

# ***Taking a Healthy Break!***

***National Education Standards:  
(Includes Book, Follow Up Activity, and Lesson Plan)***

## ***English Language Arts***

<b>NL-ENG.K-12.1</b>	<b>Reading for Perspective</b>
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- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.

<b>NL-ENG.K-12.3</b>	<b>Evaluation Strategies</b>
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- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

<b>NL-ENG.K-12.4</b>	<b>Communication Skills</b>
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- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

<b>NL-ENG.K-12.12</b>	<b>Applying Language Skills</b>
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- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## ***Health***

<b>NPH-H.K-4.1</b>	<b>Health Promotion and Disease Prevention</b>
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**Students will comprehend concepts related to the health promotion and disease prevention:**

- Describe relationships between personal health behaviors and individual well-being.
- Describe the basic structure and functions of the human body systems.

<b>NPH-H.K-4.2</b>	<b>Health Information, Products and Services</b>
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**Students will identify characteristics of valid health information and health-promoting products and services:**

- Demonstrate the ability to locate the resources from home, school and community that provide valid health information.

<b>NPH-H.K-4.3</b>	<b>Reducing Health Risks</b>
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**Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks:**

- Identify responsible health behaviors.
- Identify personal health needs.
- Demonstrate strategies to improve or maintain personal health.

<b>NPH-H.K-4.7</b>	<b>Health Advocacy</b>
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**Students will demonstrate the ability to advocate for personal, family, and community health:**

- Describe a variety of methods to convey accurate health information and needs.
- Express information and opinions about health issues.
- Demonstrate the ability to influence and support others in making positive health choices.

## *Math*

<b>NM-NUM.PK-2.1</b>	<b>Number and Operations</b>
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Understand numbers, ways of representing numbers, relationships among numbers, and number systems:

- Count with understanding and recognize “how many” in sets of objects.

<b>NM-PROB.CONN.PK-12.3</b>	<b>Connections</b>
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Instructional programs from pre-kindergarten through grade 12 should enable all students to:

- Recognize and apply mathematics in contexts outside of mathematics.

## *Physical Education*

<b>NPH.K-12.2</b>	<b>Movement Concepts</b>
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A physically educated student:

- Applies movement concepts and principles to the learning and development of motor skills.

<b>NPH.K-12.3</b>	<b>Physical Activity</b>
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A physically educated student:

- Exhibits a physically active lifestyle.

<b>NPH.K-12.5</b>	<b>Responsible Behavior</b>
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A physically educated student:

- Demonstrates responsible personal and social behavior in physical activity settings.

<b>NPH.K-12.7</b>	<b>Understanding Challenge</b>
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A physically educated student:

- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

## *Science*

<b>NS.K-4.5</b>	<b>Science and Technology</b>
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As a result of the activities in grades K-4, all students should develop an understanding of:

- Abilities of technological design
  - Identify a Simple Problem: In problem identification, children should develop the ability to explain a problem in their own words and identify a specific task and solution related to the problem.
  - Propose a Solution: Students should make proposals to build something or get something to work better; they should be able to describe and communicate their ideas. Students should recognize that designing a solution might have constraints, such as cost, materials, time, space, or safety.

<b>NS.K-4.6</b>	<b>Personal and Social Perspectives</b>
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As a result of activities in grades K-4, all students should develop an understanding of:

- Personal health
  - Individuals have some responsibility for their own health. Students should engage in personal care—dental hygiene, cleanliness, and exercise—that will maintain and improve health. Understandings include how communicable diseases, such as colds, are transmitted and some of the body’s defense mechanisms prevent or overcome illness.
  - Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.