SRA Snapshots Simply Science™
correlation to
Georgia's Performance Standards for Science
Grade 1

***SRA Snapshots Simply Science*™** consists of several components. Each level has Simply Science Video lessons (**Video**) that provide an introduction to or review of the unit science concepts. The Fiction Read Alouds (**RAF)** and Nonfiction Read Alouds (**RANF**) provide student friendly text that reinforces the science concepts in the video. The Teacher's Idea Book (**TIB**) provides quick lesson activities and reproducible pages (**BLM**). The Vocabulary Photo Cards (**Cards**) contain engaging photos, definitions, and additional activities.

KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher's Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 1: Living Things and Their Needs**	
Program Components	**Georgia's Performance Standards for Science**
Video Living Things and Their Needs **RAF** "A Funny Frog" **RANF** "We Are Living Things" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 56, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**Life Science** **S1L1. Students will investigate the characteristics and basic needs of plants and animals.** **a.** Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients **b.** Identify the basic needs of an animal. 1. Air 2. Water 3. Food 4. Shelter
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Georgia's Performance Standards for Science**
Video Learning About Plants **RAF** "Which Way to Sprout?" **RANF** "Plants Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	**Life Science** **S1L1. Students will investigate the characteristics and basic needs of plants and animals.** **a.** Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients **c.** Identify the parts of a plant—root, stem, leaf, and flower.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **a.** Use a model—such as a toy or a picture—to describe a feature of the primary things. **S1CS5. Students will communicate scientific ideas and activities clearly.** **b.** Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Georgia's Performance Standards for Science**
Video Habitats Are Everywhere **RAF** "A Home for Maggie" **RANF** "A Habitat Is a Home" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 19, 66, 75, 82	**Life Science** **S1L1. Students will investigate the characteristics and basic needs of plants and animals.** **a.** Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients **b.** Identify the basic needs of an animal. 1. Air 2. Water 3. Food 4. Shelter **d.** Compare and describe various animals—appearance, motion, growth, basic needs.

Life Science Unit 3 (continued)	
Program Components	**Georgia's Performance Standards for Science**
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **a.** Use a model—such as a toy or a picture—to describe a feature of the primary things. **S1CS5. Students will communicate scientific ideas and activities clearly.** **b.** Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Georgia's Performance Standards for Science**
Video Learning About Earth's Surface **RAF** "A Big Difference" **RANF** "Earth's Many Resources" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 82, 85, 90	This topic is not covered in the **Grade 1 Georgia's Performance Standards for Science** 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 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment. **S1CS5. Students will communicate scientific ideas and activities clearly.** **b.** Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Georgia's Performance Standards for Science**
Video Weather on Earth **RAF** "A Leaf's Story" **RANF** "All About Weather!" **TIB** pages 38, 39, 40, 41, 42, 43 **BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 **Cards** 25, 26, 27, 28, 29, 30, 53, 63, 73, 86	**Earth Science** **S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate.** **a.** Identify different types of weather and the characteristics of each type. **b.** Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally. **c.** Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes. **S1E2. Students will observe and record changes in water as it relates to weather.** **a.** Recognize changes in water when it freezes (ice) and when it melts (water).
TIB page 43, Hands-On Science Activity *Seasons*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **a.** Use a model—such as a toy or a picture—to describe a feature of the primary things. **b.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Georgia's Performance Standards for Science**
Video Earth in Space **RAF** "The Mysterious Moon" **RANF** "Look Up!" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86, 89	This topic is not covered in the **Grade 1 Georgia's Performance Standards for Science** 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:** **Earth Science** **S2E2. Students will investigate the position of sun and moon to show patterns throughout the year.** **a.** Investigate the position of the sun in relation to a fixed object on earth at various times of the day. **b.** Determine how the shadows change through the day by making a shadow stick or using a sundial. **c.** Relate the length of the day and night to the changes in seasons (for example: Days are longer than the night in the summer.). **d.** Use observations and charts to record the shape of the moon for a period of time.
TIB page 49, Hands-On Science Activity *Modeling Moon p Phases*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **a.** Use a model—such as a toy or a picture—to describe a feature of the primary things. **b.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. **S1CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Georgia's Performance Standards for Science**
Video Properties of Matter **RAF** "What's the Matter?" **RANF** "Matter All Around" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 63, 73, 90	This topic is not covered in the **Grade 1 Georgia's Performance Standards for Science** 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 also* Grade 2:** **Physical Science** **S2P1. Students will investigate the properties of matter and changes that occur in objects.** **a.** Identify the three common states of matter as solid, liquid, or gas. **b.** Investigate changes in objecting by tearing, dissolving, melting, squeezing, etc.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **b.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. **S1CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Georgia's Performance Standards for Science**
Video Learning About Forces **RAF** "Queen of the Hill" **RANF** "Pushes and Pulls" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48	**Physical Science** **S1P2. Students will demonstrate effects of magnets on other magnets and other objects.** **a.** Demonstrate how magnets attract and repel. **b.** Identify common objects that are attracted to a magnet. **c.** Identify objects and materials (air, water, paper, your hand, etc.) that do not block magnetic force. ***See also* Grade 2** **Physical Science** **S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.** **a.** Demonstrate how pushing and pulling an object affects the motion of the object. **b.** Demonstrate the effects of changes of speed on an object.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **b.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Georgia's Performance Standards for Science**
Video Heat, Light, and Sound **RAF** "The Energy Challenge" **RANF** "Energy All Around" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 36, 49, 50, 51, 52, 53, 54, 59, 65, 70, 79, 89	**Physical Science** **S1P1. Students will investigate light and sound.** **a.** Recognize sources of light. **b.** Explain how shadows are made. **c.** Investigate how vibrations produce sound. **d.** Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft. **e.** Identify emergency sounds and sounds that help us stay safe.

