

World Olympics – 10 Core Lessons – K-2 Adaptations

Introduction

These lessons support valuable learning that not only upholds the central message of the *World Olympics* curriculum, but essential themes and questions as posed in the Common Core State Standards. A solid understanding of self, family, and community is a necessary foundation on which to build enduring knowledge about the world around us. This understanding reflects Common Core State Standards Social Studies concepts for the elementary grades. Additionally, the ability to recognize and identify similarities and differences, and express these thoughts and ideas through discussion, writing, and pictorial expression, are also key elements of Common Core State Standards literacy objectives.

As always, educators should take into account their first-hand knowledge of their students' abilities when using a lesson plan. Good classroom management is essential at any age, but particularly important when working with younger students. Conducting parts of the lesson on a designated rug/meeting area (common in K-2 classrooms) supports the students' engagement level and need for movement. Moreover, younger students often require additional modeling, support, and guidance; educators are encouraged to circulate within the classroom, especially during group work to provide that additional assistance. Finally, K-2 students benefit from repetition; it's wise to revisit important topics often and check for understanding.

The ten lessons chosen are as follows:

1. Respecting Each Other
2. All About Me
3. Introducing the Olympics
4. Researching Countries
5. Making Patches, Flags, and Name Tags
6. Olympic Nutrition
7. Games Around the World
8. Who is an Athlete?
9. Diverse Skills Relay
10. Goodwill Gifts

These adaptations are aligned with Common Core learning standards. In particular, the Social Studies learning standards met in these adaptations are: K.1- K.6, 1.1, 1.3, 1.5, 2.1, 2.2, and 2.5.

1. Respecting Each Other – Unit 1, Lesson 1

Materials

Map or globe
Pictures relating to the Olympics
Chart paper
Markers
Student Agreement (amended version)
Crayons/pencils markers for student drawing

Procedure

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Be sure to clearly and enthusiastically state that they are beginning a new project on the Olympics and that, at the end of the project, they will put on their own Olympic Games in their class or school. Be sure to state that they will all be a part of this exciting day, and that together we will work towards the goal of putting on the culminating event. Also state that they will learn all about the Olympics and different countries around the world.

“What are the Olympics? Let’s find out what we know about it.” Record answers on chart paper - simplify responses to clear, concise language.

“Just like the participants in the Olympics, it’s important for us to work together with respect. Let’s return to our desks and talk more about that.”

On chart paper, write the word “respect” in large letters. Ask students to share what they think it means. Create a clear and simple definition based on their responses. Remember a definition of respect includes: 1. How you feel about someone, and 2. How you treat him/her. Example: *Respect is acting in a way that shows others that you care about their feelings and their well-being.*

“Let’s see if we can tell what respect looks like.” Tell the students that you will give them some examples - and that they should give a thumbs up if they agree that the situation shows respect, or a thumbs down if not. Play along with them. For the thumbs down responses, ask why and model (simply state or demonstrate) what behavior would be better. By the third thumbs down, ask them to conclude what the student should do instead.

Thumbs up, thumbs down

- Another student in class pushes you out of line and says, “Hey, I was here first!”
- You hear one of your good friends say something mean about someone else.
- A friend won’t share crayons or markers in class. Ask: “*What should that student do instead?*”
- Everyone is nice and welcoming to a new student in the class.
- You watch your friend include a new person in the game you are playing.
- Students raise their hand instead of interrupting when someone else is talking.

Ask, “Can we agree to be respectful to one another?” Pass out and read aloud the student agreement. Ask if there is anything the students want to add. Record ideas on chart paper. Have the students draw in the blank space below the agreement a time when they did something respectful.

Collect pictures and display (if possible) alongside the chart paper on which you have written “Respect” and its definition.

Wrap-up/ Reflection

Remind students that respect is an important value in the classroom just as it is in the Olympics. We agree as a class to be respectful toward one another.

2. All About Me – Unit 1, Lesson 4

Note: Younger students will need assistance in creating pop-up books. An adult can prepare pop-up pages in advance, and then the students can glue their pictures onto them. They will also require additional assistance in the final assembly of the book.

Creating “All About Me Books”

Explain to the students that they will be creating books that will tell us all more about themselves. On chart paper, display the order and titles of the pages clearly.

1. Title Page “All About _____”
2. Me at Home
3. Me at School
4. Me and My Favorites
5. Me and My Family

Encourage students to draw a picture of their family celebrating a holiday, or another type of special family time or celebration. Let the students know that you are excited to hear them share about themselves.

3. Introducing the Olympics – Unit 2, Lesson 1

Materials

Additional information about the Olympics, from a source other than the read-aloud selection. (Use the internet to answer a question you have about the Olympics. You will share this with the students as an example.)

Chart paper

Markers

Learning About the Olympics

As you remind students that they will be learning more about the Olympics and working together to create their own event, spiral back to the first lesson, when you initially introduced the Olympics to them (Respecting Each Other). Use that to elicit prior knowledge for the KWL chart.

Before the read-aloud, introduce the book, and its author and illustrator. Tell the children the genre of the book. Ask children the difference between fiction and non-fiction. Check for understanding of the difference between fact and opinion. Remind them that a fact is something that is true, or can be proven.

