

PREKINDERGARTEN

PEE WEE OLYMPICS: UNIT 8

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Pee Wee Olympics

Time Frame: Four Weeks

Key Concepts: Parts of the body and how they perform.

Concept Overview: *The Olympic Games are worldwide competitions in which physically fit athletes participate in many kinds of athletic events. The athletes represent their countries by displaying their athletic strengths, abilities and sportsmanship.*

ENDURING UNDERSTANDINGS:

- Arms, hands, legs, and feet are the parts of our body we use for movement. Each part is located in a specific place on our body and has its own function.
- An athlete is a person who plays sports.
- Athletes take care of their bodies by exercising, eating and drinking healthy, and getting enough rest.
- The human body moves in many different ways, in different directions and at different speeds.
- People have different physical abilities. Some people have physical disabilities that keep them from playing sports like non-disabled people, but they can still be athletes.
- Athletes act in a sportsmanship-like manner to show pride in themselves and their sport.
- Good sportsmen train and practice; they are fair, safe, and cooperative. They know they can't always finish first.
- The Olympics is a celebration in which people from countries all around the world compete in sports events and are recognized for their outstanding characteristics.

ESSENTIAL QUESTION:

1. Why and how do we keep ourselves healthy?

GUIDING QUESTIONS:

1. What parts make up a body? How does a body move?
2. What is an athlete?
3. How do athletes get/keep fit?
4. What is a disability? What can disabled people do?
5. What is good sportsmanship?
6. What are the Olympics?

Lesson Sequence

1. Children will identify body parts for exercise. (Arms, hands, legs and feet are the parts of our body used for movement. Each part is located in a specific place on our body and has its own function, movement, and coordination.)
2. Children will identify body parts and their function.
3. Children will identify ways we use our arms and hands.
4. Children will identify ways we use our legs and feet.
5. Children will sketch a body with all parts.
6. Children will define ways to exercise.
7. Children will follow procedures to demonstrate how to exercise properly and safely.
8. Children will identify and act out ways to be healthy.
9. Children will define an athlete and participate in athletic sports.
10. Children will identify and show ways people with disabilities can be athletes.
11. Children will demonstrate good sportsmanlike behavior in a game.
12. Children will use their body to complete an obstacle course.
13. Children will participate in relay races.
14. Children will make a flag for the Olympics.
15. Children will participate in “Pee Wee Olympics.”

Reading English Language Arts

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

<p>Pee Wee Olympics 4 Weeks</p>	<p>Read Aloud/ Book and Print Daily Essential Question: How can we be star readers? Why do we read? What makes a great story? How do words and pictures help tell a story?</p>	<p>Phonological Awareness Daily (Heggerty)</p>	<p>Alphabetic Awareness Day 1 Identify and construct. Day 2 Letter Sound Essential Question: Why is it important to know about letters?</p>	<p>Writing 2 Days Essential Questions: How can we represent thoughts and ideas? How can we be rising writers? Why are we writing and for whom? How do writers get their ideas?</p>	<p>Word Work/ Phonemic Awareness Day 5 Essential Question: Why is it important to identify the differences in sounds? How are words made to convey meaning?</p>
	<p>• Track print: Follow words/print from left to right, with return sweep, from top to bottom. Follow lines of print on each page from front of book to back of book, page by page</p> <ul style="list-style-type: none"> • Make predictions using prior knowledge and experiences, title, front cover, and illustrations/pictures. • Create one line of “pretend text” by starting from the inside (left) and going across the line to the right edge of the page. • Identify name in print and letters in it. • Answer and ask questions about text. • Participate in group reading activities. • Gain exposure to common types of literary text. • Recall one or more details in a story. • Connect text to life experiences. • Define and compare characters and events. • Define story events: 	<p>Heggerty Weeks 28-31</p>	<ul style="list-style-type: none"> • Identify, construct and tell sound of letter Zz. • Identify, construct and tell sound of based on your classes needs. 	<p>Independent Writing (Teacher delivers a 7–10-minute mini lesson to model writing processes and habits. Students independently apply new skills. Teacher conferences and collects data during independent writing time)</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic and supply facts about the topic • With modeling, guidance, and support review drawing, dictation, or developmentally appropriate writing • Participates in shared research and shared writing projects • Produce complete sentences in shared language activities • Print upper and lowercase letters in 	<p>• Snap Word the We will identify and build the.</p> <ul style="list-style-type: none"> • Segment onsets and rimes of single-syllable spoken words (e.g. cat=/c/-at) • Segment syllables in spoken words (e.g. sunshine=sun-shine)

	<p>A story tells what happens. What happens in the story? What happens in the story? What happened after__? And then what happened?</p> <ul style="list-style-type: none">• Retells stories and poems: a story tells what happens in a logical order.• Stories are real or imaginary. <p>What elements in the story could really happen? What elements are imaginary? Make connections to text and stories</p>			<p>first name (Name begins with a capital letter)</p> <ul style="list-style-type: none">• Demonstrate awareness and function of end punctuation• Understands words are separated by spaces in print• Add drawings or visual displays to descriptions as desired to provide additional detail	
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Mathematics <https://www.ixl.com/standards/maryland/math/pre-k>

<p>Counting and Cardinality</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What is counting and how is it used? 	<p>Operations and Algebraic Thinking</p> <p>Essential Questions:</p> <p>How can we represent quantities in different ways?</p>	<p>Measurement and Data</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we compare groups of objects? <p>Why and how can we sort objects?</p>	<p>Geometry</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we create different shapes using different materials? • What whole can be made from these parts and what parts make this whole? <p>Is there a pattern?</p>
<p>For quantities of 0-9, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> • Rote count to 20 (PK.CC.A.1) • Numerical order before/after (PK.CC.A.2) • Number recognition (PK.CC.A.2 PK.CC.A.3) • Match numbers and quantities (PK.CC.A.4 PK.CC.B.4) • 1:1 correspondence (PK.CC.B.4 PK.CC.B.4a) • Identify and count collections (PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c) • Counting order (PK.CC.A.2 PK.CC.A.4) • Use a 10-frame to show and count quantities (PK.CC.B.4b, PK.CC.B5) • Construct collections (PK.CC.B.4 PK.CC.B.4a 	<ul style="list-style-type: none"> • Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds acting out situations, or verbal explanations up to 5 (PK.OA.A.1) • For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5 (PK.OA.A.3) <p>Decompose a quantity, less than or equal to 5, then to 10 into pairs in more than one way by using objects or drawings (PK.OA.A.2)</p>	<ul style="list-style-type: none"> • Describe and compare items by size, height, length, and weight (PK.MD.A.1) • Order 3 objects by a measurable attribute (PK.MD.A.2) • Sort objects 2 ways (shape, color, and size) (PK.MD.3) • Compare groups of objects to determine same/more (PK.MD.B.4) • Organize and interpret data on picture/real graphs <p>Identify and tell value of penny and nickel</p>	<ul style="list-style-type: none"> • Match and identify 2-dimensional shape: triangle (PK.G.A.1) • Sort shapes into given categories (PK.G.A.2) • Match, sort, and identify 3-dimensional shapes: cone (PK.G.B.3) • Use real world examples to describe cones (PK.G.B.4) • Construct and describe structures using 3-D shapes (PK.G.B.5) <p>Copy and create visual, motor, and auditory patterns</p>

<p>PK.CC.B.4b PK.CC.B.4c PK.CC.B.5)</p> <ul style="list-style-type: none">• Recognize quantity/subitizing (PK.CC.A.4)• Compare collections to tell if same, greater than or less than (PK.CC.C.6)• Counting on from a specified number (PK.CC.A.1 PK.CC.A.2 PK.CC.A.4) <p>Write numbers</p>			
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STANDARDS AND INDICATORS

Reading English Language Arts

[https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades PK K MCCR ELA%20Standards.pdf](https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf)

Reading: Literature

- RL.PK.1.** With modeling and prompting, answer questions about details in a text.
- RL.PK.2.** With modeling and support, retell familiar stories/poems.
- RL.PK.3.** With modeling and support, identify characters, settings and major events in a story.
- RL.PK.4.** With modeling and support, answer questions about unknown words in stories and poems.
- RL.PK.5.** Gain exposure to common types of literary texts (e.g., storybooks, poems).
- RL.PK.6.** With modeling and support, identify the role of author and illustrator.
- RL.PK.7.** With modeling and support, tell how the illustrations support the story.
- RL.PK.9.** With modeling and support, compare adventures and experiences of characters in familiar stories.
- RL.PK.10.** Actively engages in group reading activities with purpose and understanding.

Reading: Informational Text

- RI.PK.1.** With modeling and support, answer questions about details in an informational text.
- RI.PK.2.** With modeling and support, recall one or more detail(s) related to the main topic from an informational text.
- RI.PK.3.** With modeling and support, connect individuals, events, and pieces of information in text to life experiences.
- RI.PK.4.** With modeling and support, answer questions about unknown words in a text.
- RI.PK.5.** With modeling and support identify the front cover, and back cover of a book.
- RI.PK.6.** With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.
- RI.PK.7.** With modeling and support, tell how the illustrations/photographs support the text.
- RI.PK.8.** With modeling and support identify the reasons an author gives to support points in a text.
- RI.PK.9.** With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).
- RI.PK.10.** Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

- RF.PK.1.** Demonstrate understanding of basic features of print.
- RF.PK.2.** Demonstrate understanding of spoken words and sounds (phonemes).
- RF.PK.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.PK.4.** Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.

Writing

- W.PK.1.** With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

W.PK.2. Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.

Writing

W.PK.3. With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.

W.PK.5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.

W.PK.6. With prompting and support from adults, explore a variety of digital tools to express ideas.

W.PK.7. Participate in shared research and shared writing projects.

W.PK.8. With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.

Speaking and Listening

SL.PK.1. Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.

SL.PK.2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.

SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PK.4. Describe familiar people, places, things, and events with modeling and support.

SL.PK.5. Add drawings or visual displays to descriptions as desired to provide additional detail.

SL.PK.6. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.PK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.PK.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.PK.5. With modeling and support from adults, explore word relationships and nuances in word meanings.

L.PK.6. Use words and phrases acquired through conversation, being read to, and responding to text.

Mathematics <https://www.ixl.com/standards/maryland/math/pre-k>

Mathematics: Counting and Cardinality

PK.CC.1. Count verbally to 10 by ones.

PK.CC.2. Recognize the concept of just after or just before a given number in the counting sequence up to 10.

PK.CC.3. Identify written numerals 0-10.

PK.CC.4. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.

PK.CC.5. Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).

Mathematics: Counting and Cardinality

PK.CC.6. Recognize the number of objects in a set without counting (Subitizing). (Use 1-5 objects)

PK.CC.7. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).

Mathematics: Operations and Algebraic Thinking

PK.OA.1. Explore addition and subtraction with objects, fingers, mental images, drawings 1, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).

PK.OA.2. Decompose quantity (less than or equal to 5) into pairs in more than one way (e.g., by using objects or drawings).

PK.OA.3. For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.

Mathematics: Number and Operation in Based Ten

PK.NBT.1. Investigate the relationship between ten ones and ten.

Mathematics: Measurement and Data

PK.MD.1. Describe measurable attributes of objects, such as length or weight.

PK.MD.2. Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.

PK.MD.3. Sort objects into self-selected and given categories.

PK.MD.4. Compare categories using words such as more or same.

Mathematics: Geometry

PK.G.1. Match like (congruent and similar) shapes.

PK.G.2. Group the shapes by attributes.

PK.G.3. Match and sort three-dimensional shapes.

PK.G.4. Describe three-dimensional objects using attributes.

PK.G.5. Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.

Health

https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf

5.0 Safety and Injury Prevention

Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

6.0 Nutrition and Fitness

Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Physical Education

[https://www.marylandpublicschools.org/about/Documents/DCAA/PE/Physical Education Framework August 2022.pdf](https://www.marylandpublicschools.org/about/Documents/DCAA/PE/Physical_Education_Framework_August_2022.pdf)

1.0 Skillfulness

Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

2.0 Biomechanical Principles

Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

3.0 Motor Learning Principles

Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

4.0 Exercise Physiology

Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

5.0 Physical Activity

Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

6.0 Social Psychological Principles

Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Science

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix_2016.pdf

1.0 Skills and Processes

Students will demonstrate the thinking and acting inherent in the practice of science.

FAMILY COMMUNICATION
Pee Wee Olympics
Thematic Unit Parent Letter



Dear Parents/Guardians,

We are beginning a new theme called *Pee Wee Olympics*. This unit will help your child learn that our bodies grow and develop, and with practice we can train our whole bodies to accomplish athletics feats. By the end of this unit your child will have planned a “Pee Wee” Olympics and learned how different countries in the world get ready for a major athletic production. Additionally, your child will prepare for their own Olympics, and what materials need to be made for participation.

Listed below are the key learning goals for your child during *Pee Wee Olympics*

- Physically uses all parts of the body to perform athletic feats or games.
- Kicks, traps a ball with hands and feet, and bounces a ball.
- Names body parts and shows ways each part can move.
- Selects a country to represent as an athlete in the *Pee Wee Olympics*.
- Competes in the actual Olympics in prekindergarten by being involved in a sport and game.
- Follows simple directions to complete a task.
- Tracks text from top to bottom and left to right with return sweep.
- Orally blends and segments individual phonemes in words.
- Makes a prediction about a story.
- Listens to stories and identifies parts that are real and imaginary.
- Recognizes, names and constructs Zz and reviews all upper and lower case letters.
- Reads sight words **I, can, see, you, play, we, read, will, at, me, and the.**
- Creates 2-3 lines of “pretend” text moving from left to right.
- Identifies, sequences, and makes sets 0-9.
- Adds and subtracts 0-5
- Rote counts to 20.
- Organizes data on concrete graphs.
- Compares objects as the same/more/less.
- Identifies triangles and cones.
- Compares items by height, weight, length, and size.
- Sorts objects.

During *Pee Wee Olympics* you can help promote your child’s success by expecting him/her to engage in outdoor exercise activities, following print in books while story is read, counting words on a page of a book, counting when doing physical exercises and finding shapes while walking around the house. Kicking a ball, playing catch, walking, running, jumping, and hopping are sport activities that family members can help your child get ready for the Olympics in prekindergarten. Everyone is very excited about families joining our Olympic Celebration.

The date for our special event is _____ . Come and watch us be athletic super stars.