SRA Snapshots Simply Science™
correlation to
Maine Science and Technology 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	**Maine Science and Technology 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, 55, 56, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E1 Biodiversity** **Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.** **a.** Describe similarities and differences in the way plants and animals look and the things that they do. **E3 Cells** **Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay alive.** **a.** List living things and their parts. **c.** List the basic things that most organisms need to survive. **d.** Identify structures that help organism do things to stay alive.

Life Science Unit 1 (continued)	
Program Components	**Maine Science and Technology Standards**
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations. **C. The Scientific and technological Enterprise: Students understand the history of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.** **C1 Understandings About Science and Technology** **Students recognize that people have always engaged in science and technology and that there is a difference between the natural and designed worlds.** **b.** Distinguish between objects that occur in nature and objects that are man-made.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Maine Science and Technology 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	**E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E1 Biodiversity** **Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.** **c.** Describe how organisms change during their lifetime. **E4 Heredity and Reproduction** **Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.** **b.** Describe the life cycle of a plant or animal (including being born, growing, reproducing, and dying).
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Maine Science and Technology 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, 58, 62, 66, 75, 82	**E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E1 Biodiversity** **Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.** **b.** Describe some features of plants and animals that help them live in different environments. **E2 Ecosystems** **Students understand how plants and animals depend on each other and the environment in which they live.** **a.** Explain that animals use plants and other animals for food, shelter, and nesting. **b.** Compare different animals and plants that live in different environments of the world. **E5 Evolution** **Students describe similarities and differences between present day and past organisms that helped the organisms live in their environments.** **a.** Describe some organisms; features that allow the organisms to live in places others cannot.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D3 Energy and Matter** **Students use observable characteristics to describe objects and materials and changes to physical properties of materials.** **a**. Describe objects in terms of what they are made of and their physical properties.

Earth Science Unit 4 (continued)	
Program Components	**Maine Science and Technology Standards**
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A4 Scale** **Students observe differences in scale.** **a.** Compare significantly different sizes, weights, ages, and speeds of objects. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D2 Earth** **Students describe the Earth's weather and surface materials and the different ways they change.** **a.** Explain that the sun warms the air, water, and land. **b.** Describe the way in which weather changes over months. **c.** Describe what happens to water left in an open container as compared to water left in a closed container.
TIB page 43, Hands-On Science Activity *Seasons*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D1 Universe and Solar System** **Students describe the movement of objects across the sky, as seen from Earth.** **a.** Describe how the sun and moon seem to move across the sky. **b.** Describe the changes in the appearance of the moon from day to day.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A2 Models** **Students identify models and the objects they represent to learn about their features.** **b.** Use a model as a tool to describe the motion of objects or the features of plants and animals. **A3 Constancy and Change** **Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.** **a.** Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D3 Energy and Matter** **Students use observable characteristics to describe objects and materials and changes to physical properties of materials.** **a**. Describe objects in terms of what they are made of and their physical properties. **b. Describe changes in properties of materials when mixed, heated, frozen, or cut.**

