

Guide for Teachers and Parents

“Whether you believe you can do a thing or not, you are right.”

Henry Ford, Automobile Industry Leader

Our Vision: Every child is a knowledgeable, independent, self-motivated life-long learner.

For Classroom Teachers

Pre-Teaching Activity

Review the entire book, and complete a lesson yourself so that you understand the process and can better guide your students.

Classroom Instruction

Upon completing the pre-teaching activity, you are now ready to implement this program in your classroom. Your instruction will be enhanced with non-fiction reading, writing, and critical-thinking activities. With the health challenges our country is facing, it is essential that students receive daily physical activity, and the knowledge to live a healthy lifestyle.



This program can be integrated into your regular class schedule in just one period. Here is how to familiarize your students with this book:

1. Walk your students through the book so they understand the book's structure.
2. Model Lesson 1 with your class. Distribute the books, but students are not to write in the books yet. Teach students about the genre of a crossword puzzle, and the strategies for answering the clue questions. Show students where to go to find the answers. Also model the multiple choice and open-ended response questions on the application (activity) pages.
3. Once students understand how to work the crossword puzzle, have students do Lesson 1 again, but this time in small groups. Students may now write in their book.
 - a. Stop the students every six minutes to check their understanding. This is an excellent opportunity to facilitate student communication as students share their thoughts and strategies with their peers.
4. We suggest you assign one lesson per week. This lesson can be completed at school or given as a weekly home assignment. Most importantly, dedicate 20 minutes each week as “puzzle time” where you and your class review the weekly lesson while building student communication. You'll find a wealth of teachable moments and mini-lessons. Keep “puzzle time” light and fun.
5. Once a month, conduct an in-class assessment so you can assess student progress. This is a great time to collect the books and review the lessons students did independently.

Wordbanks available online.

For the P.E. / Health Specialist

Please read the section above to understand how easy this program is to integrate into your P.E. / Health program. It is essential that your students benefit from physical activity, and gain the knowledge they need to make healthy choices while growing up and maintaining a healthy lifestyle.

Complete the pre-teaching activity. It is important that you understand the structure of the book.

You can implement this program in only one class period.

First 5 minutes of class:

Show your students the structure of the book so they are familiar with the book's contents and resources.

Second 10 minutes of class:

Model Lesson 1 for your students. Engage the students as much as possible.

Third 10 minutes of class:

Have students begin to work Lesson 1. Students can write the answers in their book.

Fourth 5 minutes of class:

Assign the remaining work in Lesson 1 as homework. Have students bring their book back for the next P.E. class, or assign the books' return for a specific day.

The Weekly Home Assignment:

Assign one day each week when students bring their book to class for a quick check. You may also pair students and provide five minutes so students can check each other's work. It is also recommended that you use this "puzzle time" to review what you wish from the week's lesson.

The Teaching Activities and Skill Challenges:

These sections provide you with the opportunity to lead the whole class in stimulating mental and physical activities which broaden this program's beneficial impact on your students.

The Monthly Assessment:

We suggest using one class period each month as an in-class assessment to check student progress. This is a good time to collect the books and review the lessons students are completing independently.

You may also wish to collaborate with the child's regular classroom teacher, and share responsibilities. We have built flexibility into the program so you can fit the program to your situation. Many experts feel the missing piece to a complete health program has been the intellectual element in the lower grades. We look forward to working with you in helping develop healthy children and strong adults.



National Standards Health (2007, Grades 3-5), and Physical Education - Grades 3-5

Puzzlewise™ correlates to all standards shown on this page.

