

SRA Snapshots Simply Science™
correlation to
California Science Content Standards
Grade 1

SRA Snapshots Simply Science™ consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF**) and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher’s Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher’s Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 1: Living Things and Their Needs	
Program Components	California Science Content Standards
Video Living Things and Their Needs RAF “A Funny Frog” RANF “We Are Living Things” TIB pages 14, 15, 16, 17, 18, 19 BLM pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 Cards 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: b. Students know both plants and animals need water, animals need food, and plants need light.
TIB page 19, Hands-On Science Activity <i>Group Living/Nonliving Things</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.
SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 2: Learning About Plants	
Program Components	California Science Content Standards
Video Learning About Plants RAF “Which Way to Sprout?” RANF “Plants Are Living Things” TIB pages 20, 21, 22, 23, 24, 25 BLM pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 Cards 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: b. Students know both plants and animals need water, animals need food, and plants need light. e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

Life Science Unit 2 (continued)

Program Components	California Science Content Standards
<p>TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.</p>

**SRA Snapshots Simply Science™ Grade 1
 Life Science Unit 3: Habitats Are Everywhere**

Program Components	California Science Content Standards
<p>Video Habitats Are Everywhere RAF “A Home for Maggie” RANF “A Habitat Is a Home” TIB pages 26, 27, 28, 29, 30, 31 BLM pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 Cards 13, 14, 15, 16, 17, 18, 19, 66, 75, 82</p>	<p>Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them survive in different kinds of places. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p>
<p>TIB page 31, Hands-On Science Activity <i>Habitat Mobiles</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.</p>

**SRA Snapshots Simply Science™ Grade 1
 Earth Science Unit 4: Learning About Earth’s Surface**

Program Components	California Science Content Standards
<p>Video Learning About Earth’s Surface RAF “A Big Difference” RANF “Earth’s Many Resources” TIB pages 32, 33, 34, 35, 36, 37 BLM pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Cards 19, 20, 21, 22, 23, 24, 85, 90</p>	<p>This topic is not covered in the Grade 1 California Science Content Standards, however it aligns with National Science Education Content Standard D:</p> <p>Earth and Space Science—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.</p> <p><i>See Grade 2.</i></p> <p>Earth Sciences 3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. b. Students know smaller rocks come from the breakage and weathering of larger rocks. c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</p>

Earth Science Unit 4 (continued)

Program Components	California Science Content Standards
TIB page 37 Hands-On Science Activity <i>What Comes from Earth's Surface?</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.

**SRA Snapshots Simply Science™ Grade 1
Earth Science Unit 5: Weather on Earth**

Program Components	California Science Content Standards
Video Weather on Earth RAF "A Leaf's Story" RANF "All About Weather!" TIB pages 38, 39, 40, 41, 42, 43 BLM pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 Cards 25, 26, 27, 28, 29, 30, 53, 63, 73, 86	Earth Sciences 3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. Students know the sun warms the land, air, and water.
TIB page 43, Hands-On Science Activity <i>Seasons</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.

**SRA Snapshots Simply Science™ Grade 1
Earth Science Unit 6: Earth in Space**

Program Components	California Science Content Standards
Video Earth in Space RAF "The Mysterious Moon" RANF "Look Up!" TIB pages 44, 45, 46, 47, 48, 49 BLM pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 Cards 31, 32, 33, 34, 35, 36, 86	Earth Sciences 3. Weather can be observed, measured, and described. As a basis for understanding this concept: c. Students know the sun warms the land, air, and water.
TIB page 49, Hands-On Science Activity <i>Modeling Moon Phases</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.

SRA Snapshots Simply Science™ Grade 1
Physical Science Unit 7: Properties of Matter

Program Components	California Science Content Standards
Video Properties of Matter RAF “What’s the Matter?” RANF “Matter All Around” TIB pages 50, 51, 52, 53, 54, 55 BLM pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 Cards 37, 38, 39, 40, 41, 42, 73, 90	Physical Sciences 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. Students know solids, liquids, and gases have different properties. b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.
TIB page 55, Hands-On Science Activity <i>Making Mixtures</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.

