SRA Snapshots Simply Science™
correlation to
Oklahoma Priority Academic Student Skills: 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	**Oklahoma Priority Academic Student Skills: 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, 87, 88	**Life Science** **Standard 2: Characteristics and Basic Needs of Organisms—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Plants and animals need to take in air, water, and food. In addition, plants need light.

Life Science Unit 1 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 2: Learning About Plants	
Program Components	**Oklahoma Priority Academic Student Skills: 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, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 87, 88	**Life Science** **Standard 2: Characteristics and Basic Needs of Organisms—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Plants and animals need to take in air, water, and food. In addition, plants need light.

Life Science Unit 2 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 1 Life Science Unit 3: Habitats Are Everywhere	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Habitats Are Everywhere **RAF** "A Home for Maggie" **RANF** "A Habitat Is a Home" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 19, 66, 75, 82	**Life Science** **Standard 2: Characteristics and Basic Needs of Organisms—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Plants and animals need to take in air, water, and food. In addition, plants need light.

Life Science Unit 3 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Science Processes and Inquiry** **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.
SRA Snapshots Simply Science™ Grade 1 **Earth Science Unit 4: Learning About Earth's Surface**	
Program Components	**Oklahoma Priority Academic Student Skills: 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	This topic is not covered in the **Grade 1 Oklahoma Priority Academic Student Skills: 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 2.** **Earth /Space Science** **Standard 3: Properties and Changes of Earth and Sky—Earth materials consist of rocks, soils, water, and air. The sun appears to move across the sky in the same way every day. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Earth materials can be used as resources (e.g., building materials and for growing plants).

Earth Science Unit 4 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Oklahoma Priority Academic Student Skills: 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	**Earth /Space Science** **Standard 3: Changes in Earth and Sky—Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** The sun warms the land, air, and water. **2.** Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

Earth Science Unit 5 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 43, Hands-On Science Activity *Seasons*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Earth in Space **RAF** "The Mysterious Moon" **RANF** "Look Up!" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86	**Earth /Space Science** **Standard 3: Changes in Earth and Sky—Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** The sun warms the land, air, and water.

Earth Science Unit 6 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.
SRA Snapshots Simply Science™ Grade 1 **Physical Science Unit 7: Properties of Matter**	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Properties of Matter **RAF** "What's the Matter?" **RANF** "Matter All Around" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 73, 90	**Physical Science** **Standard 1: Properties of Objects and Materials—Characteristics of objects can be described using physical properties such as size, shape, color, or texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Objects have properties that can be observed, described, and measured. **2.** Using the five senses, objects can be grouped or ordered by physical properties. **3.** Water can be a liquid or a solid, and can be made to go back and forth from one form to the other.

Physical Science Unit 7 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Oklahoma Priority Academic Student Skills: 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	This topic is not covered in the **Grade 1 Oklahoma Priority Academic Student Skills: Science,** however it aligns with **National Science Education Content Standard B:** **Physical Science—**Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism. ***See* Grade 2:** **Physical Science** **Standard 1: Properties of Interactions of Objects and Materials—Characteristics of objects can be described using physical properties such as size, shape, color, texture, or magnetism. Interactions change the position and motion of objects. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **2.** Motion and interaction of objects can be observed in toys and playground activities. **3.** Magnets attract and repel each other and certain other materials. Magnetic force passes through materials such as paper, glass, and water.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **1.** Observe and measure objects, organisms, and/or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and Systems International (SI) units (i.e., meters, centimeters, and degrees Celsius). **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **3.** Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Oklahoma Priority Academic Student Skills: 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	**Earth /Space Science** **Standard 3: Changes in Earth and Sky—Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** The sun warms the land, air, and water. ***See also* Grade 2.** **Earth /Space Science** **Standard 3: Properties and Changes of Earth and Sky—Earth materials consist of rocks, soils, water, and air. The sun appears to move across the sky in the same way every day. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **2.** The size and shape of shadows change at different times of the day.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™
correlation to
Oklahoma Priority Academic Student Skills: 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	**Oklahoma Priority Academic Student Skills: Science**
Video Organisms Are Living Things **RAF** "The Brave Beaver" **RANF** "Organisms Are Alive" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	This topic is not covered in the **Grade 2 Oklahoma Priority Academic Student Skills: 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 1.** **Life Science** **Standard 2: Characteristics and Basic Needs of Organisms—All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Plants and animals need to take in air, water, and food. In addition, plants need light.

