

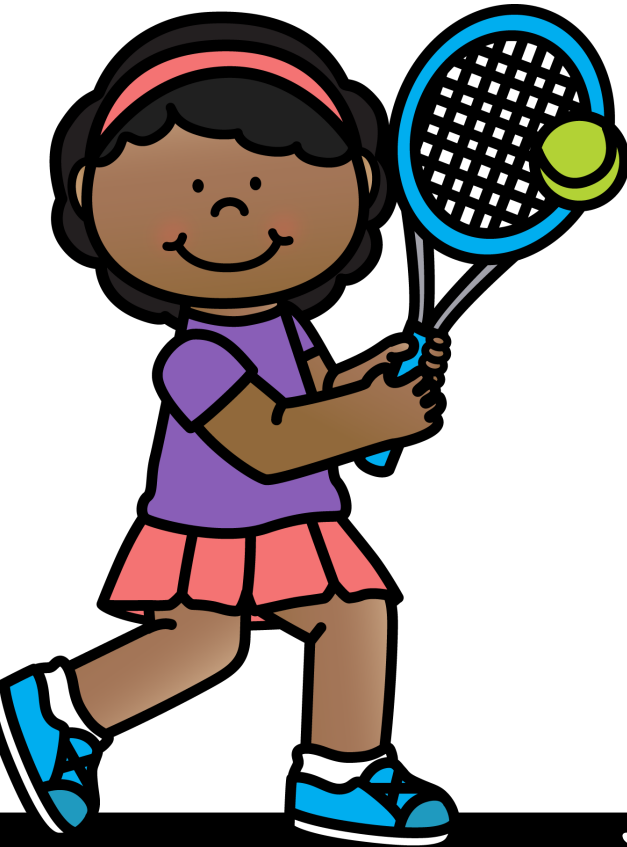
Circle Time













Sports

Unit

for Preschoolers



Does it roll?

yes	no
	
	
	
	
	

Additional items shown: smartphone, football, apple, pencil, eraser.



Circle Time Lessons

Unit Overview

Day 1 Introduction - Sports

Introduce the new unit: **Sports**
Talk about different types of sports.
Take a poll and practice being a good sport.

Introduction
Activate Prior Knowledge

Did you know that there are more than 8,000 sports in the world? Some are individual sports, while others involve playing on a team. With so much variety, children are sure to find a sport they enjoy.

Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

Activities:

- Show the real-life photographs, bring in different type of sports equipment for the students to investigate. Students wear items.
- Lead a discussion on how different sports can be played inside or outside. Take a poll, "Whom is your favorite place to play sports?" Students can use speech, notes or name cards to respond on a pocket chart or bar graph.
- Sing the "Good Sportmanship" poem. Discuss how it is important to use kind words and actions when playing a sport.

Extension Idea: Make a ball around from student's students. Provide the the good sportmanship words from the day's activities.

Day 1 lesson plans

Day 2 Baseball/Softball

Sing a baseball actions song. Play a glove & ball carpet game.

Baseball / Softball
Home Run!

Baseball and softball have been around for over 150 years! Both are played on a field with four bases in the shape of a diamond. The game is played with a bat, a ball, and a glove.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will identify numbers.

Activities:

- Show the real-life photographs, bring in a baseball, softball, glove, and bat for the students to investigate. Ask the students if they have ever played baseball or softball.
- Sing the "Hooray!" song. Use the picture cards to assist with each verse.
- Play the "Hooray! the Bat!" carpet game.

Game: Where is the ball? Is the right answer for your partner? Ask each other one of and create the ball. Pass where the ball identifying.

Where is the Ball?

Hooray!

Day 2 lesson plans

Day 3 Soccer

Investigate things that roll vs. things that do not roll. Sort objects by beginning sound.

Soccer
Goal

The earliest versions of soccer date back more than 5,000 years! While referred to as football in some parts of the world, soccer takes a lot of practice, a healthy heart, and coordination.

Objectives:

- The students will observe objects with curiosity.
- The students will notice words that begin with the same sound.

Activities:

- Show the real-life photographs and bring in a soccer ball for students to explore. Discuss how the players in each picture are interacting with the soccer ball.
- Gather a variety of materials, some spherical, like a soccer ball, and others non-spherical, like a block. As a class, make predictions about which objects will roll, then test each item by gently pushing them along the carpet. Discuss if some roll smoothly, some might wobble (like the apple or football), and some might not roll at all. Picture cards are included to graph in a pocket chart.
- Sort pictures into 2 groups: words that start with an S and words that start with a B.

Extension Idea: Sort items the included recording sheet for students to investigate things that roll or that do not roll at home.

Does It Roll?

Day 3 lesson plans

Day 4 Bowling

Investigate how weight and size affect the speed at which balls roll. Play a pattern grid game.

Bowling
Strike

Bowling is a sport for players of all ages! Players roll a ball down a lane in an effort to knock down ten pins. Player gets two tries during their turn. If they get all pins down on the first roll it is called a strike. If they get all the pins down on the second roll, it is called a spare.

Objectives:

- The students will explore objects and make predictions.
- The students will notice and extend simple patterns.

Activities:

- Show the real-life photographs. Discuss how bowling balls have different weights to accommodate different bowlers. When possible, bring in a real bowling ball for students to explore.
- Bring in an assortment of balls in different weights and sizes. Show the class the 10 cheaters with 2 different balls on each. Recreate the "Which Rolls Faster?" poem and make a prediction as to what is lightest or heaviest or heaviest or lightest in pairs.

Which one is missing?

Which Rolls Faster?

Day 4 lesson plans

Day 5 Football

Look at the shape of a football. Number recognition song. Recite an action poem, spin the wheel, and act out football motions.

Football
Touchdown!

Football, or "American football," is played on a field that is 100 yards long. When playing offense, the team tries to get the ball to the end of the field, known as the end zone, when they are on offense, they try to stop the other team from getting the ball into the end zone.

Objectives:

- The students will demonstrate basic locomotor skills.
- The students will recognize rhyming words.

Activities:

- Show the real-life photographs. Pass around a real-life football and point out how a football isn't a perfect sphere like the other balls we've seen so far. (It is what is called prolate spheroid... what a funny word!)
- Read the "Football Action" poem, then spin the wheel and act out the motion.
- Print the rhyming cards and mat on cardstock. Place the football numbers around the room. Sing the "Little Football Player", pointing down on each verse for students to guess the numbers. Students then identify the number on the football and move to that location. Repeat with new verses.

Extension Idea: Play a version of Duck, Duck, Goose. Use the words: "Strike", "Spare", "Miss" for names of traditional words.

Little Football Player

Football Actions

Day 5 lesson plans

Circle Time Lessons

Unit overview

Day 6 Basketball

Discuss the difference between a sphere and a circle. Sort objects accordingly. Recite a "Five Happy Players" chip clip poem.

Basketball
Slam Dunk!

Invented over 125 years ago by James Naismith, basketball can be played both indoors or outdoors. The object of the game is to get the ball into a basket on opposite ends of the court.

Objectives:

- The students will count a set to 5 and make combinations of objects to create the set.
- The students will sort objects by property.

Activities:

- Show the real life photographs. Bring in a basketball to share with the students. Talk about the colors, texture, etc. Discuss the different movements needed in basketball (dribbling, running, shooting the ball, etc.)
- Recite the "Five Happy Players" chip clip poem. As you progress through each verse, remove a player from the court.
- Bring in a variety of objects to sort into two groups: Things that are round like a frisbee and things that are round like a basketball. Picture cards are also included, if needed.

Extension Idea:
Set up a small trash can and crumpled up recycled paper. Students attempt to toss the paper into the trash can.

Day 6 lesson plans

Day 7 Tennis

Look at the real pictures of tennis players and equipment. Label a picture. Sing the "Tennis Pokey" song.

Tennis
Game, Set, Match!

Tennis is a game played with rackets and a ball. It is a fast-paced game in which players hit the ball back and forth over a net. A player scores points when the other player misses the ball, or when the other player hits the ball out of bounds.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will play with words, sounds, and rhymes.

Activities:

- Show the real life photographs. Bring in a tennis racket and a ball for students to explore. Demonstrate (gently) how the ball bounces off the strings of the racket.
- Print out the different parts of a tennis racket. Label the picture of a tennis racket.

Extension Idea:
Have students stand up and act out the "Tennis Pokey" song.

Day 7 lesson plans

Day 8 Ice Hockey

Recite a concept of word poem. Play a shapes carpet game.

Ice Hockey
Goal

Ice hockey is one of the world's fastest sports. Players wear ice skates, pads, and a helmet while navigating a puck along the ice with a stick. When the puck is hit into the goal, that team earns a point.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will identify shapes and take turns.

Activities:

- Show the real life photographs. Discuss the equipment shown on the hockey players. What is the purpose of each item?
- Read the poem "I See!" Ask each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.
- Play the "I See!" shape recognition carpet game.

Extension Idea:
Provide small bromo to be used as hockey sticks. Make a small goal out of a shoebox and provide pom-poms on the floor. Students sweep the pom-poms into the goal.

Day 8 lesson plans

Day 9 Building Healthy Bodies

Discuss other sports and how they build healthy bodies. Sing a repeating song. Sort words by beginning sounds.

Building Healthy Bodies
Leading a Healthy Life

Playing a sport is an excellent way to build a healthy body. A healthy body has strong bones and muscles. Exercising your heart by running, walking, or swimming is a great way to build a healthy body.

Objectives:

- The students will demonstrate basic locomotor skills.
- The students will begin to make letter-sound connections.

Activities:

- Show the real life photographs. Discuss how having strong bones and muscles help our bodies move better. Allow students to feel their muscles at rest and when flexed.
- Sing the song "Splash Around" repeat verses using the picture cards provided.
- Place the letter cards around the room. Make a line or a path and walk from the circle time area to and show the corresponding letter on the line and walk to the

Extension Idea:
Make a memory tray with 10 small items related items. Examples: golf ball, plastic swim cap, etc. Show the tray, then remove one item and have the students guess what is missing.

Day 9 lesson plans

Day 10 Conclusion

Review what you've learned and collect information about student's favorite thing about sports. Sing a S-P-O-R-T bingo song.

Conclusion
Unit Conclusion

Playing a sport can have a lot of benefits – learning a new skill, making friends, building a healthy body, etc. With so many different sports to choose from, there is something for everyone!

Objectives:

- The students will draw and imitate the act of writing.
- The students will repeat simple musical patterns using verbs, body, and instruments.

Activities:

- Ask the students what they love about sports. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.
- Sing the S-P-O-R-T song in the tune of "Frigo." Display the letters S-P-O-R-T and sing the song. After singing the first verse, cover up the letter S with the "Splash" circle that matches the sport of the letter. Sing the second verse as "leach, P-O-R-T."

Extension Idea:
Make a memory tray with 10 small items related items. Examples: golf ball, plastic swim cap, etc. Show the tray, then remove one item and have the students guess what is missing.

Day 10 lesson plans

Introduction

Activate Prior Knowledge

Day 1
Lesson
Plans

Did you know that there are more than 8,000 sports in the world?! Some are individual sports, while others involve playing on a team. With so much variety, children are sure to find a sport they enjoy.

Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

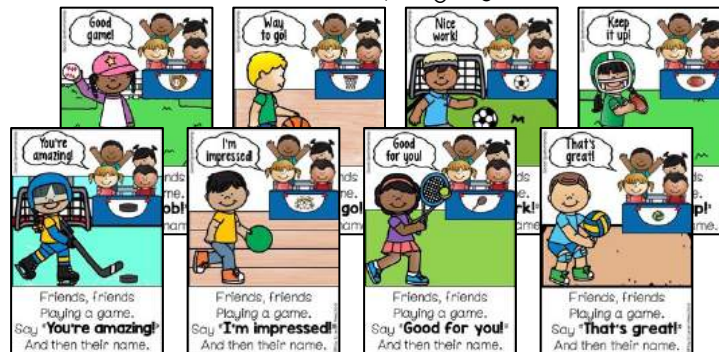
Activities:

1. Show the real life photographs. Bring in different type of sports equipment for the students to investigate. Discuss each item.
2. Lead a discussion on how different sports can be played inside or outside. Take a poll, "Where is your favorite place to play sports?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
3. Recite the "Good Sportsmanship" poems. Discuss how it is important to use kind words and actions when playing a sport.



Extension Idea:

Pass a ball around from student to student. Practice using the good sportsmanship words from the day's activity.



Where is your favorite place to play sports?

I like to play sports outside.	I like to play sports inside.
Jamie	Jenny
Claire	Dougal
Ian	Jonathan
	Letitia

There are a lot of different sports.





Sports can help you learn teamwork, perseverance, and sportsmanship.



**Playing sports can help
strengthen bones and build muscles.**

Where is your favorite place to play sports?

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I like
to play
sports
outside.



I like
to play
sports
inside.



Friends, friends
 Playing a game.
 Say "**Good job!**"
 And then their name.



Friends, friends
 Playing a game.
 Say "**Way to go!**"
 And then their name.



Friends, friends
 Playing a game.
 Say "**Nice work!**"
 And then their name.



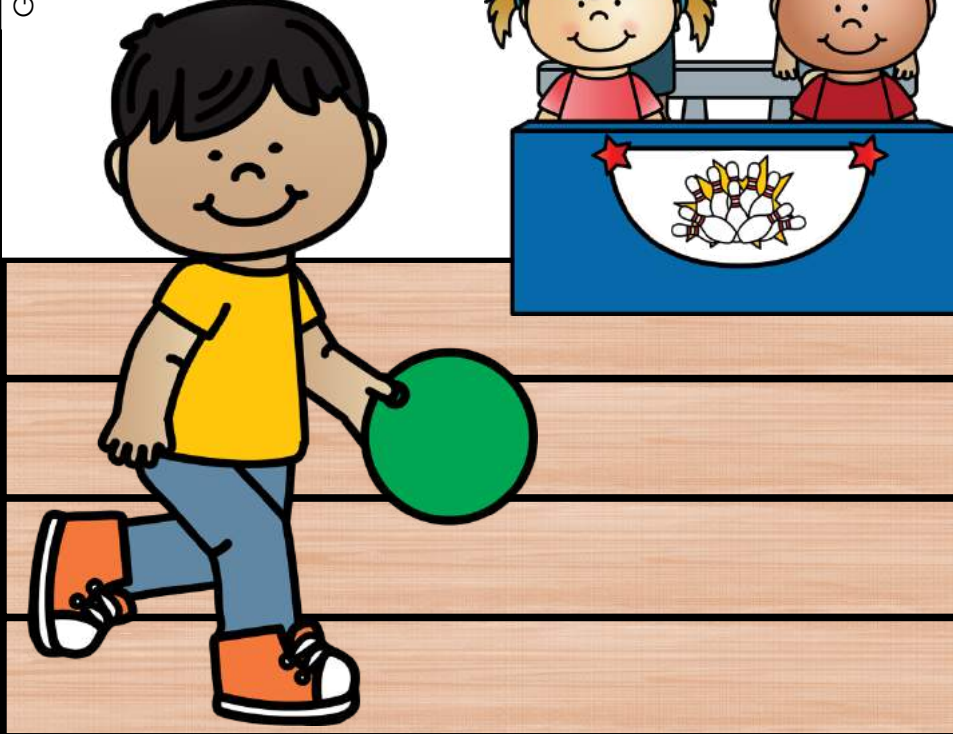
Friends, friends
 Playing a game.
 Say "**Keep it up!**"
 And then their name.

You're amazing!



Friends, friends
Playing a game.
Say "**You're amazing!**"
And then their name.

I'm impressed!



Friends, friends
Playing a game.
Say "**I'm impressed!**"
And then their name.



Friends, friends
Playing a game.
Say **“Good for you!”**
And then their name.



Friends, friends
Playing a game.
Say **“That's great!”**
And then their name.

Baseball / Softball

Home Run!

Day 2
lesson
plans

Baseball and softball have been around for over 130 years! Both are played on a field with four bases in the shape of a diamond. The game is played with a bat, a ball, and a glove.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will identify numbers.

Activities:

1. Show the real life photographs. Bring in a baseball, softball, glove, and bat for the students to investigate. Ask the students if they have ever played baseball or softball.
2. Sing the "Hooray!" song. Use the picture cards to assist with each verse.
3. Play the "Where's the Ball?" carpet game.

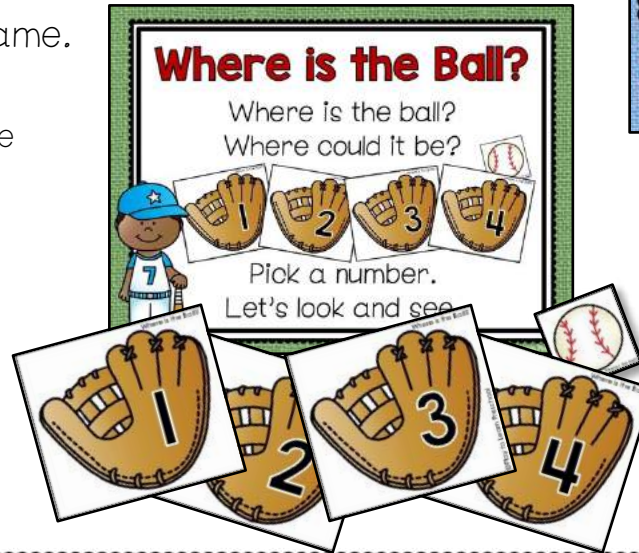


Extension Idea:

Provide small baseball gloves and a small foam ball. Allow students to practice softly tossing the ball to a friend and catching it in the glove.

To Play the Game:

- Line up the pictures of the gloves. Pick the right number of cards for your students. Identify the numbers together.
- Hide the ball under one of the gloves and recite the poem to find it.
- Children guess where the ball is hiding by identifying the number.





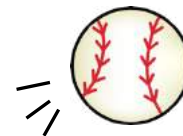
When playing baseball or softball, you hit a ball with a bat, then you run to first base.



**If you catch the ball in the outfield,
the batter is out.**

Hooray!

To the Tune of "The Farmer in the Dell"



The player hits the ball,
The player hits the ball,
The crowd cheers and
yells
"Hooray!"

The player hits the ball.



Hooray!



hits the ball

Hooray!



fields the ball

Hooray!



caught the ball

Hooray!



throws the ball

Hooray!



slides into home

Hooray!



team wins the game

Where is the Ball?

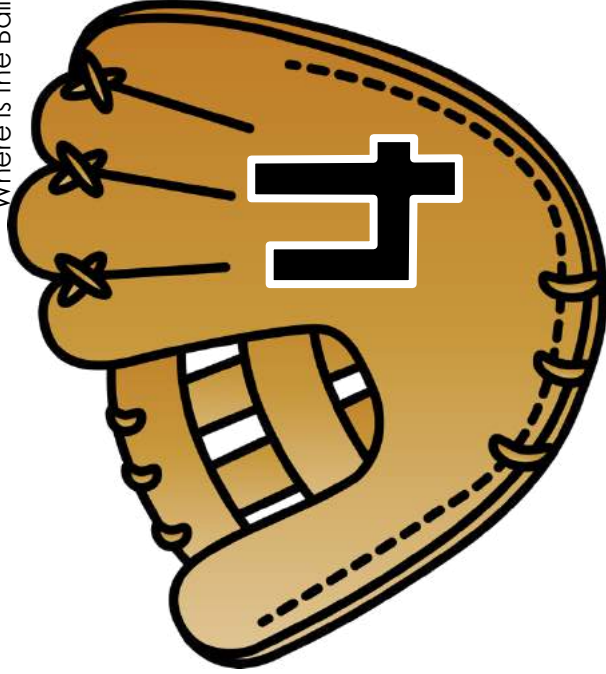
Where is the ball?
Where could it be?



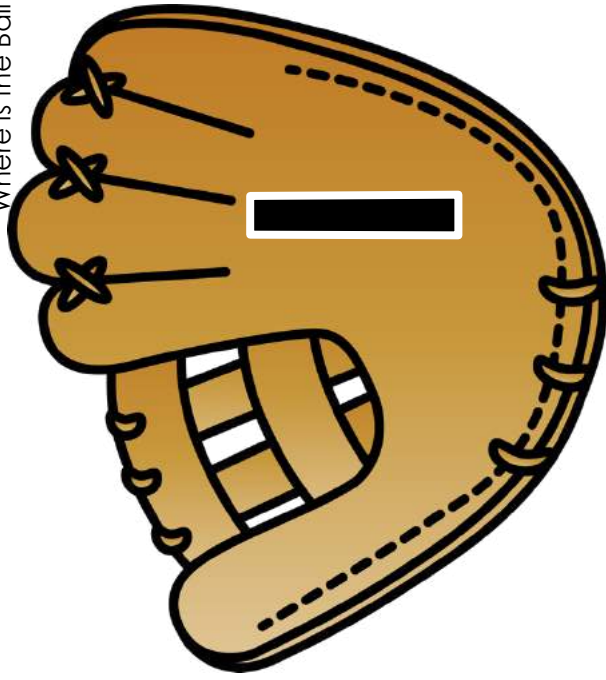
Pick a number.
Let's look and see.



Where is the Ball?



Where is the Ball?



