SRA Snapshots Simply Science™
correlation to
Colorado Model Content Standards: 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	**Colorado Model Content Standards: Science**
Video Living Things and Their Needs **RAF** "A Funny Frog" **RANF** "We Are Living Things" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **1.** an organism (plant, animal) is a living thing that has physical characteristics that help it to survive. **5.** organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space).
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.
SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 2: Learning About Plants**	
Program Components	**Colorado Model Content Standards: Science**
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, 87, 88	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **2.** offspring have characteristics that are similar to but not exactly like their parents. **4.** there are similarities and differences in growth and development of organisms (for example: insect, plant, mammal).
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **1.** an organism (plant, animal) is a living thing that has physical characteristics that help it to survive. **5.** organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space).
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Colorado Model Content Standards: Science**
Video Learning About Earth's Surface **RAF** "A Big Difference" **RANF** "Earth's Many Resources" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 85, 90	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **1** there are different types of Earth's materials that come in different shapes and sizes (for example: rocks and soil). **3** the Earth's materials (rocks, soil, water, provide many of the resources that humans use and reuse.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **4** our activities are affected by the daily weather and changing seasons (for example: types of clothing, travel plans, recreational activity). **5** the Sun is the source of Earth's heat and light.
TIB page 43, Hands-On Science Activity *Seasons*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **6** objects can be readily observed in the daytime and nighttime sky (for example: the Sun, Moon, stars). **Standard 5: Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.** **Benchmarks** **1.** basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night).
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.** **Benchmarks** **1.** solids and liquids (matter) can be identified, compared, sorted/classified by their physical properties (for example: size, shape, texture, flexibility, temperature, color and patterns). **2.** mixtures can be created and separated based on physical properties (for example: salt and sand, iron filings and soil, oil and water).
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **2.** ask questions and make predictions. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.** **Benchmarks** **3.** the only way to change the motion of an object is by pushing or pulling on it (force).
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **3.** conduct simple experiments using tools and technology (for example: computers, thermometers, magnifiers, rulers, balances). **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Colorado Model Content Standards: Science**
Video Heat, Light, and Sound **RAF** "The Energy Challenge" **RANF** "Energy All Around" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 36, 49, 50, 51, 52, 53, 54	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **5.** the Sun is the source of Earth's heat and light.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™
correlation to
Colorado Model Content Standards: Science
Grade 2

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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	**Colorado Model Content Standards: Science**
Video Organisms Are Living Things **RAF** "The Brave Beaver" **RANF** "Organisms Are Alive" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **1.** an organism (plant, animal) is a living thing that has physical characteristics that help it to survive.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.
SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 2: Learning About Animals**	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **2.** offspring have characteristics that are similar to but not exactly like their parents. **4.** there are similarities and differences in growth and development of organisms (for example: insect, plant, mammal).
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Colorado Model Content Standards: Science**
Video Ecosystems All Around **RAF** "A Remarkable River" **RANF** "Ecosystems in Action" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 67, 76, 77, 82	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **5.** organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space).
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **2.** ask questions and make predictions. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.** **Benchmarks** **3.** fossil evidence helps identify organisms that once lived on Earth but have completely disappeared (for example: dinosaurs, dodo bird, woolly mammoth and saber tooth tiger). **Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **1** there are different types of Earth's materials that come in different shapes and sizes (for example: rocks and soil). **3** the Earth's materials (rocks, soil, water, provide many of the resources that humans use and reuse.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **4** our activities are affected by the daily weather and changing seasons (for example: types of clothing, travel plans, recreational activity). **5** the Sun is the source of Earth's heat and light. **Standard 5: Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.** **Benchmarks** **1.** basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night).
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **3.** conduct simple experiments using tools and technology (for example: computers, thermometers, magnifiers, rulers, balances). **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Colorado Model Content Standards: Science**
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	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **5** the Sun is the source of Earth's heat and light. **6** objects can be readily observed in the daytime and nighttime sky (for example: the Sun, Moon, stars). **Standard 5: Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.** **Benchmarks** **1.** basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night).
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Colorado Model Content Standards: Science**
Video Characteristics of Matter **RAF** "Irene's Exploration" **RANF** "All About Matter" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 66, 89	**Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.** **Benchmarks** **1.** solids and liquids (matter) can be identified, compared, sorted/classified by their physical properties (for example: size, shape, texture, flexibility, temperature, color and patterns). **2.** mixtures can be created and separated based on physical properties (for example: salt and sand, iron filings and soil, oil and water).
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **3.** conduct simple experiments using tools and technology (for example: computers, thermometers, magnifiers, rulers, balances). **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Colorado Model Content Standards: 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	**Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.** **Benchmarks** **3.** the only way to change the motion of an object is by pushing or pulling on it (force).
TIB page 61, Hands-On Science Activity *Magnets*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Colorado Model Content Standards: Science**
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, 86	**Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.** **Benchmarks** **5.** the Sun is the source of Earth's heat and light.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.** **Benchmarks** **1.** use their senses to make and describe careful observations. **4.** record data, report on findings and explain with reasons.