

***SRA Snapshots Simply Science™***  
**correlation to**  
**Virginia Science Standards of Learning**  
**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:**

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

<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 1: Living Things and Their Needs</b>	
<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Living Things and Their Needs <b>RAF</b> “A Funny Frog” <b>RANF</b> “We Are Living Things” <b>TIB</b> pages 14, 15, 16, 17, 18, 19 <b>BLM</b> pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 <b>Cards</b> 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	<b>Life Processes</b> <b>1.4 The students will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include</b> <b>a) needs (food, air, water, light, and a place to grow).</b>  <b>1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include</b> <b>a) life needs (air, food, water, and a suitable place to live).</b>
<b>TIB</b> page 19, Hands-On Science Activity Group <i>Living/Nonliving Things</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>1.1 The student will conduct investigation in which</b> <b>a) differences in physical properties are observed using the senses.</b> <b>c) objects or events are classified and arranged according to attributes or properties.</b> <b>d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.</b> <b>g) simple experiments are conducted to answer questions.</b> <b>h) inferences are made and conclusions are drawn about familiar objects and events.</b>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>Video</b> Learning About Plants  <b>RAF</b> “Which Way to Sprout?”  <b>RANF</b> “Plants Are Living Things”  <b>TIB</b> pages 20, 21, 22, 23, 24, 25  <b>BLM</b> pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89  <b>Cards</b> 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88</p>	<p><b>Life Processes</b>  <b>1.4 The students will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include</b>  a) needs (food, air, water, light, and a place to grow).  b) parts (seeds, roots, stems, leaves, blossoms, fruits).  c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).</p> <p><b>Earth Patterns, Cycles, and Change</b>  <b>1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in</b>  a) plants (growth, budding, falling leaves, and wilting).</p>
<p><b>TIB</b> page 25, Hands-On Science Activity <i>Looking at Plant Parts</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b>  <b>1.1 The student will conduct investigation in which</b>  a) differences in physical properties are observed using the senses.  c) objects or events are classified and arranged according to attributes or properties.  d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.  g) simple experiments are conducted to answer questions.  h) inferences are made and conclusions are drawn about familiar objects and events</p>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>Video</b> Habitats Are Everywhere  <b>RAF</b> “A Home for Maggie”  <b>RANF</b> “A Habitat Is a Home”  <b>TIB</b> pages 26, 27, 28, 29, 30, 31  <b>BLM</b> pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99  <b>Cards</b> 13, 14, 15, 16, 17, 18, 19, 66, 75, 82</p>	<p><b>Life Processes</b>  <b>1.4 The students will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include</b>  a) needs (food, air, water, light, and a place to grow).</p> <p><b>1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include</b>  a) life needs (air, food, water, and a suitable place to live).</p> <p><i>See also Grade 2.</i></p> <p><b>Living Systems</b>  <b>2.5 The student will investigate and understand that living things are part of a system. Key concepts include</b>  a) living organisms are interdependent with their living and nonliving surroundings.  b) habitats change over time due to many influences.</p>
<p><b>TIB</b> page 31, Hands-On Science Activity <i>Habitat Mobiles</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b>  <b>1.1 The student will conduct investigation in which</b>  a) differences in physical properties are observed using the senses.  c) objects or events are classified and arranged according to attributes or properties.  d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.</p>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Learning About Earth’s Surface <b>RAF</b> “A Big Difference” <b>RANF</b> “Earth’s Many Resources” <b>TIB</b> pages 32, 33, 34, 35, 36, 37 <b>BLM</b> pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 <b>Cards</b> 19, 20, 21, 22, 23, 24, 75, 82, 85, 90	<b>Resources</b> <b>1.8 The student will investigate and understand that natural resources are limited. Key concepts include</b> <b>a)</b> identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil). <b>b)</b> factors that affect air and water quality. <b>c)</b> recycling, reusing, and reducing consumption of natural resources.
<b>TIB</b> page 37 Hands-On Science Activity <i>What Comes from Earth’s Surface?</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>1.1 The student will conduct investigation in which</b> <b>a)</b> differences in physical properties are observed using the senses. <b>c)</b> objects or events are classified and arranged according to attributes or properties. <b>d)</b> observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers. <b>g)</b> simple experiments are conducted to answer questions. <b>h)</b> inferences are made and conclusions are drawn about familiar objects and events.