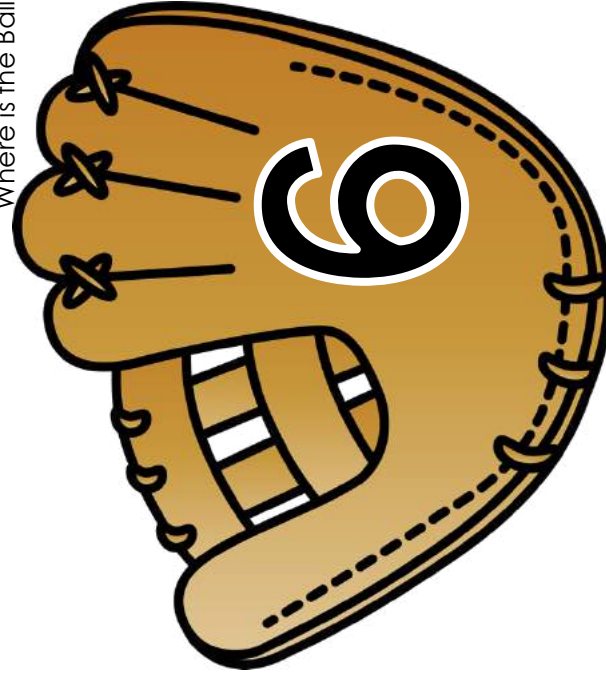
Where is the Ball?



Where is the Ball?



Where is the Ball?



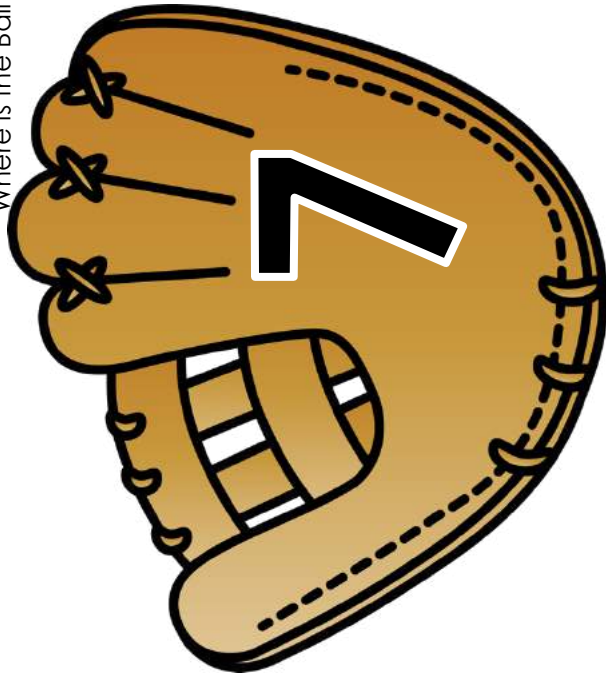
Where is the Ball?



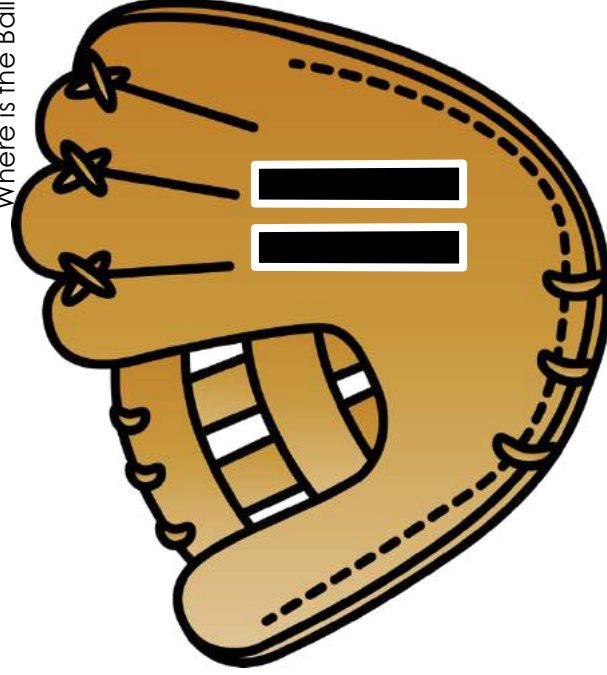
Where is the Ball?



Where is the Ball?



Where is the Ball?



Where is the Ball?



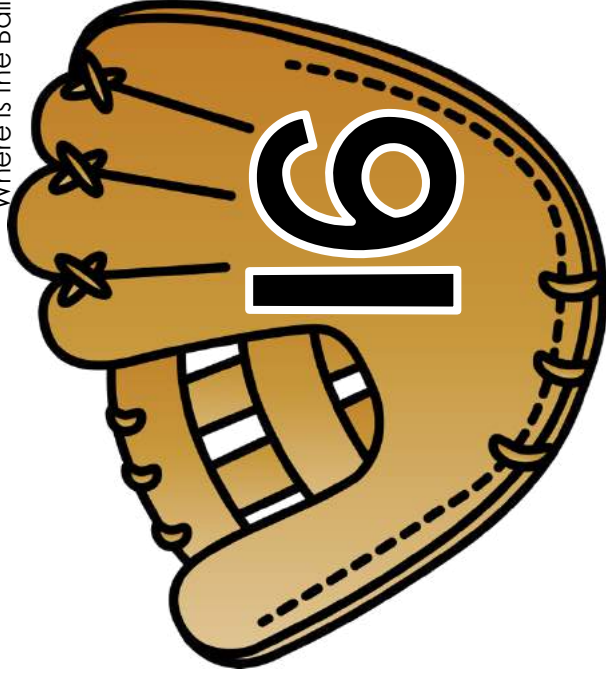
Where is the Ball?



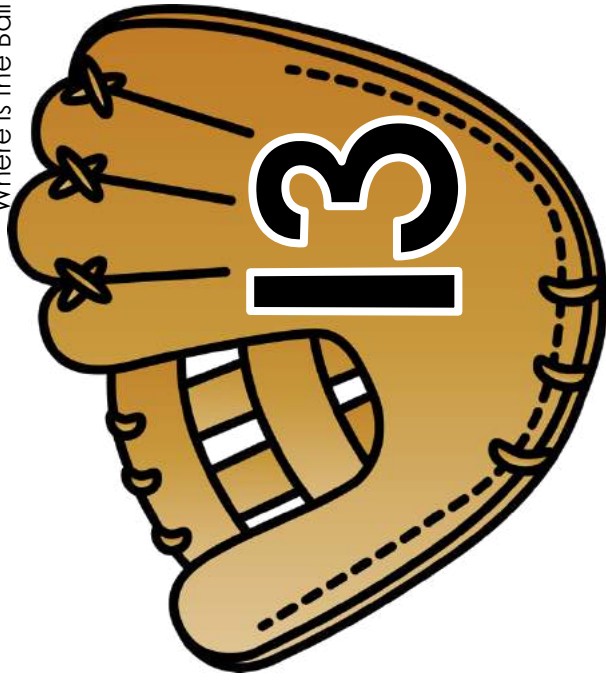
Where is the Ball?



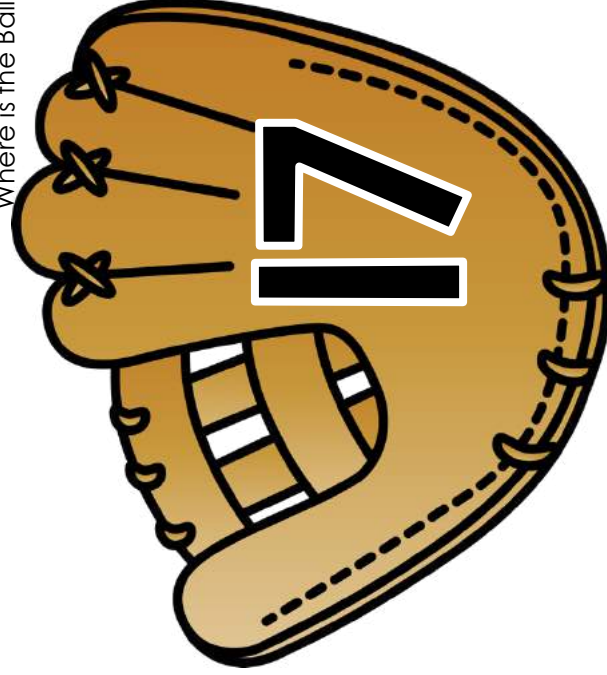
Where is the Ball?



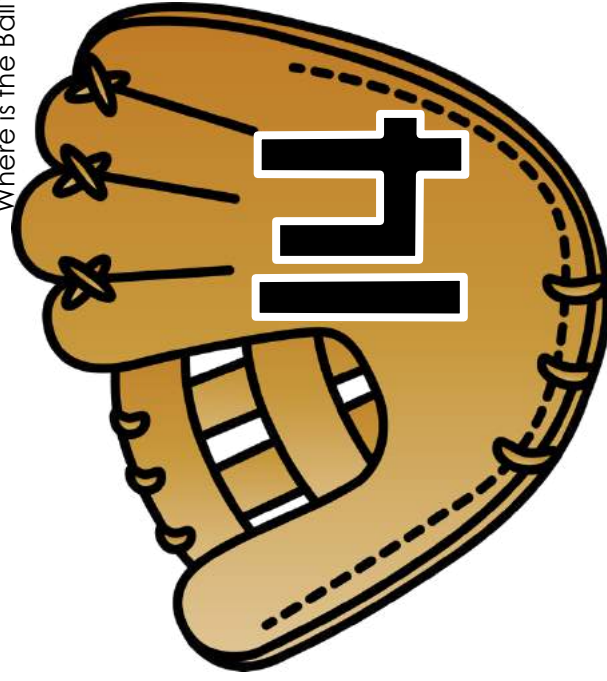
Where is the Ball?



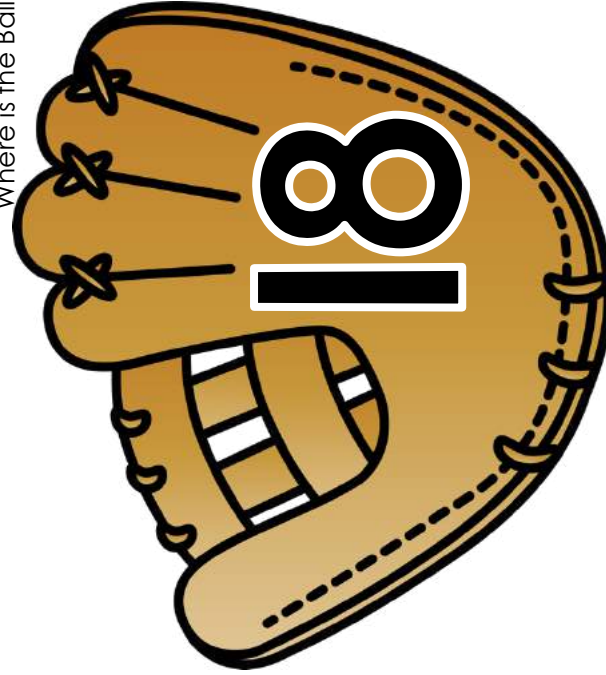
Where is the Ball?



Where is the Ball?



Where is the Ball?



Where is the Ball?

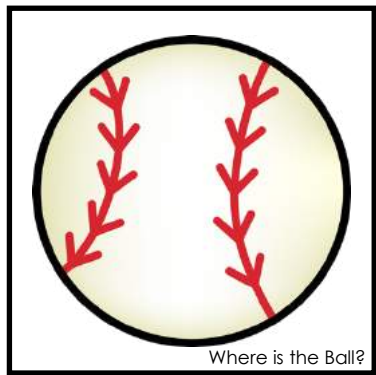




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Where is the Ball?

Cut out the ball.



Where is the Ball?

Soccer

Goal!

Day 3
lesson
plans

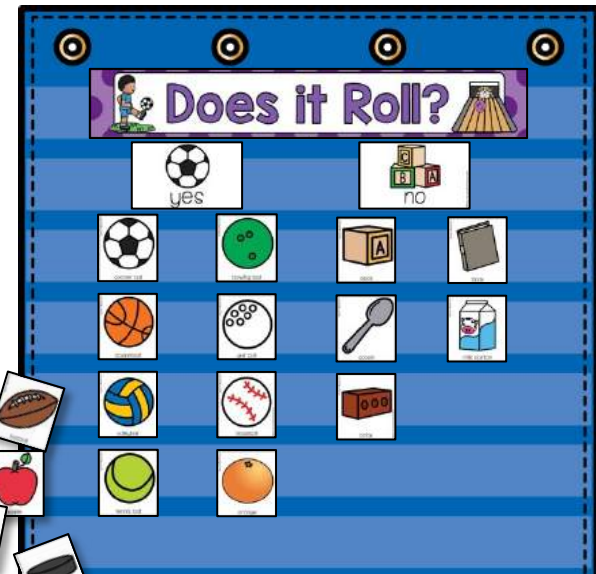
The earliest versions of soccer date back more than 3,000 years! While referred to as football in some parts of the world, soccer takes a lot of practice, a healthy heart, and coordination.

Objectives:

- The students will observe objects with curiosity.
- The students will notice words that begin with the same sound.

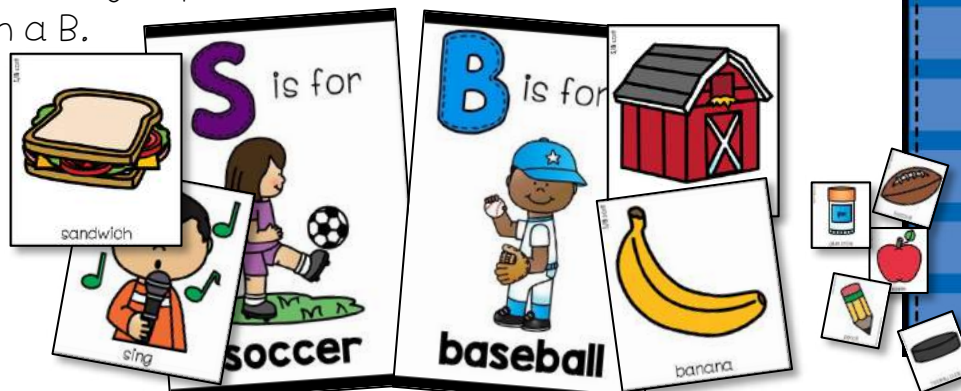
Activities:

1. Show the real life photographs and bring in a soccer ball for students to explore. Discuss how the players in each picture are interacting with the soccer ball.
2. Gather a variety of materials, some spherical, like a soccer ball, and others non-spherical, like a block. As a class, make predictions about which objects will roll, then test each item by gently pushing them along the carpet. Discuss if some roll smoothly, some might wobble (like the apple or football), and some might not roll at all. Picture cards are included to graph in a pocket chart.
3. Sort pictures into 2 groups: words that start with an S and words that start with a B.



Extension Idea:

Send home the included recording sheet for students to investigate things that roll/do not roll at home.





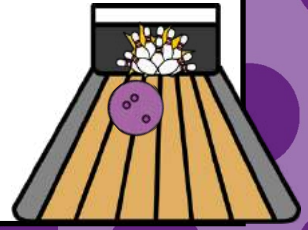
When playing soccer, you kick a soccer ball with your feet. It takes a lot of practice to get good at it.



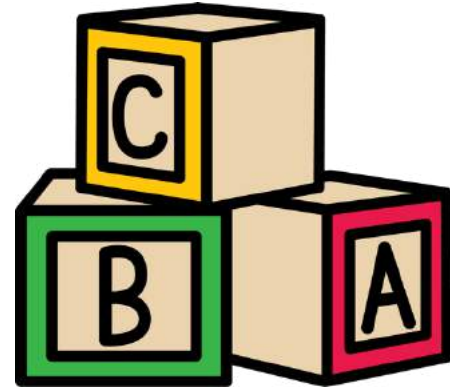
The goalies are the only players who can touch the ball with their hands.



Does it roll?