SRA Snapshots Simply Science™ Grade 1
Physical Science Unit 8: Learning About Forces

Program Components	California Science Content Standards
Video Learning About Forces RAF “Queen of the Hill” RANF “Pushes and Pulls” TIB pages 56, 57, 58, 59, 60, 61 BLM pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 Cards 43, 44, 45, 46, 47, 48	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of). <i>See also Grade 2.</i> Physical Sciences 1. The motion of objects can be observed and measured. As a basis for understanding this concept: a. Students know the position of an object can be described by locating it in relation to another object or to the background. b. Students know an object’s motion can be described by recording the change in position of the object over time. c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. e. Students know objects fall to the ground unless something holds them up. f. Students know magnets can be used to make some objects move without being touched.
TIB page 61, Hands-On Science Activity <i>Big and Small Pushes</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.

SRA Snapshots Simply Science™ Grade 1
Physical Science Unit 9: Heat, Light, and Sound

Program Components	California Science Content Standards
<p>Video Heat, Light, and Sound RAF “The Energy Challenge” RANF “Energy All Around” TIB pages 62, 63, 64, 65, 66, 67 BLM pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 Cards 49, 50, 51, 52, 53, 54, 70, 79</p>	<p>This topic is not covered in the Grade 1 California Science Content Standards, however it aligns with National Science Education Content Standard B:</p> <p>Physical Science—Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.</p> <p><i>See Grade 2.</i> Physical Sciences 1. The motion of objects can be observed and measured. As a basis for understanding this concept: g. Students know sound is made by vibrating objects and can be described by its pitch and volume.</p>
<p>TIB page 67, Hands-On Science Activity <i>Investigating Sound</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Draw pictures that portray some features of the thing being described. b. Record observations and data with pictures, numbers, or written statements.</p>

SRA Snapshots Simply Science™
correlation to
California Science Content Standards
Grade 2

SRA Snapshots Simply Science™ consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF**) and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher’s Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher’s Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 2	
Life Science Unit 1: Organisms Are Living Things	
Program Components	California Science Content Standards
Video Organisms Are Living Things RAF “The Brave Beaver” RANF “Organisms Are Alive” TIB pages 14, 15, 16, 17, 18, 19 BLM pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 Cards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	Life Sciences 2. Plants and animals have predictable life cycles. As a basis for understanding this concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
TIB page 19, Hands-On Science Activity <i>Grouping Animals</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight). g. Follow oral instructions for a scientific investigation.
SRA Snapshots Simply Science™ Grade 2	
Life Science Unit 2: Learning About Animals	
Program Components	California Science Content Standards
Video Learning About Animals RAF “Fun in the Rain Forest: Things” RANF “Animals Are Living Things” TIB pages 20, 21, 22, 23, 24, 25 BLM pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 Cards 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	Life Sciences 2. Plants and animals have predictable life cycles. As a basis for understanding this concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

Life Science Unit 2 (continued)	
Program Components	California Science Content Standards
TIB page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. d. Write or draw descriptions of a sequence of steps, events, and observations. g. Follow oral instructions for a scientific investigation.
SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	California Science Content Standards
Video Ecosystems All Around RAF “A Remarkable River” RANF “Ecosystems in Action” TIB pages 26, 27, 28, 29, 30, 31 BLM pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 Cards 7, 8, 9, 10 11, 12, 13, 14, 15, 16, 17, 18, 65, 67, 76	This topic is not covered in the Grade 2 California Science Content Standards , however it aligns with National Science Education Content Standard C: Life Science —Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments. See Grade 1. Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them survive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
TIB page 31, Hands-On Science Activity <i>Caterpillar Camouflage</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. g. Follow oral instructions for a scientific investigation.

SRA Snapshots Simply Science™ Grade 2
Earth Science Unit 4: Earth’s Natural Resources

Program Components	California Science Content Standards
Video Earth’s Natural Resources RAF “The Missing Rock” RANF “Digging in the Dirt” TIB pages 32, 33, 34, 35, 36, 37 BLM pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Cards 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	Earth Sciences 3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. b. Students know smaller rocks come from the breakage and weathering of larger rocks. c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.
TIB page 37, Hands-On Science Activity <i>Hand-Made Fossils</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. d. Write or draw descriptions of a sequence of steps, events, and observations. g. Follow oral instructions for a scientific investigation.