<p>HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</p> <p>1.5.1. Describe the relationship between healthy behaviors and personal health.</p> <p>1.5.2. Identify examples of emotional, intellectual, physical, and social health.</p> <p>1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p>1.5.4. Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5.5. Describe when it is important to seek health care.</p>	<p>HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.</p> <p>2.5.1. Describe how the family influences personal health practices and behaviors.</p> <p>2.5.3. Identify how peers can influence healthy and unhealthy behaviors.</p> <p>2.5.4. Describe how the school and community can support personal health practices and behaviors.</p> <p>2.5.5. Explain how media influences thoughts, feelings, and health behaviors.</p>
<p>HEALTH EDUCATION STANDARD 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Rationale: Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.</p> <p>3.5.1. Identify characteristics of valid health information, products and services.</p> <p>3.5.2. Locate resources from home, school and community that provide valid health information.</p>	<p>HEALTH EDUCATION STANDARD 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p> <p>4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p>4.5.2. Demonstrate refusal skills to avoid or reduce health risks.</p> <p>4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.</p> <p>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</p>
<p>HEALTH EDUCATION STANDARD 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Rationale: Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.</p> <p>5.5.1. Identify health related situations that might require a thoughtful decision.</p> <p>5.5.2. Analyze when assistance is needed when making a health related decision.</p> <p>5.5.3. List healthy options to health related issues or problems.</p> <p>5.5.4. Predict the potential outcomes of each option when making a health related decision.</p> <p>5.5.5. Choose a healthy option when making a decision.</p> <p>5.5.6. Describe the outcomes of a health related decision.</p>	<p>HEALTH EDUCATION STANDARD 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Rationale: Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal.</p>
<p>HEALTH EDUCATION STANDARD 7 – Students will Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>Rationale: Research confirms that the practice of health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.</p> <p>7.5.1. Identify responsible personal health behaviors.</p> <p>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>HEALTH EDUCATION STANDARD 8 – Students will Demonstrate the ability to advocate for personal, family and community health.</p> <p>Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.</p> <p>8.5.2. Encourage others to make positive health choices.</p>
<p>NASPE National Standards for Physical Education: A physically educated person:</p> <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	

PUZZLEWISE™

A simple step-by-step year-round program to augment your current lessons so public, private, and home school students develop into knowledgeable, independent self-motivated life-long learners.

GOALS

- Accelerate student instruction
- Greatly increase students' state mandated health and P.E. test scores
- Increase parental involvement
- Double school-home communication
- Increase enjoyable grade-level health and P.E. activities outside of school

PUZZLE PARTNER CONTACT

Please write the name of your Puzzle Partners and their relationships to you here:

Name: 1. _____ 2. _____
Relationship: 1. _____ 2. _____

PARENT CONTRACT

Dear Parents and Guardians,

This school year we request that you support your child's learning by ensuring your child completes at least two lessons in this book each month.

Every _____ your child should bring his/her puzzle book to school so the teacher can review the completed work and check progress. Please check the statements below that work for your family, and sign this contract showing your support for this program.

- I have read the Helpful Hints for parents on page 10, and will follow those that make sense for our family.
- I will make sure my child takes his/her puzzle book to school on the scheduled days.
- I will monitor my child's progress on a regular basis, encouraging him/her to keep up with the weekly schedule.
- I understand that my child does not have to finish the puzzle homework assignments. It's more important that my child tries hard, because success is often achieved with steady steps over time.
- I will notify my child's teacher if my child experiences repetitive frustration.
- I will help my child see that working on these crossword puzzles and lessons is fun and purposeful.
- I will help my child find a safe place in our home where this book can be kept. I will notify the teacher if my child loses or misplaces this PuzzleWise™ book.

I agree to the statements I have checked above.

Parent/Guardian Signature

Date

Helpful Hints For Parents and Guardians

Recommendations:

If you are home schooling, or want your child to have additional health and P.E. literacy, read the Guide on pages 6 - 7. Follow the guidelines where it makes sense to do so.

1. Communicate with your child about the strategies and problem solving involved in completing the crosswords.
2. Partner with other parents, their children, or a senior who enjoys crosswords so they can work the crosswords together.
3. Carry the puzzle book in the car so it's available during car rides, waiting room visits, and other "I'm bored" times.
4. Alternate completing answers. Your child may answer the "across" clues as you answer the "down" clues. Take turns completing answers.
5. Use the crossword puzzles as a form of assessment to help you plan the health and p.e. instruction for the day. For example, if your child struggles with the clue, "The energy found in food." then focus your daily lesson on that article, and related information.
6. It's very important that you understand your child is being exposed to unfamiliar material, and it's all right if your child doesn't finish all the clues in the puzzle.
7. As long as your child makes a good attempt to finish the assignment every week, that's sufficient. As the year advances, and more skills are learned and matured, more of each puzzle will be completed. It's more important that your child tries hard, because success is achieved with steady steps over time.
8. Remember, if you want your child to embrace learning as a leisure time activity, you need to model doing crossword puzzles during your "off time", too! When you show yourself as a life long learner who enjoys puzzles, your child is likely to do the same.
9. Make sure there's laughter in your puzzle time, so crosswords are not "a chore". Do all you can to make the puzzles enjoyable and worthwhile for your child.