pages 109–116</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>Pages 27–28, 42–45</p> |



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| <p><b>1-ESS1-1: Earth's Place in the Universe</b></p>  |  |
| <p><b>The Universe and Its Stars:</b></p> <ul style="list-style-type: none"> <li>• Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.</li> </ul> | <p><b>ScienceFusion Grade 1</b></p> <p>SE/Digital Curriculum    U8 L2: How Does the Sky Seem to Change?, pp. 305–314<br/>              U8 L3: How Does the Sun Seem to Move?, pp. 315–316</p> <p>TE/Digital Curriculum    U8 L2: How Does the Sky Seem to Change?, pp. 305A–314A<br/>              U8 L3: How Does the Sun Seem to Move?, pp. 315A–316A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b><br/> <b>Grade 1 Unit 7 On-Level/Extra-Support Readers: <i>How Does the Sky Seem to Change?</i></b><br/> <b>Teacher Guide</b> pages 73–80</p> <p><b>Grade 1 Unit 7 Enrichment Reader: <i>A Closer Look at Telescopes</i></b><br/> <b>Grade 1 Teacher Guide</b> pages 81–84</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b><br/>           Pages 74–75, 78–79</p> |

ScienceFusion, ScienceSaurus, and Science & Engineering Leveled Readers correlated to  
The Oklahoma Academic Standards for Science: Disciplinary Core Ideas, Grade 1

| <p align="center"><b>Oklahoma Academic Standards: Disciplinary Core Ideas<br/>Grade 1</b></p>  | <p align="center"><b>Citations</b></p> <p>In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>   |
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| <p><b>1-ESS1-2: Earth’s Place in the Universe</b></p>  |   |
| <p><b>Earth and the Solar System:</b></p> <ul style="list-style-type: none"> <li>Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</li> </ul>   | <p><b>ScienceFusion Grade 2</b></p> <p>SE/Digital Curriculum U7 L3: What Are Some Weather Patterns?, pp. 277–286</p> <p>TE/Digital Curriculum U7 L3: What Are Some Weather Patterns?, pp. 277A–286A</p> <p><b>Science and Engineering Leveled Readers: Grade 1</b></p> <p><b>Grade 1 Unit 7 On-Level/Extra-Support Readers:</b> <i>How Does the Sky Seem to Change?</i></p> <p><b>Grade 1 Teacher Guide</b> pages 73–80</p> <p><b>Grade 1 Unit 7 Enrichment Reader:</b> <i>A Closer Look at Telescopes</i></p> <p><b>Grade 1 Teacher Guide</b> pages 81–84</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b></p> <p>Pages 69–72</p> |
| <p><b>1-ESS3-1: Earth and Human Activity</b></p>   |   |
| <p><b>Human Impacts on Earth Systems:</b></p> <ul style="list-style-type: none"> <li>Things that people do to live comfortably can affect the world around them. But, they can make choices that reduce their impacts on the land, water, air, and other living things.</li> </ul> | <p><b>Science and Engineering Leveled Readers: Grade 1</b></p> <p><b>Grade 1 Unit 5 On-Level/Extra-Support Readers:</b> <i>How Do We Use and Care for Natural Resources?</i></p> <p><b>Grade 1 Teacher Guide</b> pages 49–56</p> <p><b>ScienceSaurus Grades K–1 (Yellow Level)</b></p> <p>Pages 13, 15, 80–89</p>   |

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The Oklahoma Academic Standards for Science: Disciplinary Core Ideas, Grade 1

| <p>Oklahoma Academic Standards: Disciplinary Core Ideas<br/>Grade 1</p>  | <p>Citations</p> <p>In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>   |
|--|---|
| <p><b>1-ESS3-1: Earth and Human Activity (Continued)</b></p>   |   |
| <p>Developing Possible Solutions:</p> <ul style="list-style-type: none"> <li>• Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</li> </ul> | <p><b><u>ScienceFusion Grade 1</u></b></p> <p>SE/Digital Curriculum    U2 L1: How Do Engineers Work?, pp. 47–58<br/>  U2 L2: How Can We Solve a Problem?, pp. 59–60</p> <p>TE/Digital Curriculum    U2 L1: How Do Engineers Work?, pp. 47A–58A<br/>  U2 L2: How Can We Solve a Problem?, pp. 59A–60A</p> <p><b><u>Science and Engineering Leveled Readers: Grade 1</u></b></p> <p><b>Grade 1 Unit 2 On-Level/Extra-Support Readers: <i>How Do Engineers Solve Problems?</i></b></p> <p><b>Grade 1 Teacher Guide</b> pages 13–20</p> <p><b><u>ScienceSaurus Grades K–1 (Yellow Level)</u></b></p> <p>Pages 13–15</p> |