SRA Snapshots Simply Science™
correlation to
New Hampshire Science Framework
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	**New Hampshire Science Framework**
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, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90	**Life Science** **LS1—All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).** **1. Classification** **S:LS1:2:1.1** Differentiate between living and nonliving things; and categorize objects in each group using the significant observable characteristics they share, such as color, shape and size. **S:LS1:2:1.2** Recognize plants and animals as living things and describe how they are alike and different. **2. Living Things and Organization** **S:LS1:2:2.1** Recognize that plants and animals have features that help them survive in different environments.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**New Hampshire Science Framework**
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	**Life Science** **LS1—All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).** **3. Reproduction** **S:LS1:2:3.2** Recognize that living things have a life cycle, during which they are born, grow, and die.
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **4. Representing and Understanding Results of Investigations** **S:SPS1:2:4.2** Identify and describe patterns and relationships in observed objects and events. **SPS2—Unifying Concepts of Science** **2. Systems and Energy (SAE)** **S:SPS2:2:2.1** Show how most things are made of parts.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**New Hampshire Science Framework**
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	**LS1—All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).** **2. Living Things and Organization** **S:LS1:2:2.1** Recognize that plants and animals have features that help them survive in different environments. **LS2—Energy flows and matter recycles through an ecosystem.** **1. Environment** **S:LS2:2:1.1** Recognize that living things can be found almost anyplace in the world; and that specific types of environments are required to support the many different species of plant and animal life. **LS3—Groups of organisms show evidence of change over time (e.g., evolution, natural selection, structures, behaviors, and biochemistry).** **3. Natural Selection** **S:LS3:2:3.2** Recognize that there are different species of living things in various places around the world.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 4: Learning About Earth's Surface	
Program Components	**New Hampshire Science Framework**
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	**Earth Space Science** **ESS1—The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.** **2. Composition and Features** **S:ESS1:2:2.1** Recognize that solid rocks, soils, and water in its liquid and solid state can be found on the Earth's surface. **S:ESS1:2:2.2** Use observable properties, such as color and texture, to classify and organize rocks and minerals. **S:ESS1:2:2.3** Recognize that Earth materials have a variety of properties, including size, shape, color, and texture. **6. Rock Cycle** **S:ESS1:2:6.1** Explain that large rocks can be broken down into smaller rocks. **S:ESS1:2:6.2** Describe rocks and soils in terms of their physical properties.
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**New Hampshire Science Framework**
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	**Earth Space Science** **ESS1—The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.** **1. Atmosphere, Climate, and Weather** **S:ESS1:2:1.1 Recognize that weather conditions change frequently, and that weather patterns change over the seasons.** **S:ESS1:2:1.2** Describe and compare weather using observations and measurements of local weather conditions.
TIB page 43, Hands-On Science Activity *Seasons*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**New Hampshire Science Framework**
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	**Earth Space Science** **ESS2—The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.** **1. Earth, Sun, and Moon** **S:ESS2:2:1.1** Recognize the basic patterns of the Sun, including its appearance during the daytime, and how its position in the sky changes through the seasons. **S:ESS2:2:1.2** Recognize the basic patterns of the Moon, including its appearance sometimes at night and sometimes during the day; and how it appears to change shape through the month. **2. Energy** **S:ESS2:2:2.1** Recognize that the light and heat the Sun provides to the Earth is necessary for life. **4. View from Earth** **S:ESS2:2:4.1** Recognize that the Sun, Moon, and stars all appear to move slowly across the sky. **S:ESS2:2:4.2** Recognize that as the position of the Sun changes in relation to the Earth it creates shadows of varying length and direction. **ESS3—The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.** **2. Stars and Galaxies** **E:ESS3:2:2.1** Recognize there are too many stars to count, and that they are unequal in their brightness.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **4. Representing and Understanding Results of Investigations** **S:SPS1:2:4.2** Identify and describe patterns and relationships in observed objects and events. **SPS2—Unifying Concepts of Science** **3. Models and Scale (MAS)** **S:SPS2:2:3.1** Describe how a model of something is different from the real thing but can be learned to learn something about the real thing.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**New Hampshire Science Framework**
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	**Physical Science** **PS1—All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).** **1. Composition** **S:PS1:2:1.1** Recognize that objects can be composed of different types of materials, such as wood, metal, and paper. **S:PS1:2:1.2** Recognize that objects can be made of one or more materials. **2. Properties** **S:PS1:2:2.1** Identify the observable properties of different objects, such as color, size, shape, weight, and texture. **PS2—Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.** **1. Change** **S:PS2:2:1.1** Describe how the properties of certain materials can change when specific actions are applied to them, such as freezing, mixing, heating, cutting, dissolving, and bending. **S:PS2:2:1.2** Recognize that not all materials react the same way when an action is applied to them.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**New Hampshire Science Framework**
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	**Physical Science** **PS3—The motion of an object is affected by force.** **1. Forces** **S:PS3:2:1.1** Describe the properties of magnetism and demonstrate how magnets can be used to move some things without touching them. **S:PS3:2.1.2** Describe and demonstrate that things close to the Earth drop to the ground unless something supports them. **2. Motion** **S:PS3:2:2.1** Describe the many different ways things can move, such as in a straight line, zigzag or circulator motion, back and forth, and fast and slow. **S:PS3:2.2.2** Describe and demonstrate how the position and motion of an object can be changed by applying force, such as pushing and pulling; and explain that the greater the force, the greater the change. **S:PS3:2.2.3** Describe the position of an object by referencing its location in relation to another object or background.

