

SRA Snapshots Simply Science™
correlation to
North Carolina Standard Course of Study: Science
Grade 1

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

KEY:

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

SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 1: Living Things and Their Needs	
Program Components	North Carolina Standard Course of Study: Science
Video Living Things and Their Needs RAF “A Funny Frog” RANF “We Are Living Things” TIB pages 14, 15, 16, 17, 18, 19 BLM pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 Cards 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	Competency Goal 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms. 1.01 Investigate the needs of a variety of different plants: <ul style="list-style-type: none"> • Air. • Water. • Light. • Space. 1.02 Investigate the needs of a variety of different animals: <ul style="list-style-type: none"> • Air. • Water. • Food. • Shelter. • Space. 1.05 Discuss the wide variety of living things on Earth.
SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 2: Learning About Plants	
Program Components	North Carolina Standard Course of Study: Science
Video Learning About Plants RAF “Which Way to Sprout?” RANF “Plants Are Living Things” TIB pages 20, 21, 22, 23, 24, 25 BLM pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 Cards 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	Competency Goal 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms. 1.01 Investigate the needs of a variety of different plants: <ul style="list-style-type: none"> • Air. • Water. • Light. • Space. 1.05 Discuss the wide variety of living things on Earth.

SRA Snapshots Simply Science™ Grade 1
Life Science Unit 3: Habitats Are Everywhere

Program Components

North Carolina Standard Course of Study: Science

Video Habitats Are Everywhere
RAF “A Home for Maggie”
RANF “A Habitat Is a Home”
TIB pages 26, 27, 28, 29, 30, 31
BLM pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99
Cards 13, 14, 15, 16, 17, 18, 19, 66, 75, 82

Competency Goal 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms.
1.01 Investigate the needs of a variety of different plants:

- Air.
- Water.
- Light.
- Space.

1.02 Investigate the needs of a variety of different animals:

- Air.
- Water.
- Food.
- Shelter.
- Space.

1.04 Identify local environments that support the needs of common North Carolina plants and animals.
1.05 Discuss the wide variety of living things on Earth.

SRA Snapshots Simply Science™ Grade 1
Earth Science Unit 4: Learning About Earth’s Surface

Program Components

North Carolina Standard Course of Study: Science

Video Learning About Earth’s Surface
RAF “A Big Difference”
RANF “Earth’s Many Resources”
TIB pages 32, 33, 34, 35, 36, 37
BLM pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109
Cards 19, 20, 21, 22, 23, 24, 85, 90

Competency Goal 2: The learner will make observations and use student-made rules to build an understanding of solid earth materials.
2.01 Describe and sort a variety of earth materials based on their properties:

- Color.
- Hardness.
- Shape.
- Size.

2.02 Describe rocks and other earth materials in more than one way, using student-made rules.
2.03 Observe the various components that combine to make soil.
2.05 Explore where useful earth materials are found and how they are used.

SRA Snapshots Simply Science™ Grade 1**Earth Science Unit 5: Weather on Earth****Program Components****North Carolina Standard Course of Study: Science**

Video Weather on Earth
RAF “A Leaf’s Story”
RANF “All About Weather!”
TIB pages 38, 39, 40, 41, 42, 43
BLM pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119
Cards 25, 26, 27, 28, 29, 30, 53, 63, 73, 86, 90

This topic is not covered in the **Grade 1 North Carolina Standard Course of Study: Science** however it aligns with **National Science Education Content Standard D:**

Earth and Space Science—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.

See also Grade 2.

Competency Goal 2: The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.

2.01 Investigate and describe how moving air interacts with objects.

2.03 Describe weather using quantitative measures of:

- Temperature.
- Wind direction.
- Wind speed.
- Precipitation.

2.04 Identify and use common tools to measure weather:

- Wind vane and anemometer.
- Thermometer.
- Rain gauge.

2.05 Discuss and determine how energy from the sun warms the land, air, and water.

2.06 Observe and record weather changes over time and relate to time of day and time of year.

SRA Snapshots Simply Science™ Grade 1**Earth Science Unit 6: Earth in Space****Program Components****North Carolina Standard Course of Study: Science**

Video Earth in Space
RAF “The Mysterious Moon”
RANF “Look Up!”
TIB pages 44, 45, 46, 47, 48, 49
BLM pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129
Cards 31, 32, 33, 34, 35, 36, 86, 89

This topic is not covered in the **Grade 1 North Carolina Standard Course of Study: Science** however it aligns with **National Science Education Content Standard D:**

Earth and Space Science—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.

