

***SRA Snapshots Simply Science™***  
**correlation to**  
**Louisiana Grade Level Expectations 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:**

<b>Reference</b>	<b>Program Component</b>
<b>Video</b>	Video lessons
<b>RAF</b>	Read Aloud - Fiction
<b>RANF</b>	Read Aloud - Nonfiction
<b>TIB</b>	Teacher’s Idea Book
<b>BLM</b>	Reproducible pages
<b>Cards</b>	Vocabulary Photo Cards

<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 1: Living Things and Their Needs</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Living Things and Their Needs <b>RAF</b> “A Funny Frog” <b>RANF</b> “We Are Living Things” <b>TIB</b> pages 14, 15, 16, 17, 18, 19 <b>BLM</b> pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 <b>Cards</b> 1, 2, 3, 4, 5, 6, 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	<b>Life Science</b> <b>Characteristics of Organisms</b> <b>27.</b> Identify what animals and plants need to grow and develop (LS-E-A1) <b>28.</b> Describe the characteristics of living (biotic) and nonliving (abiotic) things. (LS-E-A2)
<b>TIB</b> page 19, Hands-On Science Activity <i>Group Living/Nonliving Things</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) <b>5.</b> Use the five senses to describe observations. (SI-E-A3) <b>10.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)
<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 2: Learning About Plants</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Learning About Plants <b>RAF</b> “Which Way to Sprout?” <b>RANF</b> “Plants Are Living Things” <b>TIB</b> pages 20, 21, 22, 23, 24, 25 <b>BLM</b> pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 <b>Cards</b> 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	<b>Life Science</b> <b>Characteristics of Organisms</b> <b>26.</b> Describe the differences between plants and animals. (LS-E-A1) <b>27.</b> Identify what animals and plants need to grow and develop (LS-E-A1)  <b>Life Cycles of Organisms</b> <b>30.</b> Record and share observations of changes in developing plants. (LS-E-B1)

<b>Life Science Unit 2 (continued)</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 5. Use the five senses to describe observations. (SI-E-A3) 10. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)
<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Life Science Unit 3: Habitats Are Everywhere</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Habitats Are Everywhere <b>RAF</b> “A Home for Maggie” <b>RANF</b> “A Habitat Is a Home” <b>TIB</b> pages 26, 27, 28, 29, 30, 31 <b>BLM</b> pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 <b>Cards</b> 13, 14, 15, 16, 17, 18, 19, 58, 62, 66, 75, 82	<b>Life Science</b> <b>Organisms and Their Environments</b> 32. Describe features of some animals that benefit them in their environments. (LS-E-C1) 34. Record evidence of plants and animals in the schoolyard or other environments. (LS-E-C2)
TIB page 31, Hands-On Science Activity <i>Habitat Mobiles</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 5. Use the five senses to describe observations. (SI-E-A3)
<b>SRA Snapshots Simply Science™ Grade 1</b>	
<b>Earth Science Unit 4: Learning About Earth’s Surface</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Learning About Earth’s Surface <b>RAF</b> “A Big Difference” <b>RANF</b> “Earth’s Many Resources” <b>TIB</b> pages 32, 33, 34, 35, 36, 37 <b>BLM</b> pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 <b>Cards</b> 19, 20, 21, 22, 23, 24, 85, 90	<b>Earth and Space Science</b> <b>Properties of Earth Materials</b> 35. Examine soils to determine that they are often found in layers. (ESS-E-A1) 36. Locate and compare the relative proportions of land and water found in Earth. (ESS-E-A2) 39. Identify the characteristics of soil, according to color, texture, and components, including living (biotic) and nonliving (abiotic) substances. (ESS-E-A6)
TIB page 37 Hands-On Science Activity <i>What Comes from Earth’s Surface?</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 5. Use the five senses to describe observations. (SI-E-A3) 10. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)

