SRA Snapshots Simply Science™
correlation to
Delaware Science Standards
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	**Delaware Science Standards**
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	**Science Standard 6: Life Processes** **Structure/Function Relationships: Enduring Understanding: Living systems, from the orgasmic to the cellular level, demonstrate the complementary nature of structure and function.** **1.** Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things. **2.** Each plant or animal has different structures that serve different functions in growth, survival and reproduction. **Matter and Energy transformations: Enduring Understanding: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.** **1.** Plants and animals are living things. All living things have basic needs for survival including air, water, food (nutrients), space, shelter, and light. **2.** In addition to basic needs for survival, living things have needs specific to the organism such as temperature range and food requirements.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Delaware Science Standards**
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	**Science Standard 6: Life Processes** **Structure/Function Relationships: Enduring Understandings: Living systems, from the orgasmic to the cellular level, demonstrate the complementary nature of structure and function.** **2.** Each plant or animal has different structures that serve different functions in growth, survival and reproduction. **Reproduction, Heredity and Development: Enduring Understanding: Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.** **3.** All plants and animals go through a life cycle of birth, growth, development, reproduction, and death. This cycle is predictable and describable, but differs from organism to organism.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Delaware Science Standards**
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	**Science Standard 8: Ecology** **Interactions within the Environment: Enduring Understanding: Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.** **1.** An interconnectedness exists among the living and nonliving parts of an environment. This interconnectedness can be observed by the changes made by plants and animals in their environment. **2.** Plants and animals need enough space and resources to survive, Overcrowding leads to an increased need for resources. **Energy Flow and Material Cycles in the Environment: Enduring Understandings: Matter needed to sustain life is continually recycled among and between organisms and the environment. Energy from the Sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.** **1.** All animals depend on plants. Some animals eat plants for food. Other animals eat animals that have eaten plants.

Life Science Unit 3 (continued)	
Program Components	**Delaware Science Standards**
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Delaware Science Standards**
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	**Science Standard 5: Earth's Dynamic Systems** **Components of Earth: Enduring Understanding: Earth's systems can be broken down into individual components which have observable measurable properties.** **1.** Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties. **2.** Water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice. **3.** Sand, clay and humus have distinct physical properties and are components of soil. **4.** A soil's composition varies from environment to environment. **5.** Soil type can be identified by testing for grain size and composition. **6.** Rocks are natural combinations of minerals. Minerals can be classified according to their physical properties (i.e., luster, color and hardness). **Science Standard 8: Ecology** **Human Impact: Enduring Understanding: Human can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.** **1.** Many natural resources are limited. The amount available can be made to last longer by decreasing the use of some resources or by reusing or recycling certain materials.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Delaware Science Standards**
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, 90	**Science Standard 5: Earth's Dynamic Systems** **Interactions Throughout Earth's Systems: Enduring Understanding: Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.** **1.** Weather influences plants, animals and human activity. **2.** People who work or play outdoors often dress and base their activities on the speed of the wind and the temperature of the air. **3.** Water from rain, lakes, and underground, is needed by plants, animals and people for their everyday activities. **4.** Clouds are shaped by winds and are made of small water droplets or ice crystals. Cloud shapes can be used to help forecast weather. **Technology and Applications: Enduring Understanding: Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.** **2.** Weather can be observed, measured and described through the use of simple tools such as a thermometer, rain gauge and wind vane.
TIB page 43, Hands-On Science Activity *Seasons*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Delaware Science Standards**
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	**Science Standard 4: Earth in Space** **The Earth/Moon/Sun System: Enduring Understanding: There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day/night.** **2.** From Earth many objects may be seen in the sky including the Sun, the Moon, stars, and man-made objects. **3.** The Sun and Moon appear to move slowly across the sky. **4.** The patterns of day and night repeat every 24 hours. The Sun can only be seen in the daytime. **5.** The Moon can be observed sometimes at night and sometimes during the day. **6.** The appearance of the Moon changes in a cycle that takes about a month.