Physical Science Unit 9 (continued)	
Program Components	**Georgia's Performance Standards for Science**
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Habits of Mind** **S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **c.** Identify and practice accepted safety procedures in manipulating science materials and equipment. **S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **b.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. **The Nature of Science** **S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.** **b.** Science involves collecting data and testing hypotheses.

SRA Snapshots Simply Science™
correlation to
Georgia's Performance Standards for Science
Grade 2

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KEY:

Reference	Program Component
Video	Video lessons
RAF	Read Aloud - Fiction
RANF	Read Aloud - Nonfiction
TIB	Teacher's Idea Book
BLM	Reproducible pages
Cards	Vocabulary Photo Cards

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 1: Organisms Are Living Things**	
Program Components	**Georgia's Performance Standards for Science**
Video Organisms Are Living Things **RAF** "The Brave Beaver" **RANF** "Organisms Are Alive" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	This topic is not covered in the **Grade 2 Georgia's Performance Standards for Science** 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 also* Grade 1.** **Life Science** **S1L1. Students will investigate the characteristics and basic needs of plants and animals.** **a.** Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients **b.** Identify the basic needs of an animal. 1. Air 2. Water 3. Food 4. Shelter **d.** Compare and describe various animals—appearance, motion, growth, basic needs.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Georgia's Performance Standards for Science**
Video Learning About Animals **RAF** "Fun in the Rain Forest: **RANF** "Animals Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	**Life Science** **S2L1. Students will investigate the life cycles of different living organisms.** **a.** Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **c.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. **d.** Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Georgia's Performance Standards for Science**
Video Ecosystems All Around **RAF** "A Remarkable River" **RANF** "Ecosystems in Action" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 67, 76, 77	This topic is not covered in the **Grade 2 Georgia's Performance Standards for Science** 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.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **S2SC6. Students will be familiar with the character of scientific knowledge and how it is achieved.** **b.** Science involves collecting data and testing hypotheses.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Georgia's Performance Standards for Science**
Video Earth's Natural Resources **RAF** "The Missing Rock" **RANF** "Digging in the Dirt" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	This topic is not covered in the **Grade 2 Georgia's Performance Standards for Science** 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 37, Hands-On Science Activity *Hand-Made Fossils*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **b.** Use a model—such as a toy or a picture—to describe a feature of the primary things.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Georgia's Performance Standards for Science**
Video Weather and Water **RAF** "Felicia and the Four Seasons" **RANF** "All About Weather!" **TIB** pages 38, 39, 40, 41, 42, 43 **BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 **Cards** 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90	**Earth Science** **S2E3. Students will observe and record changes in their surroundings and infer the causes of the change.** **a.** Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people. ***See also* Grade 1.** **Earth Science** **S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate.** **a.** Identify different types of weather and the characteristics of each type. **b.** Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally. **c.** Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.** **d.** Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Georgia's Performance Standards for Science**
Video Learning About Space **RAF** "Janie's Space Journey" **RANF** "Earth in Space" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86	**Earth Science** **S2E1. Students will understand that stars have different sizes, brightness, and patterns.** **a.** Describe the physical attributes of stars—size, brightness, and patterns. **S2E2. Students will investigate the position of sun and moon to show patterns throughout the year.** **c.** Relate the length of the day and night to the changes in seasons (for example: Days are longer than the night in the summer.). **d.** Use observations and charts to record the shape of the moon for a period of time.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **b.** Use a model—such as a toy or a picture—to describe a feature of the primary things. **c.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Georgia's Performance Standards for Science**
Video Characteristics of Matter **RAF** "Irene's Exploration" **RANF** "All About Matter" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 56, 66, 89	**Physical Science** **S2P1. Students will investigate the properties of matter and changes that occur in objects.** **a.** Identify the three common states of matter as solid, liquid, or gas. **b.** Investigate changes in objecting by tearing, dissolving, melting, squeezing, etc.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.** **a.** Use ordinary hand tools and instruments to construct, measure, and look at objects. **S2CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **S2SC6. Students will be familiar with the character of scientific knowledge and how it is achieved.** **b.** Science involves collecting data and testing hypotheses.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Georgia's Performance Standards for Science**
Video Forces and Motion **RAF** "Carlos's Skateboard" **RANF** "Motion, Magnets, and More!" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48, 71	**Physical Science** **S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.** **a.** Demonstrate how pushing and pulling an object affects the motion of the object. **b.** Demonstrate the effects of changes of speed on an object.
TIB page 61, Hands-On Science Activity *Magnets*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **c.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. **S2CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Draw pictures (grade level appropriate) that correctly portray features of the thing being described. **S2SC6. Students will be familiar with the character of scientific knowledge and how it is achieved.** **b.** Science involves collecting data and testing hypotheses.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Georgia's Performance Standards for Science**
Video Energy Is Everywhere **RAF** "The Low-Energy Band" **RANF** "All About Energy **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 49, 50, 51, 52, 53, 54, 63, 69, 84, 86	**Physical Science** **S2P1. Students will investigate the properties of matter and changes that occur in objects.** **b.** Investigate changes in objecting by tearing, dissolving, melting, squeezing, etc. **S2P2. Students will identify sources of energy and how the energy is used.** **a.** Identify sources of light energy, heat energy, and energy of motion. **b.** Describe how light, heat, and motion energy are used.

Physical Science Unit 9 (continued)	
Program Components	**Georgia's Performance Standards for Science**
TIB page 67, Hands-On Science Activity *Heat Energy*	**Habits of Mind** **S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** **a.** Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.** **c.** Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. **S2CS5. Students will communicate scientific ideas and activities clearly.** **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Draw pictures (grade level appropriate) that correctly portray features of the thing being described.