

SRA Snapshots Simply Science™
correlation to
Indiana’s Academic Standards for Science
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	Indiana’s Academic Standards for Science
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	Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive. Interdependence of Life 1.4.4 Explain that most living things need water, food, and air.
TIB page 19, Hands-On Science Activity Group <i>Living/Nonliving Things</i>	Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?” Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings. Communication Skills 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.

SRA Snapshots Simply Science™ Grade 1
Life Science Unit 2: Learning About Plants

Program Components	Indiana’s Academic Standards for Science
<p>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</p>	<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive. Interdependence of Life 1.4.3 Observe and explain that animals eat plants or other animals for food.</p> <p><i>See also Grade 2.</i> Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. Diversity of Life 2.4.1 Observe and identify different external features of plants and animals and describe how these features help them survive in different environments.</p>
<p>TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings. Communication Skills 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.</p>

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

Program Components	Indiana’s Academic Standards for Science
<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</p>	<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive. Interdependence of Life 1.4.3 Observe and explain that animals eat plants or other animals for food.</p>

Life Science Unit 3 (continued)**Program Components****Indiana’s Academic Standards for Science**

TIB page 31, Hands-On Science Activity *Habitat Mobiles*

Standard 1: The Nature of Science and technology
Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.
Scientific Inquiry
1.1.1 Observe, describe, draw and sort objects carefully to learn about them.
1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”

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

Program Components**Indiana’s Academic Standards for Science**

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

This topic is not covered in the **Grade 1 Indiana Academic Standards for Science**, 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 2.

Standard 3: The Physical Setting
Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.
Earth and the Processes That Shape It
2.3.3 Investigate by observing and then describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.

TIB page 37 Hands-On Science Activity *What Comes from Earth’s Surface?*

Standard 1: The Nature of Science and technology
Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.
Scientific Inquiry
1.1.1 Observe, describe, draw and sort objects carefully to learn about them.
1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”

Standard 2: Scientific Thinking
Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.
Communication Skills
1.2.6 Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.
1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.

SRA Snapshots Simply Science™ Grade 1

Earth Science Unit 5: Weather on Earth

Program Components	Indiana’s Academic Standards for Science
<p>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</p>	<p>This topic is not covered in the Grade 1 Indiana Academic Standards for Science, 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>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Earth and the Processes That Shape It 2.3.2 Investigate, compare, and describe weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tend to be high, medium, or low in the same months every year.</p>
<p>TIB page 43, Hands-On Science Activity <i>Seasons</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry</p> <p>1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p> <p>Communication Skills</p> <p>1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.</p>

SRA Snapshots Simply Science™ Grade 1

Earth Science Unit 6: Earth in Space

Program Components	Indiana’s Academic Standards for Science
<p>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</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Matter and Energy</p> <p>1.3.3 Investigate by observing and also measuring that the sun warms the land, air, and water.</p> <p><i>See also Grade 2.</i></p> <p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Earth and the Processes That Shape It 2.3.1 Investigate by observing and then describe that some events in nature have a repeating pattern, such as seasons, day and night, and migrations.</p>

Earth Science Unit 6 (continued)

Program Components	Indiana’s Academic Standards for Science
<p>TIB page 49, Hands-On Science Activity <i>Modeling Moon Phases</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p> <p>Communication Skills 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.</p> <p>Standard 6: Common Themes Students begin to understand how things are similar and how they are different. They look for what changes and what does not change and make comparisons.</p> <p>Models and Scale 1.6.1 Observe and describe that models, such as toys, are like the real things in some ways but different in others.</p>

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

Program Components	Indiana’s Academic Standards for Science
<p>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</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Earth and the Processes That Shape It 1.3.1 Recognize and explain that water can be a liquid or a solid and can go back and forth from one form to the other. Investigate by observing that if water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before freezing. 1.3.2 Investigate by observing and then describe that water left in an open container disappears, but water in a closed container does not disappear.</p>

Physical Science Unit 7 (continued)

Program Components	Indiana’s Academic Standards for Science
<p>TIB page 55, Hands-On Science Activity <i>Making Mixtures</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p> <p>Communication Skills 1.2.6 Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion. 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.</p>

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

Program Components	Indiana’s Academic Standards for Science
<p>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</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Forces of nature 1.3.4 Investigate by observing and then describe how things move in many different ways, such as straight, zigzag, round-and-round, and back-and-forth. 1.3.5 Recognize that and demonstrate how things near Earth fall to the ground unless something holds them up.</p>
<p>TIB page 61, Hands-On Science Activity <i>Big and Small Pushes</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”</p> <p>Technology and Science 1.1.4 Use tools, such as rulers and magnifiers, to investigate the world and make observations.</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p> <p>Manipulation and Observation 1.2.4 Measure the length of objects having straight edges in inches, centimeters, or nonstandard units.</p> <p>Communication Skills 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.</p>

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

Program Components	Indiana’s Academic Standards for Science
<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 36, 49, 50, 51, 52, 53, 54</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change. Matter and Energy 1.3.3 Investigate by observing and also measuring that the sun warms the land, air, and water.</p>
<p>TIB page 67, Hands-On Science Activity <i>Investigating Sound</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 1.1.1 Observe, describe, draw and sort objects carefully to learn about them. 1.1.2 Investigate and make observations to seek answers to questions about the world, such as “In what ways do animals move?”</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings. Communication Skills 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.</p>

SRA Snapshots Simply Science™
correlation to
Indiana’s Academic Standards for Science
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	Indiana’s Academic Standards for Science
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, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction. Diversity of Life 2.4.1 Observe and identify different external features of plants and animals and describe how these features help them live in different environments. Interdependence of Life 2.4.3 Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light.
TIB page 19, Hands-On Science Activity <i>Grouping Animals</i>	Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.