Life Science Unit 1 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 2 Life Science Unit 2: Learning About Animals	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Learning About Animals **RAF** "Fun in the Rain Forest" **RANF** "Animals Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 65, 70, 72, 80, 83, 87, 88	**Life Science** **Standard2: Life Cycles and Organisms—Life cycles represent the stages an organism passes through from its own birth to the birth of the next generation. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Plants and animals have life cycles that include developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. **2.** Generally, offspring resemble their parents.

Life Science Unit 2 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.
SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 3: Ecosystems All Around**	
Program Components	**Oklahoma Priority Academic Student Skills: 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** 7, 8, 11, 13, 14, 15, 16, 17, 18, 55, 57, 59, 62, 64, 70, 72, 80, 83, 87, 88	This topic is not covered in the **Grade 2 Oklahoma Priority Academic Student Skills: 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.

Life Science Unit 3 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas.** **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 4: Earth's Natural Resources	
Program Components	**Oklahoma Priority Academic Student Skills: 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	**Earth /Space Science** **Standard 3: Properties and Changes of Earth and Sky—Earth materials consist of rocks, soils, water, and air. The sun appears to move across the sky in the same way every day. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Earth materials can be used as resources (e.g., building materials and for growing plants).

Earth Science Unit 4 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **3.** Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 5: Weather and Water	
Program Components	**Oklahoma Priority Academic Student Skills: 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	This topic is not covered in the **Grade 2 Oklahoma Priority Academic Student Skills: 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 /Space Science** **Standard 3: Changes in Earth and Sky—Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** The sun warms the land, air, and water. **2.** Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

Earth Science Unit 5 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 2 Earth Science Unit 6: Learning About Space	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Learning About Space **RAF** "Janie's Space Journey" **RANF** "Earth in Space" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86	This topic is not covered in the **Grade 2 Oklahoma Priority Academic Student Skills: 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 /Space Science** **Standard 3: Changes in Earth and Sky—Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** The sun warms the land, air, and water.

Earth Science Unit 6 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Characteristics of Matter **RAF** "Irene's Exploration" **RANF** "All About Matter" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 66, 89	**Physical Science** **Standard 1: Properties of Interactions of Objects and Materials—Characteristics of objects can be described using physical properties such as size, shape, color, texture, or magnetism. Interactions change the position and motion of objects. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **1.** Objects can be described in terms of the materials of which they are made. Physical properties of materials can be changed by tearing, sifting, sanding, or pounding.

Physical Science Unit 7 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **1.** Observe and measure objects, organisms, and/or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and Systems International (SI) units (i.e., meters, centimeters, and degrees Celsius). **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **2.** Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest). **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **3.** Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.
SRA Snapshots Simply Science™ Grade 2 **Physical Science Unit 8: Forces and Motion**	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
Video Forces and Motion **RAF** "Carlos's Skateboard" **RANF** "Motion, Magnets, and More!" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48, 71	**Physical Science** **Standard 1: Properties of Interactions of Objects and Materials—Characteristics of objects can be described using physical properties such as size, shape, color, texture, or magnetism. Interactions change the position and motion of objects. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:** **2.** Motion and interaction of objects can be observed in toys and playground activities. **3.** Magnets attract and repel each other and certain other materials. Magnetic force passes through materials such as paper, glass, and water.

Physical Science Unit 8 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 61, Hands-On Science Activity *Magnets*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.
SRA Snapshots Simply Science™ Grade 2 **Physical Science Unit 9: Energy Is Everywhere**	
Program Components	**Oklahoma Priority Academic Student Skills: 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, 84, 86	This topic is not covered in the **Grade 2 Oklahoma Priority Academic Student Skills: Science,** however it aligns with **National Science Education Content Standard B:** **Physical Science—**Students should develop an understanding of properties of objects and materials, position and motion of objects, and light, heat, electricity, and magnetism.

Physical Science Unit 9 (continued)	
Program Components	**Oklahoma Priority Academic Student Skills: Science**
TIB page 67, Hands-On Science Activity *Heat Energy*	**Science Processes and Inquiry** **Process Standard 1: Observe and Measure—Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.** **2.** Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **Process Standard 2: Classify—Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.** **1.** Classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **Process Stand 3: Experiment and Inquiry—Experimenting is a method of discovering information. It requires observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systematic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.** **4.** Recognize potential hazards and practice safety procedures in all science activities. **Process Standard 4: Interpret and Communicate—Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.** **3.** Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.