

**OPEN WIDE AND TREK INSIDE**

**Wyoming Science Content Standards: Grades K – 4**

<b>Lesson</b>	<b>Standard</b>	<b>Benchmark</b>
1, 2,4	1.1	Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.
4	1.3	Students show connections between living things, their basic needs, and the environment.
1, 2, 3	2.1	Students research answers to science questions and present findings through appropriate means.
1, 2, 3	2.2	Students use the inquiry process to conduct simple scientific investigations. A. Collect and organize data B. Use data to construct simple graphs, charts, diagrams, and/or models C. Draw conclusions and accurately communicate results, making connections to daily life D. Pose or identify questions and make predictions E. Conduct investigations to answer questions and check predictions
3	2.3	Students identify and use appropriate scientific equipment.

**Wyoming Mathematics Content Standards: Grades 1 & 2**

**Grade 1**

<b>Lesson</b>	<b>Standard</b>	<b>Benchmark</b>
2, 5	1.4	Students demonstrate computational fluency with basic facts (add up to 10).
2, 5	1.6	Students communicate their choice of appropriate grade level procedures and results when performing operations in a problem-solving situation.
2	5.1	Students collect and classify information to create graphs with pictures and report data in problem-solving situations.
2	5.2	Students communicate conclusions about a set of data using graphs with pictures.

**Grade 2**

2, 5	1.7	Students communicate their choice of appropriate grade level procedures and results when performing operations in a problem-solving situation.
1, 2	5.1	Students collect, organize, and report data using graphs and Venn diagrams.
1, 2	5.2	Students communicate conclusions about a set of data using graphs and Venn diagrams.

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<b>Wyoming Language Arts Content Standards: Grades 1 &amp; 2</b>		
<b>Grade 1</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Benchmark</b>
1, 2, 4, 6	1.I.D	Students connect prior knowledge to textual information.
4, 6	1.III.B	Students understand the main idea and relevant facts in level-appropriate informational texts.
All lessons	2.I.D	Students write simple sentences.
All lessons	2.I.E	Students capitalize the first word of a sentence, names of people, and the pronoun 'I.'
All lessons	2.I.F	Students conclude sentences with proper punctuation such as a period, exclamation point, or question mark.
All lessons	3.1	Students give and follow two-step directions.
1, 4, 6	3.3	Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
All lessons	3.4	Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
<b>Grade 2</b>		
1, 2, 4, 6	1.I.C	Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
1, 2, 4, 6	1.I.E	Students make connections with the text.
1, 2, 3, 4, 6	1.III.A	Students interpret simple written directions.
All lessons	2.I.B	Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
All lessons	2.I.D	Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
All lessons	2.II.D	Students create and share information using lists, posters, and personal experience reports.
All lessons	3.1	Students give and follow oral directions with three or four steps.
All lessons	3.5	Students contribute in small group discussions.
<b>Wyoming Health Education Content Standards: Grades K – 4</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Benchmark</b>
5, 6	1.5	Students demonstrate an understanding of developmentally appropriate relationships between nutrition and healthy

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		lifestyles, health behaviors, and health risks.
<b>1, 2, 3, 5, 6</b>	<b>1.6</b>	Students demonstrate an understanding of developmentally appropriate relationships between prevention and control of disease and healthy lifestyles, health behaviors, and health risks.
<b>1, 2, 5, 6</b>	<b>3.1</b>	Students demonstrate the ability to identify and practice developmentally appropriate health-enhancing behaviors to reduce health risks.
<b>5</b>	<b>6.1</b>	Students describe goal-setting strategies to set personal goals to enhance health.
<b>6</b>	<b>6.2</b>	Students describe decision-making strategies to make decisions to enhance health.