SRA Snapshots Simply Science™ Grade 2
Life Science Unit 2: Learning About Animals

Program Components	Indiana’s Academic Standards for Science
<p>Video Learning About Animals RAF “Fun in the Rain Forest” 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</p>	<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction. Diversity of Life 2.4.1 Observe and identify different external features of plants and animals and describe how these features help them live in different environments. Interdependence of Life 2.4.5 Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and used again, sometimes in different forms, such as in birds’ nests.</p>
<p>TIB page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings. Communication Skills 2.2.5 Draw pictures and write brief descriptions that correctly portray key features of an object.</p>

SRA Snapshots Simply Science™ Grade 2
Life Science Unit 3: Ecosystems All Around

Program Components	Indiana’s Academic Standards for Science
<p>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 13, 14, 15, 16, 17, 18, 67, 76, 77</p>	<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction. Interdependence of Life 2.4.2 Observe and describe how animals may use plants, or even other animals, for shelter and nesting. 2.4.3 Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light. 2.4.4 Recognize and explain that living things are found almost everywhere in the world and that there are somewhat different kinds in different places.</p>
<p>TIB page 31, Hands-On Science Activity <i>Caterpillar Camouflage</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 2.1.1 Manipulate an object to gain additional information about it. 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.</p>

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

Program Components	Indiana’s Academic Standards for Science
<p>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</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change. Earth and the Processes That Shape It 2.3.3 Investigate by observing and then describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.</p>
<p>TIB page 37, Hands-On Science Activity <i>Hand-Made Fossils</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings. Scientific Inquiry 2.1.1 Manipulate an object to gain additional information about it. 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people. Technology and Science 2.1.7 Recognize and describe ways that some materials—such as recycled paper, cans, and plastic jugs—can be used over again.</p> <p>Standard 6: Common Themes Students begin to observe how objects are similar and how they are different. They begin to identify parts of an object and recognize how these parts interact with the whole. They look for what changes and what does not change and make comparisons. Models and Scale 2.6.2 Observe and explain that models may not be the same size, may be missing some details, or may not be able to do all the same things as the real things.</p>

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

Program Components	Indiana’s Academic Standards for Science
<p>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, 90</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change. Earth and the Processes That Shape It 2.3.1 Investigate by observing and then describe that some events in nature have a repeating pattern, such as seasons, day and night, and migrations. 2.3.2 Investigate, compare, and describe weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tend to be high, medium, or low in the same months every year.</p>

Earth Science Unit 5 (continued)

Program Components	Indiana’s Academic Standards for Science
<p>TIB page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.</p> <p>Technology and Science 2.1.6 Use tools to investigate, observe, measure, design, and build things.</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p> <p>Computation and Estimation 2.2.2 Make quantitative estimates of familiar lengths, weights, and time intervals and check them by measurements.</p>

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

Program Components	Indiana’s Academic Standards for Science
<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>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Earth and the Processes That Shape It 2.3.1 Investigate by observing and then describe that some events in nature have a repeating pattern, such as seasons, day and night, and migrations.</p>
<p>TIB page 49, Hands-On Science Activity <i>Stars in the Day Time</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.</p>

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

Program Components	Indiana’s Academic Standards for Science
<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, 66, 89</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Matter and Energy 2.3.5 Investigate that things can be done to materials—such as freezing, mixing, cutting, heating, or wetting—to change some of their properties. Observe that not all materials responds in the same way.</p>

Physical Science Unit 7 (continued)

Program Components	Indiana’s Academic Standards for Science
<p>TIB page 55, Hands-On Science Activity <i>How Much Liquid?</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 2.1.1 Manipulate an object to gain additional information about it. 2.1.2 Use tools—such as thermometers, magnifiers, rulers, or balances—to gain more information about objects. 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.</p> <p>Technology and Science 2.1.6 Use tools to investigate, observe, measure, design, and build things.</p> <p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p> <p>Computation and Estimation 2.2.3 Estimate and measure capacity using cups and pints.</p>

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

Program Components	Indiana’s Academic Standards for Science
<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>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Forces and Nature 2.3.7 Investigate and observe that the way to change how something is moving is to give it a push or a pull. 2.3.8 Demonstrate and observe that magnets can be used to make some things move without being touched.</p>
<p>TIB page 61, Hands-On Science Activity <i>Magnets</i></p>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 2.1.1 Manipulate an object to gain additional information about it. 2.1.3 Describe, both in writing and verbally, objects are accurately as possible and compare observations with those of other people.</p>

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

Program Components	Indiana’s Academic Standards for Science
<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 41, 49, 50, 51, 52, 53, 54, 69, 84, 86</p>	<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p> <p>Matter and Energy 2.3.6 Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas, to cook their food and warm their houses.</p>

Physical Science Unit 9 (continued)	
Program Components	Indiana's Academic Standards for Science
TIB page 67, Hands-On Science Activity <i>Heat Energy</i>	<p>Standard 1: The Nature of Science and technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p> <p>Scientific Inquiry 2.1.3 Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.</p>