Physical Science Unit 8 (continued)	
Program Components	**New Hampshire Science Framework**
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment.
SRA Snapshots Simply Science™ Grade 1 **Physical Science Unit 9: Heat, Light, and Sound**	
Program Components	**New Hampshire Science Framework**
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, 70, 79	**Physical Science** **PS2—Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.** **3. Energy** **S:PS2:2:3.1** Recognize that sound is produced by vibrating objects and that the pitch of the sound can be varied by changing the rate of vibration. **S:PS2:2:3.2** Explain that the Sun provides the Earth with heat and light. **S:PS2:2:3.3** Describe that heat can be produced in a variety of ways, such as burning, rubbing, and mixing substances together. **S:PS2:2:3.4** Recognize that energy comes from different sources, such as electricity and water, and is utilized in many common objects.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment.

SRA Snapshots Simply Science™
correlation to
New Hampshire Science Framework
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	**New Hampshire Science Framework**
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, 57, 59, 61, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	**Life Science** **LS1—All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).** **1. Classification** **S:LS1:2:1.1** Differentiate between living and nonliving things; and categorize objects in each group using the significant observable characteristics they share, such as color, shape and size. **S:LS1:2:1.2** Recognize plants and animals as living things and describe how they are alike and different. **2. Living Things and Organization** **S:LS1:2:2.1** Recognize that plants and animals have features that help them survive in different environments.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**New Hampshire Science Framework**
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	**Life Science** **LS1—All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).** **3. Reproduction** **S:LS1:2:3.2** Recognize that living things have a life cycle, during which they are born, grow, and die.
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	**New Hampshire Science Framework**
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, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	**LS1—All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).** **2. Living Things and Organization** **S:LS1:2:2.1** Recognize that plants and animals have features that help them survive in different environments. **LS2—Energy flows and matter recycles through an ecosystem.** **1. Environment** **S:LS2:2:1.1** Recognize that living things can be found almost anyplace in the world; and that specific types of environments are required to support the many different species of plant and animal life. **LS3—Groups of organisms show evidence of change over time (e.g., evolution, natural selection, structures, behaviors, and biochemistry).** **3. Natural Selection** **S:LS3:2:3.2** Recognize that there are different species of living things in various places around the world.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.4** Ask questions that lead to exploration and investigation as a result of working with materials and objects.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**New Hampshire Science Framework**
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	**Earth Space Science** **ESS1—The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.** **2. Composition and Features** **S:ESS1:2:2.1** Recognize that solid rocks, soils, and water in its liquid and solid state can be found on the Earth's surface. **S:ESS1:2:2.2** Use observable properties, such as color and texture, to classify and organize rocks and minerals. **S:ESS1:2:2.3** Recognize that Earth materials have a variety of properties, including size, shape, color, and texture. **6. Rock Cycle** **S:ESS1:2:6.1** Explain that large rocks can be broken down into smaller rocks. **S:ESS1:2:6.2** Describe rocks and soils in terms of their physical properties.
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.4** Ask questions that lead to exploration and investigation as a result of working with materials and objects. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**New Hampshire Science Framework**
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	**Earth Space Science** **ESS1—The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.** **1. Atmosphere, Climate, and Weather** **S:ESS1:2:1.1 Recognize that weather conditions change frequently, and that weather patterns change over the seasons.** **S:ESS1:2:1.2** Describe and compare weather using observations and measurements of local weather conditions.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.4** Ask questions that lead to exploration and investigation as a result of working with materials and objects.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**New Hampshire Science Framework**
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	**Earth Space Science** **ESS2—The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.** **1. Earth, Sun, and Moon** **S:ESS2:2:1.1** Recognize the basic patterns of the Sun, including its appearance during the daytime, and how its position in the sky changes through the seasons. **S:ESS2:2:1.2** Recognize the basic patterns of the Moon, including its appearance sometimes at night and sometimes during the day; and how it appears to change shape through the month. **2. Energy** **S:ESS2:2:2.1** Recognize that the light and heat the Sun provides to the Earth is necessary for life. **4. View from Earth** **S:ESS2:2:4.1** Recognize that the Sun, Moon, and stars all appear to move slowly across the sky. **S:ESS2:2:4.2** Recognize that as the position of the Sun changes in relation to the Earth it creates shadows of varying length and direction. **ESS3—The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.** **2. Stars and Galaxies** **E:ESS3:2:2.1** Recognize there are too many stars to count, and that they are unequal in their brightness.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.4** Ask questions that lead to exploration and investigation as a result of working with materials and objects.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**New Hampshire Science Framework**
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	**Physical Science** **PS1—All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).** **1. Composition** **S:PS1:2:1.1** Recognize that objects can be composed of different types of materials, such as wood, metal, and paper. **S:PS1:2:1.2** Recognize that objects can be made of one or more materials. **2. Properties** **S:PS1:2:2.1** Identify the observable properties of different objects, such as color, size, shape, weight, and texture. **PS2—Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.** **1. Change** **S:PS2:2:1.1** Describe how the properties of certain materials can change when specific actions are applied to them, such as freezing, mixing, heating, cutting, dissolving, and bending. **S:PS2:2:1.2** Recognize that not all materials react the same way when an action is applied to them.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**New Hampshire Science Framework**
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	**Physical Science** **PS3—The motion of an object is affected by force.** **1. Forces** **S:PS3:2:1.1** Describe the properties of magnetism and demonstrate how magnets can be used to move some things without touching them. **S:PS3:2.1.2** Describe and demonstrate that things close to the Earth drop to the ground unless something supports them. **2. Motion** **S:PS3:2:2.1** Describe the many different ways things can move, such as in a straight line, zigzag or circulator motion, back and forth, and fast and slow. **S:PS3:2.2.2** Describe and demonstrate how the position and motion of an object can be changed by applying force, such as pushing and pulling; and explain that the greater the force, the greater the change. **S:PS3:2.2.3** Describe the position of an object by referencing its location in relation to another object or background.

Physical Science Unit 8 (continued)	
Program Components	**New Hampshire Science Framework**
TIB page 61, Hands-On Science Activity *Magnets*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.4** Ask questions that lead to exploration and investigation as a result of working with materials and objects. **S:SPS1:2.1.5** Sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.
SRA Snapshots Simply Science™ Grade 2 **Physical Science Unit 9: Energy Is Everywhere**	
Program Components	**New Hampshire Science Framework**
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	**Physical Science** **PS2—Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.** **3. Energy** **S:PS2:2:3.1** Recognize that sound is produced by vibrating objects and that the pitch of the sound can be varied by changing the rate of vibration. **S:PS2:2:3.2** Explain that the Sun provides the Earth with heat and light. **S:PS2:2:3.3** Describe that heat can be produced in a variety of ways, such as burning, rubbing, and mixing substances together. **S:PS2:2:3.4** Recognize that energy comes from different sources, such as electricity and water, and is utilized in many common objects.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Science Process Skills** **SPS1—Scientific Inquiry and Critical Thinking Skills (INQ)** **1. Making Observations and Asking Questions** **S:SPS1:2:1.1** Make observations and explore materials using all their senses (one sense at a time). **S:SPS1:2:1.2** Record observations using language, concrete objects, and symbolic representations. **S:SPS1:2:1.3** Ask questions about objects, organisms and events in their immediate environment. **S:SPS1:2.1.4** Ask questions that lead to exploration and investigation as a result of working with materials and objects.