

SRA Snapshots Simply Science™

correlation to

Washington State’s Essential Academic Learning Requirements 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	Washington State’s Essential Academic Learning Requirements 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	EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Living Systems 1.3.8 Life Processes and the Flow of Matter and Energy Know that most living things need food, water, and air. <ul style="list-style-type: none"> • Observe and record that most living things need food, water, and air. • Observe and record or demonstrate that plants need light.
TIB page 19, Hands-On Science Activity <i>Group Living/Nonliving Things</i>	EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment. <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. 2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules. <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. 2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes. <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.2: Structures: Understand how components, structures, organizations, and interconnections describe systems. Systems Structures 1.2.1 Structure of Physical Earth/Space and Living Systems Understand that things are made of parts that go together.</p> <ul style="list-style-type: none"> Describe how the parts of objects, organisms, and materials go together. <p><i>See also Grade 2.</i> EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects, and how characteristics are used to categorize living things. Living Systems 1.1.6 Characteristics of Living Matter Understand characteristics of living organisms.</p> <ul style="list-style-type: none"> Observe and describe characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers).
<p>TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> Make observations and record characteristics or properties. Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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, 19, 58, 62, 66, 75, 82</p>	<p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Living Systems 1.3.10 Interdependence of Life Know that plants and animals need a place to live.</p> <ul style="list-style-type: none"> • Observe and show how organisms live in specific places (e.g., fish live in a pond). • Describe how animals depend on plants or other animals for food. • Describe how animals depend on plants or other animals for shelter.
<p>TIB page 31, Hands-On Science Activity <i>Habitat Mobiles</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements for Science
<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 Washington State’s Essential Academic Learning Requirements 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>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Earth and Space Systems 1.1.5 Nature and Properties of Earth Materials Understand physical properties of Earth materials.</p> <ul style="list-style-type: none"> • Illustrate and tell about the properties of water as a solid and liquid. • Explain how some Earth materials are used by living things (e.g., water and soil for growing plants). <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Earth and Space Systems 1.3.4 Processes and Interactions in the Earth System Know that rocks break down to form pebbles and sand.</p> <ul style="list-style-type: none"> • Describe how rocks can break down into smaller pieces (e.g., pebbles and sand) by the action of water.
<p>TIB page 37 Hands-On Science Activity <i>What Comes from Earth’s Surface?</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

SRA Snapshots Simply Science™ Grade 1

Earth Science Unit 5: Weather on Earth

Program Components	Washington State’s Essential Academic Learning Requirements 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>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Earth and Space Systems 1.3.6 Hydrosphere and Atmosphere Know common weather indicators and understand that weather conditions change from season to season.</p> <ul style="list-style-type: none">• Observe, measure, and record weather conditions, noting changes and patterns from day to day and over the seasons (e.g., temperature, wind, rain, snow).• Name common weather conditions (e.g., rain, snow, wind).
<p>TIB page 43, Hands-On Science Activity <i>Seasons</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none">• Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none">• Make observations and record characteristics or properties.• Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none">• Report observations of simple investigations using drawings and simple sentences.

SRA Snapshots Simply Science™ Grade 1

Earth Science Unit 6: Earth in Space

Program Components	Washington State’s Essential Academic Learning Requirements 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, 86, 89</p>	<p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.2: Structures: Understand how components, structures, organizations, and interconnections describe systems. Earth and Space Systems 1.2.5 Components of the Solar System and Beyond (Universe) Know daily changes of the position of the Sun.</p> <ul style="list-style-type: none">• Observe and record (i.e., draw, construct, build, measure with nonstandard units) changes in the Sun’s position in the sky during the day.

Earth Science Unit 6 (continued)

Program Components

Washington State’s Essential Academic Learning Requirements for Science

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

EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.

Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Investigating Systems

2.1.1 Questioning

Understand how to ask a question about objects, organisms, and events in the environment.

- Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

2.1.2 Planning and Conducting Safe Investigations

Understand how to plan and conduct simple investigations following all safety rules.