Physical Science Unit 7 (continued)	
Program Components	**Maine Science and Technology Standards**
TIB page 55, Hands-On Science Activity *Making Mixtures*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D4 Force and Motion** **Students describe how objects move in different ways.** **a.** Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A4 Scale** **Students observe differences in scale.** **a.** Compare significantly different sizes, weights, ages, and speeds of objects. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D2 Earth** **Students describe the Earth's weather and surface materials and the different ways they change.** **a.** Explain that the sun warms the air, water, and land. **D4 Force and Motion** **Students describe how objects move in different ways.** **a.** Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects. **b.** Give examples of things that make sound by vibrating.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™
correlation to
Maine Science and Technology 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	**Maine Science and Technology 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	**E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E1 Biodiversity** **Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.** **a.** Describe similarities and differences in the way plants and animals look and the things that they do. **E3 Cells** **Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay alive.** **a.** List living things and their parts. **c.** List the basic things that most organisms need to survive. **d.** Identify structures that help organism do things to stay alive.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Maine Science and Technology 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	**E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E1 Biodiversity** **Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.** **c.** Describe how organisms change during their lifetime. **E4 Heredity and Reproduction** **Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.** **a.** Give examples of how organisms are like their parents and not like them. **b.** Describe the life cycle of a plant or animal (including being born, growing, reproducing, and dying).
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A2 Models** **Students identify models and the objects they represent to learn about their features.** **b.** Use a model as a tool to describe the motion of objects or the features of plants and animals. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Maine Science and Technology 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** 7, 8, 11, 13, 14, 15, 16, 17, 18, 55, 57, 59, 62, 64, 70, 72, 80, 83, 87, 88	**E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E1 Biodiversity** **Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.** **b.** Describe some features of plants and animal that help them live in different environments. **E2 Ecosystems** **Students understand how plants and animals depend on each other and the environment in which they live.** **a.** Explain that animals use plants and other animals for food, shelter, and nesting. **b.** Compare different animals and plants that live in different environments of the world. **E5 Evolution** **Students describe similarities and differences between present day and past organisms that helped the organisms live in their environments.** **a.** Describe some organisms; features that allow the organisms to live in places other cannot.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Maine Science and Technology 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	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A3 Constancy and Change** **Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.** **a.** Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. **D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D3 Energy and Matter** **Students use observable characteristics to describe objects and materials and changes to physical properties of materials.** **a**. Describe objects in terms of what they are made of and their physical properties. **E. The Living Environment: Students understand that cells are the basic unit of life that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organism create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.** **E5 Evolution** **Students describe similarities and differences between present day and past organisms that helped the organisms live in their environments.** **b.** Explain how some kinds of organisms that once lived on Earth have completely disappeared, although they were similar to some that are alive today.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A2 Models** **Students identify models and the objects they represent to learn about their features.** **b.** Use a model as a tool to describe the motion of objects or the features of plants and animals. **A4 Scale** **Students observe differences in scale.** **a.** Compare significantly different sizes, weights, ages, and speeds of objects. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **c.** Use simple instruments with basic units of measurement to gather data and extend the senses. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D2 Earth** **Students describe the Earth's weather and surface materials and the different ways they change.** **a.** Explain that the sun warms the air, water, and land. **b.** Describe the way in which weather changes over months. **c.** Describe what happens to water left in an open container as compared to water left in a closed container.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A3 Constancy and Change** **Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.** **a.** Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D1 Universe and Solar System** **Students describe the movement of objects across the sky, as seen from Earth.** **a.** Describe how the sun and moon seem to move across the sky. **b.** Describe the changes in the appearance of the moon from day to day.

Earth Science Unit 6 (continued)	
Program Components	**Maine Science and Technology Standards**
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A3 Constancy and Change** **Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.** **a.** Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.
SRA Snapshots Simply Science™ Grade 2 **Physical Science Unit 7: Characteristics of Matter**	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D3 Energy and Matter** **Students use observable characteristics to describe objects and materials and changes to physical properties of materials.** **a**. Describe objects in terms of what they are made of and their physical properties. **b. Describe changes in properties of materials when mixed, heated, frozen, or cut.**
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A3 Constancy and Change** **Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.** **a.** Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **c.** Use simple instruments with basic units of measurement to gather data and extend the senses. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Maine Science and Technology 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	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D4 Force and Motion** **Students describe how objects move in different ways.** **a.** Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects.
TIB page 61, Hands-On Science Activity *Magnets*	**A. Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.** **A3 Constancy and Change** **Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.** **a.** Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same. **B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Maine Science and Technology 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** 49, 50, 51, 52, 53, 54, 63, 86	**D. The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.** **D2 Earth** **Students describe the Earth's weather and surface materials and the different ways they change.** **a.** Explain that the sun warms the air, water, and land. **D4 Force and Motion** **Students describe how objects move in different ways.** **a.** Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects. **b.** Give examples of things that make sound by vibrating.
TIB page 67, Hands-On Science Activity *Heat Energy*	**B. The Skills and Traits of Scientific Inquiry and Technological Design: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use systematic processes, tools, equipment, and a variety of materials to create a technological design and produce a solution of product to meet a specified need.** **B1 Skills and Traits of Scientific Inquiry** **Students conduct and communicate results of simple investigations.** **a.** Ask questions and make observations about objects, organisms, and events in the environment. **b.** Safely conduct simple investigations to answer questions. **e.** Use writing, speaking, and drawing to communicate investigations and explanations.