Earth Science Unit 6 (continued)	
Program Components	**Delaware Science Standards**
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Delaware Science Standards**
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	**Science Standard 2: Materials and Their Properties** **Properties and Structure of Materials: Enduring Understanding: The structures of materials determine their properties.** **1.** Materials can be described and classified according to the following physical properties: size, shape, mass, texture, color, and material composition. Students can observe materials' physical properties by using tools that include rulers, balances, thermometers and hand lenses. **2.** Materials exist in one of three states—solid, liquid, or gas. Solids and liquids have easily observable properties and may change from one form to the other. **3.** Physical properties of materials can be changed by exposure to water, heat, light, or by cutting, mixing, and grinding. **Material Technology: Enduring Understanding: People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.** **1.** The properties of materials influence their use. Some materials are more suitable for making a particular product or device.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Delaware Science Standards**
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	**Science Standard 3: Energy and Its Effects** **The Forms and Sources of Energy: Enduring Understanding: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).** **2.** Objects that move (i.e., moving air, moving water) have energy because of their motion. **Forces and the transfer of Energy: Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.** **1.** The position of an object gives its location relative to where you are (e.g., above, below, in front, or behind). The motion of an object describes how its position is changing. Pushing or pulling on an object can change its position or motion. **2.** When balanced forces act on an object it will remain at rest, but if unbalanced forces act on the object it will begin to move. **3.** Energy of a moving object can be transferred to other objects (i.e., the energy of moving water can be used to turn a waterwheel).
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **3.** Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. **Science, Technology, and Society: Enduring Understanding: The development of technology and advancement in science influence and drive each other forward.** **2.** Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Delaware Science Standards**
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, 59	**Science Standard 3: Energy and Its Effects** **The Forms and Sources of Energy: Enduring Understanding: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).** **1.** The Sun is a source of energy that lights and warms the Earth. **3.** Heat energy is a form of energy that makes things warmer. **Forces and the transfer of Energy: Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.** **4.** Transferring heat energy to an object will make it feel warmer by raising its temperature and it may cause a change in the object's physical properties.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **3.** Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™
correlation to
Delaware Science Standards
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	**Delaware Science Standards**
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	**Science Standard 6: Life Processes** **Structure/Function Relationships: Enduring Understanding: Living systems, from the orgasmic to the cellular level, demonstrate the complementary nature of structure and function.** **1.** Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things. **2.** Each plant or animal has different structures that serve different functions in growth, survival and reproduction. **Matter and Energy transformations: Enduring Understanding: All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.** **1.** Plants and animals are living things. All living things have basic needs for survival including air, water, food (nutrients), space, shelter, and light. **2.** In addition to basic needs for survival, living things have needs specific to the organism such as temperature range and food requirements.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Delaware Science Standards**
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	**Science Standard 6: Life Processes** **Structure/Function Relationships: Enduring Understandings: Living systems, from the orgasmic to the cellular level, demonstrate the complementary nature of structure and function.** **1.** Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things. **2.** Each plant or animal has different structures that serve different functions in growth, survival and reproduction. **3.** In animals the skeletal-muscular system provides structure, support and enables movement. **Reproduction, Heredity and Development: Enduring Understanding: Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.** **3.** All plants and animals go through a life cycle of birth, growth, development, reproduction, and death. This cycle is predictable and describable, but differs from organism to organism.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Delaware Science Standards**
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	**Science Standard 6: Life Processes** **Life Processes and Technology Application: Enduring Understanding: The life processes of organisms are affected by their interactions with each other and their environment, and may be altered by human manipulation.** **3.** The ability of an organism to meets its needs for survival is dependent upon its environment. Manipulation of the environment can positively or negatively affect the well being of various organisms that live there. **Science Standard 8: Ecology** **Interactions within the Environment: Enduring Understanding: Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.** **1.** An interconnectedness exists among the living and nonliving parts of an environment. This interconnectedness can be observed by the changes made by plants and animals in their environment. **2.** Plants and animals need enough space and resources to survive. Overcrowding leads to an increased need for resources. **Energy Flow and Material Cycles in the Environment: Enduring Understandings: Matter needed to sustain life is continually recycled among ad between organisms and the environment. Energy from the Sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.** **1.** All animals depend on plants. Some animals eat plants for food. Other animals eat animals that have eaten plants.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Delaware Science Standards**
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	**Science Standard 5: Earth's Dynamic Systems** **Components of Earth: Enduring Understanding: Earth's systems can be broken down into individual components which have observable measurable properties.** **1.** Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties. **2.** Water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice. **3.** Sand, clay and humus have distinct physical properties and are components of soil. **4.** A soil's composition varies from environment to environment. **5.** Soil type can be identified by testing for grain size and composition. **6.** Rocks are natural combinations of minerals. Minerals can be classified according to their physical properties (i.e., luster, color and hardness). **Science Standard 8: Ecology** **Human Impact: Enduring Understanding: Human can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.** **1.** Many natural resources are limited. The amount available can be made to last longer by decreasing the use of some resources or by reusing or recycling certain materials.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Delaware Science Standards**
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	**Science Standard 5: Earth's Dynamic Systems** **Interactions Throughout Earth's Systems: Enduring Understanding: Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.** **1.** Weather influences plants, animals and human activity. **2.** People who work or play outdoors often dress and base their activities on the speed of the wind and the temperature of the air. **3.** Water from rain, lakes, and underground, is needed by plants, animals and people for their everyday activities. **4.** Clouds are shaped by winds and are made of small water droplets or ice crystals. Cloud shapes can be used to help forecast weather. **Technology and Applications: Enduring Understanding: Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.** **2.** Weather can be observed, measured and described through the use of simple tools such as a thermometer, rain gauge and wind vane.