**SRA Snapshots Simply Science™ Grade 1**

**Earth Science Unit 5: Weather on Earth**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<p><b>Video</b> Weather on Earth  <b>RAF</b> “A Leaf’s Story”  <b>RANF</b> “All About Weather!”  <b>TIB</b> pages 38, 39, 40, 41, 42, 43  <b>BLM</b> pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119  <b>Cards</b> 25, 26, 27, 28, 29, 30, 53, 63, 73, 86</p>	<p><b>Earth and Space Science</b>  <b>Properties of Earth Materials</b>  <b>37.</b> Illustrate how water changes from one form to another (e.g., freezing, melting, evaporating). (ESS-E-A3)  <b>38.</b> Compare weather patterns as they relate to seasonal changes in students’ immediate environment. (ESS-E-A4)</p>
<p><b>TIB</b> page 43, Hands-On Science Activity <i>Seasons</i></p>	<p><b>Science as Inquiry</b>  <b>The Abilities to Do Scientific Inquiry</b>  <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)  <b>5.</b> Use the five senses to describe observations. (SI-E-A3)  <b>10.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)</p>

**SRA Snapshots Simply Science™ Grade 1**

**Earth Science Unit 6: Earth in Space**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<p><b>Video</b> Earth in Space  <b>RAF</b> “The Mysterious Moon”  <b>RANF</b> “Look Up!”  <b>TIB</b> pages 44, 45, 46, 47, 48, 49  <b>BLM</b> pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129  <b>Cards</b> 31, 32, 33, 34, 35, 36, 86, 89</p>	<p>This topic is not covered in the <b>Grade 1 Louisiana Grade Level Expectations for Science</b>, however it aligns with <b>National Science Education Content Standard D:</b></p> <p><b>Earth and Space Science</b>—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.</p> <p><b>See Grade 2.</b>  <b>Earth and Space Science</b>  <b>Objects in the Sky</b>  <b>43.</b> Describe characteristics of the Sun, stars, and Earth’s moon (e.g., relative size, shape, color, production of light/heat). (ESS-E-B1)  <b>44.</b> Give Examples of how the Sun affects Earth’s processes (e.g., weather, water cycle). (ESS-E-B5)</p>
<p><b>TIB</b> page 49, Hands-On Science Activity <i>Modeling Moon Phases</i></p>	<p><b>Science as Inquiry</b>  <b>The Abilities to Do Scientific Inquiry</b>  <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)  <b>5.</b> Use the five senses to describe observations. (SI-E-A3)  <b>10.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)</p>

**SRA Snapshots Simply Science™ Grade 1**

**Physical Science Unit 7: Properties of Matter**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<p><b>Video</b> Properties of Matter  <b>RAF</b> “What’s the Matter?”  <b>RANF</b> “Matter All Around”  <b>TIB</b> pages 50, 51, 52, 53, 54, 55  <b>BLM</b> pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139  <b>Cards</b> 37, 38, 39, 40, 41, 42, 73, 90</p>	<p><b>Physical Science</b>  <b>Properties of Objects and Materials</b>  <b>13.</b> Sort a group of objects by using multiple characteristics. (PS-E-A1)  <b>16.</b> Observe and describe common properties of solids, liquids, and gases. (PS-E-A4)  <b>17.</b> Sort and classify objects by their state of matter. (PS-E-A4)</p>

**Physical Science Unit 7 (continued)**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
TIB page 55, Hands-On Science Activity <i>Making Mixtures</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 5. Use the five senses to describe observations. (SI-E-A3) 10. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)

**SRA Snapshots Simply Science™ Grade 1**  
**Physical Science Unit 8: Learning About Forces**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Learning About Forces <b>RAF</b> “Queen of the Hill” <b>RANF</b> “Pushes and Pulls” <b>TIB</b> pages 56, 57, 58, 59, 60, 61 <b>BLM</b> pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 <b>Cards</b> 43, 44, 45, 46, 47, 48	<b>Physical Science</b> <b>Forms of Energy</b> 23. Identify materials attracted by magnets. (PS-E-C5) <i>See also Grade 2.</i> <b>Physical Science</b> <b>Position and Motion of Objects</b> 20. Observe and describe differences in motion between objects (e.g., toward/away, cardinal directions). (PS-E-B3)
TIB page 61, Hands-On Science Activity <i>Big and Small Pushes</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 4. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data). (SI-E-A2) 5. Use the five senses to describe observations. (SI-E-A3) 7. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data. (SI-E-A4)

