SRA Snapshots Simply Science™
correlation to
Nebraska Science 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	**Nebraska Science 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, 57, 60, 61, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 87, 88, 89, 90	**1.4 Life Science** **Life Science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.4.1 By the end of first grade, students will develop an understanding of the characteristics of living things.** • Differentiate between living and nonliving things. • Investigate how living things need food, water, and air to survive. • Compare and contrast animals by specific characteristics (e.g., body coverings, diet, and locomotion).
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Nebraska Science 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, 55, 56, 69, 81, 84, 87, 88	**1.4 Life Science** **Life Science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.4.1 By the end of first grade, students will develop an understanding of the characteristics of living things.** • Describe how roots, stems, and leaves serve different functions for plants. **1.4.2 By the end of first grade, students will develop an understanding of the life cycles of organisms.** • Describe how living things change as they grow. • Describe how offspring resemble their parents.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.2 By the end of first grade, students will develop an understanding of evidence, models, and explanations.** • Describe how a model (e.g., photos, maps, globes, illustrations, stuffed animals, toys, and building blocks) can represent an object, living things, or an event. **1.1.4 By the end of first grade, students will develop an understanding of form and function.** • Explain how the characteristics of living things influence how they interact with their environment (e.g., how the long neck of the giraffe and webbed feet on a duck helps them to reach their food). **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Nebraska Science 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	**1.4 Life Science** **Life Science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.4.1 By the end of first grade, students will develop an understanding of the characteristics of living things.** • Observe and match organisms to their distinct habitats. ***See also* Grade 4.** **4.4 Life Science** **Life Science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.4.3 By the end of fourth grade, students will develop an understanding of living things and environments.** • Diagram a food chain. • Explain how environmental changes affect behavior and survival of living things. • Describe how humans and other living things cause both positive and negative changes in their environment.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.4 By the end of first grade, students will develop an understanding of form and function.** • Explain how the characteristics of living things influence how they interact with their environment (e.g., how the long neck of the giraffe and webbed feet on a duck helps them to reach their food). **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**Nebraska Science 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	**1.5 Earth and Space Science** **Earth and space science focus on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.5.1 By the end of fourth grade, students will develop an understanding of the characteristics of earth materials.** • Observe and identify a variety of materials (e.g., rocks, soils, and water) that make up the earth's surface. • Identify materials of earth (e.g., water) support life. **1.7 Science in Personal and Social Perspectives** **A personal and social perspective of science helps a student to understand and act on personal and social issues. This perspective builds a foundation for future decision making.** **1.7.2 By the end of first grade, students will develop an understanding of resources.** • Observe and describe how reducing, reusing, and recycling help our environment.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Nebraska Science 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	**1.5 Earth and Space Science** **Earth and space science focus on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.5.3 By the end of first grade, students will develop an understanding of the changes in the earth and sky.** • Describe and record daily weather changes. • Describe and record seasonal weather changes.

Earth Science Unit 5 (continued)	
Program Components	**Nebraska Science Standards**
TIB page 43, Hands-On Science Activity *Seasons*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.
