

**NEBRASKA ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE**

<b>OPEN WIDE AND TREK INSIDE</b>		
<b>Nebraska Science Standards– Grades K – 1</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Example Indicator</b>
1, 2, 3, 4, 5	1.1.1.a	Use one or more of the five senses to observe and describe objects.
1, 2	1.1.1.b	Sort objects by their characteristics.
3, 5	1.1.2.a	Describe how a model (e.g., photos, maps, globes, illustrations, stuffed animals, and building blocks) can represent an object, living thing, or an event.
3, 5	1.1.3.a	Observe and measure change.
2, 3, 4, 5	1.1.3.b	Describe how things change in some ways and stay the same in others.
2	1.1.3.c	Compare two or more objects in using direct comparisons of measurement (e.g., shorter, longer, taller, heavier, and lighter).
2, 3	1.1.3.d	Use both standard units of measurement (e.g., inches and centimeters) and nonstandard units of measurement (e.g., string and paper clips).
2, 3	1.1.3.e	Use appropriate measurement systems for different purposes.
2, 4	1.1.4.b	Explain how specific characteristics of living things influence how they interact with their environment (e.g., how the long neck of the giraffe and webbed feet on a duck helps them reach their food).
2, 4, 5	1.2.1.a	Ask questions about their surroundings.
1, 2, 3, 4, 5	1.2.1.b	Collect scientific information from careful observation.
3	1.2.1.c	Use simple equipment and tools (e.g., rulers, magnifiers) to extend the senses.
1, 2, 3, 5, 6	1.2.1.d	Share findings with classmates, families, or community members.
3, 4, 5	1.4.1.a	Differentiate between living and nonliving things.
4, 5	1.4.1.b	Investigate how living things need food, water, and air to survive.
4	1.4.1.d	Observe and match organisms to their distinct habitats.
2, 4, 5	1.4.2.a	Describe how living things change as they grow.
3	1.6.2.a	Use various tools (e.g., magnifiers, thermometers, or rulers) to improve observations and measurements.
3, 4, 5, 6	1.7.1.b	Engage in personal care that will maintain and improve health.
5, 6	1.7.1.c	Describe a healthy diet.

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5	<b>1.7.1.d</b>	Explain that substances can benefit or damage the way the body functions.
1, 2, 3	<b>1.8.1.b</b>	Conduct an investigation as part of a team.
<b>Nebraska Mathematics Standards – Grades K – 1</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Description</b>
2	<b>1.1.2.a</b>	Count objects to demonstrate one-to-one correspondence.
1, 2, 5	<b>1.1.2.b</b>	Use comparison vocabulary (bigger, smaller, more, less, equal, higher, and lower).
2	<b>1.1.2.d</b>	Connect number words and numerals to the quantities they represent.
2, 5	<b>1.2.1.a</b>	Demonstrate the value of basic facts using concrete objects.
2	<b>1.1.2.c</b>	Recognize the symbol = represents equal quantities.
2	<b>1.1.2.e</b>	Demonstrate strategies for whole number computation.
2, 3, 5	<b>1.2.2.a</b>	Make estimations and comparisons to actual results.
1, 2, 3	<b>1.3.1.a</b>	Compare attributes of items (length-shorter/longer, height-taller/shorter, weight-heavier/lighter, and temperature-hotter/colder).
2, 3	<b>1.3.1.b</b>	Measure items using nonstandard units (human foot, hand span, new pencil, toothpick, block, and paper clip).
2, 3, 5	<b>1.3.5</b>	Identify past, present, and future as orientations in time.
1, 2	<b>1.4.1</b>	Compare relative position (left/right, above/below, over/under, up/down, and near/far).
2, 3, 5	<b>1.5.1</b>	Collect information about objects and events in the environment (favorite candy bar, number of siblings, and number of pets).
1, 2, 3, 5	<b>1.5.2</b>	Organize and display collected information using objects and pictures.
1, 2, 3, 5	<b>1.5.3</b>	Compare and interpret information from displayed data (more, less, and fewer).
1, 2	<b>1.6.2</b>	Sort and classify objects according to one or more attributes (size, shape, color, and thickness).
<b>Nebraska Reading / Writing Standards – Grades K – 1</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Example Indicator</b>
3, 6	<b>1.1.1.a</b>	Use phonics to read, write, and spell (70 phonograms).

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3, 6	1.1.1.b	Use vocabulary knowledge to read unfamiliar words.
3, 6	1.1.1.c	Confirm the accuracy of their reading by using phonics and context clues.
1, 4, 6	1.1.4.b	Retell stories in sequence (beginning, middle, end).
1, 4, 6	1.1.4.c	Identify important story elements (main character, setting, events).
1, 4, 6	1.1.4.d	Connect what is read to real-life experiences (developing a foundation for later literary analysis).
1, 4, 6	1.1.4.e	Distinguish between truth and make-believe in literature.
1, 4, 6	1.1.4.f	Recall details from fiction and nonfiction text.
All lessons	1.1.4.g	Read and explain their own writing and drawing.
All lessons	1.1.5.c	Draw pictures and/or write sentences in response to selections.
1, 4, 6	1.1.5.d	Identify ways in which literary selections relate to their own lives.
All lessons	1.1.6	Print neatly and correctly.
All lessons	1.1.7	Write about familiar experiences, people, objects, and events.
1, 2, 3, 4, 6	1.3.1.a	Follow one- and two-step oral directions.
All lessons	8.3.1.b	Attend to speakers, teachers, and classroom discussions.
2, 4, 5	8.3.1.c	Attend to presentations and demonstrations.
All lessons	8.3.1.e	Ask for clarification when messages don't make sense.
<b>National Health Education Standards – Grades Pre-K – 2: cited from pre-publication document of National Health Education Standards, Pre K-12, American Cancer Society, December 2005 – August 2006</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Indicator</b>
3, 4, 5, 6	1.2.1	Identify that healthy behaviors impact personal health.
3, 5, 6	1.2.5	Describe why it is important to seek health care.
3, 5	2.2.1	Identify how the family influences personal health practices and behaviors.
3, 5	3.2.1	Identify trusted adults and professionals who can help promote health.
3, 4, 5, 6	4.2.2	Demonstrate listening skills to enhance health.
3, 5	6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.

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<b>3, 4, 5</b>	<b>7.2.1</b>	Demonstrate healthy practices and behaviors to maintain or improve personal health.
<b>3, 4, 5</b>	<b>7.2.2</b>	Demonstrate behaviors to avoid or reduce health risks.
<b>3, 4, 5, 6</b>	<b>8.2.2</b>	Encourage peers to make positive health choices.
<b>3, 5, 6</b>	<b>8.8.4</b>	Identify ways that health messages and communication techniques can be altered for different audiences.