**SRA Snapshots Simply Science™ Grade 1**  
**Physical Science Unit 9: Heat, Light, and Sound**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Heat, Light, and Sound <b>RAF</b> “The Energy Challenge” <b>RANF</b> “Energy All Around” <b>TIB</b> pages 62, 63, 64, 65, 66, 67 <b>BLM</b> pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 <b>Cards</b> 36, 49, 50, 51, 52, 53, 54, 59, 65, 70, 79	<b>Physical Science</b> <b>Forms of Energy</b> 18. Demonstrate how sound is made by using multiple characteristics. (PS-E-C1) 19. Describe and demonstrate the volume of sound (e.g., soft, loud). (PS-E-C1) 20. Use a flashlight and various objects and materials to determine if light is transmitted or reflected. (PS-E-C2) 21. Demonstrate that light can be reflected onto another object by using a mirror. (PS-E-C2) 22. Identify some examples where heat is released (e.g., burning candles, rubbing hands, running). (PS-E-C3) 25. Discuss what type of energy makes objects work (e.g., car/gasoline, waterwheel/water, lamp/electricity). (PS-E-C6) (PS-E-C7)
TIB page 67, Hands-On Science Activity <i>Investigating Sound</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 5. Use the five senses to describe observations. (SI-E-A3) 8. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate. (SI-E-A5) (SI-E-B4) 10. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)

***SRA Snapshots Simply Science™***  
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**Louisiana Grade Level Expectations for Science**  
**Grade 2**

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**KEY:**

<b>Reference</b>	<b>Program Component</b>
<b>Video</b>	Video lessons
<b>RAF</b>	Read Aloud - Fiction
<b>RANF</b>	Read Aloud - Nonfiction
<b>TIB</b>	Teacher’s Idea Book
<b>BLM</b>	Reproducible pages
<b>Cards</b>	Vocabulary Photo Cards

<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Life Science Unit 1: Organisms Are Living Things</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Organisms Are Living Things <b>RAF</b> “The Brave Beaver” <b>RANF</b> “Organisms Are Alive” <b>TIB</b> pages 14, 15, 16, 17, 18, 19 <b>BLM</b> pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 <b>Cards</b> 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	<b>Life Science</b> <b>Characteristics of Organisms</b> <b>30.</b> Identify physical characteristics of organisms (e.g., worms, amphibians, plants). (LS-E-A4)
<b>TIB</b> page 19, Hands-On Science Activity <i>Grouping Animals</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) <b>6.</b> Use the five senses to describe observations. (SI-E-A3) <b>11.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)
<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Life Science Unit 2: Learning About Animals</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Learning About Animals <b>RAF</b> “Fun in the Rain Forest: <b>RANF</b> “Animals Are Living Things” <b>TIB</b> pages 20, 21, 22, 23, 24, 25 <b>BLM</b> pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 <b>Cards</b> 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	<b>Life Science</b> <b>Life Cycles of Organisms</b> <b>33.</b> Compare the life cycles of selected organisms (e.g., mealworm, caterpillar, tadpole). (LS-E-B1) <b>34.</b> Describe inherited characteristics of living things. (LS-E-B3)

