

Sports & Fitness Unit

Utica Universal Pre-K

Sports & Fitness

Essential Questions:

- What is fitness?
- How does exercise help our bodies?
- How are sports alike and different?
- Why are rules important?

Theme Objectives based on NYS Learning Standards:

ELA- The students will...

- Demonstrate use of new vocabulary words.
- Verbally state opinions of text.
- Respond to literature.
- Verbally compare and contrast.

Science- The students will...

- Identify seasons and their attributes.
- Recognize different surfaces (ie. Grass fields, ice, etc.).
- Observe and discuss ways in which ice melts.
- Identify several forms of fitness.

Social Studies- The students will...

- Identify coaches, referees, and professional athletes as careers.
- State what each profession does.
- Interact with a sports figure in the community.
- Identify athletic facilities in the community.

Math- The students will...

- Continue to develop patterning skills.
- Continue to demonstrate number sense.
- Sort by size, shape, etc.

Resources Used:

Developing Motor Skills: 101 Tips For Preschool Teachers by Barbara F. Backer

Wiggle, Giggle, and Shake 200 Ways to Move and Learn by Rae Pica

YogaKids: Educating the Whole Child Through Yoga by MarshaWenig

Literature

Literature Used:

Franklin Play Hockey by Paulette Bourgeois and Brenda Clark
Froggy Plays Soccer by Jonathan London
Gus and Grandpa at Basketball by Claudia Mills
Home Run My Baseball Book by David Diehl
Keeping Fit by May Nelson
LaBron James by Mike Kennedy
My First Sport Soccer by Anne Wendorff
NBA All-Time Super Scorers by James Buckley, Jr.
Tacky and the Winter Games by Helen Lester
Take Me Out to the Ballgame by Ben Nussbaum
The Littlest Leaguer by Syd Hoff

Literature available at the UPK Library:

Exercise by Sharon Gordon
Don't Be a Couch Potato by Janine Scott
Now I Know Kicking, Running, and Stretching by Melvin & Gilda Berger

Suggested Centers

1. Sports Memory Game

Objective: The students will correctly match sports clip art.

Materials: teacher-made sports memory game (clip art or other pictures)

Develop:

- Discuss the rules of Memory Game with the students.
- Let play continue as time allows.
- During play, have the students verbally identify the sports they have turned over.
- After play, elaborate on the sports that the students have matched.

Reflect/Assess:

- What sports have we learned about?
- What is your favorite sport? Why?

2. Sports Collage

Objective: The students will be able to identify sports and athletes in magazines and create a collage using their findings.

Materials: Sports related magazines, paper, scissors, glue sticks, crayons

Develop:

- Have the students search sports related magazines for sports and/or athletes that they recognize.
- Monitor the students as they cut out and glue their pictures.
- When completed, have the students share their collage with the rest of the class.
- Refer back to collages as needed throughout unit for specific sports.

Reflect/Assess:

- What sports/athletes did you find?
- How did the sports differ? How were they alike?

3. Sport Dress-up (Dramatic Play)

Objective: The students will choose and use correct sports attire and equipment for the sport they are currently learning about.

Materials: various uniform-like clothing and classroom safe sports equipment (sneakers, soft balls, etc.)

Develop:

- Have the students initially investigate all the items.
- Next, with teachers assistance, have the students try on the various items and sort them to their proper sport.
- Encourage students to discuss what sport they are pretending to play and why they chose it.

Reflect/Assess:

- How did you know that each item you chose went to your sport?
- Why do football and baseball players need helmets and basketball players do not?

Day 1 Basketball

Literacy Objectives: The students will...

- Identify items needed for playing basketball.
- Demonstrate knowledge of basic basketball rules.
- Cooperate and demonstrate teamwork while in groups.
- Identify similarities and differences between basketball and other sports they are familiar with.
- Discuss fitness.