yes



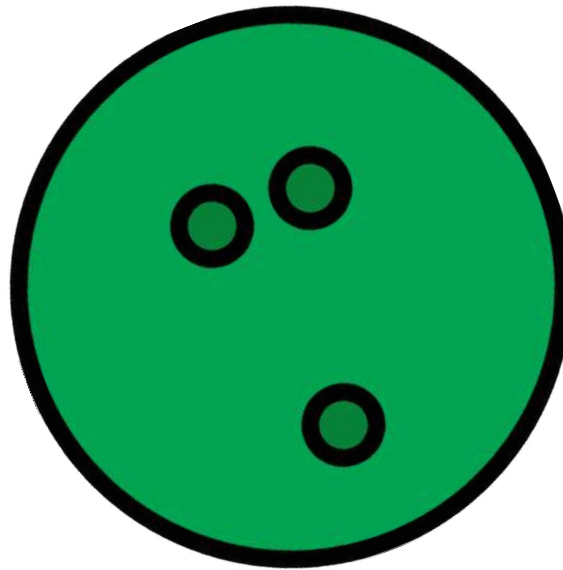
no

Does it Roll? Sort



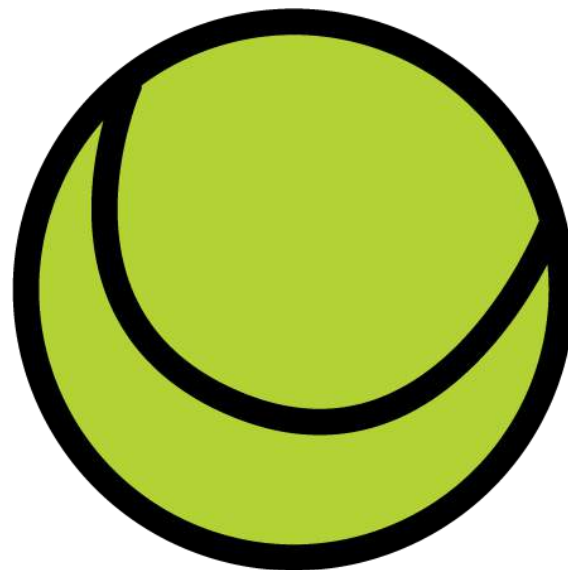
soccer ball

Does it Roll? Sort



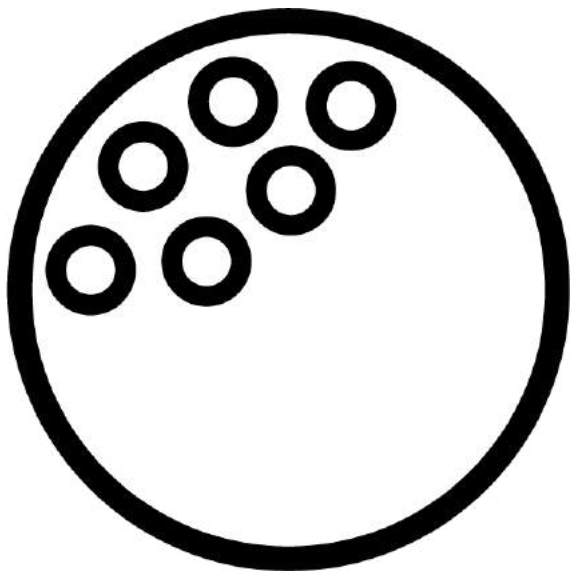
bowling ball

Does it Roll? Sort



tennis ball

Does it Roll? Sort



golf ball

Does it Roll? Sort



volleyball

Does it Roll? Sort



baseball

Does it Roll? Sort



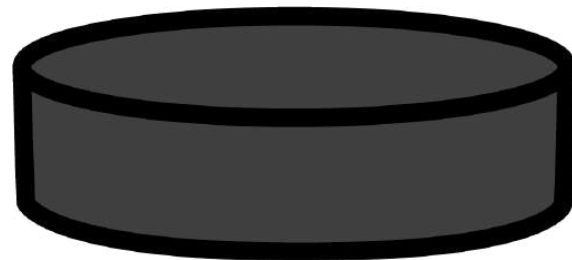
football

Does it Roll? Sort



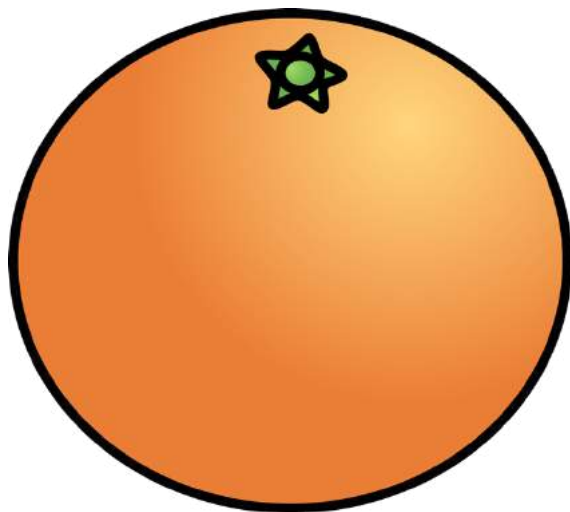
basketball

Does it Roll? Sort



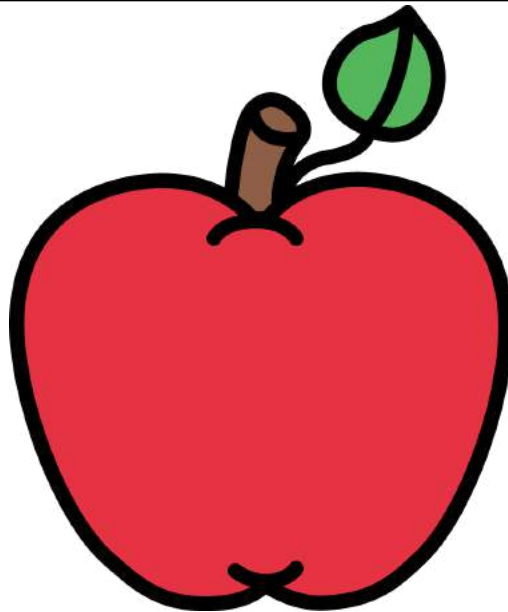
hockey puck

Does it Roll? Sort



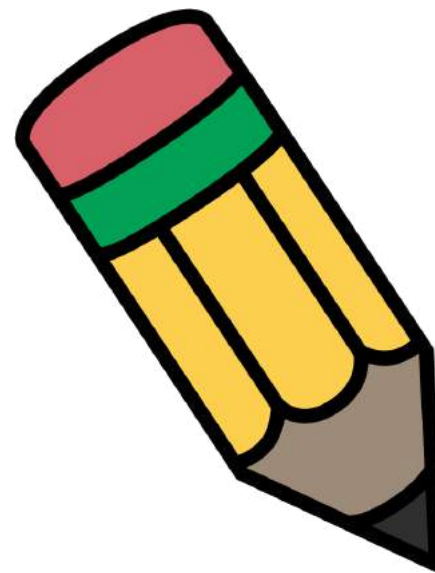
orange

Does it Roll? Sort



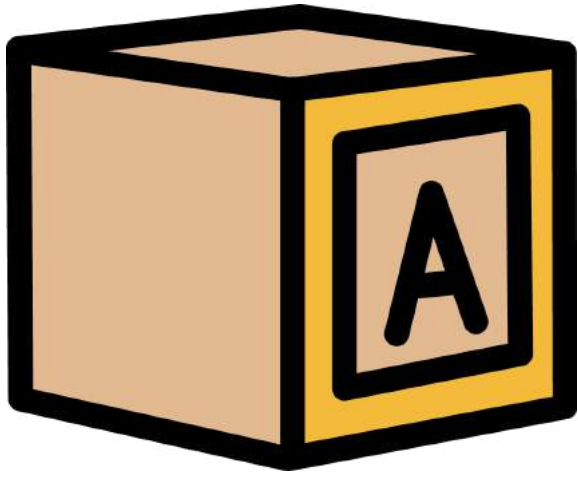
apple

Does it Roll? Sort



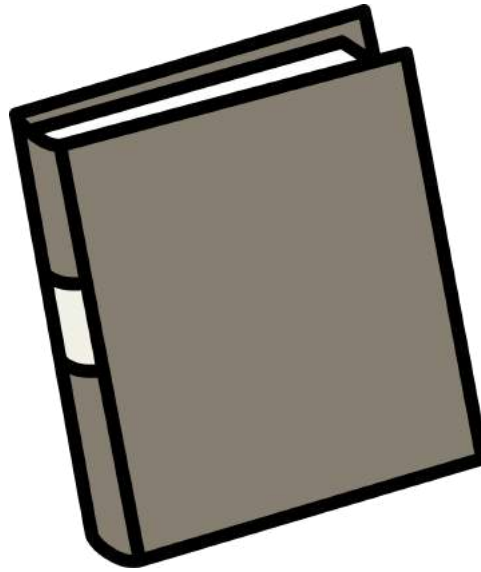
pencil

Does it Roll? Sort



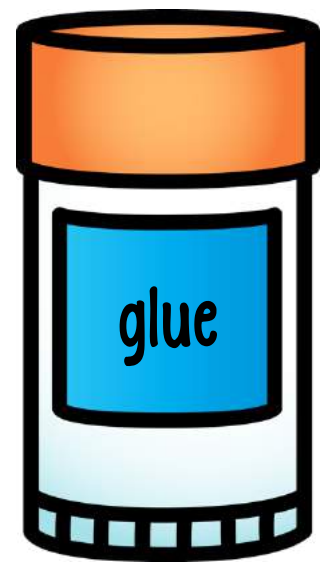
block

Does it Roll? Sort



book

Does it Roll? Sort



glue stick

Does it Roll? Sort



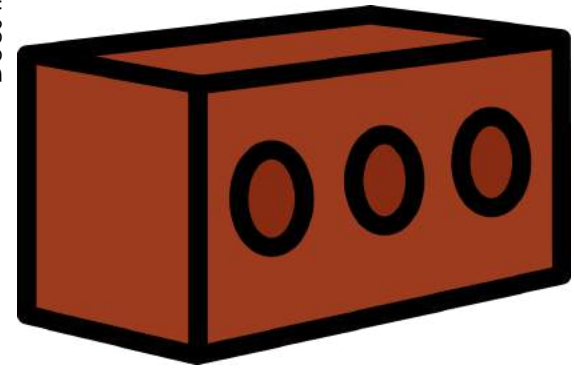
spoon

Does it Roll? Sort



milk carton

Does it Roll? Sort



brick

S

is for



soccer

B

is for



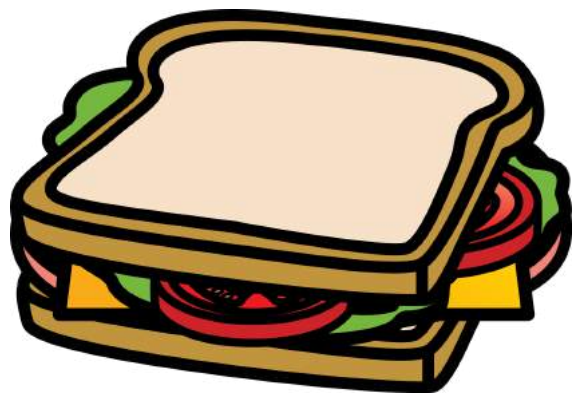
baseball

S/B sort



seven

S/B sort



sandwich

S/B sort



soap

S/B sort



sing

S/B sort



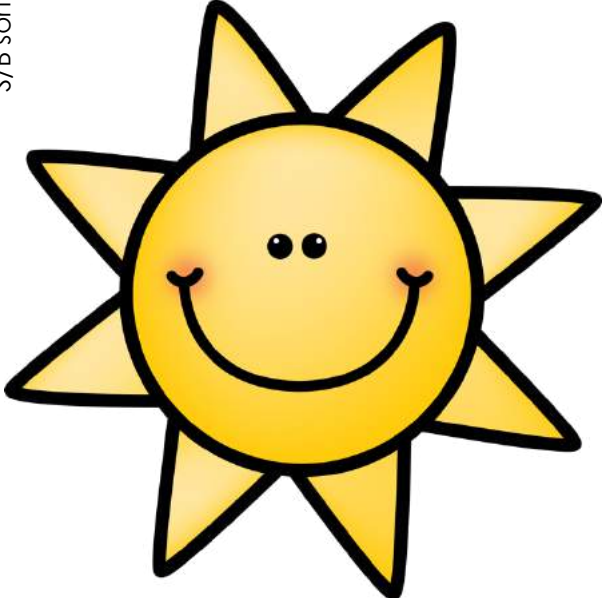
sailboat

S/B sort



soup

S/B sort



sun

S/B sort



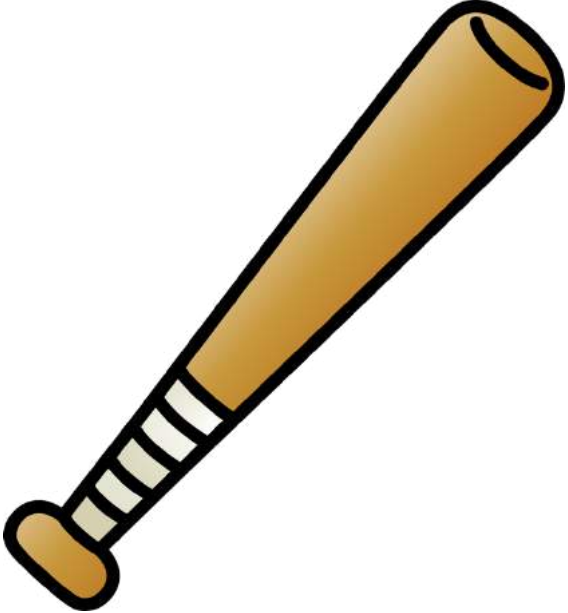
seal

S/B sort



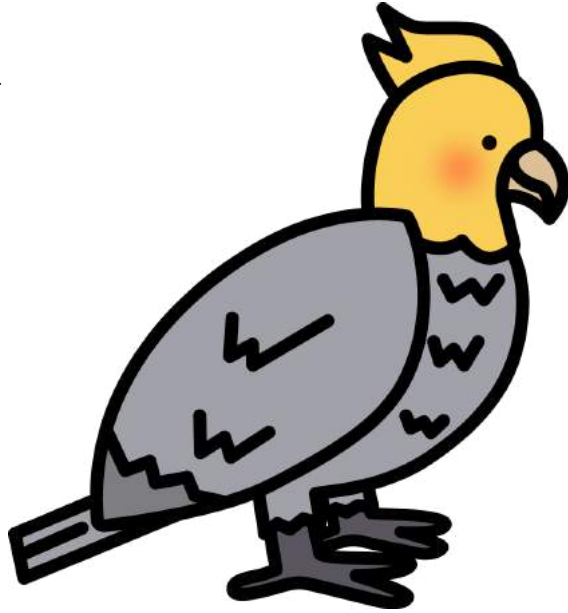
socks

S/B sort



bat

S/B sort



bird

S/B sort



bow

S/B sort



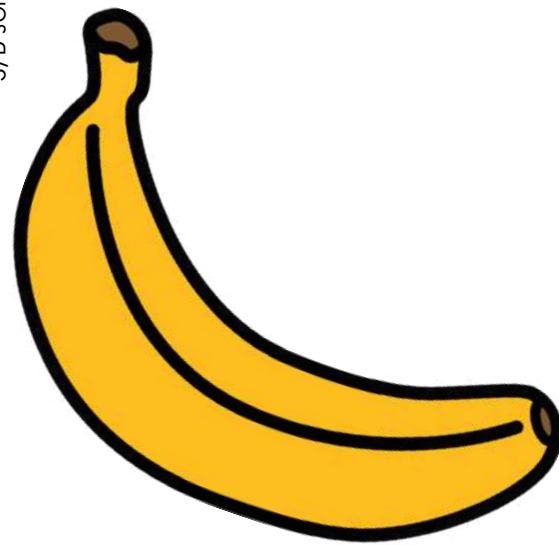
baby

S/B sort



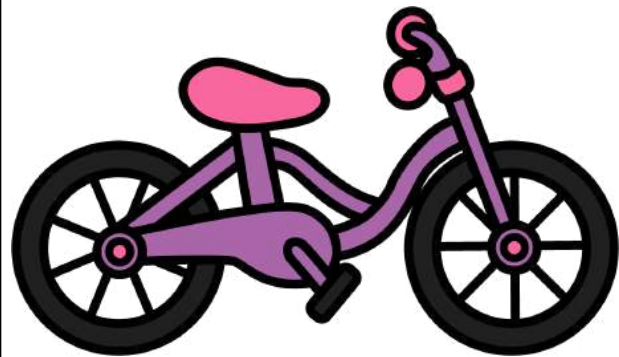
bunny

S/B sort



banana

S/B sort



bike

S/B sort



barn

S/B sort



bear

Name _____

Find two different items to test. Gently push them along a smooth surface to see if they roll. Draw a picture of them below.



A large empty rectangular area for drawing, divided into two vertical columns by a single vertical line.

My item:

DID roll

DID NOT roll

My item:

DID roll

DID NOT roll

Bowling

Strike!

Day 4
lesson
plans

Bowling is a sport for players of all ages! Players roll a ball down a lane in an effort to knock down ten pins. Player gets two rolls during their turn. If they get all pins down on the first roll it is called a strike. If they get all the pins down after the second roll, it is called a spare.

Objectives:

- The students will explore objects and make predictions.
- The students will notice and extend simple patterns.

Activities:

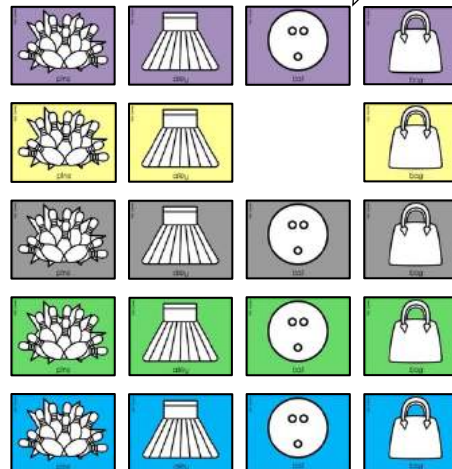
1. Show the real life photographs. Discuss how bowling balls have different weights to accommodate different bowlers. When possible, bring in a real bowling ball for students to explore.
2. Bring in an assortment of balls in different weights and sizes. Show the class the $\frac{1}{2}$ sheets with 2 different balls on each. Recite the "Which Rolls Faster?" poem and make a prediction as a class. Prop a board against a desk or bookshelf at a slight angle and test each pair.
3. Play the sports grid game.



When bowling, you roll the bowling ball down a lane to knock down ten pins.

Some bowling balls are heavy and others are lighter. They come in all different colors.

Which one is missing?



Which Rolls Faster?

Big or small?
Heavy or light?
Which rolls faster?
Were you right?



Extension Idea:

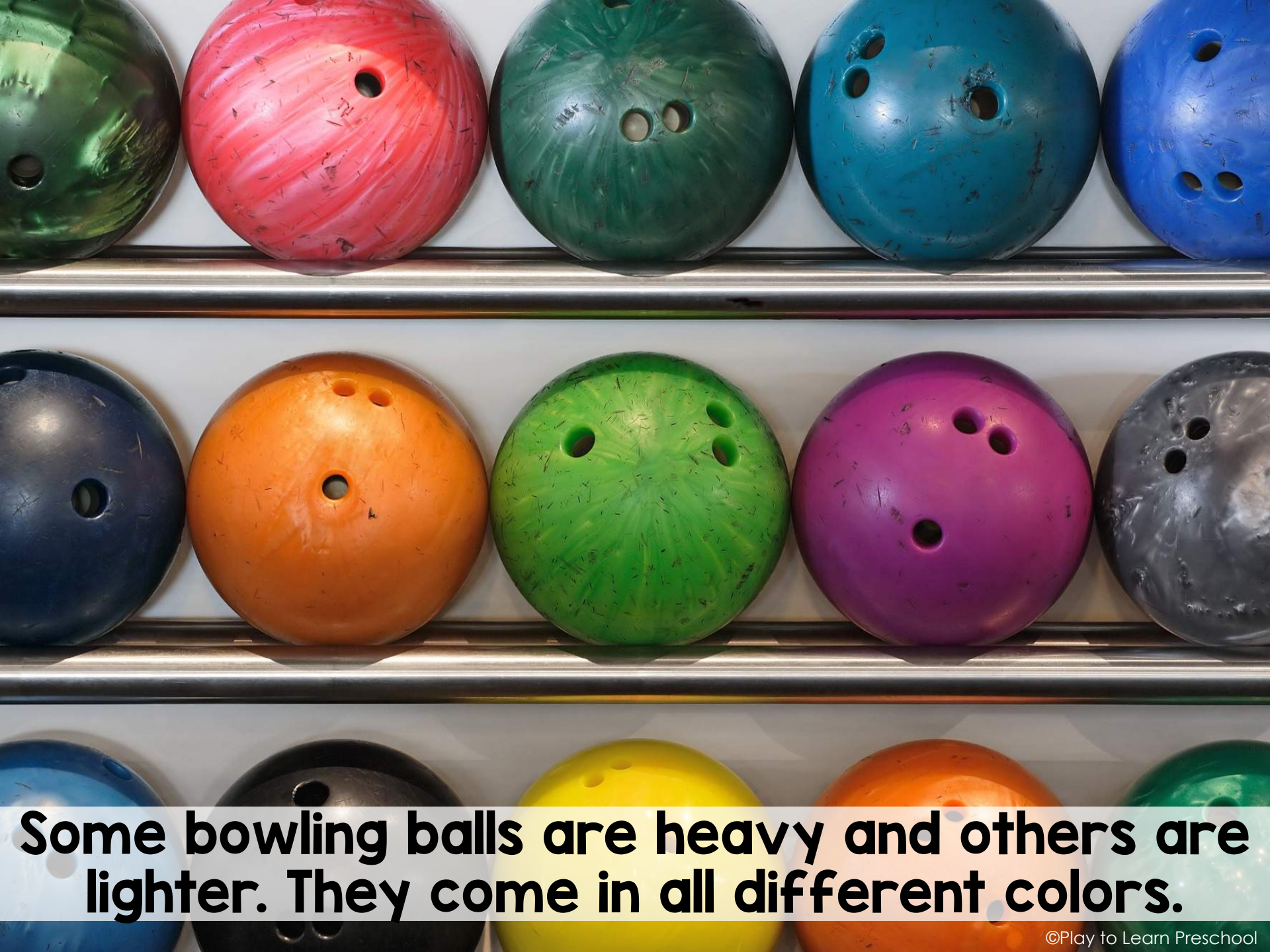
Set up a small plastic bowling lane at a learning center. As students play, they count how many pins they've knocked over.

To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.



When bowling, you roll the bowling ball down a lane to knock down ten pins.



Some bowling balls are heavy and others are lighter. They come in all different colors.

Which Rolls Faster?

Big or small?

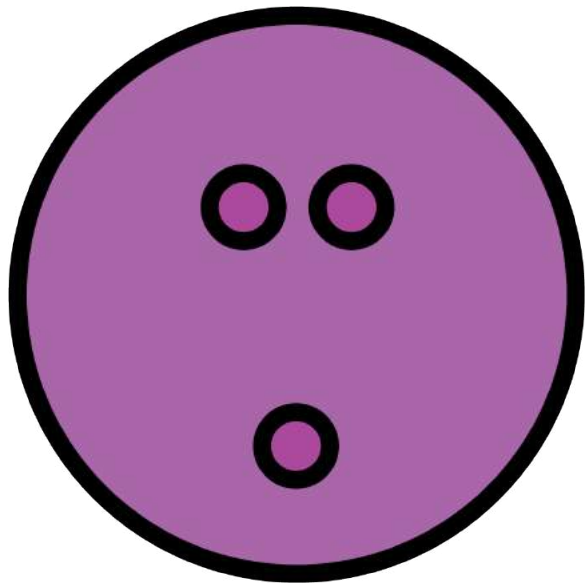
Heavy or light?

Which rolls faster?

Were you right?

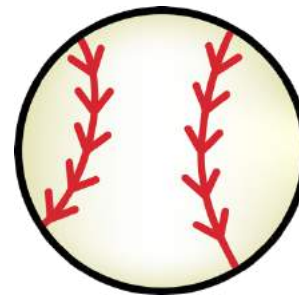


Which Rolls Faster?



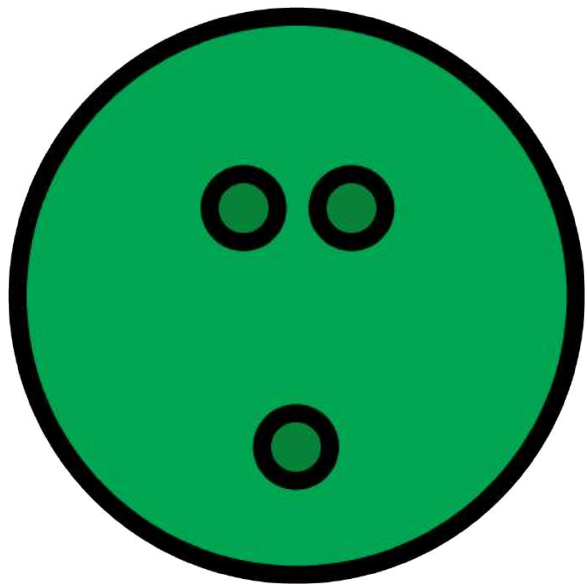
bowling ball

or



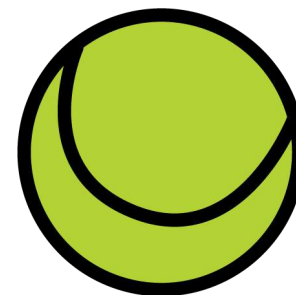
baseball

Which Rolls Faster?



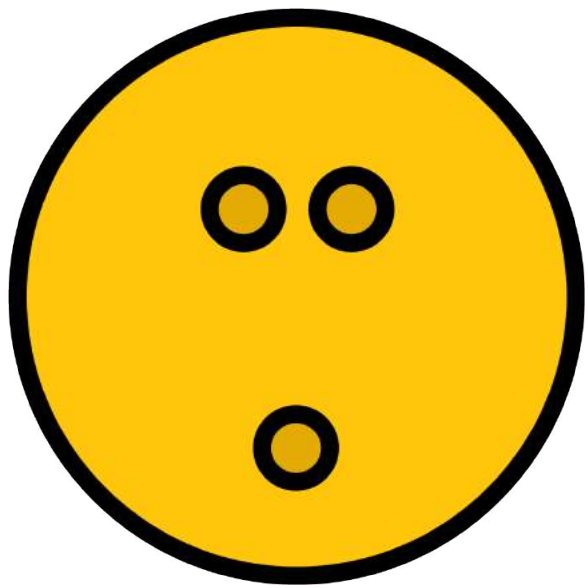
bowling ball

or



tennis ball

Which Rolls Faster?



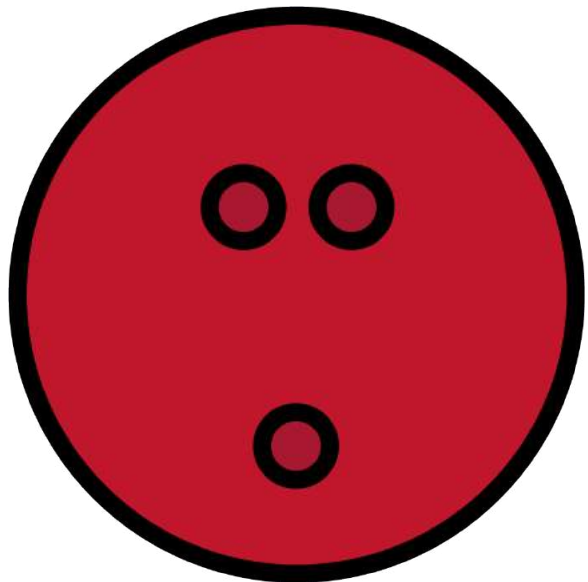
bowling ball

or



basketball

Which Rolls Faster?



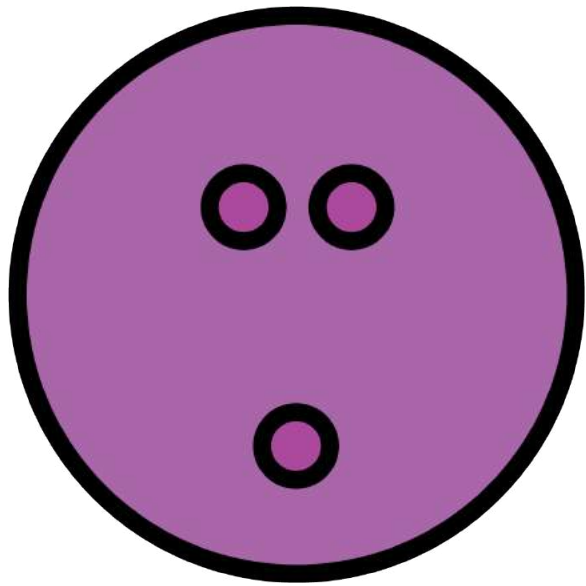
bowling ball

or



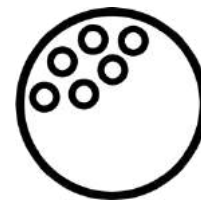
soccer ball

Which Rolls Faster?



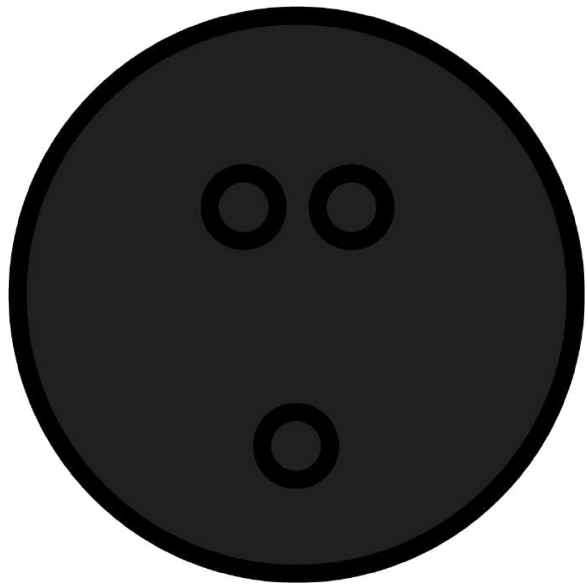
bowling ball

or



golf ball

Which Rolls Faster?



bowling ball

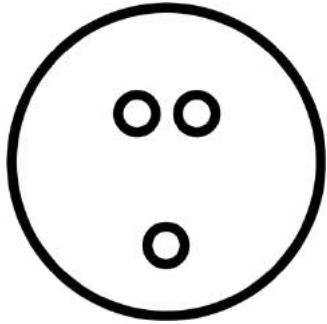
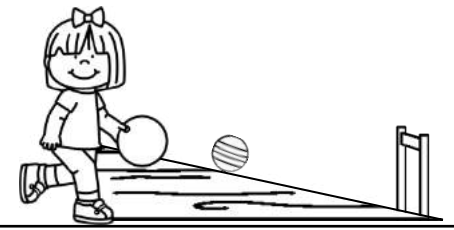
or



volleyball

Name _____

Color the item you think will roll down the ramp fastest.

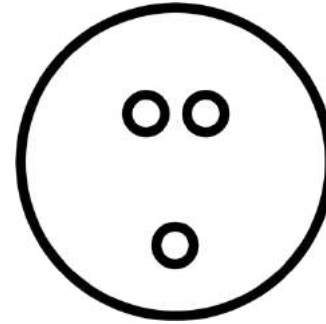


bowling ball

or



baseball

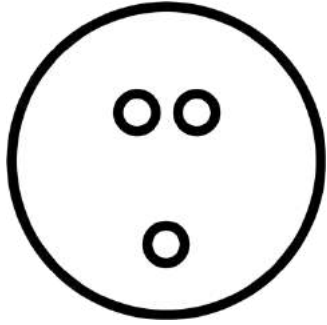


bowling ball

or



tennis ball

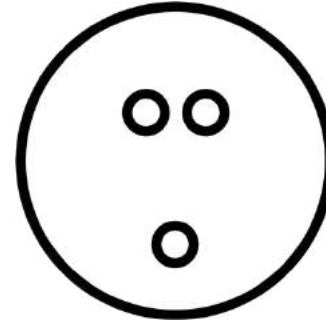


bowling ball

or



basketball

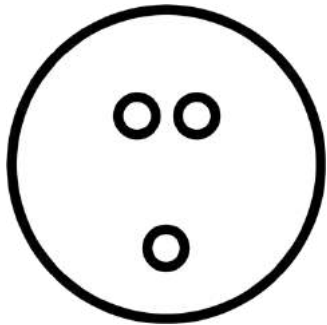


bowling ball

or



soccer ball

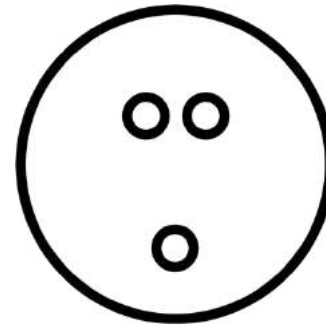


beach ball

or



golf ball

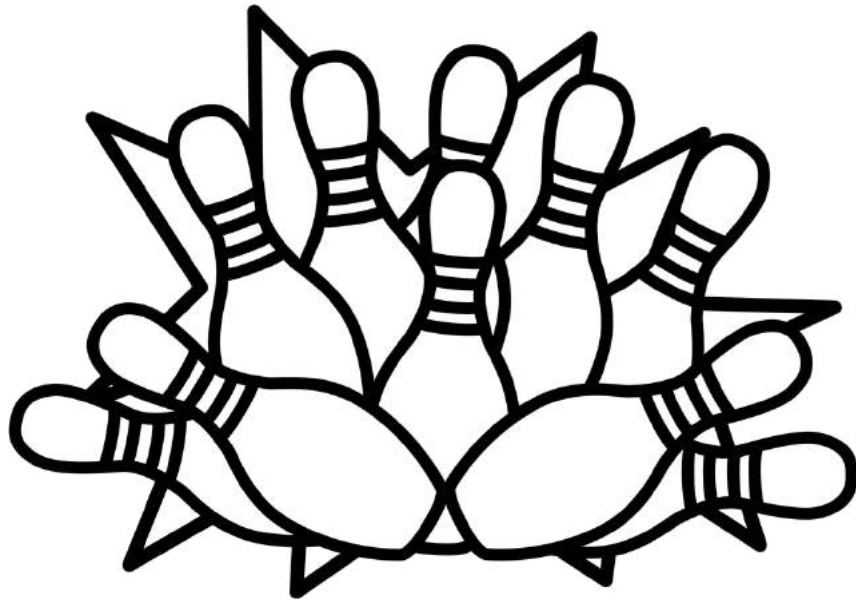


bowling ball

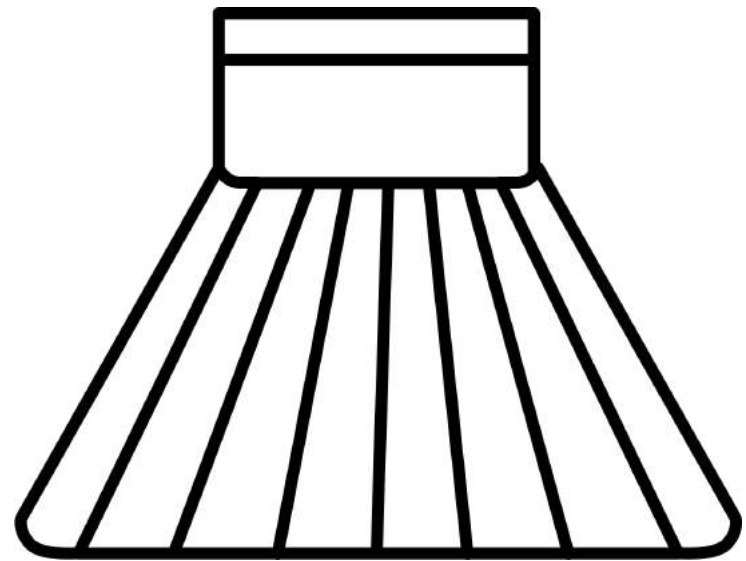
or



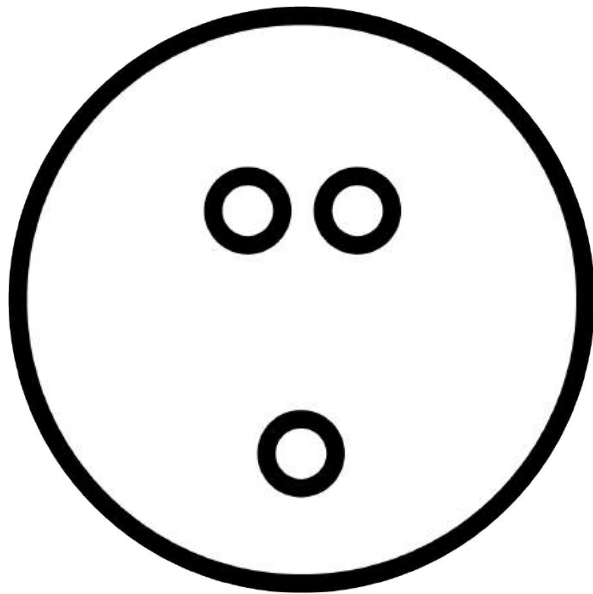
volleyball



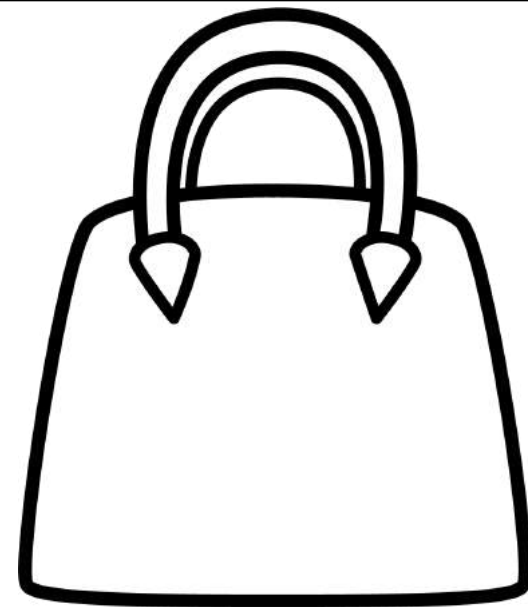
pins



alley



ball



bag

Football

Touchdown!

Day 5
lesson
plans

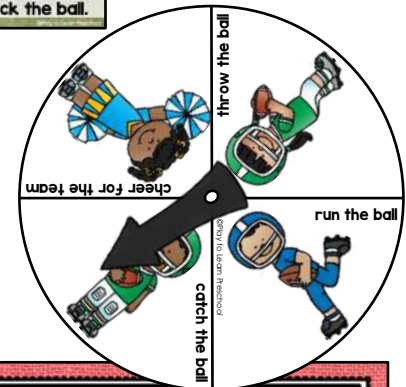
Football, or 'American football', is played on a field that is 100 yards long. When playing offense, the team tries to get the ball to the end of the field, known as the end zone. When playing defense, players try to stop the other team from getting the ball into the end zone.

Objectives:

- The students will demonstrate basic locomotor skills.
- The students will recognize rhyming words.

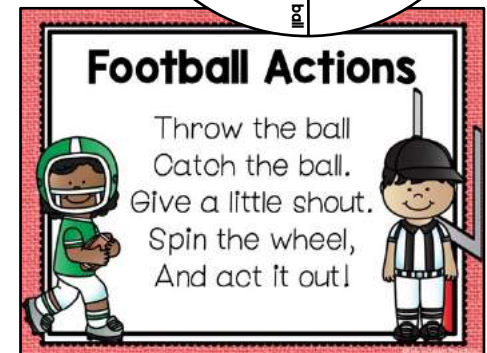
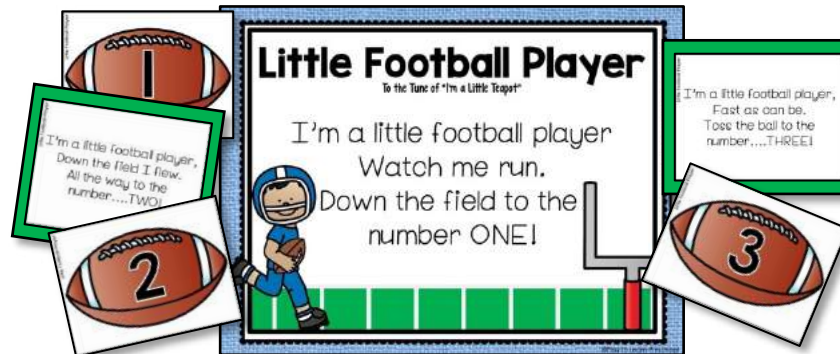
Activities:

1. Show the real life photographs. Pass around a real-life football and point out how a football isn't a perfect sphere like the other balls we've seen so far. It is what is called prolate spheroid...what a funny word!
2. Read the "Football Actions" poem, then spin the wheel and act out the motion.
3. Print the rhyming cards and mat on cardstock. Place the football numbers around the room. Sing the "Little Football Player", slowing down on each verse for students to guess the numbers. Students then identify the number on the football and move to that location. Repeat with new verses.



Extension Idea:

Play a version of Duck, Duck, Goose. Use the words, "Ready, Set, Hike!" in place of traditional words.





A football is not a perfect sphere. It spins when thrown and bounces in different directions when dropped.

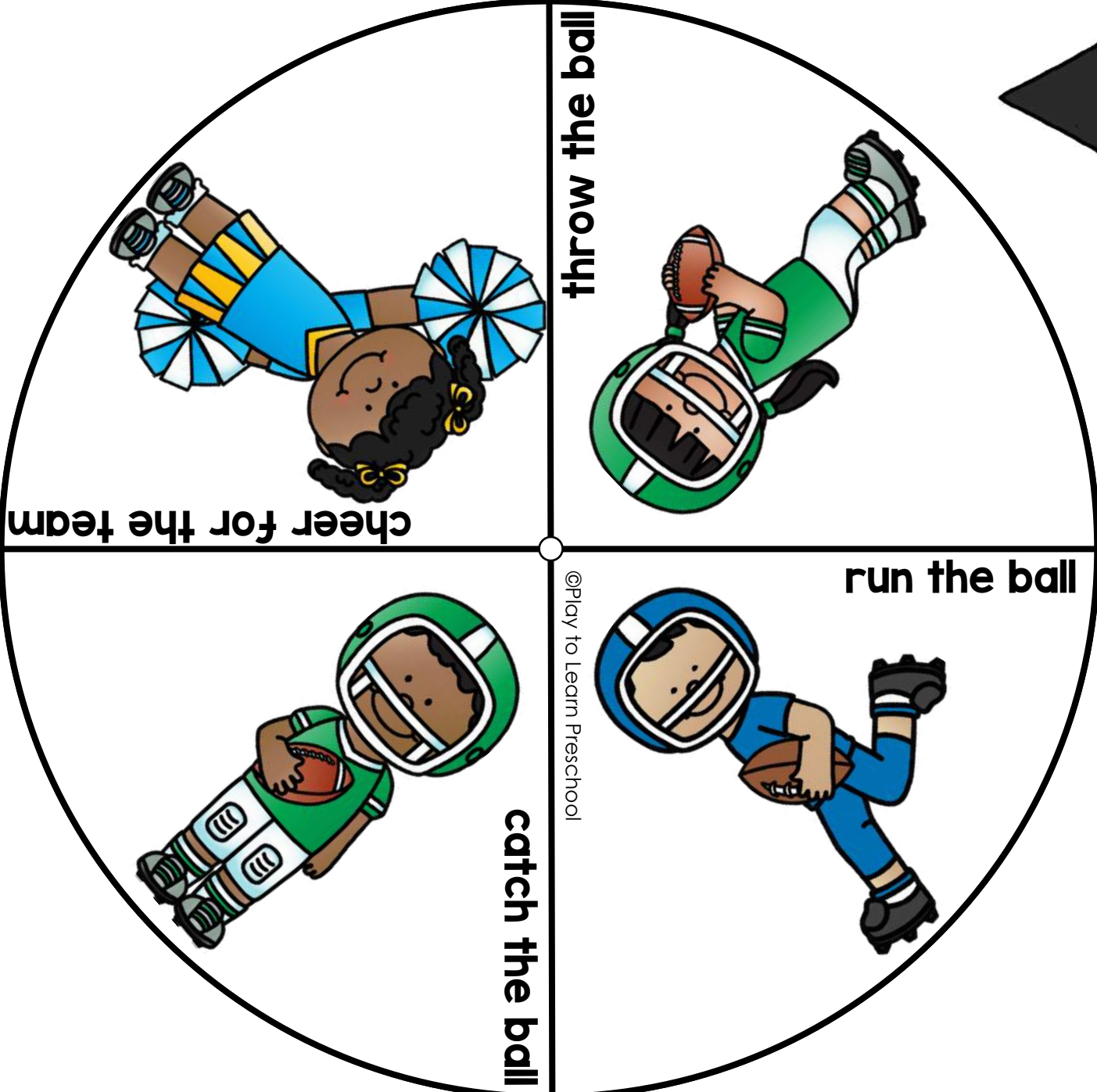


In football, you can run with the ball, throw the ball, and sometimes even kick the ball.

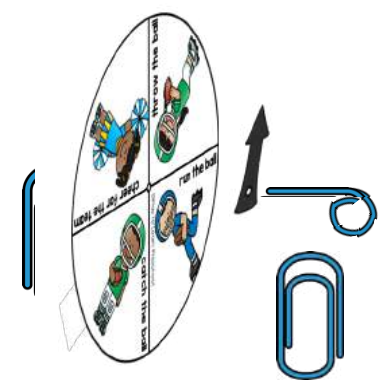
Football Actions

Throw the ball
Catch the ball.
Give a little shout.
Spin the wheel,
And act it out!





To Assemble:
 Print the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not Sports off. (see diagram below)



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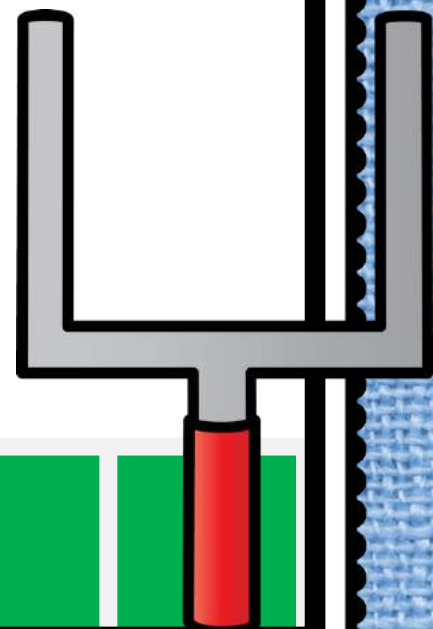
Little Football Player

To the Tune of "I'm a Little Teapot"

I'm a little football player

Watch me run.

Down the field to the
number ONE!



I'm a little football player,
Watch me run.
Down the field to the
number...ONE!

I'm a little football player,
Down the field I flew.
All the way to the
number...TWO!

I'm a little football player,
Fast as can be.
Toss the ball to the
number...THREE!