- Make observations and record characteristics or properties.
- Follow all safety rules during investigations.

2.1.5 Communicating

Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.

- Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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>This topic is not covered in the Grade 1 Washington State’s Essential Academic Learning Requirements of Science, 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>See Grade 2: EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Physical Systems 1.1.1 Properties of Substances Understand simple properties of common natural and manufactured materials and objects.</p> <ul style="list-style-type: none"> • Sort common objects by multiple simple properties (e.g., texture, and color, size and shape). • Identify and describe the differences between common natural and manufactured materials and objects using properties. <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Earth and Space Systems 1.1.5 Nature and Properties of Earth Materials Understand physical properties of Earth materials.</p> <ul style="list-style-type: none"> • Illustrate and tell about the properties of water as a solid and liquid. <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Physical Systems 1.3.3 Conservation of Matter and Energy Know that water can exist in different states: solid and liquid.</p> <ul style="list-style-type: none"> • Observe and record water changing from solid to liquid. • Describe the physical properties of water in solid and liquid states (e.g., hard, cold, wet).

Physical Science Unit 7 (continued)

Program Components

Washington State’s Essential Academic Learning Requirements for Science

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

EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.

Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Investigating Systems

2.1.1 Questioning

Understand how to ask a question about objects, organisms, and events in the environment.

- Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

2.1.5 Communicating

Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.

- Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Physical Systems 1.1.2 Motion of Objects Understand the position and motion of common objects.</p> <ul style="list-style-type: none"> • Know that things may move in many different ways (i.e., back and forth, fast and slow, round and round, straight). • Describe that the way to change how something is moving is to give it a push or a pull. <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Physical Systems 1.3.1 Nature of Force Know that a push or a pull is a force on an object but some forces can act without touching an object.</p> <ul style="list-style-type: none"> • Observe and show that a push or a pull on an object is a force on that object. • Observe and show that a magnet can push or pull some objects without touching the objects. <p>1.3.2 Forces to Explain Motion Know that pushes and pulls can change the motion of common objects.</p> <ul style="list-style-type: none"> • Observe and show that objects fall toward the ground because of the pull of Earth’s gravity. • Observe and show that magnets can make some objects move without touching the objects.
<p>TIB page 61, Hands-On Science Activity <i>Big and Small Pushes</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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 49, 50, 51, 52, 53, 54</p>	<p>This topic is not covered in the Grade 1 Washington State’s Essential Academic Learning Requirements of Science, 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>TIB page 67, Hands-On Science Activity <i>Investigating Sound</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.</p> <p>Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.</p> <p>Investigating Systems</p> <p>2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

SRA Snapshots Simply Science™

correlation to

Washington State’s Essential Academic Learning Requirements 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	Washington State’s Essential Academic Learning Requirements 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	EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects, and how characteristics are used to categorize living things. Living Systems 1.1.6 Characteristics of Living Matter Understand characteristics of living organisms. <ul style="list-style-type: none"> • Observe and describe characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers).
TIB page 19, Hands-On Science Activity <i>Grouping Animals</i>	EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment. <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. 2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules. <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. 2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes. <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects, and how characteristics are used to categorize living things. Living Systems 1.1.6 Characteristics of Living Matter Understand characteristics of living organisms.</p> <ul style="list-style-type: none"> • Observe and describe characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers). <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.2: Structures: Understand how components, structures, organizations, and interconnections describe systems. Living Systems 1.2.7 Molecular Basis of Heredity Understand that plants and animals have life cycles.</p> <ul style="list-style-type: none"> • Observe and describe the life cycle of a plant or animal (e.g., describe the life cycle of a butterfly—egg, caterpillar or larva, cocoon, and butterfly or adult).
<p>TIB page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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 7, 8, 11, 13, 14, 15, 16, 17, 18, 55, 57, 59, 62, 64, 70, 72, 80, 83, 87, 88</p>	<p>This topic is not covered in the Grade 2 Washington State’s Essential Academic Learning Requirements for Science, however it aligns with National Science Education Content Standard C:</p> <p>Life Science—Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.</p> <p>See Grade 1. EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Living Systems 1.3.10 Interdependence of Life Know that plants and animals need a place to live.</p> <ul style="list-style-type: none"> • Observe and show how organisms live in specific places (e.g., fish live in a pond). • Describe how animals depend on plants or other animals for food. • Describe how animals depend on plants or other animals for shelter.
<p>TIB page 31, Hands-On Science Activity <i>Caterpillar Camouflage</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Earth and Space Systems 1.1.5 Nature and Properties of Earth Materials Understand physical properties of Earth materials.</p> <ul style="list-style-type: none"> • Illustrate and tell about the properties of water as a solid and liquid. • Explain how some Earth materials are used by living things (e.g., water and soil for growing plants). <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Earth and Space Systems 1.3.4 Processes and Interactions in the Earth System Know that rocks break down to form pebbles and sand.</p> <ul style="list-style-type: none"> • Describe how rocks can break down into smaller pieces (e.g., pebbles and sand) by the action of water. <p>1.3.5 History and Evolution of the Earth Know that fossils provide evidence of plants and animals that existed long ago.</p> <ul style="list-style-type: none"> • Identify a fossil in a rock. • Compare fossils (that represent the remains of prehistoric plants and animals) with similar living organisms (e.g., a fossil leaf with a leaf, a fossil shell with a shell).

Earth Science Unit 4 (continued)

Program Components

Washington State’s Essential Academic Learning Requirements for Science

TIB page 37, Hands-On Science Activity *Hand-Made Fossils*

EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.

Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Investigating Systems

2.1.1 Questioning

Understand how to ask a question about objects, organisms, and events in the environment.

- Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

2.1.2 Planning and Conducting Safe Investigations

Understand how to plan and conduct simple investigations following all safety rules.

- Make observations and record characteristics or properties.
- Follow all safety rules during investigations.

2.1.4 Modeling

Understand that models represent real objects, events, or processes.

- Describe how a model (e.g., diagram or map and/or physical model) of something is similar to the real thing, such as an object, event, or process, and how it is different (e.g., size, shape, color).
- Create a simple model (e.g., diagram or map and/or physical model) of a common object, event, or process.

2.1.5 Communicating

Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.

- Report observations of simple investigations using drawings and simple sentences.

EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.

Component 2.2: Nature of Science: Understand the nature of scientific inquiry.

Nature of Science

2.2.2 Limitations of Science and Technology

Understand that observations and measurement are used by scientists to describe the world.

- Make observations and measurements about natural phenomena.

SRA Snapshots Simply Science™ Grade 2

Earth Science Unit 5: Weather and Water

Program Components	Washington State’s Essential Academic Learning Requirements 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>This topic is not covered in the Grade 2 Washington State’s Essential Academic Learning Requirements 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>See Grade 1. EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Earth and Space Systems 1.3.6 Hydrosphere and Atmosphere Know common weather indicators and understand that weather conditions change from season to season.</p> <ul style="list-style-type: none"> • Observe, measure, and record weather conditions, noting changes and patterns from day to day and over the seasons (e.g., temperature, wind, rain, snow). • Name common weather conditions (e.g., rain, snow, wind).
<p>TIB page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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>This topic is not covered in the Grade 2 Washington State’s Essential Academic Learning Requirements 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 1.</i></p> <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems.</p> <p>Component 1.2: Structures: Understand how components, structures, organizations, and interconnections describe systems.</p> <p>Earth and Space Systems</p> <p>1.2.5 Components of the Solar System and Beyond (Universe)</p> <p>Know daily changes of the position of the Sun.</p> <ul style="list-style-type: none"> Observe and record (i.e., draw, construct, build, measure with nonstandard units) changes in the Sun’s position in the sky during the day.
<p>TIB page 49, Hands-On Science Activity <i>Stars in the Day Time</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.</p> <p>Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.</p> <p>Investigating Systems</p> <p>2.1.1 Questioning</p> <p>Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations</p> <p>Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> Make observations and record characteristics or properties. Follow all safety rules during investigations. <p>2.1.5 Communicating</p> <p>Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> Report observations of simple investigations using drawings and simple sentences.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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, 56, 66, 89</p>	<p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Physical Systems 1.1.1 Properties of Substances Understand simple properties of common natural and manufactured materials and objects.</p> <ul style="list-style-type: none"> • Sort common objects by multiple simple properties (e.g., texture, and color, size and shape). • Identify and describe the differences between common natural and manufactured materials and objects using properties. <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things. Earth and Space Systems 1.1.5 Nature and Properties of Earth Materials Understand physical properties of Earth materials.</p> <ul style="list-style-type: none"> • Illustrate and tell about the properties of water as a solid and liquid. <p>EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy. Physical Systems 1.3.3 Conservation of Matter and Energy Know that water can exist in different states: solid and liquid.</p> <ul style="list-style-type: none"> • Observe and record water changing from solid to liquid. • Describe the physical properties of water in solid and liquid states (e.g., hard, cold, wet).