SRA Snapshots Simply Science™ Grade 1 **Earth Science Unit 6: Earth in Space**	
Program Components	**Nebraska Science 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	**1.5 Earth and Space Science** **Earth and space science focus on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.5.2 By the end of first grade, students will develop an understanding of the objects in the sky.** • Recognize objects in the sky (e.g., the sun, moon, and stars). • Investigate that the sun provides heat and light.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.1.2 By the end of first grade, students will develop an understanding of evidence, models, and explanations.** • Describe how a model (e.g., photos, maps, globes, illustrations, stuffed animals, toys, and building blocks) can represent an object, living things, or an event. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Nebraska Science 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	**1.3 Physical Science** **Physical science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **1.3.1 By the end of first grade, students will develop an understanding of the characteristics of materials.** • Observe and describe characteristics of common materials (e.g., paper, wood, metal, and wool). • Observe and describe properties of common materials (e.g., how they will float, sink, mix, dissolve, or not dissolve in various liquids). • Observe and classify materials as a solid, liquid, or gas.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Nebraska Science 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	This topic is not covered in the **Grade 1 Nebraska Science Standards,** 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* Grade 4.** **1.3 Physical Science** **Physical science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.3.2 By the end of fourth grade, students will develop an understanding of the position and motion of objects.** • Use reference points to describe the position of an object. • Describe an object's motion by tracing its position over time. • Demonstrate that the position and motion of objects can be changed by pushing or pulling. **4.3.3 By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.** • Describe the physical properties of magnets.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.1.3 By the end of first grade, students will develop an understanding of change, constancy, and measurement.** • Observe and measure change. • Use both standard units of measurement (e.g., inches, and centimeters) and nonstandard units of measurement (e.g., string and paper clips). • Use appropriate measurement systems for different purposes. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Nebraska Science 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, 59, 65, 73, 90	This topic is not covered in the **Grade 1 Nebraska Science Standards,** 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* Grade 4.** **4.3 Physical Science** **Physical science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.3.3 By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.** • Identify ways in which heat can be produced (e.g., burning, rubbing, or mixing one substance with another). • Demonstrate heat can flow from one object to another by conduction.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**1.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **1.1.1** By the end of first grade, students will develop an understanding of systems, order, and organization. • Use one or more of the five senses to observe and describe objects. • Sort objects by their characteristics. **1.2 Science as Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **1.2.1** By the end of first grade, students will develop the abilities needed to do scientific inquiry. • Ask questions about their surroundings. • Collect scientific information from careful observation. • Use simple equipment and tools (e.g., rulers, magnifiers to extend the senses). • Share findings with classmates, families, or community members.

SRA Snapshots Simply Science™
correlation to
Nebraska Science 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	**Nebraska Science 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	**4.4 Life Science** **Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.4.1 By the end of fourth grade, students will develop an understanding of the characteristics of living things.** • Describe the differences between plants and animals. • Describe the various structures of plants and animals necessary for survival and reproduction.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Nebraska Science 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	**4.4 Life Science** **Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.4.2 By the end of fourth grade, students will develop an understanding of the life cycles of living things.** • Describe the life cycle of an organism. • Identify inherited characteristics of living things (e.g., color and number of eyes). • Identify learned characteristics of living things (e.g., language or hunting for food.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**4.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models, and explanation.** • Use evidence gathered from an investigation to develop a scientific explanation. • Create a model, graph, or illustration that represents an object, living things, or an event. • Explain and answer questions about a model and how it represents an object, living thing, or an event. **4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement.** • Describe observable changes (e.g., speed, pattern, shape, position, and size). **4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**Nebraska Science 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** 13, 14, 15, 16, 17, 18, 76, 77	**4.4 Life Science** **Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.4.3 By the end of fourth grade, students will develop an understanding of living things and environments.** • Diagram a food chain. • Explain how environmental changes affect behavior and survival of living things. • Describe how humans and other living things cause both positive and negative changes in their environment.

Life Science Unit 3 (continued)	
Program Components	**Nebraska Science Standards**
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.
SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 4: Earth's Natural Resources**	
Program Components	**Nebraska Science 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	**4.5 Earth and Space Science** **Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.5.1 By the end of fourth grade, students will develop an understanding of the characteristics of earth materials.** • Identify characteristics of soils, minerals, rocks, water, and the atmosphere. • List earth materials that are used by humans (e.g., water, fossil fuels, ores, soils). • Select the best earth material for a specific human use (e.g., marble-buildings, clay-pottery, coal-heat). • Describe an ancient environment based on fossil evidence. **4.5.3 By the end of fourth grade, students will develop an understanding of the changes in the earth and sky.** • Describe how slow processes (e.g., erosion) and rapid processes (e.g., earthquakes) change the earth's surface. **4.7 Science in Personal and Social Perspectives** **A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making.** **4.7.2 By the end of fourth grade, students will develop an understanding of the types of resources.** • List examples of resources which are basic materials (e.g., air, water, and soil). • List examples of resources produced from basic materials (e.g., food, fuel, and building materials).