Remind students that non-fiction books are a great way to learn facts about a topic. Let them know that reading this book is a way to *research*, or learn more, about the Olympics.

After the read-aloud, complete the “What I learned” section of the chart. Afterward, further model the idea of research by showing them an additional

source. Consider modeling a “think-aloud” by saying, “I thought this book was very interesting, but I wanted to learn more. I decided to search the internet, and here’s what I found (show them the printout). We can add this to our research.” Share with the students a fun fact, and if you wish, post it on chart paper. Tell them that the book was a good source of information, and your internet search provided a second source. The more sources we research, the more we can learn about a topic. Ask students where else they can find information, and where they can go to find it?

Wrap-up/Reflection

Reinforce the take-aways from the lesson. What did we learn about the Olympics today? What did we learn about research?

Also let students know that next time they will be working together as a class and choosing a country to research. Share with them how exciting it will be to

work together and learn new facts through research. Also tell them that they will get to share their research with their family and the school at the culminating event!

4. Researching Countries for the Final Olympics – Unit 2, Lesson 4

Procedure

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Introduction and Part I

Remind students that they will be researching a country to represent at their final Olympic Games.

First, check for student understanding of the word “country” through questions and discussion. Use the map as a visual reference. Be sure they understand the difference between continents, countries, and cities. Use chart paper if necessary to help anchor concepts and comprehension.

Assign students countries to research, using a method of your choosing. Depending on the size of your program and event, you may have small groups research one country, or whole classes research one country.

Let students know that many different cultures live all over the world. What is a culture? Check for understanding, and use chart paper if necessary (remember that students in K-2 should have previous exposure to this word).

One definition of culture is the combination of human knowledge, beliefs and behavior that we learn and pass on to future generations. We usually express our culture in certain ways, like how we dress, what we eat, what we believe, and how we play. We all belong to a culture.

Use this knowledge and understanding to encourage students to think about the country they are assigned to research. It is recommended that the country each group or class studies be a country that some of the students, their families or people in the community are from.¹

Use chart paper to brainstorm with the students about the origins of their families and community. Younger students will require modeling and support.

Part II- Avoiding Stereotypes

Let students know that they will be learning a lot about the country they chose, and that some of what they learn might be surprising.

Step One

Proceed as indicated in the curriculum.

Step Two

Simplify the facts about Africa to fit with your students’ level of comprehension.

¹ Note: Choosing countries for your school/site may be started by staff and agreed upon with students across the grade levels represented in your location. You can, for instance, have small groups within your class research the different countries represented in your World Olympics games. It is up to your discretion.

For example:

- Africa is the second-largest and second most-populous continent. Asia is the biggest and has the most people.
- There are over 1,000 languages spoken in Africa. Some people think there are even more than 2,000!
- The equator runs through Africa, and there are many different climates on the continent.
- There are many different religions in Africa. (You may include examples if you wish).

Step Three

Ask: What are the similarities and differences between where we live and Africa? Do you think some communities in Africa are similar to communities here? What might be different? What were you surprised to learn about Africa today?

Part III - Researching the Chosen Country

Pre-read and pre-select materials for younger students. It is helpful to arrange the students into smaller groups, if their desks/tables are not already arranged that way. Distribute research materials across the groups; they can be rotated through the groups during the research period.

Help the students locate important facts within the research materials. Remind them how the Table of Contents and Index can be used to locate information. At your discretion and for students that are ready, provide them with the *What I learned about the Country* handout. For younger students, choose “Six Fun Facts” to record. You can use specific questions from the handout or help them find and choose their own facts. Children who are still learning to write can practice writing the country’s name by copying or tracing over dotted lines. They can also draw pictures about the facts that they have learned.

Additionally, simple facts clearly written by an adult and cut into sentence strips can be read together, pasted onto paper and decorated by the student(s).

Part IV Creating an Interactive Presentation

Step One

Younger students will require support and guidance. Students will benefit from your suggestions if they are stuck. Model games if they need assistance. Encourage students to draw pictures. If possible, provide images from the chosen country that can be pasted onto poster board to form a collage.

Step Two

Proceed as indicated in the curriculum with support.

Step Three

Proceed as indicated in the curriculum with support.

Step Four

Students who are not yet writing can talk about what they learned to earn a stamp in their passports.

5. Making Patches, Flags,& Name Tags – Unit 2, Lesson 5

This lesson is suitable for K-2 as is. As always, however, be on the lookout for students who will require additional support with flowing through the stations, and use of certain materials, such as scissors.

6. Olympic Nutrition – Unit 3, Lesson 1

Materials (optional)

Images of food, cut from magazines or printed

Paste or glue

Blank paper or construction paper

Introduction

Proceed as indicated in the curriculum.

Part I- Creating a “Favorite Foods” Graph

Step One

Proceed as indicated in the curriculum.

Step Two

Check for understanding and familiarity with graphs. Tell students that graphs can help us understand and organize information, which is also known as data. We will use the post-its to help us understand information about the class’s favorite foods. Explain what information is represented by the vertical and horizontal lines.

If students come up with post-its with pictures on them, be sure to include the word and picture on the horizontal line.

Step Three

Proceed as indicated in the curriculum.

Step Four

Proceed as indicated in the curriculum.

Part II Different Lunches, Same Cafeteria

Step One

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Step Two

Simplify discussion as necessary to accommodate age group.

Step Three

Go over the Food Challenge as a group while still at the rug. Show on chart paper the information from the Food Challenge Meal Planner. Instruct the students that they will create their own nutritious meals in their groups. Have students return to their desks/tables. Break them into groups if their desks and tables are not already arranged that way. For students who can read and write, use the Food Challenge list and sheet. For those who are still learning, consider these choices:

- Provide images of the foods on the food challenge list (old magazines work well as a resource), and have the group create their plate by pasting the images onto paper. If only some images are available, create a plate as a class by agreeing on the selections and pasting to poster board.
- Alternatively, after discussing healthy food options on the rug, students can draw their food choices on paper, using the guidelines on the Food Challenge sheet.

Wrap-Up/Reflection

How is the meal that you created today different and/or similar to meals that you eat at home?

7. Games Around the World – Unit 3, Lesson 3

Tangrams

When giving the students the Tangram template, consider leaving some of the lines of the animals intact so that younger students can understand how the pieces go together. They then can try to use the pieces to complete the shapes of the other animals. This can reduce frustration and enhance learning.

Mancala

Younger students may need additional support in learning the rules of this game. If possible, model it with older students or two adults on the rug, or demonstrate how to play by going to the younger students at their groups or stations. Walk around and assist as necessary when the children play.

Marbles

Demonstrate on a rug, if possible. Use chart paper to write down the different names of the games and their countries of origin. Walk around and assist as necessary when the children play.

Teaching Games

Assist with idea formation and creation as necessary.

8. Who is an Athlete? – Unit 4, Lesson 2

Procedure

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Part I—Stereotypes of Athletes

Steps One—Four

Proceed as indicated in the curriculum.

Step Five:

Return to desk/tables for drawing.

Part II—Researching Famous Female Athletes

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Steps One—Three

Proceed as indicated in the curriculum. Use chart paper to record main ideas and details.

Part III- Media Images of Athletes

Check for understanding of the word “media.” For example, media is a way to communicate information to a large group of people. Provide examples for the students, including television, the internet, newspapers, magazines, etc.

Step One

Proceed as indicated in the curriculum.

Step Two

For younger students, you can cut the images out beforehand, and provide examples of images in magazines that you have not cut out. Alternatively, you can do this exercise as a group together on the rug, while the students help you decide which images to cut out.

Step Three

Create a bar graph with the data collected as a group, and on the rug if possible. Spiral back to the lesson on Olympic Nutrition, and review what a graph is and how it is used to show data.

Step Four and Five

Proceed as indicated in the curriculum. Use chart paper to record anchoring ideas.

Step Six

Review what was learned about the athletes during the read-aloud. Refer to the chart paper from the read-aloud and the discussion above. Begin to wrap-up and reflect on your discussion and what has been learned.

Pretend that you are a news reporter from TV. Ask: What would you say on TV about athletes if I asked you,

...What did you learn about athletes today?

...How are some athletes different from others?

...How are they the same?

...Would you like to see more female athletes on TV, in magazines, and in newspapers? Why?

Use a prop for a microphone, or just speak into your fist. Allow the student volunteering the answer to “speak” into your microphone.

9. Diverse Skills Relay – Unit 5, Lesson 2

Steps One—Four

Proceed as indicated in the curriculum.

Steps Four—Six

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Assist and support younger students as a large group in deciding the class games for the event. Offer suggestions when necessary, and write the categories (Sports, Arts, Academics, Silly) on chart paper. Record their suggestions in the appropriate categories.

10. Goodwill Gifts – Unit 5, Lesson 5

Preparation

Be sure to cut the yarn beforehand.

Introduction

If the classroom has a rug area for morning meeting and read-alouds/discussion, assemble students there.

Steps One and Two

Proceed as indicated in the curriculum. At the end, have the students return to their desks/tables.

Step Three

Students listen to instructions and assemble the bead bracelets. Younger students may need assistance and support in tying and stringing. Circulate in the room and assist as necessary.

Step Four

Students can have a few moments to exchange beads with each other. Emphasize the idea of goodwill gifts.

A fun way to do this with younger students is with a timer. Give them a few minutes to exchange with another student and return to their seats.

Alternatively, you can have all of the students' names written on a piece of paper and put in a bag. Have students reach in one at a time, and find the name of a classmate to exchange with. Do this until everyone has exchanged beads.

Have the students count off one by one. The even-numbered students line up and face a line of the odd-numbered students. Students exchange with the person across from them.

Step Five

Assemble students at the rug. Discuss the different beads from around the world. Modify the discussion as necessary for age group. Wrap-up and reflect by asking guiding questions such as:

- How do you feel when you receive a gift?
- How do you think others feel when they receive gifts?
- How do we support our class community by exchanging our beads today as goodwill gifts?