<b>Life Science Unit 2 (continued)</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
TIB page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 6. Use the five senses to describe observations. (SI-E-A3)
<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Life Science Unit 3: Ecosystems All Around</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Ecosystems All Around <b>RAF</b> “A Remarkable River” <b>RANF</b> “Ecosystems in Action” <b>TIB</b> pages 26, 27, 28, 29, 30, 31 <b>BLM</b> pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 <b>Cards</b> 13, 14, 15, 16, 17, 18, 55, 57, 59, 62, 64, 70, 72, 73, 80, 83, 87, 88	<b>Life Science</b> <b>Characteristics of Organisms</b> 27. Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water). (LS-E-A1) 30. Identify physical characteristics of organisms (e.g., worms, amphibians, plants). (LS-E-A4)  <b>Organisms and Their Environments</b> 35. Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other. (LS-E-C1)  <b>Science and the Environment</b> 46. Illustrate and describe a simple food chain located within an ecosystem. (SE-E-A2) 47. Identify the Sun as the primary energy source in a food chain. (SE-E-A2)
TIB page 31, Hands-On Science Activity <i>Caterpillar Camouflage</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) 4. Predict and anticipate possible outcomes. (SI-E-A2) 6. Use the five senses to describe observations. (SI-E-A3)
<b>SRA Snapshots Simply Science™ Grade 2</b>	
<b>Earth Science Unit 4: Earth’s Natural Resources</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Earth’s Natural Resources <b>RAF</b> “The Missing Rock” <b>RANF</b> “Digging in the Dirt” <b>TIB</b> pages 32, 33, 34, 35, 36, 37 <b>BLM</b> pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 <b>Cards</b> 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	<b>Earth and Space Science</b> <b>Properties of Earth Materials</b> 36. Observe and record the properties of rocks, minerals, and soils gathered from their surroundings (e.g., color, texture, odor). (ESS-E-A1) 38. Explain why most of the water on Earth cannot be used as drinking (potable) water. (ESS-E-A2) 42. Identify and use appropriate tools to gather and study rocks, minerals, and fossils. (ESS-E-A5)  <b>Science and the Environment</b> 48. Describe a variety of activities related to preserving the environment. (SE-E-A3) 49. Describe how consumption of resources can be reduced by recycling, reusing, and conserving. (SE-E-A4) 50. Describe ways in which habitat loss or change can occur as a result of natural events or human impact. (SE-E-A5)

**Earth Science Unit 4 (continued)**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<p><b>TIB</b> page 37, Hands-On Science Activity <i>Hand-Made Fossils</i></p>	<p><b>Science as Inquiry</b>  <b>The Abilities to Do Scientific Inquiry</b>  <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)  <b>6.</b> Use the five senses to describe observations. (SI-E-A3)  <b>11.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)</p>

**SRA Snapshots Simply Science™ Grade 2**  
**Earth Science Unit 5: Weather and Water**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<p><b>Video</b> Weather and Water  <b>RAF</b> “Felicia and the Four Seasons”  <b>RANF</b> “All About Weather!”  <b>TIB</b> pages 38, 39, 40, 41, 42, 43  <b>BLM</b> pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119  <b>Cards</b> 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90</p>	<p><b>Earth and Space Science</b>  <b>Properties of Earth Materials</b>  <b>40.</b> Gather, record, and graph weather data (e.g., precipitation, wind speed, wind direction, temperature) using appropriate instruments. (ESS-E-A4)  <b>41.</b> Analyze recorded daily temperatures and weather conditions from newspapers, television, the Internet, and home/outdoor thermometers. (ESS-E-A4)</p>
<p><b>TIB</b> page 43, Hands-On Science Activity <i>What Can the Wind Blow?</i></p>	<p><b>Science as Inquiry</b>  <b>The Abilities to Do Scientific Inquiry</b>  <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)  <b>6.</b> Use the five senses to describe observations. (SI-E-A3)  <b>7.</b> Measure and record length and temperature in both metric system and U.S. system units. (SI-E-A4)  <b>11.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)</p>

**SRA Snapshots Simply Science™ Grade 2**  
**Earth Science Unit 6: Learning About Space**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<p><b>Video</b> Learning About Space  <b>RAF</b> “Janie’s Space Journey”  <b>RANF</b> “Earth in Space”  <b>TIB</b> pages 44, 45, 46, 47, 48, 49  <b>BLM</b> pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129  <b>Cards</b> 31, 32, 33, 34, 35, 36, 86</p>	<p><b>Earth and Space Science</b>  <b>Objects in the Sky</b>  <b>43.</b> Describe characteristics of the Sun, stars, and Earth’s moon (e.g., relative size, shape, color, production of light/heat). (ESS-E-B1)  <b>44.</b> Give Examples of how the Sun affects Earth’s processes (e.g., weather, water cycle). (ESS-E-B5)</p>
<p><b>TIB</b> page 49, Hands-On Science Activity <i>Stars in the Day Time</i></p>	<p><b>Science as Inquiry</b>  <b>The Abilities to Do Scientific Inquiry</b>  <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1)  <b>6.</b> Use the five senses to describe observations. (SI-E-A3)</p>

**SRA Snapshots Simply Science™ Grade 2**  
**Physical Science Unit 7: Characteristics of Matter**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Characteristics of Matter <b>RAF</b> “Irene’s Exploration” <b>RANF</b> “All About Matter” <b>TIB</b> pages 50, 51, 52, 53, 54, 55 <b>BLM</b> pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 <b>Cards</b> 37, 38, 39, 40, 41, 42, 56, 66, 89	<b>Physical Science</b> <b>Properties of Objects and Materials</b> <b>16.</b> Measure weight/mass and volume of a variety of objects and materials by using a pan balance and various containers. (PS-E-A2) <b>17.</b> Use standard tools to measure objects or materials (e.g., ruler, meter stick, measuring tape, pan balance, thermometer, graduated cylinder). (PS-E-A2) <b>18.</b> Observe, describe, and record the characteristics of materials that make up different objects (e.g., metal, nonmetal, plastic, rock, wood, paper). (PS-E-A3)
<b>TIB</b> page 55, Hands-On Science Activity <i>How Much Liquid?</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) <b>6.</b> Use the five senses to describe observations. (SI-E-A3) <b>7.</b> Measure and record length and temperature in both metric system and U.S. system units. (SI-E-A4) <b>11.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)  <b>Physical Science</b> <b>Properties of Objects and Materials</b> <b>16.</b> Measure weight/mass and volume of a variety of objects and materials by using a pan balance and various containers. (PS-E-A2)

**SRA Snapshots Simply Science™ Grade 2**  
**Physical Science Unit 8: Forces and Motion**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Forces and Motion <b>RAF</b> “Carlos’s Skateboard” <b>RANF</b> “Motion, Magnets, and More!” <b>TIB</b> pages 56, 57, 58, 59, 60, 61 <b>BLM</b> pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 <b>Cards</b> 43, 44, 45, 46, 47, 48, 71	<b>Physical Science</b> <b>Position and Motion of Objects</b> <b>20.</b> Observe and describe differences in motion between objects (e.g., toward/away, cardinal directions). (PS-E-B3)
<b>TIB</b> page 61, Hands-On Science Activity <i>Magnets</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) <b>6.</b> Use the five senses to describe observations. (SI-E-A3)

**SRA Snapshots Simply Science™ Grade 2**  
**Physical Science Unit 9: Energy Is Everywhere**

<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
<b>Video</b> Energy Is Everywhere <b>RAF</b> “The Low-Energy Band” <b>RANF</b> “All About Energy” <b>TIB</b> pages 62, 63, 64, 65, 66, 67 <b>BLM</b> pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 <b>Cards</b> 49, 50, 51, 52, 53, 54, 63, 69, 84, 86	<b>Physical Science</b> <b>Forms of Energy</b> <b>21.</b> Use students’ own voices to demonstrate pitch (e.g., low, high). (PS-E-C1) <b>22.</b> Give examples of objects that vibrate to produce sound (e.g., drum, stringed instrument, end of a ruler, cymbal). (PS-E-C1) <b>26.</b> Identify and describe sources of energy used in school, home, and play. (PS-E-C7)



<b>Physical Science Unit 9 (continued)</b>	
<b>Program Components</b>	<b>Louisiana Grade Level Expectations for Science</b>
TIB page 67, Hands-On Science Activity <i>Heat Energy</i>	<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b> <b>1.</b> Ask questions about objects and events in the environment (e.g., plants, rocks, storms). (SI-E-A1) <b>6.</b> Use the five senses to describe observations. (SI-E-A3) <b>10.</b> Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios). (SI-E-A6) <b>11.</b> Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties). (SI-E-A7)