Earth Science Unit 4 (continued)	
Program Components	**Nebraska Science Standards**
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**4.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models, and explanation.** • Use evidence gathered from an investigation to develop a scientific explanation. • Create a model, graph, or illustration that represents an object, living things, or an event. • Explain and answer questions about a model and how it represents an object, living thing, or an event. **4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 5: Weather and Water**	
Program Components	**Nebraska Science 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	**4.5 Earth and Space Science** **Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.5.3 By the end of fourth grade, students will develop an understanding of the changes in the earth and sky.** • Describe and measure changes in weather (e.g., temperature, precipitation, and wind direction and speed).
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**4.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement.** • Describe observable changes (e.g., speed, pattern, shape, position, and size). • Measure a change using appropriate tools and units of measurement. **4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Nebraska Science 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	**4.5 Earth and Space Science** **Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.5.2 By the end of fourth grade, students will develop an understanding of objects in the sky.** • Observe and describe how objects move in patterns (e.g., sun, moon, stars, and clouds).
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Nebraska Science 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, 56, 66, 89	**4.3 Physical Science** **Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.3.1 By the end of fourth grade, students will develop an understanding of the characteristics of objects and materials.** • Classify objects by observable characteristics (e.g., shape, size, and color). • Compare and contrast characteristics of common materials using tools (e.g., rulers, scales, thermometers, microscopes, and hand lenses). • Demonstrate that materials can change from solid to liquid to gas by heating and from gas to liquid to solid by cooling).
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Nebraska Science 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	**4.3 Physical Science** **Physical science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.3.2 By the end of fourth grade, students will develop an understanding of the position and motion of objects.** • Use reference points to describe the position of an object. • Describe an object's motion by tracing its position over time. • Demonstrate that the position and motion of objects can be changed by pushing or pulling. **4.3.3 By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.** • Describe the physical properties of magnets.
TIB page 61, Hands-On Science Activity *Magnets*	**4.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement.** • Describe observable changes (e.g., speed, pattern, shape, position, and size). • Measure a change using appropriate tools and units of measurement. **4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Nebraska Science 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** 41, 49, 50, 51, 52, 53, 54, 63, 69, 84, 86	**4.3 Physical Science** **Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.** **4.3.1 By the end of fourth grade, students will develop an understanding of the characteristics of objects and materials.** • Demonstrate that materials can change from solid to liquid to gas by heating and from gas to liquid to solid by cooling). **4.3.2 By the end of fourth grade, students will develop an understanding of the position and motion of objects.** • Demonstrate how sound is produced when objects vibrate. • Change the pitch of sound by changing the rate of vibration. **4.3.3 By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.** • Identify ways in which heat can be produced (e.g., burning, rubbing, or mixing one substance with another). • Demonstrate heat can flow from one object to another by conduction.
TIB page 67, Hands-On Science Activity *Heat Energy*	**4.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **4.1 Unifying Concepts and Processes** **Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.** **4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models, and explanation.** • Use evidence gathered from an investigation to develop a scientific explanation. • Create a model, graph, or illustration that represents an object, living things, or an event. • Explain and answer questions about a model and how it represents an object, living thing, or an event. **4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement.** • Describe observable changes (e.g., speed, pattern, shape, position, and size). • Measure a change using appropriate tools and units of measurement. **4.2 Science As Inquiry** **Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.** **4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.** • Ask a question about objects, organisms, and events in their surroundings. • Plan and conduct a simple investigation. • Use data to develop reasonable explanations. • Communicate procedures, results, and explanations of an investigation.