Physical Science Unit 7 (continued)

Program Components

Washington State’s Essential Academic Learning Requirements for Science

TIB page 55, Hands-On Science Activity *How Much Liquid?*

EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry.

Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Investigating Systems

2.1.1 Questioning

Understand how to ask a question about objects, organisms, and events in the environment.

- Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

2.1.2 Planning and Conducting Safe Investigations

Understand how to plan and conduct simple investigations following all safety rules.

- Make observations and record characteristics or properties.
- Follow all safety rules during investigations.

2.1.5 Communicating

Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.

- Report observations of simple investigations using drawings and simple sentences.

SRA Snapshots Simply Science™ Grade 2

Physical Science Unit 8: Forces and Motion

Program Components

Washington State’s Essential Academic Learning Requirements for Science

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

This topic is not covered in the **Grade 2 Washington State’s Essential Academic Learning Requirements of Science**, however it aligns with **National Science Education Content Standard B:**

Physical Science—Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.

See Grade 1.

EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems.

Component 1.1: Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.

Physical Systems

1.1.2 Motion of Objects

Understand the position and motion of common objects.

- Know that things may move in many different ways (i.e., back and forth, fast and slow, round and round, straight).
- Describe that the way to change how something is moving is to give it a push or a pull.

EALR1—Systems: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems.

Component 1.3: Changes: Understand how interactions within and among systems cause changes in matter and energy.

Physical Systems

1.3.1 Nature of Force

Know that a push or a pull is a force on an object but some forces can act without touching an object.

- Observe and show that a push or a pull on an object is a force on that object.
- Observe and show that a magnet can push or pull some objects without touching the objects.

1.3.2 Forces to Explain Motion

Know that pushes and pulls can change the motion of common objects.

- Observe and show that objects fall toward the ground because of the pull of Earth’s gravity.
- Observe and show that magnets can make some objects move without touching the objects.

Physical Science Unit 8 (continued)

Program Components	Washington State’s Essential Academic Learning Requirements for Science
<p>TIB page 61, Hands-On Science Activity <i>Magnets</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world.

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

Program Components	Washington State’s Essential Academic Learning Requirements 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 49, 50, 51, 52, 53, 54</p>	<p>This topic is not covered in the Grade 2 Washington State’s Essential Academic Learning Requirements of Science, 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>TIB page 67, Hands-On Science Activity <i>Heat Energy</i></p>	<p>EALR2—Inquiry: The student knows and applies the skills, processes, and nature of scientific inquiry. Component 2.1: Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. Investigating Systems 2.1.1 Questioning Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> • Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2 Planning and Conducting Safe Investigations Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> • Make observations and record characteristics or properties. • Follow all safety rules during investigations. <p>2.1.5 Communicating Apply understanding of how to report investigations and explanations of objects, events, systems, and processes.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences.