SRA Snapshots Simply Science™
correlation to
Connecticut Core Science Curriculum Framework
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	**Connecticut Core Science Curriculum Framework**
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	**Content Standards** **Structure and Function—How are organisms structured to ensure efficiency and survival?** **1.2-Living things have different structures and behaviors that allow them to meet their basic needs.** • Animals need air, water and food to survive. • Plants need air, water, and sunlight to survive. **Expected Performances** **A 12.** Describe the different ways that animals, including humans, obtain water and food.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.9** Count, order and sort objects by their properties.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Connecticut Core Science Curriculum Framework**
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	**Content Standards** **Structure and Function—How are organisms structured to ensure efficiency and survival?** **1.2-Living things have different structures and behaviors that allow them to meet their basic needs.** • Animals need air, water and food to survive. • Plants need air, water, and sunlight to survive. **Expected Performances** **A 13.** Describe the different structures plants have for obtaining water and sunlight. ***See also* Grade 2.** **Content Standards** **Structure and Function—How are organisms structured to ensure efficiency and survival?** **2.2-Plants change their forms as part of their life cycles.** • The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal. **Expected Performances** **A 19.** Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation and produce new seeds. **A 20.** Explore and describe the effects of light and water on seed germination and plant growth.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 1 Connecticut Core Science Curriculum Framework,** 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.

Life Science Unit 3 (continued)	
Program Components	**Connecticut Core Science Curriculum Framework**
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Connecticut Core Science Curriculum Framework**
Video Learning About Earth's Surface **RAF** "A Big Difference" **RANF** "Earth's Many Resources" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 85, 90	This topic is not covered in the **Grade 1 Connecticut Core Science Curriculum Framework,** however it aligns with **National Science Education Content Standard D:** **Earth and Space Science—**Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. ***See* Grade 2.** **Content Standards** **The Changing Earth—How do materials cycle through the Earth's systems?** **2.3-Earth materials have varied physical properties which make them useful in different ways.** • Soils can be described by their color, texture and capacity to retain water. • Soils support the growth of many kinds of plants, including those in our food supply. **Expected Performances** **A 21.** Sort different soils by properties, such as particle size, color, and composition. **A 22.** Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.9** Count, order and sort objects by their properties.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 1 Connecticut Core Science Curriculum Framework,** 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.
TIB page 43, Hands-On Science Activity *Seasons*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Connecticut Core Science Curriculum Framework**
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	**Content Standards** **Forces and Motion—What makes objects move the way they do?** **1.1-The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.** **Expected Performances** **A 11.** Describe the apparent movement of the sun across the sky and the changes in the length and direction of shadows during the day.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.9** Count, order and sort objects by their properties.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 1 Connecticut Core Science Curriculum Framework,** 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:** **Content Standards** **Properties of Matter—How does the structure of matter affect the properties and uses of materials?** **2.1-Materials can be classified as solid, liquid or gas based on their observable properties.** • Solids tend to maintain their own shapes, while liquids tend to assume the shapes of their containers, and gases fill their containers fully. **Expected Performances** **A 18.** Describe differences in the physical properties of solids and liquids.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Connecticut Core Science Curriculum Framework**
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	**Content Standards** **Forces and Motion—What makes objects move the way they do?** **1.1-The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.** • An object's position can be described by locating it relative to another object or the background. • An object's motion can be described by tracing and measuring its position over time. **Expected Performances** **A 10.** Describe how the motion of objects can be changed by pushing and pulling.

Physical Science Unit 8 (continued)	
Program Components	**Connecticut Core Science Curriculum Framework**
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.2** Use senses and simple measuring tools to collect data. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.7** Use standard tools to measure and describe physical properties such as weight, length and temperature.

SRA Snapshots Simply Science™ Grade 1 **Physical Science Unit 9: Heat, Light, and Sound**	
Program Components	**Connecticut Core Science Curriculum Framework**
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 Connecticut Core Science Curriculum Framework,** 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*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.2** Use senses and simple measuring tools to collect data. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™
correlation to
Connecticut Core Science Curriculum Framework
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	**Connecticut Core Science Curriculum Framework**
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 Connecticut Core Science Curriculum Framework,** 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.** **Content Standards** **Structure and Function—How are organisms structured to ensure efficiency and survival?** **1.2-Living things have different structures and behaviors that allow them to meet their basic needs.** • Animals need air, water and food to survive. • Plants need air, water, and sunlight to survive. **Expected Performances** **A 14.** Describe the structures that animals, including humans, use to move around.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.9** Count, order and sort objects by their properties.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 2 Connecticut Core Science Curriculum Framework,** 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.** **Content Standards** **Structure and Function—How are organisms structured to ensure efficiency and survival?** **1.3-Organisms change in form and behavior as part of their life cycles.** • Some organisms undergo metamorphosis during their life cycles; other organisms grow and change, but their basic form stays essentially the same. **A 15.** Describe the changes in organisms, such as frogs and butterflies, as they undergo metamorphosis. **A 16.** Describe the life cycles of organisms that grow but do not metamorphose.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.9** Count, order and sort objects by their properties.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 2 Connecticut Core Science Curriculum Framework,** 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.

Life Science Unit 3 (continued)	
Program Components	**Connecticut Core Science Curriculum Framework**
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Connecticut Core Science Curriculum Framework**
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	**Content Standards** **The Changing Earth—How do materials cycle through the Earth's systems?** **2.3-Earth materials have varied physical properties which make them useful in different ways.** • Soils can be described by their color, texture and capacity to retain water. • Soils support the growth of many kinds of plants, including those in our food supply. **Expected Performances** **A 21.** Sort different soils by properties, such as particle size, color, and composition. **A 22.** Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 2 Connecticut Core Science Curriculum Framework,** 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.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Scientific Numeracy** • Mathematics provides useful tools for the description, analysis and presentation of scientific data and ideas. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.2** Use senses and simple measuring tools to collect data. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.7** Use standard tools to measure and describe physical properties such as weight, length and temperature. **A INQ.8** Use nonstandard measures to estimate and compare the sizes of objects.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Connecticut Core Science Curriculum Framework**
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 Connecticut Core Science Curriculum Framework,** 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.** **Content Standards** **Forces and Motion—What makes objects move the way they do?** **1.1-The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.** **Expected Performances** **A 11.** Describe the apparent movement of the sun across the sky and the changes in the length and direction of shadows during the day.

Earth Science Unit 6 (continued)	
Program Components	**Connecticut Core Science Curriculum Framework**
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Connecticut Core Science Curriculum Framework**
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	**Content Standards** **Properties of Matter—How does the structure of matter affect the properties and uses of materials?** **2.1-Materials can be classified as solid, liquid or gas based on their observable properties.** • Solids tend to maintain their own shapes, while liquids tend to assume the shapes of their containers, and gases fill their containers fully. **Expected Performances** **A 18.** Describe differences in the physical properties of solids and liquids.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Scientific Numeracy** • Mathematics provides useful tools for the description, analysis and presentation of scientific data and ideas. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.2** Use senses and simple measuring tools to collect data. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings. **A INQ.7** Use standard tools to measure and describe physical properties such as weight, length and temperature. **A INQ.8** Use nonstandard measures to estimate and compare the sizes of objects.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Connecticut Core Science Curriculum Framework**
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 Connecticut Core Science Curriculum Framework,** 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.** **Content Standards** **Forces and Motion—What makes objects move the way they do?** **1.1-The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.** • An object's position can be described by locating it relative to another object or the background. • An object's motion can be described by tracing and measuring its position over time. **Expected Performances** **A 10.** Describe how the motion of objects can be changed by pushing and pulling.
TIB page 61, Hands-On Science Activity *Magnets*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Connecticut Core Science Curriculum Framework**
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	This topic is not covered in the **Grade 2 Connecticut Core Science Curriculum Framework,** 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	**Connecticut Core Science Curriculum Framework**
TIB page 67, Hands-On Science Activity *Heat Energy*	**Core Science Inquiry, Literacy, and Numeracy** **Content Standards** **Scientific Inquiry** • Scientific inquiry is a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena. **Scientific Literacy** • Scientific literacy includes speaking, listening, presenting, interpreting, reading and writing about science. **Expected Performances** **A INQ.1** Make observations and ask questions about objects, organisms and the environment. **A INQ.4** Read, write, listen and speak about observations of the natural world. **A INQ.6** Present information in words and drawings.