SRA Snapshots Simply Science™
correlation to
Michigan Curriculum Framework Science Benchmarks
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	**Michigan Curriculum Framework Science Benchmarks**
Video Living Things and Their Needs **RAF** "A Funny Frog" **RANF** "We Are Living Things" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**Ecosystems (LEC) III.5** **All students will explain how energy is distributed to living things in an ecosystem:** **2.** Describe the basic requirements for all living things to maintain their existence.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 2: Learning About Plants**	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Organization of Living Things (LO) III.2** **All students will use classification systems to describe groups of living things:** **2.** Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics. **All students will compare and contrast differences in the life cycle of living things:** **3.** Describe life cycles of familiar organisms. **All students will analyze how parts of living things are adapted to carry out specific functions:** **5.** Explain functions of selected seed plant parts.

Life Science Unit 2 (continued)	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Organization of Living Things (LO) III.2** **All students will use classification systems to describe groups of living things:** **2.** Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics. **All students will investigate and explain how living things obtain and use energy:** **4.** Compare and contrast food, energy, and environmental needs of selected organisms. **Evolution (LE) III.4** **All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time:** **2.** Explain how physical and behavioral characteristics of animals help them to survive in their environments. **Ecosystems (LEC) III.5** **All students will explain how parts of an ecosystem are related and how they interact:** **1.** Identify familiar organisms as part of a food chain or food web and describe their feeding relationships within the web.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Geosphere (EF) V.1** **All students will describe the earth's surface.** **2.** Recognize and describe different types of earth materials. **All students will describe and explain how the earth's features change over time:** **3.** Describe natural changes in the earth's surface. **All students will analyze effects of technology on the earth's surface and resources:** **5.** Describe uses of materials taken from the earth. **6.** Demonstrate ways to conserve natural resources and reduce pollution through reduction, reuse, and recycling of manufactured materials.

Earth Science Unit 4 (continued)	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.
SRA Snapshots Simply Science™ Grade 1 **Earth Science Unit 5: Weather on Earth**	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Hydrosphere (EH) V.2** **All students will describe the characteristics of water and demonstrate where water is found on earth:** **1.** Describe how water exists on earth in three states. **Atmosphere and Weather** **All students will investigate and describe what makes up weather and how it changes from day to day, from season to season, and over long periods of time:** **1.** Describe weather conditions. **2.** Describe seasonal changes in Michigan's weather.
TIB page 43, Hands-On Science Activity *Seasons*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.
SRA Snapshots Simply Science™ Grade 1 **Earth Science Unit 6: Earth in Space**	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Solar System, Galaxy and Universe (ES) V.4** **All students will compare and contrast our planet and sun to other planets and star systems.** **1.** Compare and contrast characteristics of the sun, moon, and earth. **All students will describe and explain how objects in the solar system move:** **2.** Describe the motion of the earth around the sun and the moon around the earth.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Matter and Energy (PME) IV.1** **All students will measure and describe the things around us:** **1.** Classify common objects and substances according to observable attributes/properties. **2.** Identify properties of materials which make them useful. **Changes in Matter (PCM) IV.2** **All students will investigate, describe, and analyze ways in which matter changes:** **1.** Describe common changes in matter—size, shape; melting, freezing (K-2); dissolving, evaporating (3-5). **2.** Prepare mixtures and separate them into their component parts.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Motion of Objects (PMO) IV.3** **All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects:** **1.** Describe or compare motions of objects in terms of speed and direction. **2.** Explain how forces (pushes or pulls) are needed to speed up, slow down, stop, or change the direction of a moving object. **3.** Describe patterns of interaction of magnetic materials with other magnetic and non-magnetic materials.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will design and conduct investigations using appropriate methodology and technology:** **3.** Manipulate simple devices that aid observation and data collection. **4.** Use simple measurement devices to make measurements to scientific investigations. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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, 65, 70, 79	**Matter and Energy (PME) IV.1** **All students will identify and describe forms of energy:** **1.** Identify forms of energy associated with common phenomena. **Waves and Vibrations (PWV) IV.4** **All students will describe sounds and sound waves:** **1.** Describe sounds in terms of their properties. **2.** Explain how sounds are made. **All students will explain shadows, color, and other light phenomena.** **4.** Explain how shadows are made.