Literacy Vocabulary:

fitness, basketball, net, hoop, ball, athlete, court, uniform, referee, yoga

Focus Literacy Activity:

- Tell students we will learn about sports & fitness this week.
- Tell the students we will learn about basketball first.
- Bring a basketball to show students and discuss what topics they bring up.
- Have the students do twenty “jump shots.”
- Teach and demonstrate the “Hot Air Balloon” yoga pose and have the students pretend to be a basketball while doing the pose. Discuss how yoga poses help our bodies to stretch and bend to stay fit.

Develop Literacy Activity:

- Create a Word Web and assess students’ prior knowledge of sports & fitness.
- Show pictures of basketball equipment and players and discuss.
- Show the students a video clip of a basketball game on espn.com or other similar websites.
- Discuss some of the rules of basketball. Introduce the word ‘referee’ and his role in the game.
- Discuss one type of fitness is running and basketball how involves running.

Practice Literacy Activity:

- Prior to activity, teacher will draw basket ball designs on multiple orange ping-pong balls. Explain and demonstrate how to use the balls to make “baskets” (bowls) in the sensory tube. Place sand to deter bouncing. Have students count baskets made and encourage sportsmanlike behavior.
- Have students sequence numerals 1-10 on uniforms (teacher-made or real jerseys). Assist students when necessary.
- Have students trace and cut a large construction paper circle. Next have the students marble paint the basket ball designs on the circle.
- Have the students manipulate magnet letters to create basketball vocabulary words.

Reflect/Assess:

- What equipment/materials do basketball players need?
- Why is it important to have rules when you play basketball?
- How is basketball similar to and/or different from other sports you know?

Literacy Circle:

Storytime 1: Read *Gus and Grandpa at Basketball* by Claudia Mills

- Read to the climax of the story. Discuss and chart if Gus will make the basket.
- Discuss the difference in emotion that Gus felt in the beginning of the story and at the climax.

Storytime 2: Read a basketball player book, like LeBron James by Mike Kennedy, or NBA All-Time Super Scorers by James Buckley, Jr.

- Discuss the pictures of the different players and their equipment.
- Allow the students to discuss their favorite players, etc.

Letter Knowledge: S is for Sports

- Have the students manipulate Wikki Stix into the letter 'S'.

Second Language Learners:

- Show students the basketball equipment and review their names. Have the students repeat the vocabulary words.

Music/Movement

- Take the students to an appropriate play space and have them practice bouncing and dribbling basketballs. Encourage the students to make baskets into emptied and cleaned garbage cans.
- Have the students participate in a dribble relay.

Materials for Day 1:

Paint	scissors	paper
Photo cards of basketball players and/or equipment		yoga pose cards
Orange ping pong balls	sand and bowls	numbered jerseys
Magnet letters and vocabulary cards		Wikki Stix
<i>Gus and Grandpa at Basketball</i> by Claudia Mills		
Fiction and non-fiction basketball books with photographs		

Content Connection - Science

Seasonal Sport Matching

Objective: The students will demonstrate understanding of season and use

their deductive reasoning skills to associate sports with their appropriate seasons.

Vocabulary: spring, summer, winter, fall, sports, variety of sports' names

Materials: picture cards showing a variety of sports with easily distinguishable seasonal features

Activity 1:

- Help the students identify the sports pictured on the cards.
- Discuss the equipment in the pictures.

Activity 2:

- Discuss the different attributes shown in the pictures.
- Help the students sort the pictures into which season they think the sport is played (ie. Skiing has snow on the ground, therefore it must be done in winter time.)

Content Connection - Careers

Athlete/ Coach Visit

Objective: The students will experience a visit from an authentic athlete and/or coach.

Vocabulary: athlete, coach, specific sport related

Materials: N/A

Activity 1:

- Invite a coach or athlete from the community to come and visit the classroom.
- Encourage the visitor to discuss their sport and/or do a demonstration in an age appropriate manner for the students.

Activity 2:

- Have the coach/athlete read their favorite children's book to the class.
- Have the students create a thank you card for the visitor.

Day 2 Baseball

Literacy Objectives: The students will...

- Identify items needed for playing baseball.

- Demonstrate knowledge of basic baseball rules.
- Cooperate and demonstrate teamwork while in groups.
- Identify similarities and differences between baseball and basketball.
- Discuss fitness.

Literacy Vocabulary:

fitness, baseball, sports, bat, bases, diamond, glove, batters helmet, uniform, stadium, umpire, yoga

Focus Literacy Activity:

- Tell the students we will learn about baseball today.
- Bring a baseball, glove, and/or bat to show students and discuss what topics they bring up.
- Have the students swing a pretend bat for twenty swings.
- Teach and demonstrate the “360 degree owl” yoga kids pose. Adapt wording to introduce pose as being a baseball pitcher on the pitching mound who has to look all around him.

Develop Literacy Activity:

- Show pictures of baseball equipment and players and discuss.
- Show the students a video clip of a baseball game on espn.com or other similar websites.
- Discuss some of the rules of baseball. Introduce the word ‘umpire’ and his role in the game.
- Allow the students to discuss their experiences that they may have had at a baseball stadium.
- Discuss how baseball players need to stay fit in order to play.

Practice Literacy Activity:

- Show the students assorted pictures of baseball stadiums. Have them build a baseball stadium in the block area.
- Students will draw a picture and dictate a sentence about what they would do if they were a baseball player.
- Have the students lace their own paper baseball with string or yarn.
- Have the students match capital and lowercase letters written on paper baseballs (teacher-made).

Reflect/Assess:

- How are basketball and baseball similar and different? (equipment, etc.)
- Who makes sure the baseball players are following the rules? Why are they important?
- Why is fitness so important for athletes?

Literacy Circle:**Storytime 1:** Read *Take Me Out to the Ball Game* by Ben Nussbaum

- Have students verbally compare and contrast baseball players from the early 1900's and now. Complete a Venn diagram.

Storytime 2: Read *The Littlest Leaguer* by Syd Hoff

- After reading, discuss how Harold felt and if the students have ever felt the same as Harold.
- Have the students draw a picture of a time where they have accomplished something like Harold did.

Letter Knowledge: B is for Baseball

- Have the students roll playdoh balls and place onto or form into a letter B for baseball.

Second Language Learners:

- While sitting in a circle on the floor, roll a baseball to a student. When the student gets the ball, the student will look at a picture card and verbally identify the item shown (or use a book similar to *Home Run My Baseball Book* by David Diehl).

Music/Movement:

- Teach the students "Take Me Out To The Ball Game". Create movements to go with the lyrics.

Materials for Day 2:

Teacher made letter baseballs	blocks
Picture cards	yarn
Hole punch	baseball
Playdoh	stadium pictures
<i>Take Me Out to the Ball Game</i> by Ben Nussbaum	
<i>The Littlest Leaguer</i> by Syd Hoff	
<i>Home Run My Baseball Book</i> by David Diehl.	Yoga pose cards

Content Connection - Science

Paper Mache Baseballs**Objective:** The students will create their own baseball by manipulating paper mache.**Vocabulary:** baseball, paper mache

Materials: balloons, flour, water, newspaper strips, plastic tubs, paint, paint brushes

Activity 1:

- Demonstrate for the students how to manipulate paper mache mixture and place it around the balloon.
- Assist the students with covering the balloon several times with the paper mache mixture.
- Allow time for the baseballs to dry.

Activity 2:

- When dry, have the students paint their paper mache baseballs.
- Complete a Language Experience chart where students verbally sequence the steps they took to create their paper mache baseballs.

Content Connection - Gross Motor Skills

Newspaper Baseball

Objective: The students will take turns striking a nonmoving baseball.

Vocabulary: bat, baseball, swing

Materials: newspaper, tape, yarn/string or T-Ball Kit

Activity 1:

- If not using a T-Ball stand....Prior to playing, the teacher will roll up and tape newspaper into a ball form and suspend it with yarn from the ceiling allowing it to hang at child's waist. Roll up another newspaper into a bat.
- Tell the students that they will have a chance to practice swinging at a newspaper baseball.
- Explain the rules of the game (wait your turn, only hit the newspaper baseball, stay on the marker, etc.)
- Have students take turns being a baseball player at bat.
- Continue until all students have had a significant turn.

Activity 2:

- Have students journal their experience being a baseball player and dictate a sentence.

Day 3 Soccer

Literacy Objectives: The students will...

- Identify items needed for playing soccer.
- Demonstrate knowledge of basic soccer rules.

- Cooperate and demonstrate teamwork while in groups.
- Identify similarities and differences between soccer, baseball and basketball.
- Discuss forms of fitness in soccer.

Literacy Vocabulary:

Fitness, soccer, soccer ball, shin guards, cleats, goal, goalie, field, hexagon, yoga

Focus Literacy Activity:

- Tell students we will learn about the game of soccer.
- Play a guessing game where the students guess what sport they are going to be learning about next. Give clues, such as “You can only use your feet. The ball is usually black and white.” etc.
- Teach and demonstrate the “Pedal laughing” yoga kids pose. Have the students pretend they are soccer players warming up their legs before they play.

Develop Literacy Activity:

- Pass around a soccer ball and ask the students what they know about soccer. Compare the soccer ball to the baseball and basketball.
- Show the students a video clip of a soccer game on espn.com or other similar websites.
- Discuss some of the rules of soccer. Introduce the word ‘goal’ and ‘goalie’ and his role in the game.

Practice Literacy Activity:

- Have the students pattern white and black hexagons, like on a soccer ball.
- Have the students manipulate a ping pong ball in the sensory tub. Add small dolls and Easter grass to help create a soccer game.
- Have students put the correct number of ‘soccer balls’ into their corresponding numbered goal.
- Have the students properly handle sports books in the library center.

Reflect/Assess:

- Why is the goalie so important to the game of soccer?
- How is soccer different from baseball and basketball?

Literacy Circle:

Storytime 1: Read *Froggy Plays Soccer* by Jonathan London

- Review the rules of the game of soccer.
- Discuss if Froggy played by the rules.

Storytime 2: *My First Sport Soccer* by Anne Wendorff

- Instead of reading, take a picture walk and discuss the pictures (equipment, uniforms, etc.)

Letter Knowledge: G is for Goal or Grass

- Have the students glue Easter grass or green yarn onto the letter G.

Second Language Learners:

- Have the students act out verbs related to soccer. For example, run, kick, hatch, throw, etc.

Music/Movement:

- Take the students to an appropriate play space and have them practice kicking a ball to a friend.
- Have the students participate in a kicking obstacle course.

Materials for Day 3:

Black and white hexagons	glue
Easter grass or green yarn	ping pong balls
dolls	numbered goals and 'soccer balls' (cotton balls, etc.)
Sports books	
Kicking Balls	<i>Froggy Plays Soccer</i> by Jonathan London
<i>My First Sport Soccer</i> by Anne Wendorff	Yoga pose cards

Content Connection- Science

Bowling

Objective: The students will identify different attributes for the game of bowling.

Vocabulary: bowling, bowling balls, pins, alley, rules

Materials: at least six two-liter bottles (emptied and cleaned), softball, variety of bowls

Activity 1:

- Set up the six two-liter bottles in a triangle, like bowling pins.
- Explain to the students they will pretend that the softball is a bowling ball.
- Demonstrate first, then monitor the students as they take turns knocking down the pins.
- Add more 'pins' to increase difficulty if needed.

Activity 2:

- Let the students choose a new pattern to place the pins and make up their own rules to where they should stand.
- Encourage them to use different types of balls and discuss which worked the best for the game of bowling.
- Discuss the similarities and differences between bowling and other sports they have learned.

Content Connection- Cooking Experience

Eatable Soccer Treats

Objective: The students will help create an edible soccer ball.

Vocabulary: soccer ball, rice cake, peanut butter, raisins, hexagon

Materials: one rice cake per child, peanut butter (or substitute for allergies), raisins, plastic knives, napkins, plates

Activity 1:

- Demonstrate while explaining how to spread peanut butter on the rice cake "soccer ball".
- Place the raisins in hexagon shapes around the rice cake "soccer ball".
- Assist the students in creating their own eatable soccer balls.
- Enjoy!