SRA Snapshots Simply Science™ Grade 2
Earth Science Unit 5: Weather and Water

Program Components	California Science Content Standards
Video Weather and Water RAF “Felicia and the Four Seasons” RANF “All About Weather!” TIB pages 38, 39, 40, 41, 42, 43 BLM pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 Cards 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 86, 90	This topic is not covered in the Grade 2 California Science Content Standards , however it aligns with National Science Education Content Standard D: Earth and Space Science —Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. See Grade 1. Earth Sciences 3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. Students know the sun warms the land, air, and water.
TIB page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i>	Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. d. Write or draw descriptions of a sequence of steps, events, and observations. g. Follow oral instructions for a scientific investigation.

SRA Snapshots Simply Science™ Grade 2
Earth Science Unit 6: Learning About Space

Program Components	California Science Content Standards
<p>Video Learning About Space RAF “Janie’s Space Journey” RANF “Earth in Space” TIB pages 44, 45, 46, 47, 48, 49 BLM pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 Cards 31, 32, 33, 34, 35, 36, 86</p>	<p>This topic is not covered in the Grade 2 California Science Content Standards, however it aligns with National Science Education Content Standard D:</p> <p>Earth and Space Science—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.</p> <p><i>See Grade 1.</i> Earth Sciences 3. Weather can be observed, measured, and described. As a basis for understanding this concept: c. Students know the sun warms the land, air, and water.</p>
<p>TIB page 49, Hands-On Science Activity <i>Stars in the Day Time</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight). g. Follow oral instructions for a scientific investigation.</p>

SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 7: Characteristics of Matter

Program Components	California Science Content Standards
<p>Video Characteristics of Matter RAF “Irene’s Exploration” RANF “All About Matter” TIB pages 50, 51, 52, 53, 54, 55 BLM pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 Cards 37, 38, 39, 40, 41, 42, 56, 66, 89</p>	<p>This topic is not covered in the Grade 1 California Science Content Standards, however it aligns with National Science Education Content Standard B:</p> <p>Physical Science—Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.</p> <p><i>See Grade 1.</i> Physical Sciences 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. Students know solids, liquids, and gases have different properties. b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p>
<p>TIB page 55, Hands-On Science Activity <i>How Much Liquid?</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight). g. Follow oral instructions for a scientific investigation.</p>

SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 8: Forces and Motion

Program Components	California Science Content Standards
<p>Video Forces and Motion RAF “Carlos’s Skateboard” RANF “Motion, Magnets, and More!” TIB pages 56, 57, 58, 59, 60, 61 BLM pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 Cards 43, 44, 45, 46, 47, 48, 71</p>	<p>Physical Sciences 1. The motion of objects can be observed and measured. As a basis for understanding this concept: a. Students know the position of an object can be described by locating it in relation to another object or to the background. b. Students know an object’s motion can be described by recording the change in position of the object over time. c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. e. Students know objects fall to the ground unless something holds them up. f. Students know magnets can be used to make some objects move without being touched.</p>
<p>TIB page 61, Hands-On Science Activity <i>Magnets</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight). d. Write or draw descriptions of a sequence of steps, events, and observations. g. Follow oral instructions for a scientific investigation.</p>

SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 9: Energy Is Everywhere

Program Components	California Science Content Standards
<p>Video Energy Is Everywhere RAF “The Low-Energy Band” RANF “All About Energy” TIB pages 62, 63, 64, 65, 66, 67 BLM pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 Cards 49, 50, 51, 52, 53, 54, 63</p>	<p>Physical Sciences 1. The motion of objects can be observed and measured. As a basis for understanding this concept: d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move. g. Students know sound is made by vibrating objects and can be described by its pitch and volume.</p>
<p>TIB page 67, Hands-On Science Activity <i>Heat Energy</i></p>	<p>Investigation and Experimentation 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: a. Make predictions based on observed patterns and not random guessing. d. Write or draw descriptions of a sequence of steps, events, and observations. g. Follow oral instructions for a scientific investigation.</p>