I'm a little football player,
Watch me score.
I ran and I ran to the
number...FOUR!

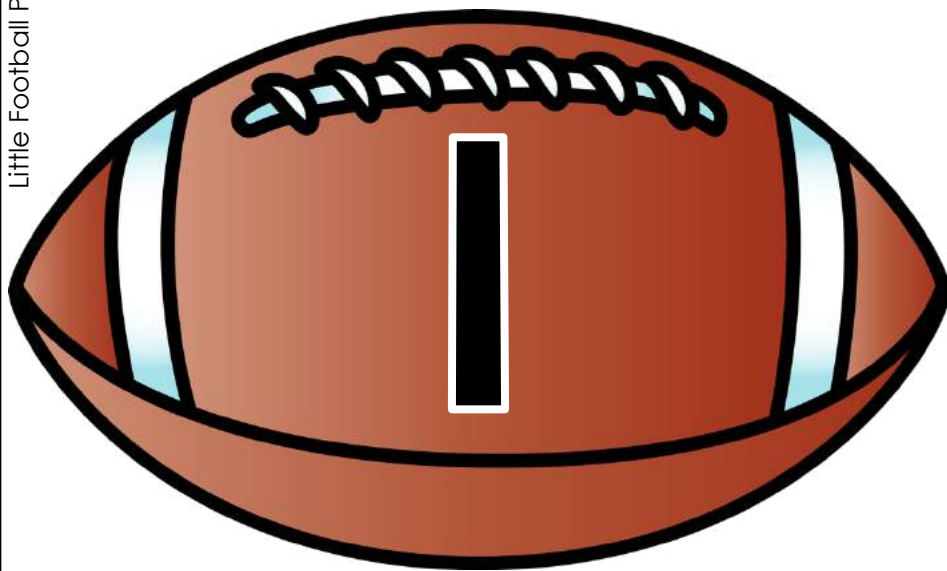
I'm a little football player,
I feel so alive!
Running and catching to the
number...FIVE!

I'm a little football player,
I have a lot of tricks.
I punted the ball to the
number...SIX!

I'm a little football player,
On a team of eleven.
My teammate ran to the
number...SEVEN!

I'm a little football player,
I play really great.
I caught the ball on the
number...EIGHT!

Little Football Player



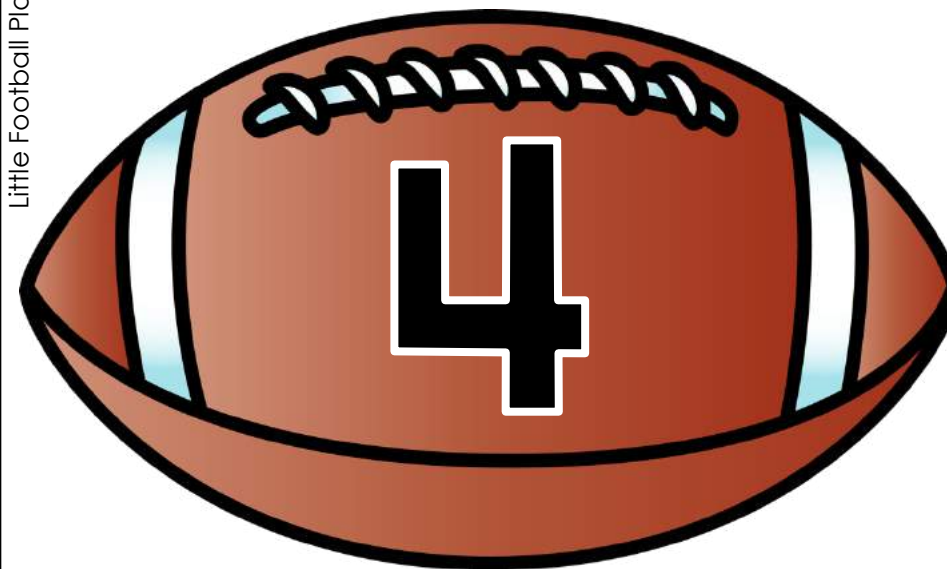
Little Football Player



Little Football Player



Little Football Player



Little Football Player



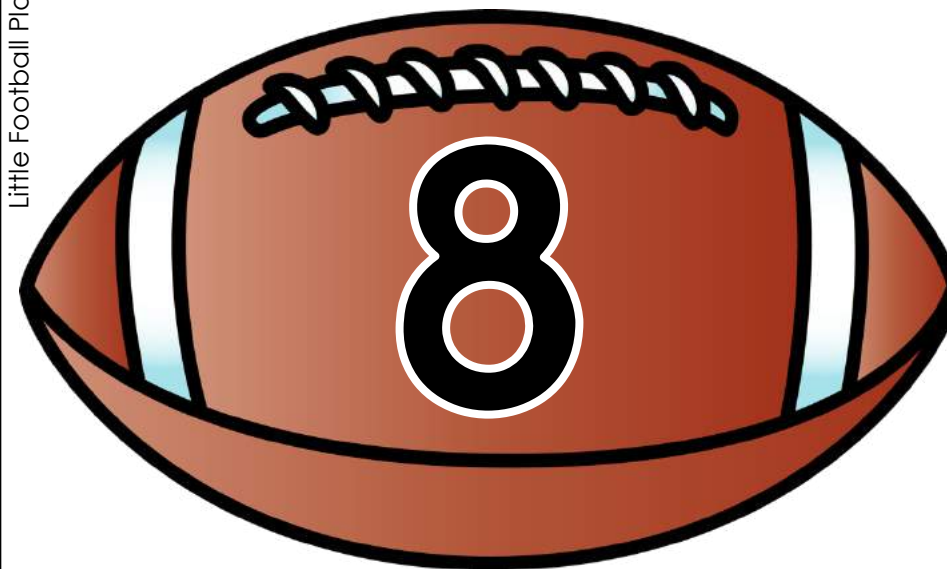
Little Football Player



Little Football Player



Little Football Player



Basketball

Slam Dunk!

Day 6
lesson
plans

Invented over 125 years ago by James Naismith, basketball can be played both indoors or outside. The object of the game is to get the ball into a basket on opposite ends of the court.

Objectives:

- The students will count a set to 5 and make combinations of objects to create the set.
- The students will sort objects by property.

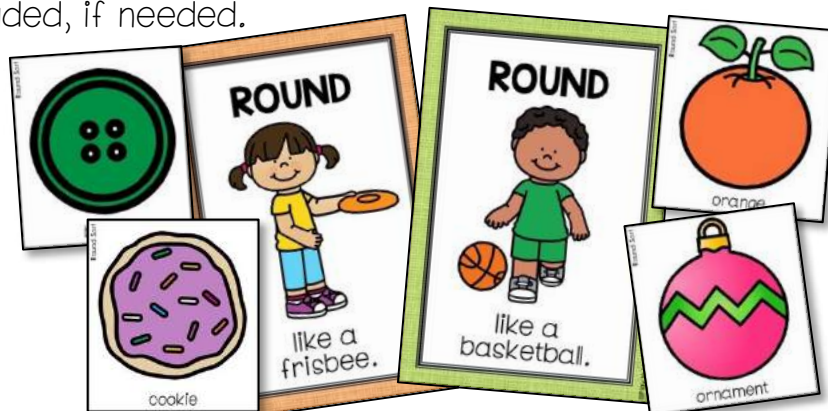
Activities:

1. Show the real life photographs. Bring in a basketball to share with the students. Talk about the colors, texture, etc. Discuss the different movements needed in basketball (dribbling, running, shooting the ball, etc.)
2. Recite the "Five Happy Players" chip clip poem. As you progress through each verse, remove a player from the court.
3. Bring in a variety of objects to sort into two groups: Things that are round like a frisbee and things that are round like a basketball. Picture cards are also included, if needed.



Extension Idea:

Set up a small trash can and crumpled up recycled paper. Students attempt to toss the paper balls into the trash can.





When playing basketball, you throw, or 'shoot' the ball into a basket.



**When you bounce the ball while walking,
it is called 'dribbling'.**



5 Happy Players

Chip Clip Poem

Five happy players,
Running down the court.

One sits down,
Now they're one player short!

Four happy players,
Running down the court.

One sits down,
Now they're two players short!

Continue counting backwards.

The game is over.
It has been fun.
We played our best
And we even won!



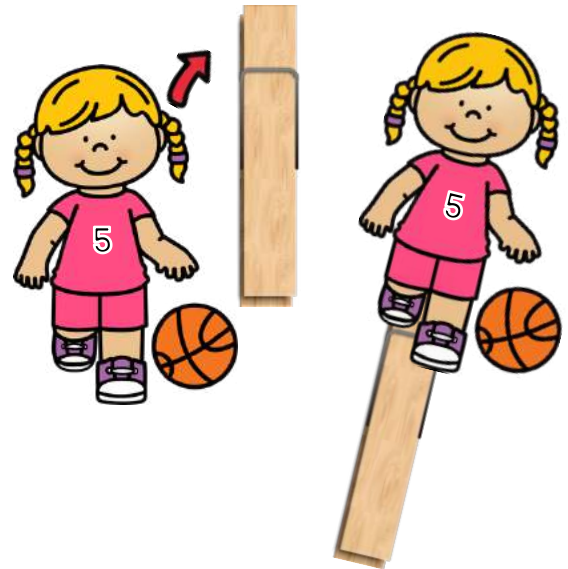
Five happy players,
Running down the court.
One sits down,
Now they're one player short!

Continue counting backwards.

The game is over,
It has been fun.
We played our best,
And we even won!



Glue each player onto a clothes pin to make a little clip.



ROUND



like a
frisbee.

ROUND



like a
basketball.

Round Sort



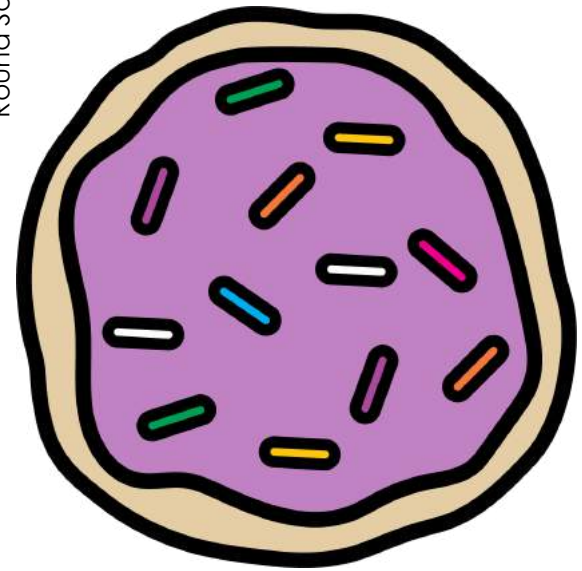
coin

Round Sort



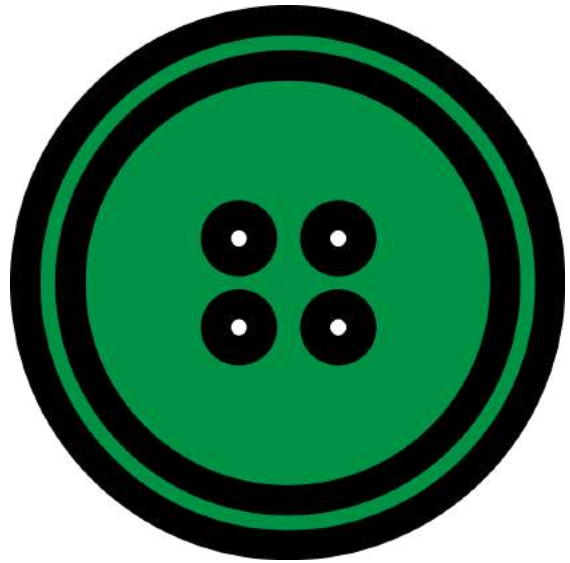
pancake

Round Sort



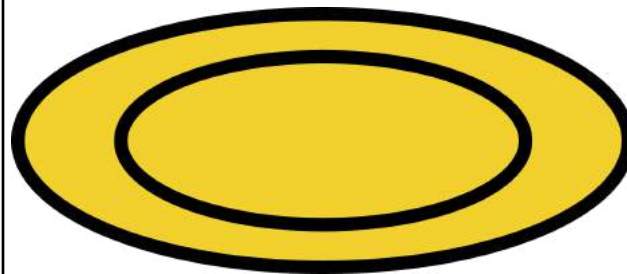
cookie

Round Sort



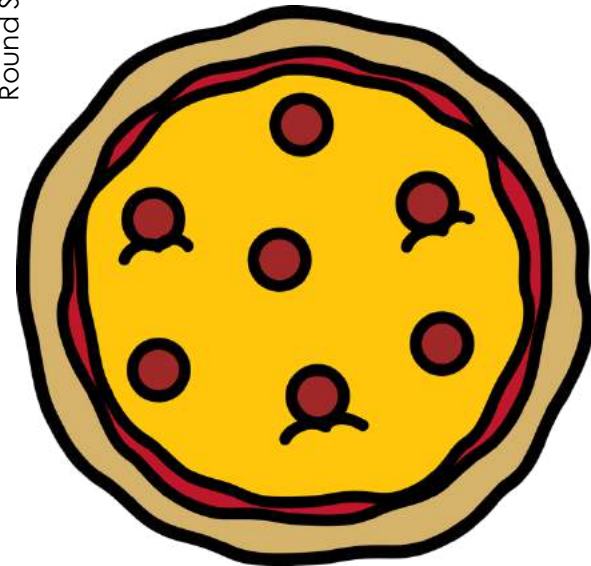
button

Round Sort



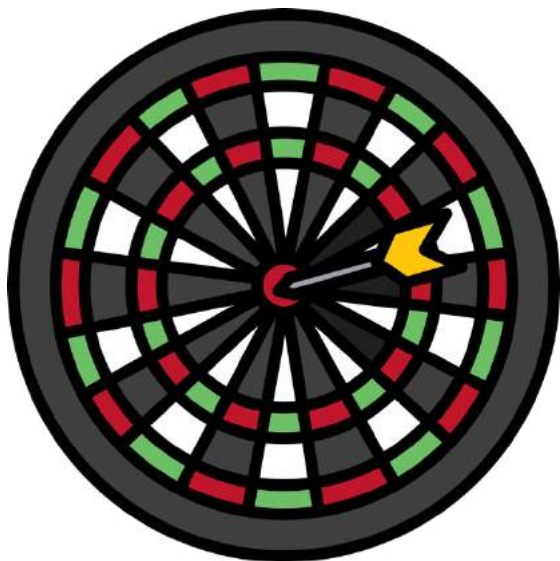
plate

Round Sort



pizza

Round Sort



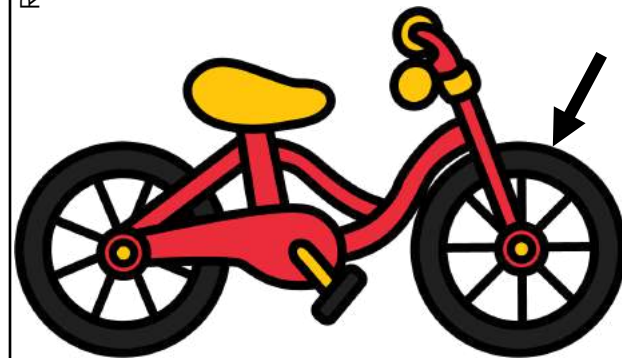
dartboard

Round Sort



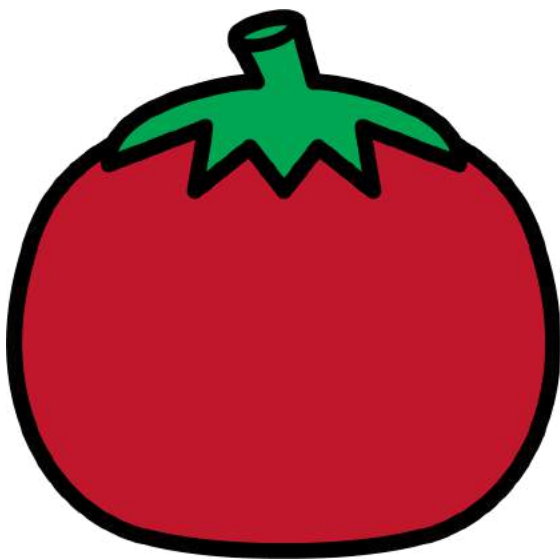
compass

Round Sort



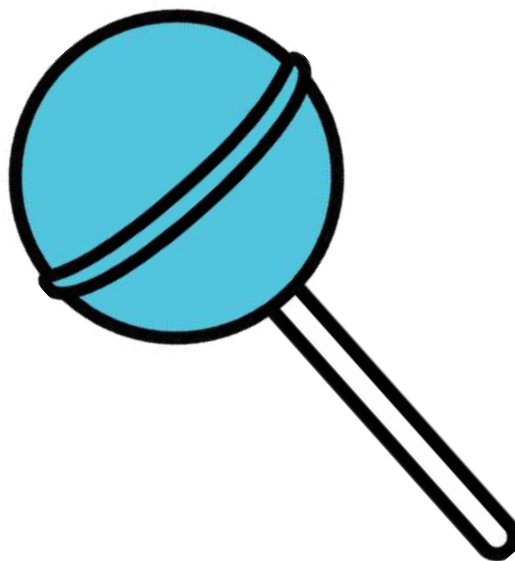
bicycle wheel

Round Sort



tomato

Round Sort



lollipop

Round Sort



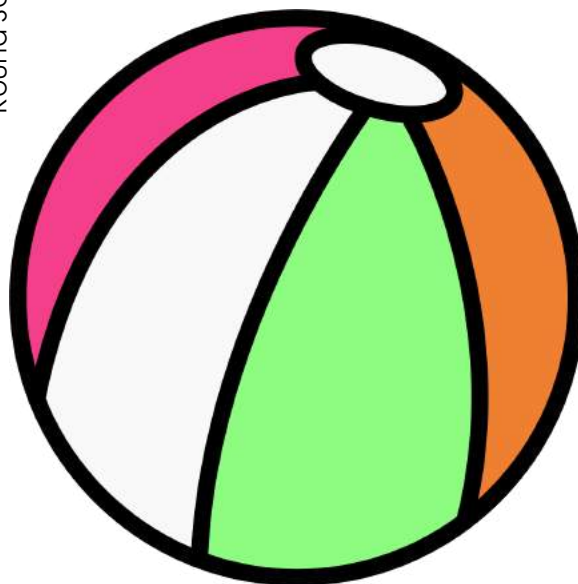
bubble

Round Sort



pumpkin

Round Sort



beach ball

Round Sort



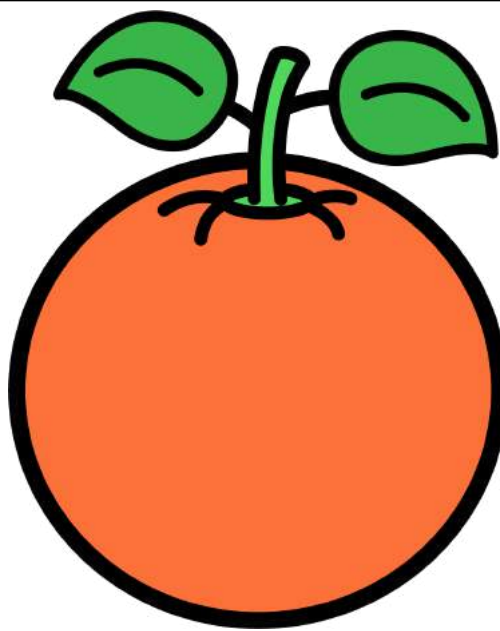
globe

Round Sort



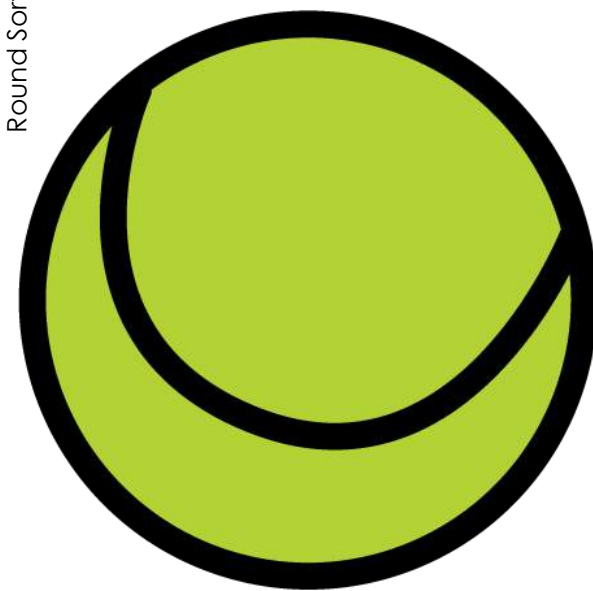
ornament

Round Sort



orange

Round Sort



tennis ball

Tennis

Game, Set, Match!

Day 7
lesson
plans

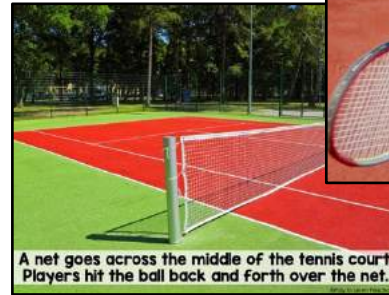
Tennis is a game played with rackets and a ball. It is a fast-paced game in which players hit the ball back and forth over a net. A player scores points when the other player misses the ball, or when the other player hits the ball out of bounds.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will play with words, sounds, and rhymes.

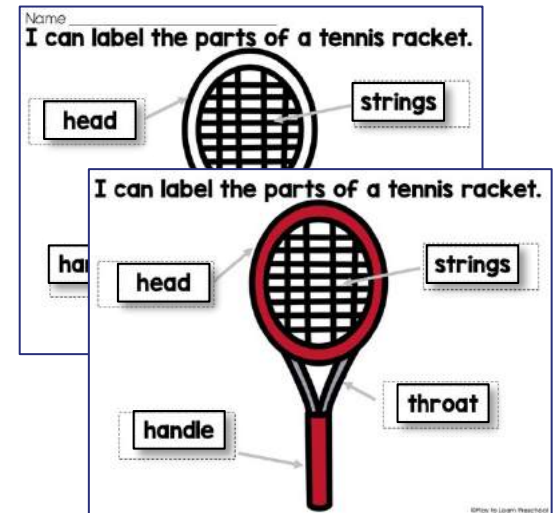
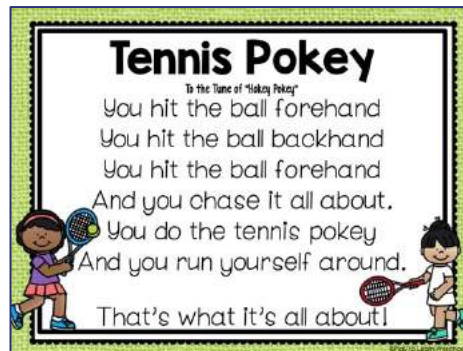
Activities:

1. Show the real life photographs. Bring in a tennis racket and a ball for students to explore. Demonstrate (gently) how the ball bounces off the strings of the racket .
2. Point out the different parts of a tennis racket. Label the picture of the racket.
3. Sing the “Tennis Pokey.” Have students stand up and act out the motions of each verse.



Extension Idea:

Provide a small bucket with tennis balls and rackets for students to use outside. Students can practice bouncing the balls on the strings of the racket. Remind students to only use the racket to hit the ball.



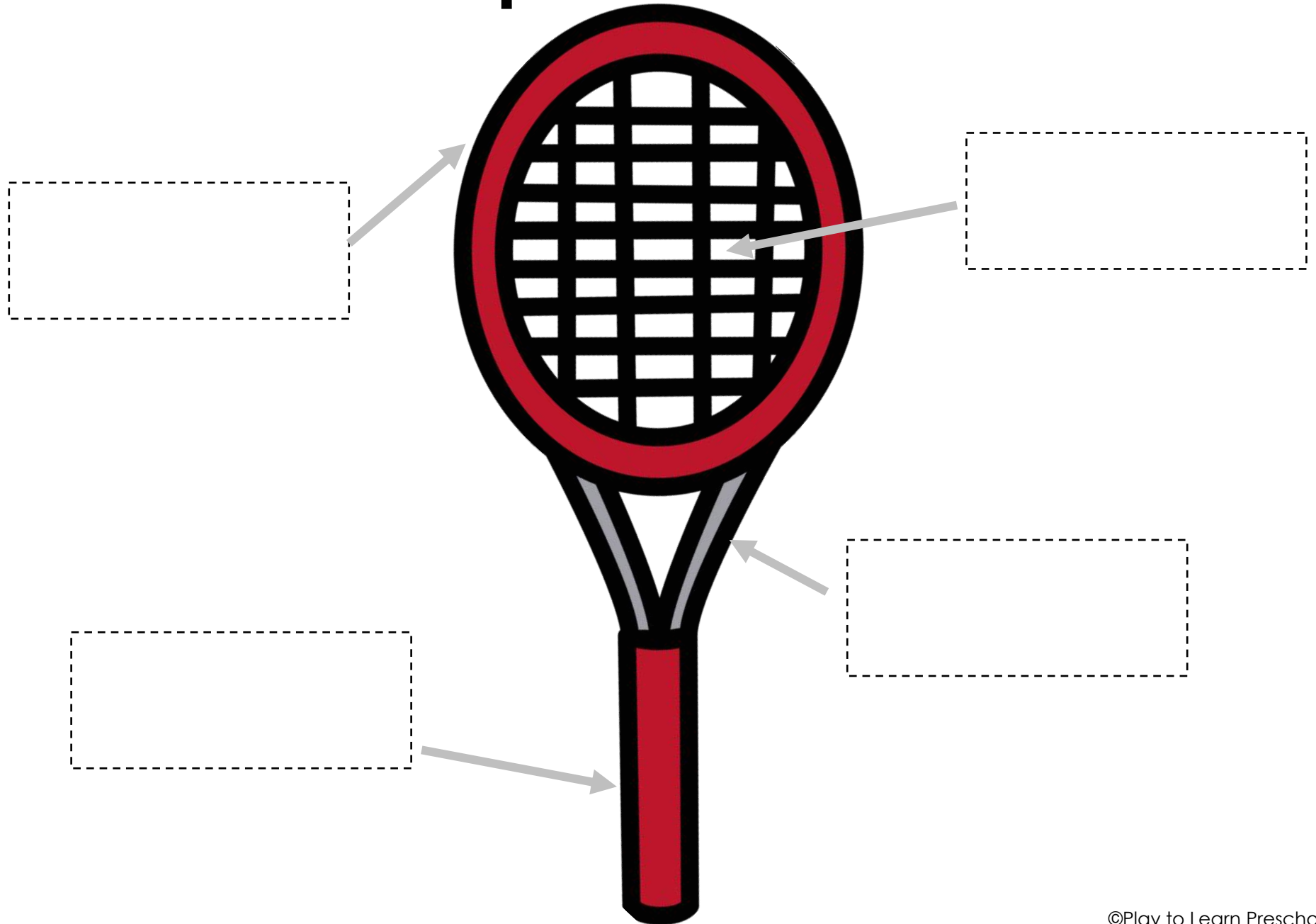
When playing tennis, you hit a ball with a woven racket.





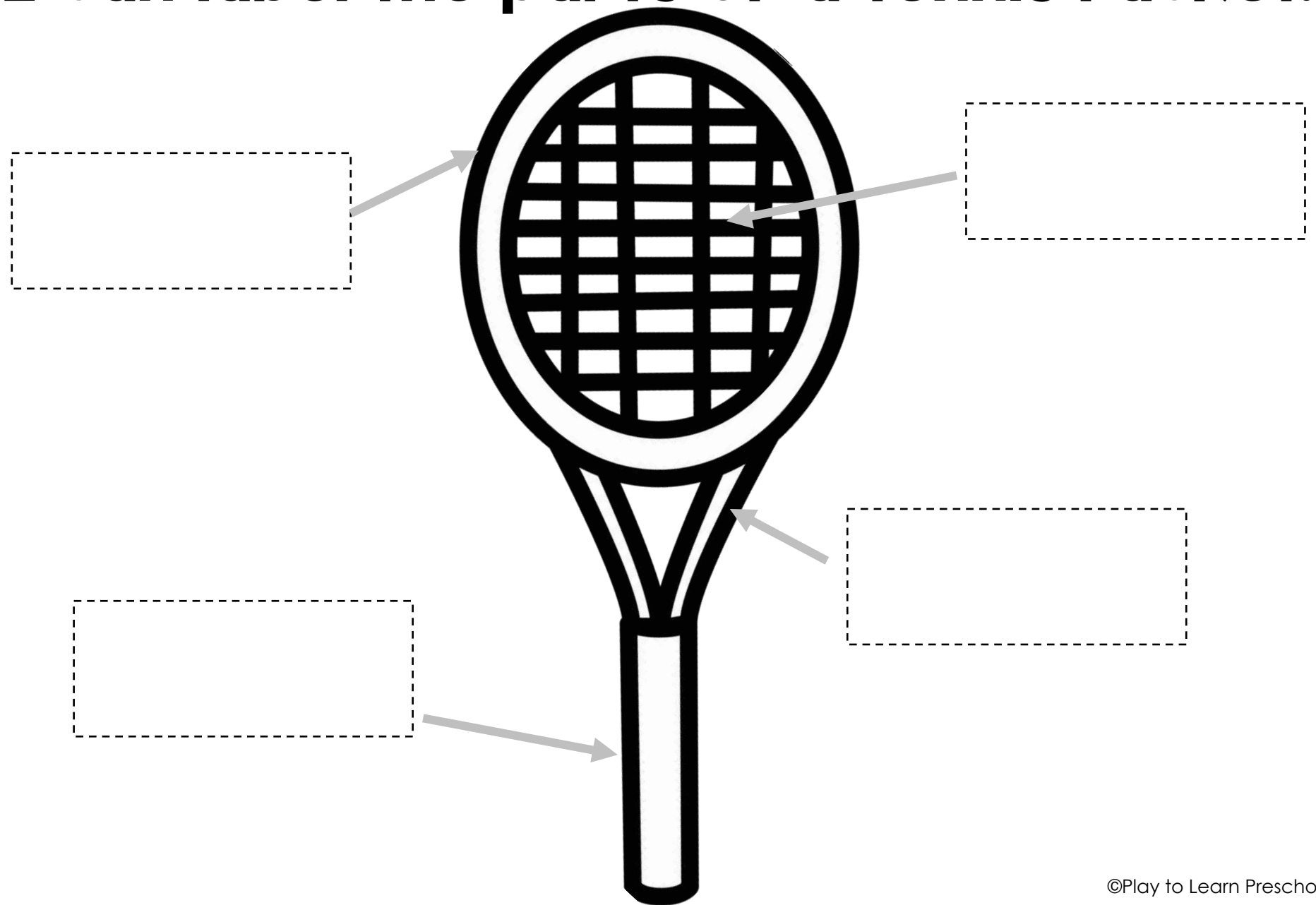
**A net goes across the middle of the tennis court.
Players hit the ball back and forth over the net.**

I can label the parts of a tennis racket.



Name _____

I can label the parts of a tennis racket.



Use these cards to label the parts of a tennis racket.

©Play to Learn Preschool

head

strings

throat

handle

head

strings

throat

handle

head

strings

throat

handle

head

strings

throat

handle

head

strings

throat

handle

head

strings

throat

handle

head

strings

throat

handle

Tennis Pokey

To the Tune of "Hokey Pokey"

You hit the ball forehand

You hit the ball backhand

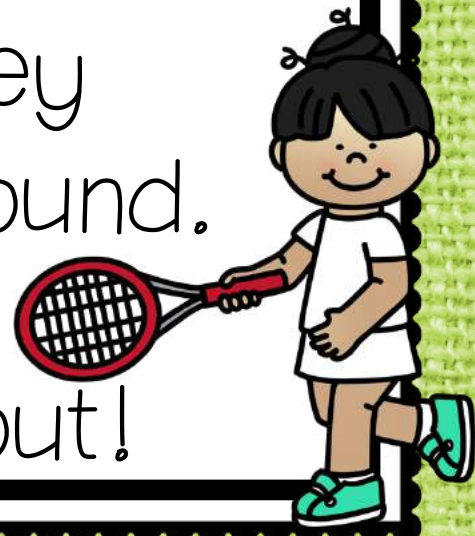
You hit the ball forehand

And you chase it all about.

You do the tennis pokey

And you run yourself around.

That's what it's all about!



Ice Hockey

Goal!

Day 8
lesson
plans

Ice hockey is one of the world's fastest sports. Players wear ice skates, pads, and a helmet while navigating a puck along the ice with a stick. When the puck is hit into the goal, that team earns a point.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will identify shapes and take turns.

Activities:

1. Show the real life photographs. Discuss the equipment shown on the hockey players. What is the purpose of each item?
2. Read the poem "I See!" Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.
3. Play the "Goal!" shape recognition carpet game.



Players use sticks to hit a puck across the ice. If the puck goes in the goal, that player's team earns a point.



You skate on ice to play hockey.

I See!

I see a black puck.
I see a green puck.
I see a red puck.
I see a purple puck.
I see a pink puck.
I see a white puck.
I see a hockey player!

I See!

black puck.	
green puck.	
red puck.	
purple puck.	
pink puck.	
white puck.	
hockey player.	

Goal!

We made a goal.
The puck went gliding.

Choose a shape that the puck is hiding under.

heart

square

star

trapezoid

Extension Idea:

Provide small brooms to be used as hockey sticks. Make a small goal out of a shoebox and provide pom-poms on the floor. Students sweep the pom-poms into the goal.

To Play the Game:

- Line up the pictures of the goals. Pick the right number of cards for your students. Identify the shapes together.
- Hide the puck under one of the goals and recite the poem to find it.
- Children guess where the puck is hiding by identifying the shape.



**You can play hockey on ice.
You need sticks, ice skates, and a puck.**



Players use sticks to hit a puck across the ice. If the puck goes in the goal, that player's team earns a point.

I See!

I see a black puck.

I see a green puck.

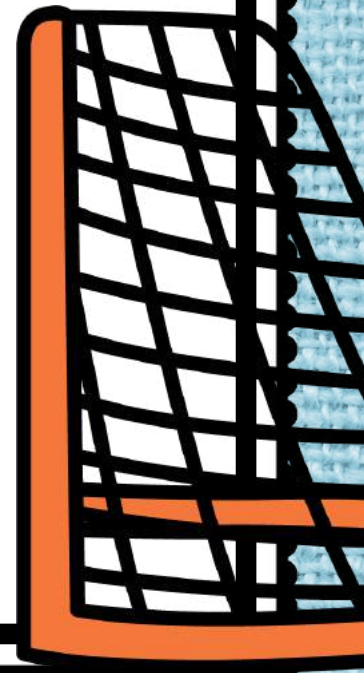
I see a red puck.

I see a purple puck.

I see a pink puck.

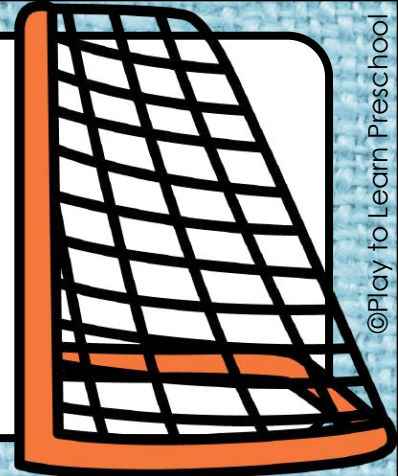
I see a white puck.

I see a hockey player!



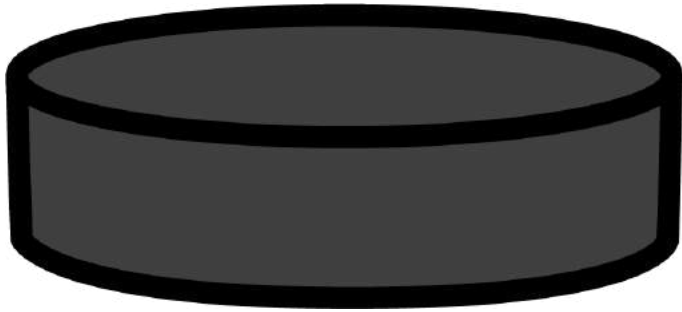


I See!



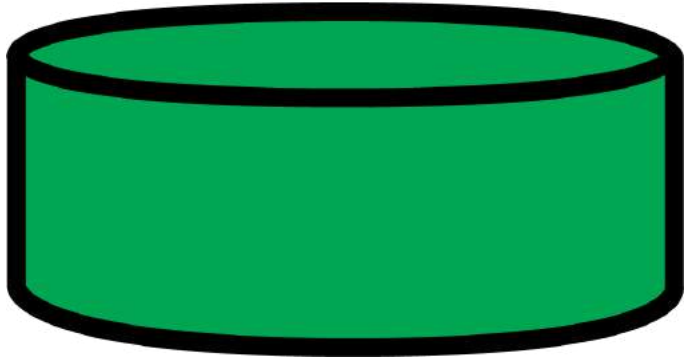
I see a

black puck.



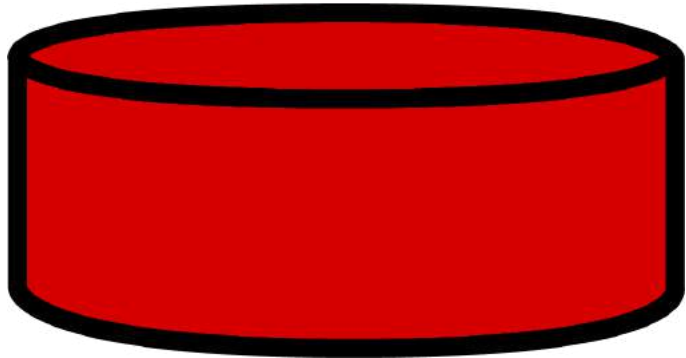
I see a

green puck.



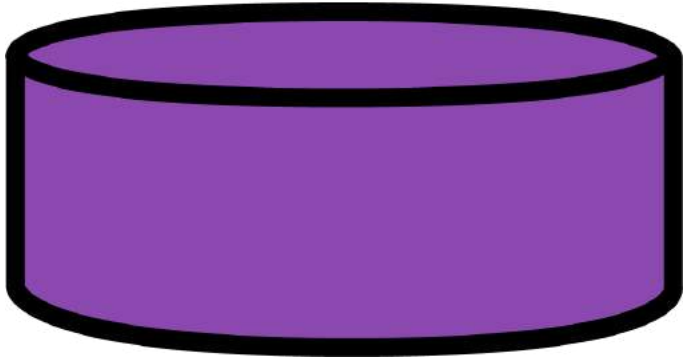
I see a

red puck.



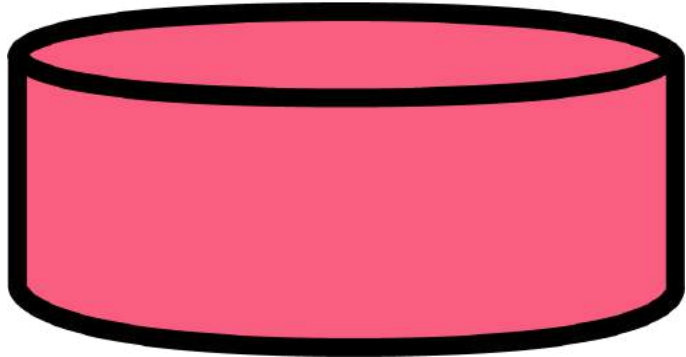
I see a

purple puck.



I see a

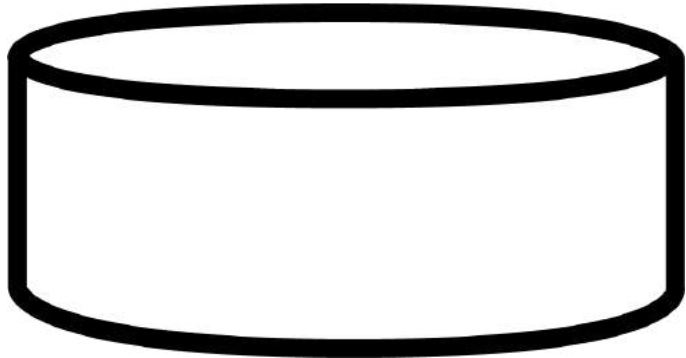
pink puck.



I see a



white puck.



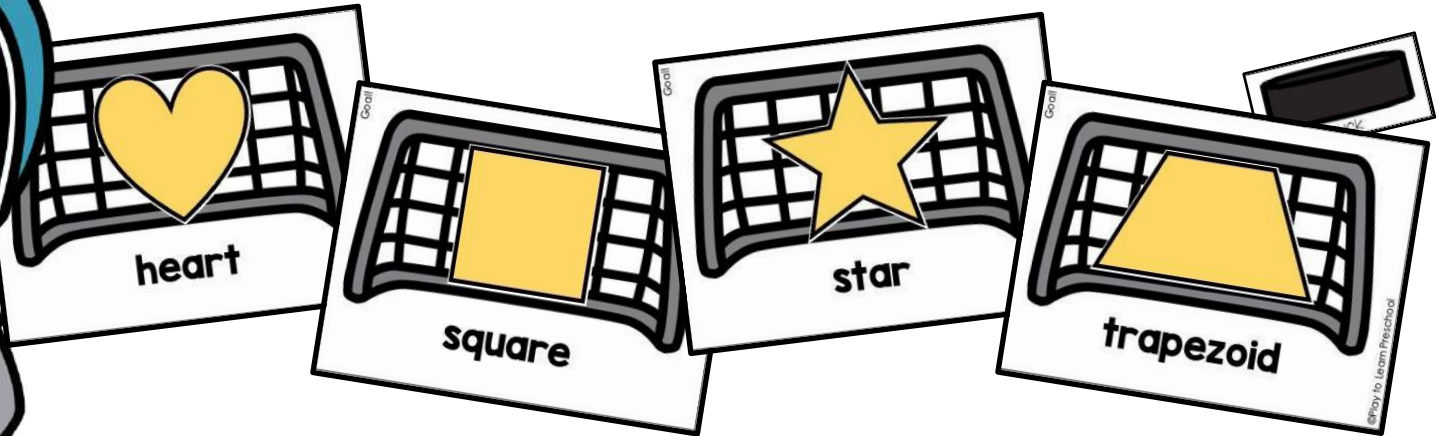
I see a

hockey player.



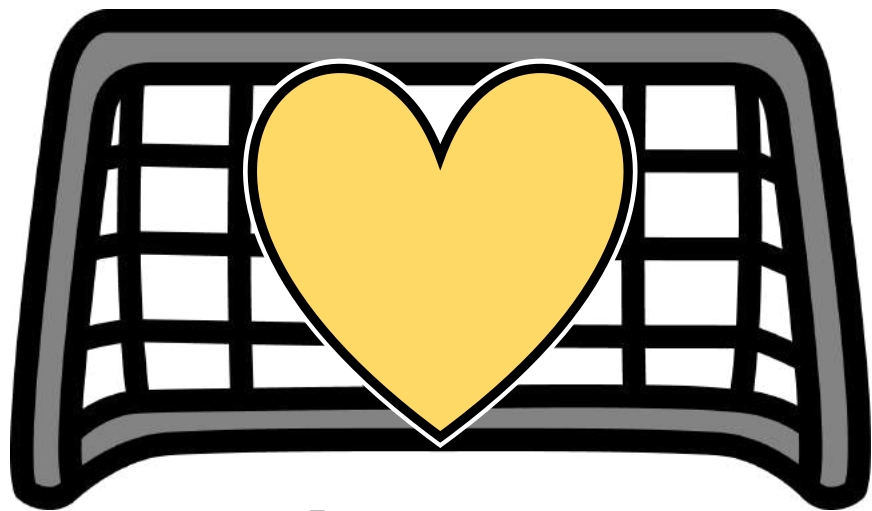
Goal!

We made a goal.
The puck went gliding.



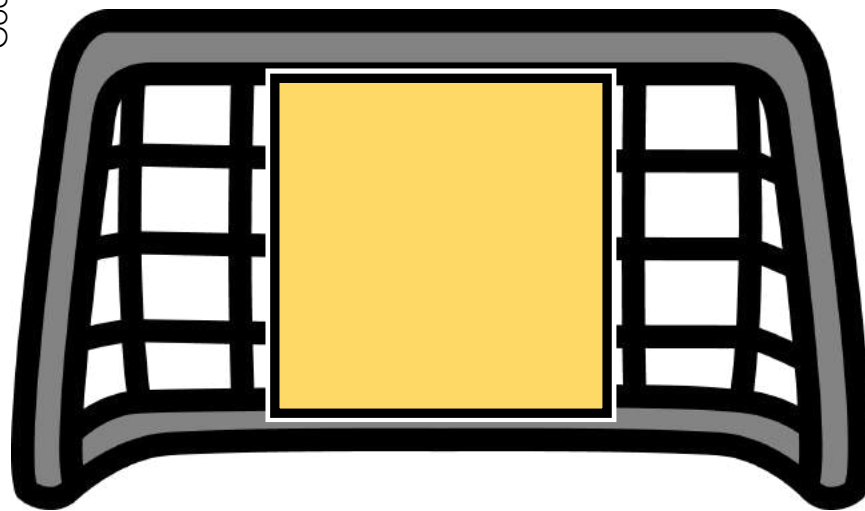
Choose a shape,
See where it's hiding.

Goal!



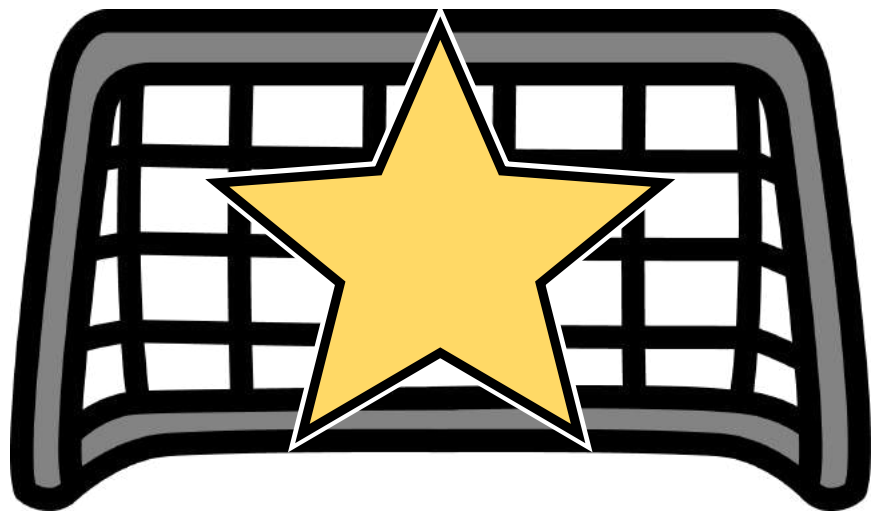
heart

Goal!



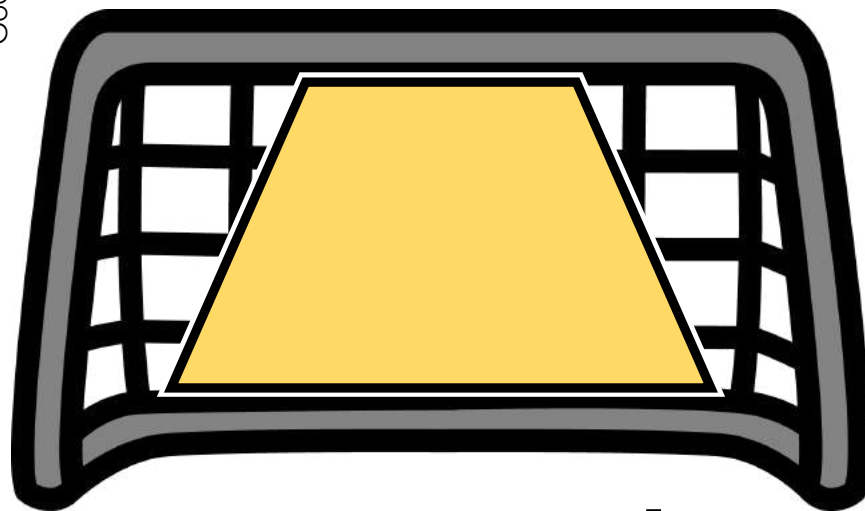
square

Goal!



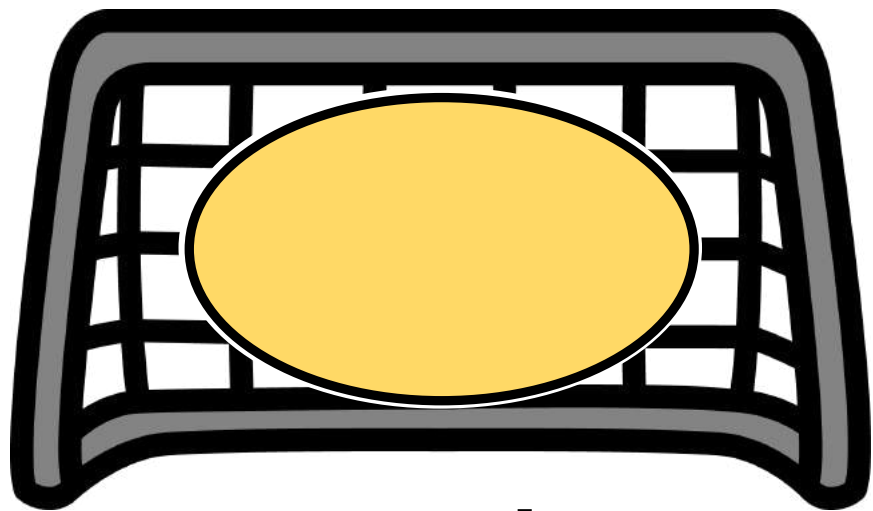
star

Goal!



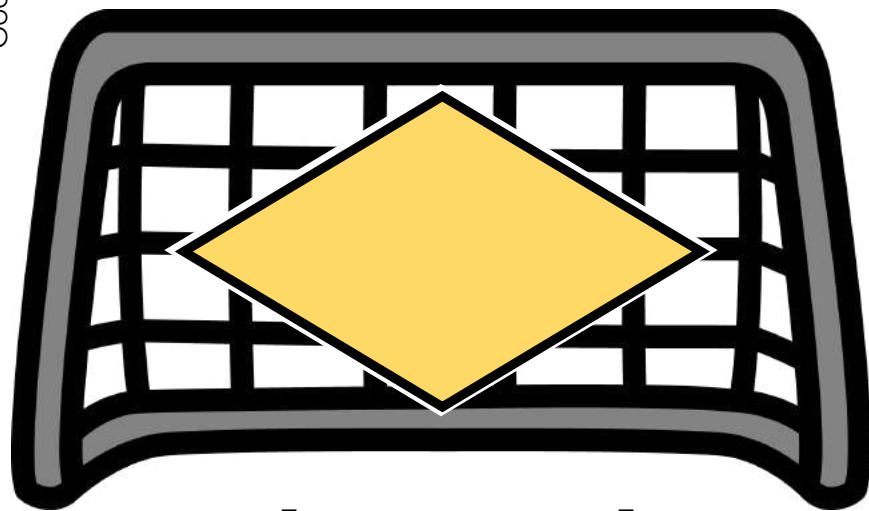
trapezoid

Goal!



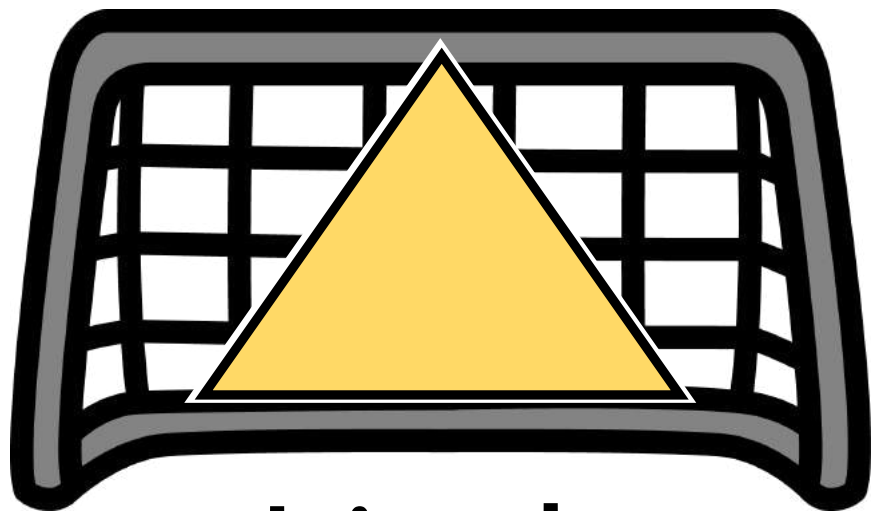
oval

Goal!



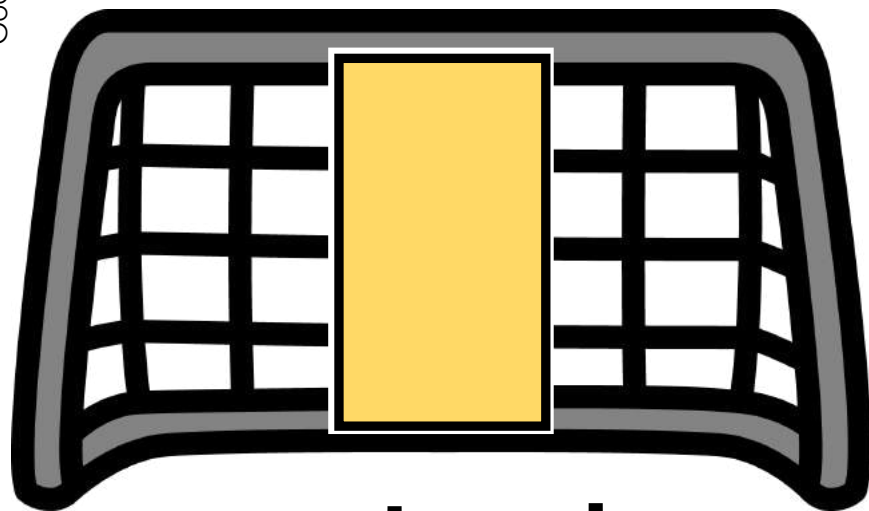
diamond

Goal!



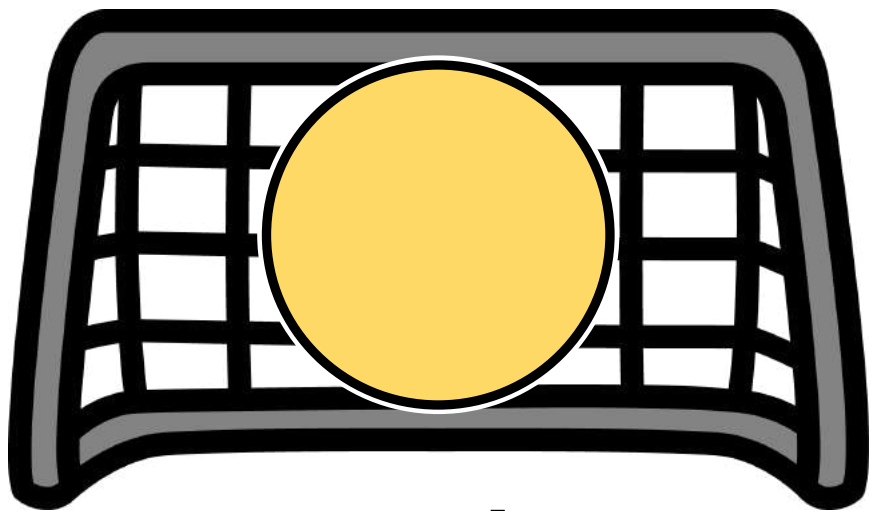
triangle

Goal!



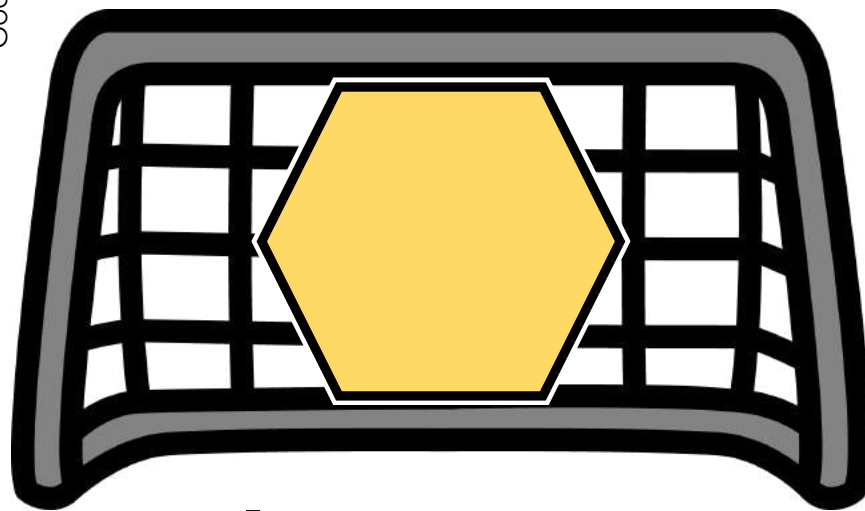
rectangle

Goal!



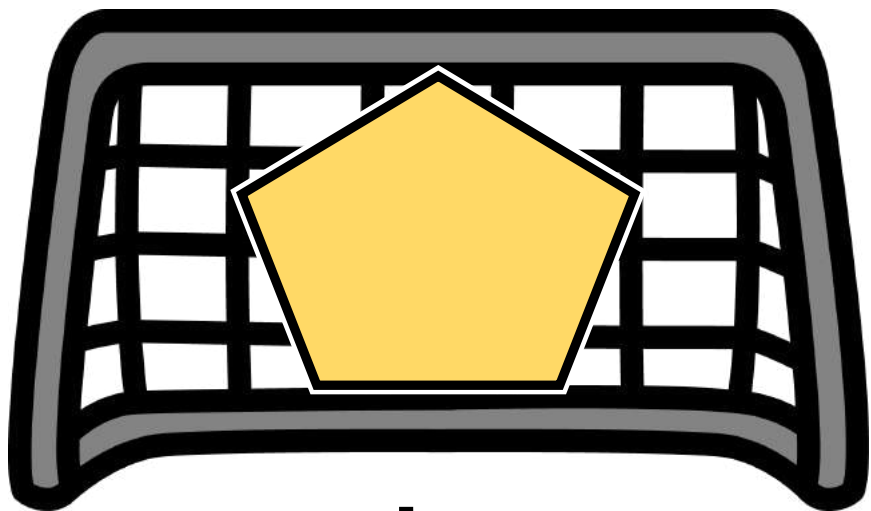
circle

Goal!



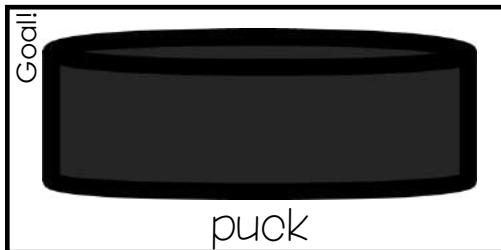
hexagon

Goal!



pentagon

Cut out the puck.



Building Healthy Bodies

Leading a Healthy Life

Day 9
lesson
plans

Playing a sport is an excellent way to build a healthy body. A healthy body has strong bones and muscles. Exercising your heart by running, walking, or swimming is a great way to build a healthy body.

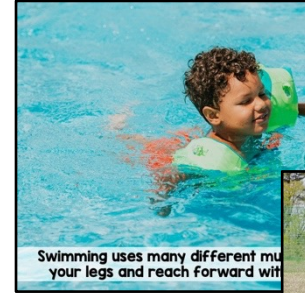
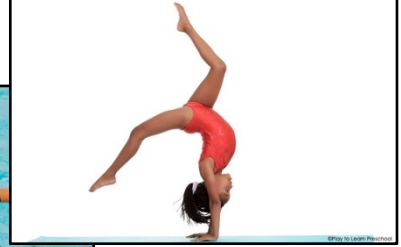
Objectives:

- The students will demonstrate basic locomotor skills.
- The students will begin to make letter-sound connections.

Activities:

1. Show the real life photographs. Discuss how having strong bones and muscles help our bodies move better. Allow students to feel their muscles at rest and when flexed.
2. Sing the song, "Splash Around!" Repeat verses using the picture cards provided.
3. Place the letter cards around the room. Make a line or 'beam' using masking tape from the circle time area to each letter. Say a word and show the corresponding picture. Students balance on the line and walk to the correct beginning sound.

Participating in sports, like gymnastics, can help improve flexibility and build muscles.



Swimming uses many different muscles in your legs and reach forward with your arms.



Learning a new sport takes practice and patience.

Extension Idea:

Create different colored play dough using this link. Allow students to shape different types of sports equipment and balls using the dough.
<https://playtolearnpreschool.us/best-play-dough-recipe/>

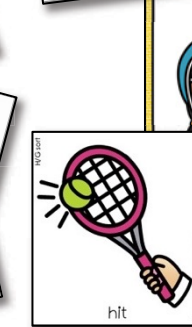



Splash Around

To the Tune of "If You're Happy and You Know It"

If you swim and you love it
Splash around!
If you swim and you love it
Splash around!

If you swim and you love it
Just think nothing of it
If you swim and you love it
Splash around!



Participating in sports, like gymnastics, can help improve flexibility and build muscles.





Swimming uses many different muscles. You kick your legs and reach forward with your arms.



**Learning a new sport takes
practice and patience.**

Splash Around!

To the Tune of "If You're Happy and You Know It"

If you swim and you love it
Splash around!

If you swim and you love it
Splash around!

