SRA Snapshots Simply Science™
correlation to
Oregon Science Standards
Grade 1

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

KEY:

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

SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 1: Living Things and Their Needs**	
Program Components	**Oregon Science Standards**
Video Living Things and Their Needs **RAF** "A Funny Frog" **RANF** "We Are Living Things" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 57, 64, 67, 68, 69, 71, 72, 76, 80, 81, 83, 84, 87, 88	**Life Science** **CCG: Organisms** **Understand the characteristics, structure, and functions of organisms.** **SC.03.LS.01** Recognize characteristics that are similar and different between organisms. **SC.03.LS.02** Describe the basic needs of living things. **CCG: Heredity** **Understand the transmission of traits in living things.** **SC.03.LS.03** Describe how related plants and animals have similar characteristics.
TIB page 19, Hands-On Science Activity *Group Living/Nonliving Things*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 2: Learning About Plants**	
Program Components	**Oregon Science Standards**
Video Learning About Plants **RAF** "Which Way to Sprout?" **RANF** "Plants Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 56, 69, 81, 84, 87, 88	**Life Science** **CCG: Heredity** **Understand the transmission of traits in living things.** **SC.03.LS.03** Describe how related plants and animals have similar characteristics.

Life Science Unit 2 (continued)	
Program Components	**Oregon Science Standards**
TIB page 25, Hands-On Science Activity *Looking at Plant Parts*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.
SRA Snapshots Simply Science™ Grade 1 **Life Science Unit 3: Habitats Are Everywhere**	
Program Components	**Oregon Science Standards**
Video Habitats Are Everywhere **RAF** "A Home for Maggie" **RANF** "A Habitat Is a Home" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 19, 58, 62, 66, 75, 82	**Life Science** **CCG: Diversity/Interdependence:** **Understand the relationships among living things and between living things and their environments.** **SC.03.LS.04** Describe a habitat and the organisms that live there. **SC.03.LS.05** Identify how some animals gather and store food, defend themselves, and find shelter.
TIB page 31, Hands-On Science Activity *Habitat Mobiles*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.
SRA Snapshots Simply Science™ Grade 1 **Earth Science Unit 4: Learning About Earth's Surface**	
Program Components	**Oregon Science Standards**
Video Learning About Earth's Surface **RAF** "A Big Difference" **RANF** "Earth's Many Resources" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 85, 90	**Earth and Space Science** **CCG: The Dynamic Earth:** **Understand the properties and limited availability of the materials which make up the Earth.** **SC.03.ES.01** Recognize physical differences in Earth materials.

Earth Science Unit 4 (continued)	
Program Components	**Oregon Science Standards**
TIB page 37 Hands-On Science Activity *What Comes from Earth's Surface?*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 5: Weather on Earth	
Program Components	**Oregon Science Standards**
Video Weather on Earth **RAF** "A Leaf's Story" **RANF** "All About Weather!" **TIB** pages 38, 39, 40, 41, 42, 43 **BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 **Cards** 25, 26, 27, 28, 29, 30, 53, 63, 73, 86	**Earth and Space Science** **CCG: The Dynamic Earth:** **Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.** **SC.03.ES.02** Identify daily and seasonal weather changes.
TIB page 43, Hands-On Science Activity *Seasons*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 1 Earth Science Unit 6: Earth in Space	
Program Components	**Oregon Science Standards**
Video Earth in Space **RAF** "The Mysterious Moon" **RANF** "Look Up!" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36	**Earth and Space Science** **CCG: The Earth in Space:** **Understand the Earth's place in the solar system and the universe.** **SC.03.ES.03** Identify and trace the movement of objects in the sky.
TIB page 49, Hands-On Science Activity *Modeling Moon Phases*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 7: Properties of Matter	
Program Components	**Oregon Science Standards**
Video Properties of Matter **RAF** "What's the Matter?" **RANF** "Matter All Around" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 73, 90	**Physical Science** **CCG: Matter:** **Understand structure and properties of matter.** **SC.03.PS.01** Describe objects according to their physical properties. **CCG: Matter:** **Understand chemical and physical changes.** **SC.03.PS.02** Describe changes that occur in matter.
TIB page 55, Hands-On Science Activity *Making Mixtures*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 8: Learning About Forces	
Program Components	**Oregon Science Standards**
Video Learning About Forces **RAF** "Queen of the Hill" **RANF** "Pushes and Pulls" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48	**Physical Science** **CCG: Force:** **Understand fundamental forces, their forms, and their effects on motion.** **SC.03.PS.03** Describe an object's position and how to affect its movement.
TIB page 61, Hands-On Science Activity *Big and Small Pushes*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation. **CCG: Collecting and Presenting Data:** **Conduct procedures to collect, organize, and display scientific data.** **SC.03.SI.03** Collect data from an investigation.