Physical Science Unit 9 (continued)	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™
correlation to
Michigan Curriculum Framework Science Benchmarks
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	**Michigan Curriculum Framework Science Benchmarks**
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	**Organization of Living Things (LO) III.2** **All students will use classification systems to describe groups of living things:** **1.** Explain characteristics and functions of observable body parts in a variety of animals. **2.** Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 2: Learning About Animals**	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Organization of Living Things (LO) III.2** **All students will use classification systems to describe groups of living things:** **2.** Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics. **All students will compare and contrast differences in the life cycles of living things:** **3.** Describe life cycles of familiar organisms.

Life Science Unit 2 (continued)	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Evolution (LE) III.4** **All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time:** **2.** Explain how physical and behavioral characteristics of animals help them to survive in their environments. **Ecosystems (LEC) III.5** **All students will explain how parts of an ecosystem are related and how they interact:** **1.** Identify familiar organisms as part of a food chain or food web and describe their feeding relationships within the web.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Geosphere (EF) V.1** **All students will describe the earth's surface.** **2.** Recognize and describe different types of earth materials. **All students will describe and explain how the earth's features change over time:** **3.** Describe natural changes in the earth's surface. **4.** Explain how rocks and fossils are used to understand the history of the earth. **All students will analyze effects of technology on the earth's surface and resources:** **5.** Describe uses of materials taken from the earth. **6.** Demonstrate ways to conserve natural resources and reduce pollution through reduction, reuse, and recycling of manufactured materials.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Hydrosphere (EH) V.2** **All students will describe the characteristics of water and demonstrate where water is found on earth:** **1.** Describe how water exists on earth in three states. **Atmosphere and Weather** **All students will investigate and describe what makes up weather and how it changes from day to day, from season to season, and over long periods of time:** **1.** Describe weather conditions. **2.** Describe seasonal changes in Michigan's weather.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Solar System, Galaxy and Universe (ES) V.4** **All students will compare and contrast our planet and sun to other planets and star systems.** **1.** Compare and contrast characteristics of the sun, moon, and earth. **All students will describe and explain how objects in the solar system move:** **2.** Describe the motion of the earth around the sun and the moon around the earth.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Matter and Energy (PME) IV.1** **All students will measure and describe the things around us:** **1.** Classify common objects and substances according to observable attributes/properties. **2.** Identify properties of materials which make them useful. **Changes in Matter (PCM) IV.2** **All students will investigate, describe, and analyze ways in which matter changes:** **1.** Describe common changes in matter—size, shape; melting, freezing (K-2); dissolving, evaporating (3-5). **2.** Prepare mixtures and separate them into their component parts.

Physical Science Unit 7 (continued)	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will design and conduct investigations using appropriate methodology and technology:** **3.** Manipulate simple devices that aid observation and data collection. **4.** Use simple measurement devices to make measurements to scientific investigations. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
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	**Motion of Objects (PMO) IV.3** **All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects:** **1.** Describe or compare motions of objects in terms of speed and direction. **2.** Explain how forces (pushes or pulls) are needed to speed up, slow down, stop, or change the direction of a moving object. **3.** Describe patterns of interaction of magnetic materials with other magnetic and non-magnetic materials.
TIB page 61, Hands-On Science Activity *Magnets*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Michigan Curriculum Framework Science Benchmarks**
Video Energy Is Everywhere **RAF** "The Low-Energy Band" **RANF** "All About Energy" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 41, 49, 50, 51, 52, 53, 54, 63, 69, 84, 86	**Matter and Energy (PME) IV.1** **All students will identify and describe forms of energy:** **1.** Identify forms of energy associated with common phenomena. **Waves and Vibrations (PWV) IV.4** **All students will describe sounds and sound waves:** **1.** Describe sounds in terms of their properties. **2.** Explain how sounds are made. **All students will explain shadows, color, and other light phenomena.** **4.** Explain how shadows are made.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Constructing New Scientific Knowledge (C) I.1** **All students will ask questions that help them learn about the world:** **1.** Generate questions about the world based on observation. **All students will communicate findings of investigations, using appropriate technology:** **6.** Construct charts and graphs and prepare summaries of observations.