SRA Snapshots Simply Science™ Grade 1
Physical Science Unit 7: Properties of Matter

Program Components	North Carolina Standard Course of Study: Science
Video Properties of Matter RAF “What’s the Matter?” RANF “Matter All Around” TIB pages 50, 51, 52, 53, 54, 55 BLM pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 Cards 37, 38, 39, 40, 41, 42, 63, 73, 90	Competency Goal 3: The learner will make observations and conduct investigations to build an understanding of the properties and relationship of objects. 3.01 Describe the differences in the properties of solids and liquids. 3.02 Investigate several ways in which objects can be described, sorted, or classified. 3.03 Classify solids according to their properties: <ul style="list-style-type: none"> • Color. • Texture. • Shape (ability to roll or stack). • Ability to float or sink in water. 3.04 Determine the properties of liquids: <ul style="list-style-type: none"> • Color. • Ability to float or sink in water. • Tendency to flow. 3.05 Observe mixtures including: <ul style="list-style-type: none"> • Solids with solids. • Liquids with liquids. • Solids with liquids.

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

Program Components	North Carolina Standard Course of Study: Science
Video Learning About Forces RAF “Queen of the Hill” RANF “Pushes and Pulls” TIB pages 56, 57, 58, 59, 60, 61 BLM pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 Cards 43, 44, 45, 46, 47, 48	Competency Goal 4: The learner will make observations and conduct investigations to build an understanding of balance, motion, and weighing of objects. 4.01 Describe different ways in which objects can be moved. 4.02 Observe that movement of an object can be affected by pushing or pulling. 4.03 Investigate and observe that objects can move steadily or change direction. 4.04 Observe and describe balance as a function of position and weight.

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

Program Components	North Carolina Standard Course of Study: Science
Video Heat, Light, and Sound RAF “The Energy Challenge” RANF “Energy All Around” TIB pages 62, 63, 64, 65, 66, 67 BLM pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 Cards 49, 50, 51, 52, 53, 54, 70, 79	<p>This topic is not covered in the Grade 1 North Carolina Standard Course of Study: Science however it aligns with National Science Education Content Standard B: Physical Science—Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.</p> <p><i>See also Grade 2.</i></p> <p>Competency Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.</p> <p>4.01 Demonstrate how sound is produced by vibrating objects and vibrating columns of air.</p> <p>4.02 Show how the frequency can be changed by altering the rate of the vibration.</p> <p>4.03 Show how the frequency can be changed by altering the size and shape of a variety of instruments.</p> <p>4.05 Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords.</p>

SRA Snapshots Simply Science™
correlation to
North Carolina Standard Course of Study: Science
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	North Carolina Standard Course of Study: Science
Video Organisms Are Living Things RAF “The Brave Beaver” RANF “Organisms Are Alive” TIB pages 14, 15, 16, 17, 18, 19 BLM pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 Cards 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	Competency Goal 1: The learner will conduct investigations and build an understanding of animal life cycles. 1.02 Observe that insects need food, air, and space to grow. <i>See also Grade 1.</i> Competency Goal 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms. 1.01 Investigate the needs of a variety of different plants: <ul style="list-style-type: none"> • Air. • Water. • Light. • Space. 1.02 Investigate the needs of a variety of different animals. <ul style="list-style-type: none"> • Air. • Water. • Food. • Shelter. • Space. 1.05 Discuss the wide variety of living things on Earth.

SRA Snapshots Simply Science™ Grade 2
Life Science Unit 2: Learning About Animals

Program Components	North Carolina Standard Course of Study: Science
Video Learning About Animals RAF “Fun in the Rain Forest” RANF “Animals Are Living Things” TIB pages 20, 21, 22, 23, 24, 25 BLM pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 Cards 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	Competency Goal 1: The learner will conduct investigations and build an understanding of animal life cycles. 1.01 Describe the life cycle of animals including: <ul style="list-style-type: none"> • Birth. • Developing into an adult. • Reproducing. • Aging and death. 1.03 Observe the different stages of an insect life cycle. 1.04 Compare and contrast life cycles of other animals, such as mealworms, ladybugs, crickets, guppies, or frogs.

SRA Snapshots Simply Science™ Grade 2
Life Science Unit 3: Ecosystems All Around

Program Components	North Carolina Standard Course of Study: Science
Video Ecosystems All Around RAF “A Remarkable River” RANF “Ecosystems in Action” TIB pages 26, 27, 28, 29, 30, 31 BLM pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 Cards 13, 14, 15, 16, 17, 18, 67, 76, 77	This topic is not covered in the Grade 2 North Carolina Standard Course of Study: Science however it aligns with National Science Education Content Standard C: Life Science —Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments. See also Grade 1. Competency Goal 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms. 1.04 Identify local environments that support the needs of common North Carolina plants and animals. 1.05 Discuss the wide variety of living things on Earth.