Activity 2:

- Have the students complete an experience chart where they dictate the steps they used in order to create their eatable soccer balls.

Day 4 Football

Literacy Objectives: The students will...

- Identify items needed for playing football.
- Demonstrate knowledge of basic football rules.
- Cooperate and demonstrate teamwork while in groups.

- Identify similarities and differences between baseball and football.
- Discuss different forms of fitness.

Literacy Vocabulary:

Fitness, football, field, goalpost, referee, catch, throw, helmet, protective pads, yoga

Focus Literacy Activity:

- Tell students we will learn about the game of football.
- Bring in a football and/or equipment and have students guess which sport they will be learning about next.
- Teach and demonstrate the “bow and arrow” yoga kids pose. Explain that they will pretend one hand is a football and the leg will “kick” the football.

Develop Literacy Activity:

- After sharing a real football, have students compare the football to the other balls we learned about.
- Show the students a video clip of a football game on espn.com or other similar websites.
- Ask students if they have ever played football or have seen a brother/sister play. Share experiences.

Practice Literacy Activity:

- Encourage the students to read and make up their own stories with the books in the library center
- Have the students pattern different colored helmet cut-outs.
- have a variety of blocks available. Have the students build a goalpost in the block area. Discuss which blocks work best and why they think so.
- Paint footballs or a picture of a football game, player, etc.

Reflect/Assess:

- Why do you think football players need helmets and padding?
- How is football alike and different from the other sports we learned about?
- Why is fitness important to athletes?

Literacy Circle:

Storytime 1: Read a generic foot ball story to the students.

- After reading, discuss the rules of the game and the importance of teamwork.
- Discuss the similarities and differences of football compared to soccer, baseball and basketball.

Storytime 2: Read *Keeping Fit* by May Nelson

- Discuss how the characters keep fit in the story.
- Discuss what types of activities the students do at home or school to help them “keep fit.”

Letter Knowledge: F is for Field Goal

- Have the students manipulate craft sticks to form the letter F.

Second Language Learner:

- Show pictures of the equipment that a football player would use. Review which body part the equipment is for. (ie. helmets- heads, pads- shoulders, etc.)

Music/Movement:

- Have the students sit in a large circle and play “hot potato” with a small football. When the music stops, the student holding the football will verbally state something they know about sports and fitness.

Materials for Day 4:

football books	paint & paintbrushes
Variety of blocks	paper
Craftsticks	colored helmets for patterning
Football	photos of equipment
Yoga pose cards	small football

Content Connection- Social Studies

Visit a Sports Complex

Objective: The students will visit and discuss their experiences in a sports complex visited.

Vocabulary: arena, field, stadium, alley

Materials: paper, crayons

Activity 1:

- Visit a sports complex as a class (arena, Murnane Field, bowling alley, colleges, etc.)
- Upon return, have students draw and dictate at least one sentence about the experiences that they had on the trip.

Activity 2:

- Visit a different sports venue and compare the two.

Content Connection- Social Studies

Can Drive Teamwork

Objective: The students will use teamwork to accomplish a common goal.

Vocabulary: teamwork, cooperation, goal,

Materials: paper, crayons

Activity 1:

- Discuss what it means to be homeless and how volunteerism helps.
- Organize “Souper Bowl.” Collect cans of vegetables and boxes of rice and pasta to donate to a soup kitchen.
- Explain that it takes a team to win a Super Bowl game, just like it takes a team to collect the vegetables and help less fortunate people.

Activity 2:

- Complete a pictograph with the cans and boxes collected.

Day 5 Hockey

Literacy Objectives: The students will...

- Identify items needed for playing hockey.
- Demonstrate knowledge of basic hockey rules.
- Cooperate and demonstrate teamwork while in groups.
- Identify similarities and differences between hockey and football.
- Discuss various forms of fitness.

Literacy Vocabulary: hockey, puck, ice, arena, skates, hockey stick, padding, helmet, cooperation, fitness, yoga

Focus Literacy Activity:

- Tell students we will learn about the game of hockey.
- Share photos of hockey players with the students. Discuss what they observe.
- Teach and demonstrate the “polar bear” yoga kids pose. Use this pose to quiet and calm the students during transitions. Discuss where the polar bears live and brainstorm what types of sports can be played there.

Develop Literacy Activity:

- After sharing either real hockey equipment or pictures of them, discuss how hockey is similar and different from the other sports mentioned.
- Show the students a video clip of a hockey game on espn.com or other similar websites. Discuss how the teammates cooperated.
- Complete a Venn diagram of two sports that you have discussed. Revisit at end of the day to add hockey.

Practice Literacy Activity:

- Make hockey skates from milk cartons. Have students dress up as hockey players and pretend to skate in the dramatic play area.
- Play a hockey puck matching game with desired skill (colors, shapes, letters, numerals, etc.)
- Add ice cubes to sensory table. Have students describe what they feel, look, smell, sound, taste (clean cubes)like.
- Build a hockey arena in the block area and pretend to have a hockey game using block dolls.

Reflect/Assess:

- What other sports are played in cold places?
- Why do you think hockey players need protective padding?

Literacy Circle:

Storytime 1: *Franklin Plays Hockey* based on books Paulette Bourgeois and Brenda Clark.

- After reading, discuss the importance of teamwork.
- Discuss how the characters’ feelings changed from the beginning to the end of the story.

Storytime 2: Read *Tacky and the Winter Game* by Helen Lester

- Discuss sports played in the winter time and sports played on ice.
- Discuss the winter Olympics that the students may have seen on T.V. (if applicable).

Letter Knowledge: H is for Hockey

- Have students form the letter H in shaving cream.

Second Language Learners:

- Review picture vocabulary of all the sports discussed.

Music/Movement:

- Have the students pretend to skate around the classroom to fast and slow music. Have the students change their speed according to the tempo of the music.
- Teach the students the song “Winter Sports” sung to the tune of *The Farmer in the Dell*. Encourage the students to act out the sports in the song and make up their own verses.

Winter Sports

Sledding down the hill, sledding down the hill,

Hi-ho, away I go, I’m sledding down the hill.

(Second verse) Skiing down the hill...

(Third verse) Skating ‘cross the ice...

Materials for Day 5:

Milk cartons teacher-made puck game blocks ice cubes

Block dolls shaving cream picture cards (vocab.)
Franklin Plays Hockey based on books Paulette Bourgeois and Brenda Clark
Tacky and the Winter Game by Helen Lester Yoga pose cards

Content Connection- Science

Ice Melting Game

Objective: The students will experience how ice melts and discuss what helps ice melt faster.

Vocabulary: ice, cube, air, salt, heat, melt

Materials: one ice cube per player, die, salt, small bowl of warm water for

each player

Activity 1:

- Give each student an ice cube in a bowl. Instruct them not to touch it. Explain that the object of the game is to see whose ice cube melts the fastest. Discuss what “melt” means.
- On their turn, each student will roll a die and identify the numeral on it or count the dots on it. They will then complete the following action, depending on what they roll:
 - 1- blow on the cube for 5 seconds
 - 2- hold the cube in your hands for 5 seconds
 - 3- put a pinch of salt on the cube
 - 4- lick the cube 5 times
 - 5- dip it in warm water for 5 seconds
 - 6- choose any one of the above

Activity 2:

- Illustrate what happened to their ice cube and dictate a complete sentence.

Content Connection- Gross Motor

Sock Hockey

Objective: The students will enhance their eye-hand coordination and gross motor skills.

Vocabulary: hockey, hockey sticks, puck, skate, goal

Materials: enough pairs of socks for each student, plastic puck, plastic

hockey sticks, two goals

Activity 1:

- Review the rules of hockey with the students.
- Explain that they will be wearing socks over their shoes in order to make them glide as if they were on ice.
- Encourage the students to pass the puck to other students to make a goal.
- Allow all students to have adequate time to play.

Activity 2:

- Adaptation: Have the students have a sock skating relay race if hockey sticks and pucks are not available.