Earth Science Unit 5 (continued)	
Program Components	**Delaware Science Standards**
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **3.** Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. **Science, Technology, and Society: Enduring Understanding: The development of technology and advancement in science influence and drive each other forward.** **2.** Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation.
SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 6: Learning About Space**	
Program Components	**Delaware Science Standards**
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	**Science Standard 4: Earth in Space** **The Earth/Moon/Sun System: Enduring Understanding: There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day/night.** **2.** From Earth many objects may be seen in the sky including the Sun, the Moon, stars, and man-made objects. **3.** The Sun and Moon appear to move slowly across the sky. **4.** The patterns of day and night repeats every 24 hours. The Sun can only be seen in the daytime. **5.** The Moon can be observed sometimes at night and sometimes during the day. **6.** The appearance of the Moon changes in a cycle that takes about a month.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Delaware Science Standards**
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	**Science Standard 2: Materials and Their Properties** **Properties and Structure of Materials: Enduring Understanding: The structures of materials determine their properties.** **1.** Materials can be described and classified according to the following physical properties: size, shape, mass, texture, color, and material composition. Students can observe materials' physical properties by using tools that include rulers, balances, thermometers and hand lenses. **2.** Materials exist in one of three states—solid, liquid, or gas. Solids and liquids have easily observable properties and may change from one form to the other. **3.** Physical properties of materials can be changed by exposure to water, heat, light, or by cutting, mixing, and grinding. **Material Technology: Enduring Understanding: People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.** **1.** The properties of materials influence their use. Some materials are more suitable for making a particular product or device.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **3.** Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. **Science, Technology, and Society: Enduring Understanding: The development of technology and advancement in science influence and drive each other forward.** **2.** Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Delaware Science Standards**
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	**Science Standard 3: Energy and Its Effects** **The Forms and Sources of Energy: Enduring Understanding: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).** **2.** Objects that move (i.e., moving air, moving water) have energy because of their motion. **Forces and the transfer of Energy: Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.** **1.** The position of an object gives its location relative to where you are (e.g., above, below, in front, or behind). The motion of an object describes how its position is changing. Pushing or pulling on an object can change its position or motion. **2.** When balanced forces act on an object it will remain at rest, but if unbalanced forces act on the object it will begin to move. **3.** Energy of a moving object can be transferred to other objects (i.e., the energy of moving water can be used to turn a waterwheel).
TIB page 61, Hands-On Science Activity *Magnets*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Delaware Science Standards**
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, 69, 84, 86	**Science Standard 3: Energy and Its Effects** **The Forms and Sources of Energy: Enduring Understanding: Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).** **1.** The Sun is a source of energy that lights and warms the Earth. **3.** Heat energy is a form of energy that makes things warmer. **Forces and the Transfer of Energy: Enduring Understanding: Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.** **4.** Transferring heat energy to an object will make it feel warmer by raising its temperature and it may cause a change in the object's physical properties. **Energy Interacting With Materials: the Transformation and Conservation of Energy: Enduring Understanding: Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.** **1.** When light hits an object, the light energy can become heat energy. **The Production, Consumption and Application of Energy: Enduring Understanding: People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.** **1.** Moving air, moving water, and sunlight contain energy that can be put to our use.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Science Standard 1: Nature and Application of Science and Technology** **Understandings and Abilities of Scientific Inquiry: Enduring Understanding: Scientific inquiry involves asking scientifically oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.** **1.** Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world. **4.** Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. **5.** Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others.