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Weather on Earth <b>RAF</b> “A Leaf’s Story” <b>RANF</b> “All About Weather!” <b>TIB</b> pages 38, 39, 40, 41, 42, 43 <b>BLM</b> pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 <b>Cards</b> 25, 26, 27, 28, 29, 30, 53, 63, 73, 86	<b>Interrelationships in Earth/Space Systems</b> <b>1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include</b> <b>a)</b> the sun is the source of heat and light that warms the land, air, and water.  <b>Earth Patterns, Cycles, and Change</b> <b>1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in</b> <b>a)</b> plants (growth, budding, falling leaves, and wilting). <b>c)</b> people (dress, recreation, and work).  <i>See also Grade 2.</i> <b>Interrelationships in Earth/Space Systems</b> <b>2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include</b> <b>a)</b> temperature, wind, precipitation, drought, flood, and storms. <b>b)</b> the uses and importance of measuring and recording weather data.
<b>TIB</b> page 43, Hands-On Science Activity <i>Seasons</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>1.1 The student will conduct investigation in which</b> <b>a)</b> differences in physical properties are observed using the senses. <b>d)</b> observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers. <b>f)</b> predictions are based on patterns of observation rather than random guesses. <b>h)</b> inferences are made and conclusions are drawn about familiar objects and events.

**SRA Snapshots Simply Science™ Grade 1****Earth Science Unit 6: Earth in Space****Program Components****Virginia Science Standards of Learning**

**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

**Interrelationships in Earth/Space Systems**  
**1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include**  
 a) the sun is the source of heat and light that warms the land, air, and water.  
 b) night and day are caused by the rotation of the Earth.

**TIB** page 49, Hands-On Science Activity *Modeling Moon Phases*

**Scientific Investigation, Reasoning, and Logic**  
**1.1 The student will conduct investigation in which**  
 a) differences in physical properties are observed using the senses.  
 c) objects or events are classified and arranged according to attributes or properties.  
 d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.  
 f) predictions are based on patterns of observation rather than random guesses.  
 h) inferences are made and conclusions are drawn about familiar objects and events.

**SRA Snapshots Simply Science™ Grade 1****Physical Science Unit 7: Properties of Matter****Program Components****Virginia Science Standards of Learning**

**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, 63, 73, 90

**Matter**  
**1.3 The student will investigate and understand how different common materials interact with water. Key concepts include**  
 b) some common solids will dissolve in water, but others will not.  
 c) some substances will dissolve more readily in hot water than in cold water.

**TIB** page 55, Hands-On Science Activity *Making Mixtures*

**Scientific Investigation, Reasoning, and Logic**  
**1.1 The student will conduct investigation in which**  
 a) differences in physical properties are observed using the senses.  
 c) objects or events are classified and arranged according to attributes or properties.  
 d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.  
 g) simple experiments are conducted to answer questions.  
 h) inferences are made and conclusions are drawn about familiar objects and events.

**SRA Snapshots Simply Science™ Grade 1****Physical Science Unit 8: Learning About Forces****Program Components****Virginia Science Standards of Learning**

**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

**Force, Motion, and Energy**  
**1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include**  
 a) objects may have straight, circular, and back-and-forth motion.  
 c) pushes or pulls can change the movement of an object.  
 d) the motion of objects may be observed in toys and in playground activities.