SRA Snapshots Simply Science™ Grade 2
Earth Science Unit 4: Earth’s Natural Resources

Program Components	North Carolina Standard Course of Study: Science
Video Earth’s Natural Resources RAF “The Missing Rock” RANF “Digging in the Dirt” TIB pages 32, 33, 34, 35, 36, 37 BLM pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Cards 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	This topic is not covered in the Grade 2 North Carolina Standard Course of Study: Science however it aligns with National Science Education Content Standard D: Earth and Space Science —Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky. See also Grade 1. Competency Goal 2: The learner will make observations and use student-made rules to build an understanding of solid earth materials. 2.01 Describe and sort a variety of earth materials based on their properties: <ul style="list-style-type: none"> • Color. • Hardness. • Shape. • Size. 2.02 Describe rocks and other earth materials in more than one way, using student-made rules. 2.03 Observe the various components that combine to make soil. 2.04 Compare the components that combine to make soil. 2.05 Explore where useful earth materials are found and how they are used.

SRA Snapshots Simply Science™ Grade 2**Earth Science Unit 5: Weather and Water****Program Components****North Carolina Standard Course of Study: Science**

Video Weather and Water
RAF “Felicia and the Four Seasons”
RANF “All About Weather!”
TIB pages 38, 39, 40, 41, 42, 43
BLM pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119
Cards 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90

Competency Goal 2: The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.

2.01 Investigate and describe how moving air interacts with objects.

2.02 Observe the force of air pressure pushing on objects.

2.03 Describe weather using quantitative measures of:

- Temperature.
- Wind direction.
- Wind speed.
- Precipitation.

2.04 Identify and use common tools to measure weather:

- Wind vane and anemometer.
- Thermometer.
- Rain gauge.

2.05 Discuss and determine how energy from the sun warms the land, air, and water.

2.06 Observe and record weather changes over time and relate to time of day and time of year.

SRA Snapshots Simply Science™ Grade 2**Earth Science Unit 6: Learning About Space****Program Components****North Carolina Standard Course of Study: Science**

Video Learning About Space
RAF “Janie’s Space Journey”
RANF “Earth in Space”
TIB pages 44, 45, 46, 47, 48, 49
BLM pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129
Cards 31, 32, 33, 34, 35, 36, 86

This topic is not covered in the **Grade 2 North Carolina Standard Course of Study: Science** however it aligns with **National Science Education Content Standard D:**

Earth and Space Science—Students should develop an understanding of properties of earth materials, objects in the sky, and changes in earth and sky.

SRA Snapshots Simply Science™ Grade 2**Physical Science Unit 7: Characteristics of Matter****Program Components****North Carolina Standard Course of Study: Science**

Video Characteristics of Matter
RAF “Irene’s Exploration”
RANF “All About Matter”
TIB pages 50, 51, 52, 53, 54, 55
BLM pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139
Cards 37, 38, 39, 40, 41, 42, 56, 66, 89

Competency Goal 3: The learner will observe and conduct investigations to build an understanding of changes in properties.

3.01 Identify three states of matter:

- Solid.
- Liquid.
- Gas.

3.02 Observe changes in state due to heating and cooling of common materials.

3.03 Explain how heat is produced and can move from one material or object to another.

3.04 Show that solids, liquids, and gases can be characterized by their properties.

3.05 Investigate and observe how mixtures can be made by combining solids, liquids or gases and how they can be separated again.

SRA Snapshots Simply Science™ Grade 2

Physical Science Unit 8: Forces and Motion

Program Components

North Carolina Standard Course of Study: Science

Video Forces and Motion
RAF “Carlos’s Skateboard”
RANF “Motion, Magnets, and More!”
TIB pages 56, 57, 58, 59, 60, 61
BLM pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149
Cards 43, 44, 45, 46, 47, 48, 71

This topic is not covered in the **Grade 2 North Carolina Standard Course of Study: Science** however it aligns with **National Science Education Content Standard B:**

Physical Science—Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.

See also Grade 1.

Competency Goal 4: The learner will make observations and conduct investigations to build an understanding of balance, motion, and weighing of objects.

4.01 Describe different ways in which objects can be moved.

4.02 Observe that movement of an object can be affected by pushing or pulling.

4.03 Investigate and observe that objects can move steadily or change direction.

4.04 Observe and describe balance as a function of position and weight.

4.05 Describe and observe systems that are unstable and modify them to reach equilibrium.

SRA Snapshots Simply Science™ Grade 2

Physical Science Unit 9: Energy Is Everywhere

Program Components

North Carolina Standard Course of Study: Science

Video Energy Is Everywhere
RAF “The Low-Energy Band”
RANF “All About Energy”
TIB pages 62, 63, 64, 65, 66, 67
BLM pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159
Cards 49, 50, 51, 52, 53, 54, 63

Competency Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.

4.01 Demonstrate how sound is produced by vibrating objects and vibrating columns of air.

4.02 Show how the frequency can be changed by altering the rate of the vibration.

4.03 Show how the frequency can be changed by altering the size and shape of a variety of instruments.

4.05 Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords.