

SRA Snapshots Simply Science™
correlation to
Ohio Academic Standards: 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	Ohio Academic Standards: 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	Life Sciences Characteristics and Structure of Life 1. Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.
TIB page 19, Hands-On Science Activity <i>Group Living/Nonliving Things</i>	Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.
SRA Snapshots Simply Science™ Grade 1	
Life Science Unit 2: Learning About Plants	
Program Components	Ohio Academic Standards: 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	Life Sciences Characteristics and Structure of Life 1. Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.
TIB page 25, Hands-On Science Activity <i>Looking at Plant Parts</i>	Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete and investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.

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

Program Components	Ohio Academic Standards: 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	Life Sciences Characteristics and Structure of Life 1. Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter. Diversity and Interdependence of Life 4. Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.
TIB page 31, Hands-On Science Activity <i>Habitat Mobiles</i>	Scientific Inquiry Doing Scientific Inquiry 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.

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

Program Components	Ohio Academic Standards: 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	Earth and Space Sciences Earth Systems 1. Identify that resources are things that we get from the living (e.g., forests) and nonliving (e.g., minerals, water) environment and that resources are necessary to meet the needs and wants of a population. 2. Explain that the supply of many resources is limited but the supply can be extended through careful use, decreased use, reusing and/or recycling. Science and Technology Understanding Technology 3. Identify some materials that can be saved for community recycling projects (e.g., newspapers, glass and aluminum).
TIB page 37 Hands-On Science Activity <i>What Comes from Earth’s Surface?</i>	Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.

SRA Snapshots Simply Science™ Grade 1
Earth Science Unit 5: Weather on Earth

Program Components	Ohio Academic Standards: 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	This topic is not covered in the Grade 1 Ohio Academic Standards: 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 Grade 2. Earth and Space Sciences Earth Systems 4. Observe and describe that some weather changes occur throughout the day and some changes occur in a repeating seasonal pattern. 5. Describe weather by measurable quantities such as temperature and precipitation.

Earth Science Unit 5 (continued)

Program Components	Ohio Academic Standards: Science
<p>TIB page 43, Hands-On Science Activity <i>Seasons</i></p>	<p>Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.</p>

**SRA Snapshots Simply Science™ Grade 1
 Earth Science Unit 6: Earth in Space**

Program Components	Ohio Academic Standards: Science
<p>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</p>	<p>This topic is not covered in the Grade 1 Ohio Academic Standards: Science, however it aligns with National Science Education Content Standard C:</p> <p>Life Science—Students should develop an understanding of the characteristics of organisms, life cycles of organisms, and organisms and environments.</p> <p>See Grade 2. Earth and Space Sciences The Universe 1. Recognize that there are more stars in the sky than anyone can easily count. 2. Observe and describe how the sun, moon and stars all appear to move slowly across the sky. 3. Observe and describe how the moon appears a little different every day but looks nearly the same again about every four weeks.</p>
<p>TIB page 49, Hands-On Science Activity <i>Modeling Moon Phases</i></p>	<p>Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.</p>

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

Program Components	Ohio Academic Standards: Science
<p>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</p>	<p>Physical Sciences Nature of Matter 1. Classify objects according to the materials they are made of and their physical properties. 2. Investigate how water can change from liquid to solid or solid to liquid. 3. Explore and observe that things can be done to materials to change their properties (e.g., heating, freezing, mixing, cutting, wetting, dissolving, bending and exposing to light). 4. Explore changes that greatly change the properties of an object (e.g., burning paper) and changes that leave the properties largely unchanged (e.g., tearing paper).</p>
<p>TIB page 55, Hands-On Science Activity <i>Making Mixtures</i></p>	<p>Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.</p>

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

Program Components	Ohio Academic Standards: 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	Physical Sciences Forces and Motion 5. Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets). 6. Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop.
TIB page 61, Hands-On Science Activity <i>Big and Small Pushes</i>	Scientific Inquiry Doing Scientific Inquiry 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.

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

Program Components	Ohio Academic Standards: 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 36, 49, 50, 51, 52, 53, 54, 59, 65	Physical Sciences Nature of Energy 7. Explore how energy makes things work (e.g., batteries in a toy and electricity turning fan blades). 8. Recognize that the sun is an energy source that warms the land, air and water. 9. Describe that energy can be obtained from many sources in many ways (e.g., food, gasoline, electricity or batteries).
TIB page 67, Hands-On Science Activity <i>Investigating Sound</i>	Scientific Inquiry Doing Scientific Inquiry 3. Use appropriate safety procedures when completing scientific investigations. 4. Work in a small group to complete an investigation and then share findings with others. 8. Use oral, written and pictorial representation to communicate work.

SRA Snapshots Simply Science™
correlation to
Ohio Academic Standards: 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	Ohio Academic Standards: 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, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	Life Sciences Characteristics and Structure of Life 1. Explain that animals, including people, need air, water, food, living space and shelter; plants need air, water, nutrients (e.g., minerals), living space and light to survive. Diversity and Interdependence of Life 5. Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, animals eat plants and/or other animals for food, food chain) and is important because it is a source of energy (e.g., energy used to play, ride bicycles, read, etc.).
	Scientific Inquiry Doing Scientific Inquiry 4. Use appropriate safety procedures when completing scientific investigations. 5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?) 6. Recognize that explanations are generated in response to observations, events and phenomena. 10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.
SRA Snapshots Simply Science™ Grade 2	
Life Science Unit 2: Learning About Animals	
Program Components	Ohio Academic Standards: Science
Video Learning About Animals RAF “Fun in the Rain Forest: 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, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	Life Sciences Heredity 4. Compare similarities and differences among individuals of the same kind of plants and animals, including people.