SRA Snapshots Simply Science™ Grade 1 Physical Science Unit 9: Heat, Light, and Sound	
Program Components	**Oregon Science Standards**
Video Heat, Light, and Sound **RAF** "The Energy Challenge" **RANF** "Energy All Around" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 36, 49, 50, 51, 52, 53, 54, 59, 65	**Physical Science** **CCG: Energy:** **Understand energy, its transformations, and interactions with matter.** **SC.03.PS.04** Identify common types and uses of energy.
TIB page 67, Hands-On Science Activity *Investigating Sound*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation. **CCG: Collecting and Presenting Data:** **Conduct procedures to collect, organize, and display scientific data.** **SC.03.SI.03** Collect data from an investigation. **CCG: Analyzing Data and Interpreting Results:** **Analyze scientific information to develop and present conclusions.** **SC.03.SI.04** Use the data collected from an investigation to explain the results.

SRA Snapshots Simply Science™
correlation to
Oregon Science Standards
Grade 2

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

KEY:

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

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 1: Organisms Are Living Things**	
Program Components	**Oregon Science Standards**
Video Organisms Are Living Things **RAF** "The Brave Beaver" **RANF** "Organisms Are Alive" **TIB** pages 14, 15, 16, 17, 18, 19 **BLM** pages 70, 71, 72, 73, 74, 75, 76, 77, 78, 79 **Cards** 1, 2, 3, 4, 5, 6, 7, 8, 11, 55, 57, 59, 62, 64, 65, 70, 72, 73, 80, 83, 87, 88	**Life Science** **CCG: Organisms** **Understand the characteristics, structure, and functions of organisms.** **SC.03.LS.01** Recognize characteristics that are similar and different between organisms. **SC.03.LS.02** Describe the basic needs of living things. **CCG: Heredity** **Understand the transmission of traits in living things.** **SC.03.LS.03** Describe how related plants and animals have similar characteristics.
TIB page 19, Hands-On Science Activity *Grouping Animals*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 2: Learning About Animals**	
Program Components	**Oregon Science Standards**
Video Learning About Animals **RAF** "Fun in the Rain Forest" **RANF** "Animals Are Living Things" **TIB** pages 20, 21, 22, 23, 24, 25 **BLM** pages 80, 81, 82, 83, 84, 85, 86, 87, 88, 89 **Cards** 7, 8, 9, 10, 11, 12, 55, 57, 59, 61, 62, 64, 70, 72, 80, 83, 87, 88	**Life Science** **CCG: Organisms** **Understand the characteristics, structure, and functions of organisms.** **SC.03.LS.01** Recognize characteristics that are similar and different between organisms. **CCG: Heredity** **Understand the transmission of traits in living things.** **SC.03.LS.03** Describe how related plants and animals have similar characteristics.

Life Science Unit 2 (continued)	
Program Components	**Oregon Science Standards**
TIB page 25, Hands-On Science Activity *Modeling a Life Cycle*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.
SRA Snapshots Simply Science™ Grade 2 **Life Science Unit 3: Ecosystems All Around**	
Program Components	**Oregon Science Standards**
Video Ecosystems All Around **RAF** "A Remarkable River" **RANF** "Ecosystems in Action" **TIB** pages 26, 27, 28, 29, 30, 31 **BLM** pages 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 **Cards** 13, 14, 15, 16, 17, 18, 67, 76, 77	**Life Science** **CCG: Diversity/Interdependence:** **Understand the relationships among living things and between living things and their environments.** **SC.03.LS.04** Describe a habitat and the organisms that live there. **SC.03.LS.05** Identify how some animals gather and store food, defend themselves, and find shelter.
TIB page 31, Hands-On Science Activity *Caterpillar Camouflage*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.
SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 4: Earth's Natural Resources**	
Program Components	**Oregon Science Standards**
Video Earth's Natural Resources **RAF** "The Missing Rock" **RANF** "Digging in the Dirt" **TIB** pages 32, 33, 34, 35, 36, 37 **BLM** pages 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 **Cards** 19, 20, 21, 22, 23, 24, 78, 79, 82, 89	**Earth and Space Science** **CCG: The Dynamic Earth:** **Understand the properties and limited availability of the materials which make up the Earth.** **SC.03.ES.01** Recognize physical differences in Earth materials.

Earth Science Unit 4 (continued)	
Program Components	**Oregon Science Standards**
TIB page 37, Hands-On Science Activity *Hand-Made Fossils*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 5: Weather and Water**	
Program Components	**Oregon Science Standards**
Video Weather and Water **RAF** "Felicia and the Four Seasons" **RANF** "All About Weather!" **TIB** pages 38, 39, 40, 41, 42, 43 **BLM** pages 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 **Cards** 25, 26, 27, 28, 29, 30, 41, 60, 66, 75, 81, 85, 90	**Earth and Space Science** **CCG: The Dynamic Earth:** **Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.** **SC.03.ES.02** Identify daily and seasonal weather changes.
TIB page 43, Hands-On Science Activity *What Can the Wind Blow?*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 2 **Earth Science Unit 6: Learning About Space**	
Program Components	**Oregon Science Standards**
Video Learning About Space **RAF** "Janie's Space Journey" **RANF** "Earth in Space" **TIB** pages 44, 45, 46, 47, 48, 49 **BLM** pages 120, 121, 122, 123, 124, 125, 126, 127, 128, 129 **Cards** 31, 32, 33, 34, 35, 36, 86	**Earth and Space Science** **CCG: The Earth in Space:** **Understand the Earth's place in the solar system and the universe.** **SC.03.ES.03** Identify and trace the movement of objects in the sky.
TIB page 49, Hands-On Science Activity *Stars in the Day Time*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 7: Characteristics of Matter	
Program Components	**Oregon Science Standards**
Video Characteristics of Matter **RAF** "Irene's Exploration" **RANF** "All About Matter" **TIB** pages 50, 51, 52, 53, 54, 55 **BLM** pages 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 **Cards** 37, 38, 39, 40, 41, 42, 66, 89	**Physical Science** **CCG: Matter:** **Understand structure and properties of matter.** **SC.03.PS.01** Describe objects according to their physical properties. **CCG: Matter:** **Understand chemical and physical changes.** **SC.03.PS.02** Describe changes that occur in matter.
TIB page 55, Hands-On Science Activity *How Much Liquid?*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation. **CCG: Collecting and Presenting Data:** **Conduct procedures to collect, organize, and display scientific data.** **SC.03.SI.03** Collect data from an investigation. **CCG: Analyzing Data and Interpreting Results:** **Analyze scientific information to develop and present conclusions.** **SC.03.SI.04** Use the data collected from an investigation to explain the results.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 8: Forces and Motion	
Program Components	**Oregon Science Standards**
Video Forces and Motion **RAF** "Carlos's Skateboard" **RANF** "Motion, Magnets, and More!" **TIB** pages 56, 57, 58, 59, 60, 61 **BLM** pages 140, 141, 142, 143, 144, 145, 146, 147, 148, 149 **Cards** 43, 44, 45, 46, 47, 48, 71	**Physical Science** **CCG: Force:** **Understand fundamental forces, their forms, and their effects on motion.** **SC.03.PS.03** Describe an object's position and how to affect its movement.
TIB page 61, Hands-On Science Activity *Magnets*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.

SRA Snapshots Simply Science™ Grade 2 Physical Science Unit 9: Energy Is Everywhere	
Program Components	**Oregon Science Standards**
Video Energy Is Everywhere **RAF** "The Low-Energy Band" **RANF** "All About Energy" **TIB** pages 62, 63, 64, 65, 66, 67 **BLM** pages 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 **Cards** 41, 49, 50, 51, 52, 53, 54, 84, 86	**Physical Science** **CCG: Energy:** **Understand energy, its transformations, and interactions with matter.** **SC.03.PS.04** Identify common types and uses of energy.
TIB page 67, Hands-On Science Activity *Heat Energy*	**Scientific Inquiry** **CCG: Forming the Question/Hypothesis:** **Formulate and express scientific questions or hypotheses to be investigated.** **SC.03.SI.01** Make observations. Based on these observations, ask questions or form hypothesis which can be explored through simple investigations. **CCG: Designing the Investigation:** **Design safe and ethical scientific investigations to address questions or hypotheses.** **SC.03.SI.02** Plan a simple investigation.