SRA Snapshots Simply Science™
correlation to
Arizona Science Standard Articulated by Grade Level
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	**Arizona Science Standard Articulated by Grade Level**
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, 55, 56, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**Strand 4: Life Science** **Concept 1: Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.** **PO 1.** Identify the following as characteristics of living things. • Growth and development • Reproduction • Response to stimulus.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 4: Life Science** **Concept 1: Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.** **PO 1.** Identify the following as characteristics of living things: • Growth and development • Reproduction • Response to stimulus. **PO 2.** Compare the following observable features of living things: • Movement—legs, wings • Protection—skin, feather, tree bark • Respiration—lungs, gills • Support—plant stems, tree trunks.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Arizona Science Standard Articulated by Grade Level**
Video Habitats Are Everywhere **RAF** "A Home for Maggie" **RANF** "A Habitat Is a Home" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 19, 66, 75, 82	**Strand 4: Life Science** **Concept 3: Organisms and Environments: Understand the relationships among various organisms and their environment.** **PO 1.** Identify some plants and animals that exist in the local environment. **PO 2.** Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live. **PO 3.** Describe how plants and animals within a habitat are dependent on each other.

Life Science Unit 3 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.
SRA Snapshots Simply Science™ Grade 1 **Earth Science Unit 4: Learning About Earth's Surface**	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 6: Earth and Space Science** **Concept 1: Properties of Earth Materials: Identify the basic properties of Earth materials.** **PO 1.** Describe the following basic Earth properties: • Rocks • Soil • Water. **PO 2.** Compare the following physical properties of basic Earth materials: • Color • Texture • Capacity to retain water. **PO 3.** Identify common uses (e.g., construction, decoration) of basic Earth materials (i.e., rocks, water, soil). **PO 4.** Identify the following as being natural resources: • Air • Water • Soil • Trees • Wildlife. **PO 5.** Identify ways to construct natural resources (e.g., reduce, reuse, recycle, find alternatives).

Earth Science Unit 4 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 6: Earth and Space Science** **Concept 3: Changes in the Earth and Sky: Understand characteristics of weather conditions and climate.** **PO 1.** Identify the following characteristics of seasonal weather patterns: • Temperature • Type of precipitation • Wind. **PO 2.** Analyze how the weather affects daily activities.
TIB page 43, Hands-On Science Activity *Seasons*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 6: Earth and Space Science** **Concept 2: Objects in the Sky: Identify objects in the sky.** **PO 1.** Identify evidence that the Sun is the natural source of heat and light on Earth (e.g., warm surfaces, shadows, shade). **PO 2.** Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails). **PO 3.** Describe observable changes that occur in the sky, (e.g., clouds forming and moving, the position o the Moon).
TIB page 49, Hands-On Science Activity *Modeling Moon p Phases*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 5: Physical Science** **Concept 1: Properties of Objects and Materials: Classify objects by their observable properties.** **PO 1.** Classify objects by the following observable properties: • Shape • Texture • Size • Color • Weight. **PO 2.** Classify materials as solids or liquids.

Physical Science Unit 7 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **PO 3.** Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials). **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 5: Physical Science** **Concept 2: Position and Motion of Objects: Understand spatial relationships and the way objects move.** **PO 1.** Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **PO 3.** Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	This topic is not covered in the **Grade 1 Arizona Science Standard Articulated by Grade Level,** 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.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Compare common objects using multiple senses. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results of an investigation using pictures, graphs, models, and/or words.

SRA Snapshots Simply Science™
correlation to
Arizona Science Standard Articulated by Grade Level
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	**Arizona Science Standard Articulated by Grade Level**
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	This topic is not covered in the **Grade 2 Arizona Science Standard Articulated by Grade Level,** however it aligns with **National Science Education Content Standard C:** **Life Science—**Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments. ***See* Grade 1.** **Strand 4: Life Science** **Concept 1: Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.** **PO 1.** Identify the following as characteristics of living things: • Growth and development • Reproduction • Response to stimulus. **PO 2.** Compare the following observable features of living things: • Movement—legs, wings • Protection—skin, feather, tree bark • Respiration—lungs, gills • Support—plant stems, tree trunks. **PO 3.** Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different group of animals.

Life Science Unit 1 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 4: Life Science** **Concept 2: Life Cycles: Understand the life cycles of plants and animals.** **PO 1.** Describe the life cycles of various insects. **PO 2.** Describe the life cycles of various mammals. **PO 3.** Describe the life cycles of various organisms.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **PO 2.** Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle). **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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, 73, 80, 83, 87, 88	**Strand 4: Life Science** **Concept 1: Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.** **PO 1.** Identify animal structures that serve different functions (e.g., sensory, defense, locomotion). ***See also* Grade 1:** **Strand 4: Life Science** **Concept 3: Organisms and Environments: Understand the relationships among various organisms and their environment.** **PO 3.** Describe how plants and animals within a habitat are dependent on each other.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **PO 2.** Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle). **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 3.** Compare the results of the investigation to predictions made prior to the investigation. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	This topic is not covered in the **Grade 2 Arizona Science Standard Articulated by Grade Level,** however it aligns with **National Science Education Content Standard D:** **Earth and Space Science—**Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. ***See* Grade 1:** **Strand 6: Earth and Space Science** **Concept 1: Properties of Earth Materials: Identify the basic properties of Earth materials.** **PO 1.** Describe the following basic Earth properties: • Rocks • Soil • Water. **PO 2.** Compare the following physical properties of basic Earth materials: • Color • Texture • Capacity to retain water. **PO 3.** Identify common uses (e.g., construction, decoration) of basic Earth materials (i.e., rocks, water, soil). **PO 4.** Identify the following as being natural resources: • Air • Water • Soil • Trees • Wildlife.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 6: Earth and Space Science** **Concept 3: Changes in the Earth and Sky: Understand characteristics of weather conditions and climate.** **PO 1.** Measure weather conditions (e.g., temperature, precipitation). **PO 2.** Record weather conditions (e.g., temperature, precipitation). **PO 4.** Analyze the relationship between clouds, temperature, and weather patterns.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 1.** Organize information using graphs (e.g., pictograph, tally chart), tables, and journals. **PO 2.** Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?). **PO 3.** Compare the results of the investigation to predictions made prior to the investigation. **PO 4.** Generate questions for possible future investigations based on the conclusions of the investigation. **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	This topic is not covered in the **Grade 2 Arizona Science Standard Articulated by Grade Level,** however it aligns with **National Science Education Content Standard D:** **Earth and Space Science—**Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. ***See* Grade 1:** **Strand 6: Earth and Space Science** **Concept 2: Objects in the Sky: Identify objects in the sky.** **PO 1.** Identify evidence that the Sun is the natural source of heat and light on Earth (e.g., warm surfaces, shadows, shade). **PO 2.** Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails). **PO 3.** Describe observable changes that occur in the sky, (e.g., clouds forming and moving, the position o the Moon).
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 2.** Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?). **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	**Strand 5: Physical Science** **Concept 1: Properties of Objects and Materials: Classify objects by their observable properties.** **PO 1.** Describe objects in terms of measurable properties (e.g., length, volume, weight, temperature) using scientific tools. **PO 2.** Classify materials as solids, liquids, or gases. **PO 3.** Demonstrate that water can exist as a: • Gas—vapor • Liquid—water • Solid—ice. **PO 4.** Demonstrate that solids have a definite shape and that liquids and gases take the shape of their containers.

Physical Science Unit 7 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **PO 3.** Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). **PO 4.** Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper). **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).
SRA Snapshots Simply Science™ Grade 2 **Physical Science Unit 8: Forces and Motion**	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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 1 Arizona Science Standard Articulated by Grade Level,** 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 2:** **Strand 5: Physical Science** **Concept 2: Position and Motion of Objects: Understand spatial relationships and the way objects move.** **PO 1.** Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).

Physical Science Unit 8 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 61, Hands-On Science Activity *Magnets*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **PO 3.** Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 2.** Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?). **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Arizona Science Standard Articulated by Grade Level**
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	This topic is not covered in the **Grade 2 Arizona Science Standard Articulated by Grade Level,** 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.

Physical Science Unit 9 (continued)	
Program Components	**Arizona Science Standard Articulated by Grade Level**
TIB page 67, Hands-On Science Activity *Heat Energy*	**Strand 1: Inquiry Process** **Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions.** **PO 1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment. **Concept 2: Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.** **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences. **PO 3.** Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). **Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.** **PO 2.** Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?). **Concept 4: Communication: Communicate results of investigations.** **PO 1.** Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).