SRA Snapshots Simply Science™
correlation to
Florida's Student Performance 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	**Florida's Student Performance 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, 23, 24, 31, 35, 55, 56, 57, 60, 61, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90	**Big Idea 14: Organization and Development of Living Organisms** **SC.1.L.14.1** Make observations of living things and their environment using the five senses. **SC.1.L.14.3** Differentiate between living and nonliving things. **Big Idea 17: Interdependence** **SC.1.L.17.1** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted. **SC.1.N.1.4** Ask "how do you know?" in appropriate situations.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Florida's Student Performance 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	**Big Idea 14: Organization and Development of Living Organisms** **SC.1.L.14.1** Make observations of living things and their environment using the five senses. **SC.1.L.14.2** Identify the major parts of plants, including stem, roots, leaves, and flowers. **Big Idea 16: Heredity and Reproduction** **SC.1.L.16.1** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. **Big Idea 17: Interdependence** **SC.1.L.17.1** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted. **SC.1.N.1.4** Ask "how do you know?" in appropriate situations.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Florida's Student Performance 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, 19, 66, 75, 82	**Big Idea 14: Organization and Development of Living Organisms** **SC.1.L.14.1** Make observations of living things and their environment using the five senses. **SC.1.L.14.3** Differentiate between living and nonliving things. **Big Idea 17: Interdependence** **SC.1.L.17.1** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Florida's Student Performance 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 16,** 19, 20, 21, 22, 23, 24, 75, 82, 85, 90	**Big Idea 6: Earth Structures** **SC.1.E.6.1** Recognize that water, rocks, soil, and living organisms are found on Earth's surface. **SC.1.E.6.2** Describe the need for water and how to be safe around water.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Florida's Student Performance 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	This topic is not covered in the **Grade 1 Sunshine State Standards** 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 also* Grade 2.** **Big Idea 7: Earth Systems and Patterns** **SC.2.E.7.1** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season. **SC.2.E.7.2** Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. **SC.2.E.7.4** Investigate that air is all around us and that moving air is wind.
TIB page 43, Hands-On Science Activity *Seasons*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Florida's Student Performance 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, 89	**Big Idea 5: Earth in Space and Time** **SC.1.E.5.1** Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. **SC.1.E.5.3** Investigate how magnifiers make things appear bigger and help people see things they could not see without them. **SC.1.E.5.4** Identify the beneficial and harmful properties of the Sun.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted. **SC.1.N.1.4** Ask "how do you know?" in appropriate situations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Florida's Student Performance 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, 63, 73, 90	**Big Idea 8: Properties of Matter** **SC.1.P.8.1** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted. **SC.1.N.1.4** Ask "how do you know?" in appropriate situations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Florida's Student Performance 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	**Big Idea 5: Earth in Space and Time** **SC.1.E.5.2** Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. **Big Idea 12: Motion of Objects** **SC.1.P.12.1** Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. **Big Idea 13: Forces and Changes in Motion** **SC.1.P.13.1** Demonstrate that the way to change the motion of an object is by applying a push or a pull.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Florida's Student Performance 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, 70, 79	**Big Idea 5: Earth in Space and Time** **SC.1.E.5.4** Identify the beneficial and harmful properties of the Sun. **Big Idea 12: Motion of Objects** **SC.1.P.12.1** Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Big Idea 1: The Practice of Science** **SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. **SC.1.N.1.3** Keep records as appropriate—such as pictorial and written records—of investigations conducted. **SC.1.N.1.4** Ask "how do you know?" in appropriate situations.

SRA Snapshots Simply Science™
correlation to
Florida's Student Performance 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	**Florida's Student Performance 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, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	**Big Idea 16: Heredity and Reproduction** **SC.2.L.16.1** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. **Big Idea 17: Interdependence** **SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 2: Learning About Animals**	
Program Components	**Florida's Student Performance 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	**Big Idea 16: Heredity and Reproduction** **SC.2.L.16.1** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. **Big Idea 17: Interdependence** **SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.

Life Science Unit 2 (continued)	
Program Components	**Florida's Student Performance Science Standards**
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Florida's Student Performance 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, 67, 76, 77	**Big Idea 17: Interdependence** **SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival. **SC.2.L.17.2** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Florida's Student Performance 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	**Big Idea 6: Earth Structures** **SC.2.E.6.1** Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. **SC.2.E.6.2** Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed. **SC.2.E.6.3** Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Florida's Student Performance 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	**Big Idea 7: Earth Systems and Patterns** **SC.2.E.7.1** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season. **SC.2.E.7.2** Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. **SC.2.E.7.4** Investigate that air is all around us and that moving air is wind.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Florida's Student Performance 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	This topic is not covered in the **Grade 2 Sunshine State Standards** 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 also* Grade 1.** **Big Idea 5: Earth in Space and Time** **SC.1.E.5.1** Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. **SC.1.E.5.4** Identify the beneficial and harmful properties of the Sun.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Florida's Student Performance 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, 56, 66, 89	**Big Idea 8: Properties of Matter** **SC.2.P.8.1** Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets. **SC.2.P.8.2** Identify objects and materials as solid, liquid, or gas. **SC.2.P.8.3** Recognize that solids have a definite shape and that liquids and gases take the shape of their container. **SC.2.P.8.4** Observe and describe water in its solid, liquid, and gaseous states. **SC.2.P.8.6** Measure and compare the volume of liquids using containers of various shapes and sizes. **Big Idea 9: Changes in Matter** **SC.2.P.9.1** Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). **Big Idea 8: Properties of Matter** **SC.2.P.8.6** Measure and compare the volume of liquids using containers of various shapes and sizes.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Florida's Student Performance 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	**Big Idea 13: Forces and Changes in Motion** **SC.2.P.13.1** Investigate the effect of applying various pushes and pulls on different objects. **SC.2.P.13.2** Demonstrate that magnets can be used to make some things move without touching them. **SC.2.P.13.3** Recognize that objects are pulled toward the ground unless something holds them up. **SC.2.P.13.4** Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.
TIB page 61, Hands-On Science Activity *Magnets*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Florida's Student Performance 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	**Big Idea 10: Forms of Energy** **SC.2.P.10.1** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Big Idea 1: The Practice of Science** **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those observations. **SC.1.N.1.2** Compare the observations made by different groups using the same tools. **SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. **SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).