Life Science Unit 2 (continued)	
Program Components	Ohio Academic Standards: Science
TIB page 25, Hands-On Science Activity <i>Modeling a Life Cycle</i>	Scientific Inquiry Doing Scientific Inquiry 5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?) 6. Recognize that explanations are generated in response to observations, events and phenomena. 10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.
SRA Snapshots Simply Science™ Grade 2 Life Science Unit 3: Ecosystems All Around	
Program Components	Ohio Academic Standards: 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	Life Sciences Characteristics and Structure of Life 2. Identify that there are many distinct environments that support different kinds of organisms. Diversity and Interdependence of Life 5. Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, animals eat plants and/or other animals for food, food chain) and is important because it is a source of energy (e.g., energy used to play, ride bicycles, read, etc.). 6. Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots). 7. Compare the habitats of many different kinds of Ohio plants and animals and some of the ways animals depend on plants and each other.
TIB page 31, Hands-On Science Activity <i>Caterpillar Camouflage</i>	Scientific Inquiry Doing Scientific Inquiry 5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?) 6. Recognize that explanations are generated in response to observations, events and phenomena. 10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.
SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth’s Natural Resources	
Program Components	Ohio Academic Standards: 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 Ohio Academic Standards: 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 Grade 1. Earth and Space Sciences Earth Systems 1. Identify that resources are things that we get from the living (e.g., forests) and nonliving (e.g., minerals, water) environment and that resources are necessary to meet the needs and wants of a population. 2. Explain that the supply of many resources is limited but the supply can be extended through careful use, decreased use, reusing and/or recycling.

Earth Science Unit 4 (continued)**Program Components****Ohio Academic Standards: Science**

TIB page 37, Hands-On Science Activity *Hand-Made Fossils*

Scientific Inquiry**Doing Scientific Inquiry**

4. Use appropriate safety procedures when completing scientific investigations.
5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?)
6. Recognize that explanations are generated in response to observations, events and phenomena.
10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.

SRA Snapshots Simply Science™ Grade 2**Earth Science Unit 5: Weather and Water****Program Components****Ohio Academic Standards: 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

Earth and Space Sciences**Earth Systems**

4. Observe and describe that some weather changes occur throughout the day and some changes occur in a repeating seasonal pattern.
5. Describe weather by measurable quantities such as temperature and precipitation.

TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*

Scientific Inquiry**Doing Scientific Inquiry**

4. Use appropriate safety procedures when completing scientific investigations.
5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?)
6. Recognize that explanations are generated in response to observations, events and phenomena.
7. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., rulers, balances and calculators and other appropriate tools).
10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.

SRA Snapshots Simply Science™ Grade 2**Earth Science Unit 6: Learning About Space****Program Components****Ohio Academic Standards: 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

Earth and Space Sciences**The Universe**

1. Recognize that there are more stars in the sky than anyone can easily count.
2. Observe and describe how the sun, moon and stars all appear to move slowly across the sky.
3. Observe and describe how the moon appears a little different every day but looks nearly the same again about every four weeks.

TIB page 49, Hands-On Science Activity *Stars in the Day Time*

Scientific Inquiry**Doing Scientific Inquiry**

5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?)
6. Recognize that explanations are generated in response to observations, events and phenomena.
10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.

SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 7: Characteristics of Matter

Program Components	Ohio Academic Standards: Science
<p>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</p>	<p>This topic is not covered in the Grade 2 Ohio Academic Standards: Science, however it aligns with National Science Education Content Standard B:</p> <p>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 Grade 1.</i> Physical Sciences Nature of Matter 1. Classify objects according to the materials they are made of and their physical properties. 2. Investigate how water can change from liquid to solid or solid to liquid. 3. Explore and observe that things can be done to materials to change their properties (e.g., heating, freezing, mixing, cutting, wetting, dissolving, bending and exposing to light). 4. Explore changes that greatly change the properties of an object (e.g., burning paper) and changes that leave the properties largely unchanged (e.g., tearing paper).</p>
<p>TIB page 55, Hands-On Science Activity <i>How Much Liquid?</i></p>	<p>Scientific Inquiry Doing Scientific Inquiry 4. Use appropriate safety procedures when completing scientific investigations. 5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?) 6. Recognize that explanations are generated in response to observations, events and phenomena. 7. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., rulers, balances and calculators and other appropriate tools). 8. Measure properties of objects using tools such as rulers, balances and thermometers. 10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.</p>

SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 8: Forces and Motion

Program Components	Ohio Academic Standards: Science
<p>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</p>	<p>This topic is not covered in the Grade 2 Ohio Academic Standards: Science, however it aligns with National Science Education Content Standard B:</p> <p>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 Grade 1.</i> Physical Sciences Forces and Motion 5. Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets). 6. Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop.</p>

Physical Science Unit 8 (continued)

Program Components	Ohio Academic Standards: Science
TIB page 61, Hands-On Science Activity <i>Magnets</i>	Scientific Inquiry Doing Scientific Inquiry 5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?) 6. Recognize that explanations are generated in response to observations, events and phenomena. 10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.

SRA Snapshots Simply Science™ Grade 2
Physical Science Unit 9: Energy Is Everywhere

Program Components	Ohio Academic Standards: 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, 69, 86	Physical Sciences Forces and Motion 1. Explore how things make sound (e.g., rubber bands, tuning fork and strings). 2. Explore and describe sounds (e.g., high, low, soft and loud) produced by vibrating objects. 3. Explore with flashlights and shadows that light travels in a straight line until it strikes an object.
TIB page 67, Hands-On Science Activity <i>Heat Energy</i>	Scientific Inquiry Doing Scientific Inquiry 4. Use appropriate safety procedures when completing scientific investigations. 5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?) 6. Recognize that explanations are generated in response to observations, events and phenomena. 10. Share experiences with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.