**Physical Science Unit 8 (continued)**

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>TIB</b> page 61, Hands-On Science Activity <i>Big and Small Pushes</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b>  <b>1.1 The student will conduct investigation in which</b>  <b>d)</b> observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.  <b>e)</b> length, mass, and volume are measured using standard and nonstandard units.  <b>g)</b> simple experiments are conducted to answer questions.  <b>h)</b> inferences are made and conclusions are drawn about familiar objects and events.</p>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>Video</b> Heat, Light, and Sound  <b>RAF</b> “The Energy Challenge”  <b>RANF</b> “Energy All Around”  <b>TIB</b> pages 62, 63, 64, 65, 66, 67  <b>BLM</b> pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159  <b>Cards</b> 36, 49, 50, 51, 52, 53, 54, 70, 79</p>	<p><b>Force, Motion, and Energy</b>  <b>1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include</b>  <b>b)</b> objects may vibrate and produce sound.</p> <p><b>Interrelationships in Earth/Space Systems</b>  <b>1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include</b>  <b>a)</b> the sun is the source of heat and light that warms the land, air, and water.</p>
<p><b>TIB</b> page 67, Hands-On Science Activity <i>Investigating Sound</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b>  <b>1.1 The student will conduct investigation in which</b>  <b>c)</b> objects or events are classified and arranged according to attributes or properties.  <b>d)</b> observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.  <b>g)</b> simple experiments are conducted to answer questions.  <b>h)</b> inferences are made and conclusions are drawn about familiar objects and events.</p>

***SRA Snapshots Simply Science™***  
**correlation to**  
**Virginia Science Standards of Learning**  
**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:**

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

<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Life Science Unit 1: Organisms Are Living Things</b>	
<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>Video</b> Organisms Are Living Things  <b>RAF</b> “The Brave Beaver”  <b>RANF</b> “Organisms Are Alive”  <b>TIB</b> pages 14, 15, 16, 17, 18, 19  <b>BLM</b> pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79  <b>Cards</b> 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88</p>	<p>This topic is not covered in the <b>Grade 2 Georgia’s Performance Standards for Science</b> however it aligns with <b>National Science Education Content Standard C:</b></p> <p><b>Life Science</b>—Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.</p> <p><i>See also Grade 1.</i></p> <p><b>Life Processes</b></p> <p><b>1.4 The students will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include</b></p> <p>a) needs (food, air, water, light, and a place to grow).  c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).</p> <p><b>1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include</b></p> <p>a) life needs (air, food, water, and a suitable place to live).  b) physical characteristics (body coverings, body shape, appendages, and methods of movement).  c) other characteristics (wild/tame, water homes/land homes).</p>
<p><b>TIB</b> page 19, Hands-On Science Activity <i>Grouping Animals</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b></p> <p><b>2.1 The student will conduct investigation in which</b></p> <p>a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations.  c) two or more attributes are used to classify items.</p>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>Video</b> Learning About Animals  <b>RAF</b> “Fun in the Rain Forest: Animals Are Living Things”  <b>TIB</b> pages 20, 21, 22, 23, 24, 25  <b>BLM</b> pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89  <b>Cards</b> 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 65, 70, 72, 80, 83, 87, 88</p>	<p><b>Life Processes</b>  <b>2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes in their life cycles. Key concepts include</b>  <b>a)</b> some animals (frogs and butterflies) undergo distinct stages during their lives, while others generally resemble their parents.</p> <p><i>See also Grade 1.</i>  <b>1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include</b>  <b>a)</b> life needs (air, food, water, and a suitable place to live).  <b>b)</b> physical characteristics (body coverings, body shape, appendages, and methods of movement).  <b>c)</b> other characteristics (wild/tame, water homes/land homes).</p>
<p><b>TIB</b> page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b>  <b>2.1 The student will conduct investigation in which</b>  <b>a)</b> observation is differentiated from personal interpretation, and conclusions are drawn based on observations.  <b>h)</b> simple physical models are constructed.</p>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<p><b>Video</b> Ecosystems All Around  <b>RAF</b> “A Remarkable River”  <b>RANF</b> “Ecosystems in Action”  <b>TIB</b> pages 26, 27, 28, 29, 30, 31  <b>BLM</b> pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99  <b>Cards</b> 13, 14, 15, 16, 17, 18, 67, 76, 77</p>	<p><b>Living Systems</b>  <b>2.5 The student will investigate and understand that living things are part of a system. Key concepts include</b>  <b>a)</b> living organisms are interdependent with their living and nonliving surroundings.  <b>b)</b> habitats change over time due to many influences.</p>
<p><b>TIB</b> page 31, Hands-On Science Activity <i>Caterpillar Camouflage</i></p>	<p><b>Scientific Investigation, Reasoning, and Logic</b>  <b>2.1 The student will conduct investigation in which</b>  <b>a)</b> observation is differentiated from personal interpretation, and conclusions are drawn based on observations.</p>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Earth’s Natural Resources <b>RAF</b> “The Missing Rock” <b>RANF</b> “Digging in the Dirt” <b>TIB</b> pages 32, 33, 34, 35, 36, 37 <b>BLM</b> pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 <b>Cards</b> 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	<b>Earth Patterns, Cycles, and Change</b> <b>2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include</b> <b>b) weathering and erosion of the land surface.</b>  <i>See also Grade 1.</i> <b>Resources</b> <b>1.8 The student will investigate and understand that natural resources are limited. Key concepts include</b> <b>a) identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil).</b> <b>b) factors that affect air and water quality.</b> <b>c) recycling, reusing, and reducing consumption of natural resources.</b>
<b>TIB</b> page 37, Hands-On Science Activity <i>Hand-Made Fossils</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>2.1 The student will conduct investigation in which</b> <b>a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations.</b> <b>h) simple physical models are constructed.</b>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Weather and Water <b>RAF</b> “Felicia and the Four Seasons” <b>RANF</b> “All About Weather!” <b>TIB</b> pages 38, 39, 40, 41, 42, 43 <b>BLM</b> pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 <b>Cards</b> 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90	<b>Interrelationships in Earth/Space Systems</b> <b>2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include</b> <b>a) temperature, wind, precipitation, drought, flood, and storms.</b> <b>b) the uses and importance of measuring and recording weather data.</b>
<b>TIB</b> page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>2.1 The student will conduct investigation in which</b> <b>a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations.</b> <b>d) conditions that influence a change are defined.</b>

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Learning About Space <b>RAF</b> “Janie’s Space Journey” <b>RANF</b> “Earth in Space” <b>TIB</b> pages 44, 45, 46, 47, 48, 49 <b>BLM</b> pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 <b>Cards</b> 31, 32, 33, 34, 35, 36, 86	<b>Earth Patterns, Cycles, and Change</b> <b>2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include</b> <b>a) effects on growth and behavior of living things (migration, hibernation, camouflage, adaptation, dormancy).</b>  <i>See also Grade 1.</i> <b>Interrelationships in Earth/Space Systems</b> <b>1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include</b> <b>a) the sun is the source of heat and light that warms the land, air, and water.</b> <b>b) night and day are caused by the rotation of the Earth.</b>



**Earth Science Unit 6 (continued)**

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
TIB page 49, Hands-On Science Activity <i>Stars in the Day Time</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>2.1 The student will conduct investigation in which</b> a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations. e) length, mass, and volume are measured using standard and nonstandard units.

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Characteristics of Matter <b>RAF</b> “Irene’s Exploration” <b>RANF</b> “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	<b>Matter</b> <b>2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include</b> a) mass and volume. b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).
TIB page 55, Hands-On Science Activity <i>How Much Liquid?</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>2.1 The student will conduct investigation in which</b> a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations. c) two or more attributes are used to classify items.

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Forces and Motion <b>RAF</b> “Carlos’s Skateboard” <b>RANF</b> “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	<b>Force, Motion, and Energy</b> <b>2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include</b> a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel. b) important applications of magnetism including the magnetic compass.
TIB page 61, Hands-On Science Activity <i>Magnets</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>2.1 The student will conduct investigation in which</b> a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations. d) conditions that influence a change are defined.

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

<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
<b>Video</b> Energy Is Everywhere <b>RAF</b> “The Low-Energy Band” <b>RANF</b> “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	<b>Matter</b> <b>2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include</b> a) mass and volume. b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).

<b>Physical Science Unit 9 (continued)</b>	
<b>Program Components</b>	<b>Virginia Science Standards of Learning</b>
TIB page 67, Hands-On Science Activity <i>Heat Energy</i>	<b>Scientific Investigation, Reasoning, and Logic</b> <b>2.1 The student will conduct investigation in which</b> <b>a)</b> observation is differentiated from personal interpretation, and conclusions are drawn based on observations. <b>d)</b> conditions that influence a change are defined.