If you swim and you love it
Just think nothing of it

If you swim and you love it
Splash around!



swim



splash around

golf



hit the ball

dance



boogie around

bowl



roll the ball

starts with

H

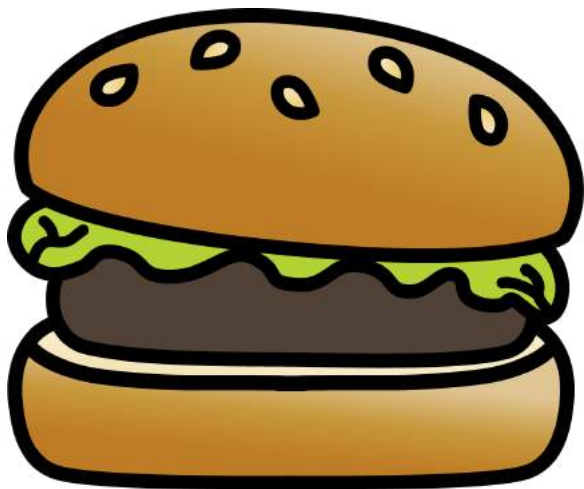


starts with

G



H/G soft



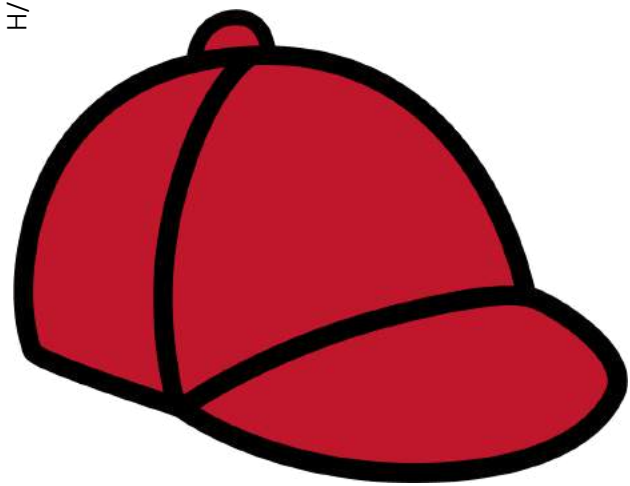
hamburger

H/G soft



hook

H/G soft



hat

H/G soft



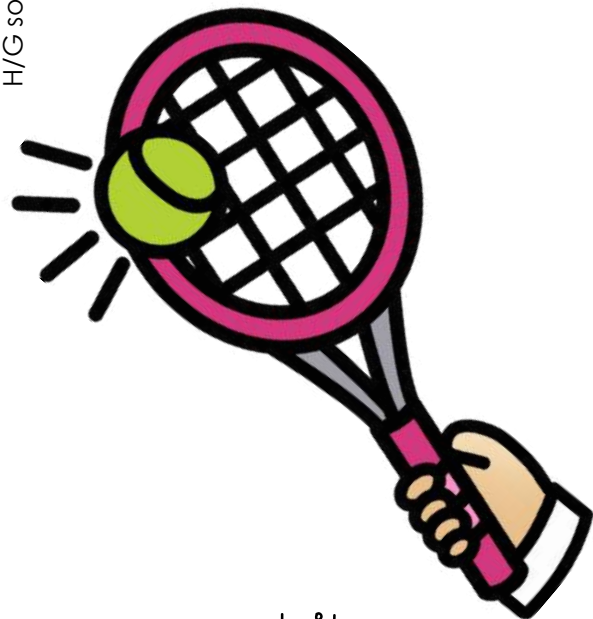
helmet

H/G soft



hockey

H/G soft



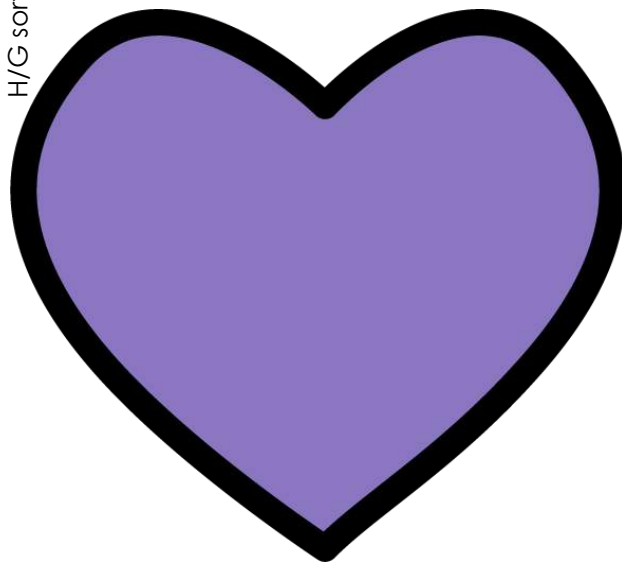
hit

H/G soft



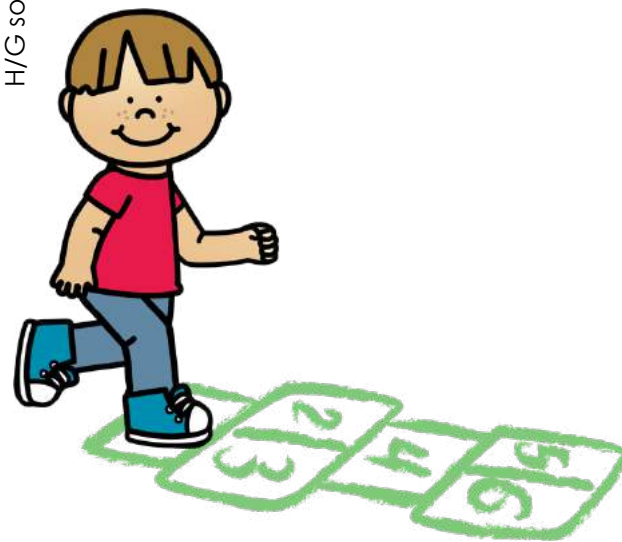
hand

H/G soft



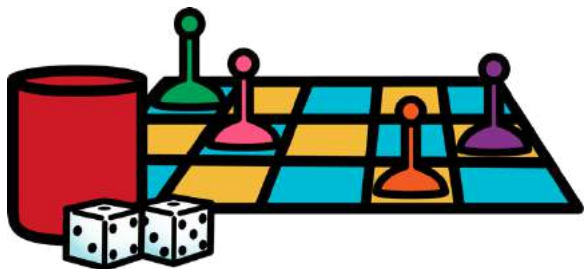
heart

H/G soft



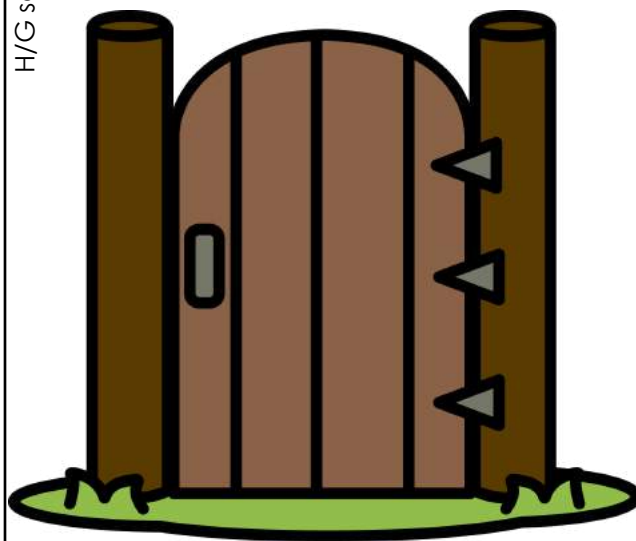
hopscotch

H/G soft



game

H/G soft



gate

H/G soft



girl

H/G soft



goal

H/G soft



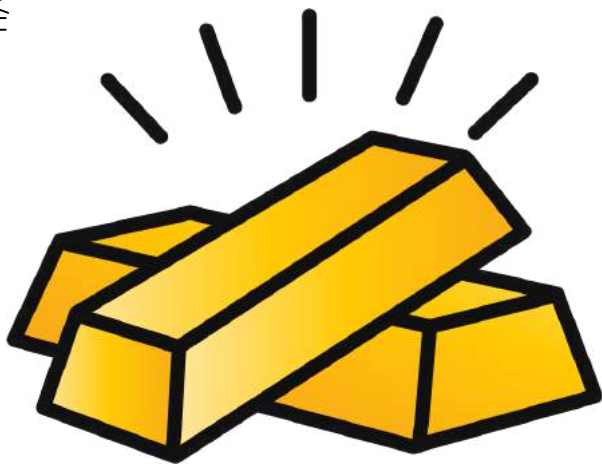
gift

H/G soft



gum

H/G soft



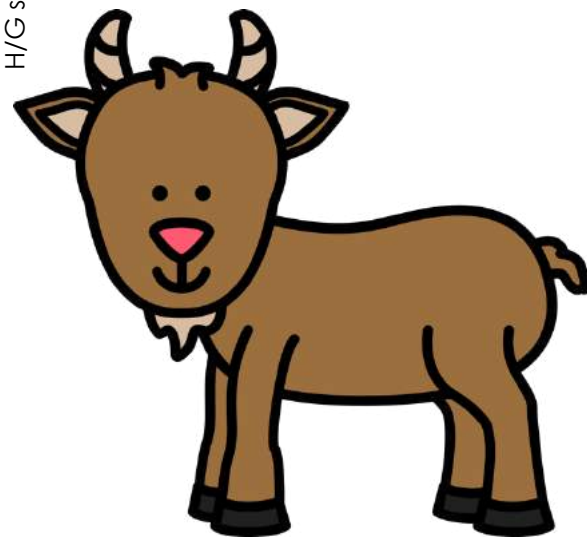
gold

H/G soft



golf

H/G soft



goat

Conclusion

Unit Conclusion

Day 10
lesson
plans

Playing a sport can have a lot of benefits – learning a new skill, making friends, building a healthy body, etc. With so many different sports to choose from, there is something for everyone!

Objectives:

- The students will draw and imitate the act of writing.
- The students will repeat simple musical patterns using voice, body, and instruments.

Activities:

1. Ask the students what they love about sports. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.
2. Sing the S-P-O-R-T song in the tune of “Bingo.” Display the letters S-P-O-R-T and sing the song. After singing the first verse, cover up the letter S with the “Yeah!” athlete that matches the sport of the letter ball. Sing the second verse as “Yeah!, P-O-R-T.”

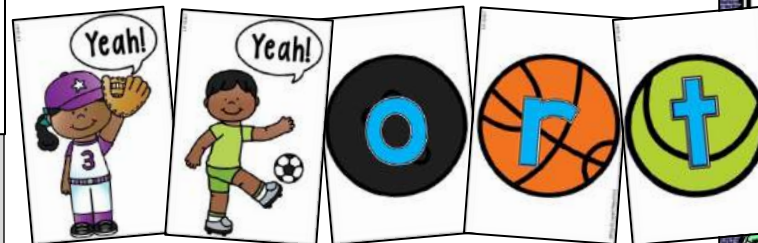


Extension Idea:

Make a memory tray with 4-5 small sports related items. Examples: golf ball, plastic athlete figurine, ball cap, etc. Show the tray, then remove one item and have the students guess what is missing.



<https://playtolearnpreschool.us/memory-trays/>



S-P-O-R-T

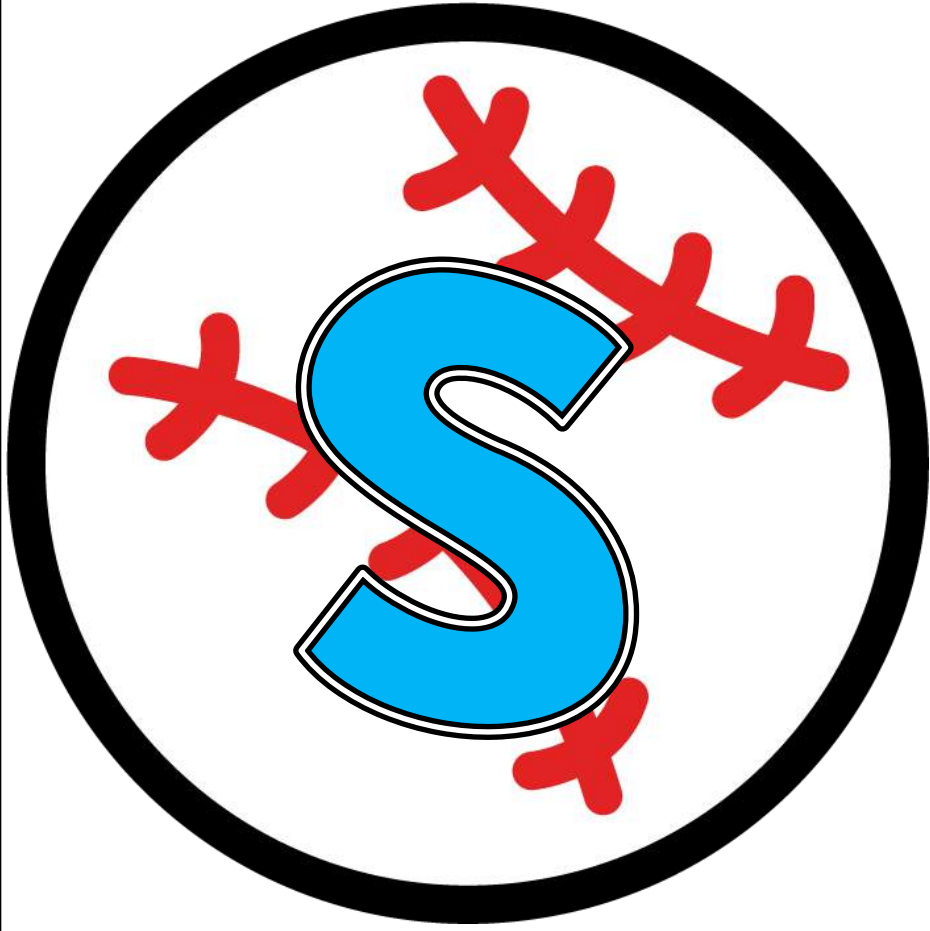
(To the Tune of "Bingo")

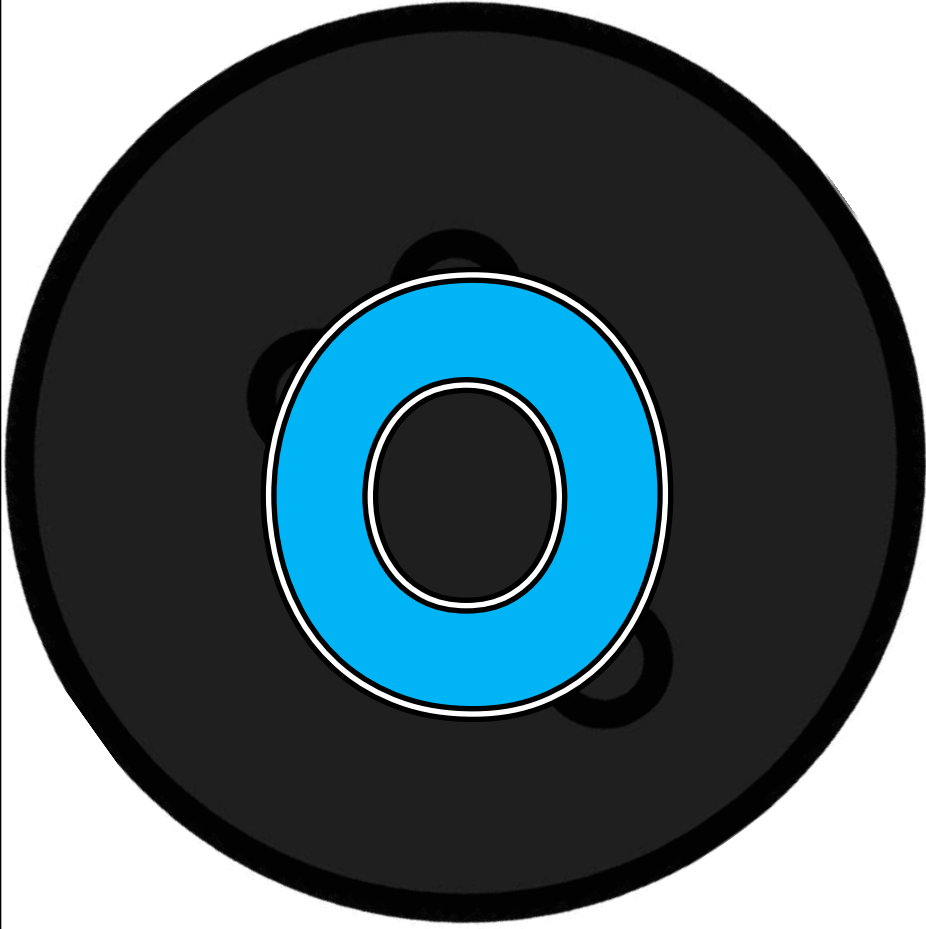
Basketball, baseball, soccer too!
We like to play a sport!

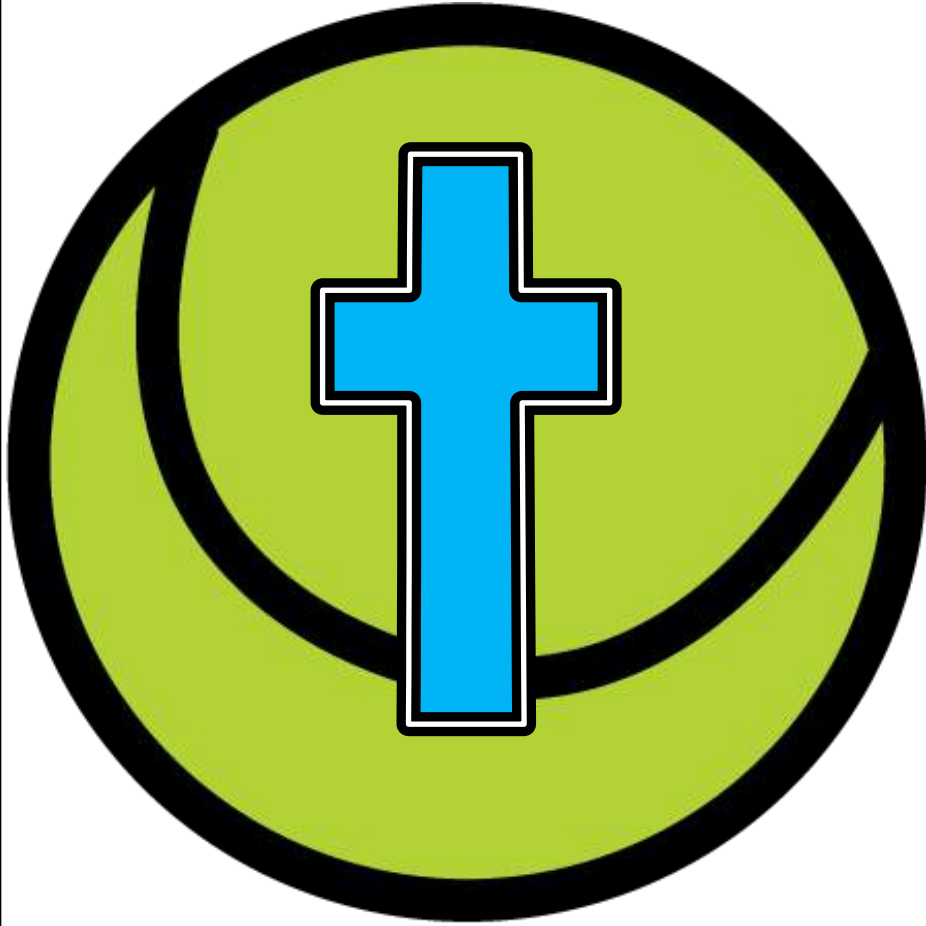
S-P-O-R-T
S-P-O-R-T
S-P-O-R-T



We like to play a sport!



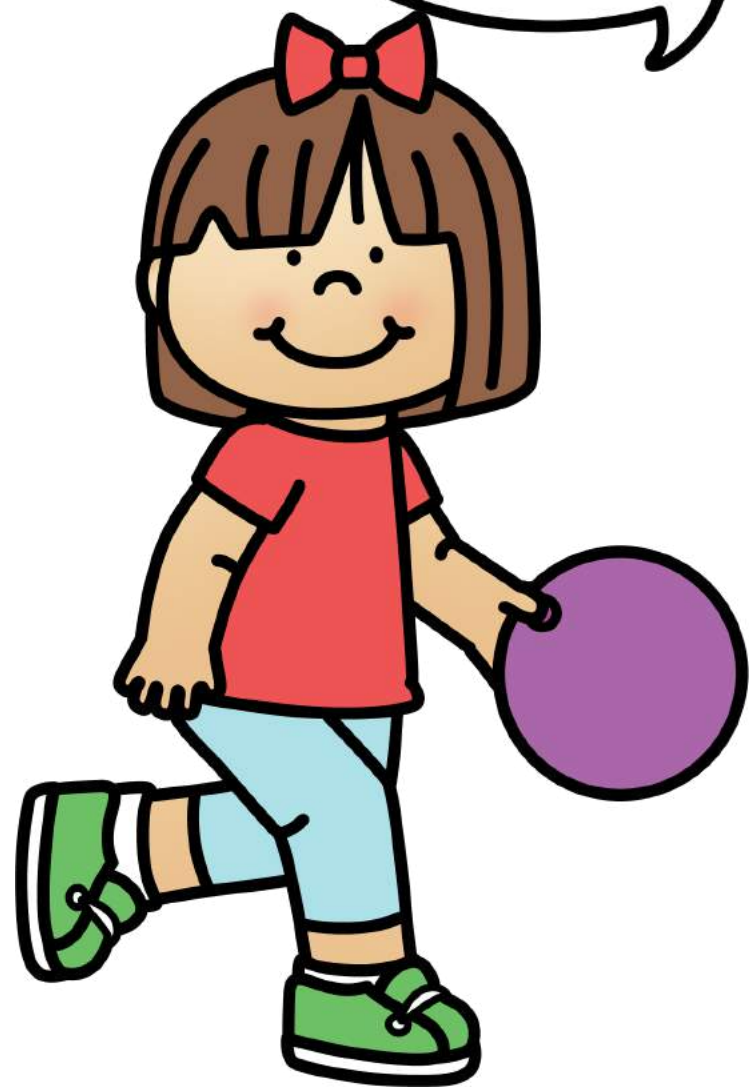




Yeah!



Yeah!



Yeah!



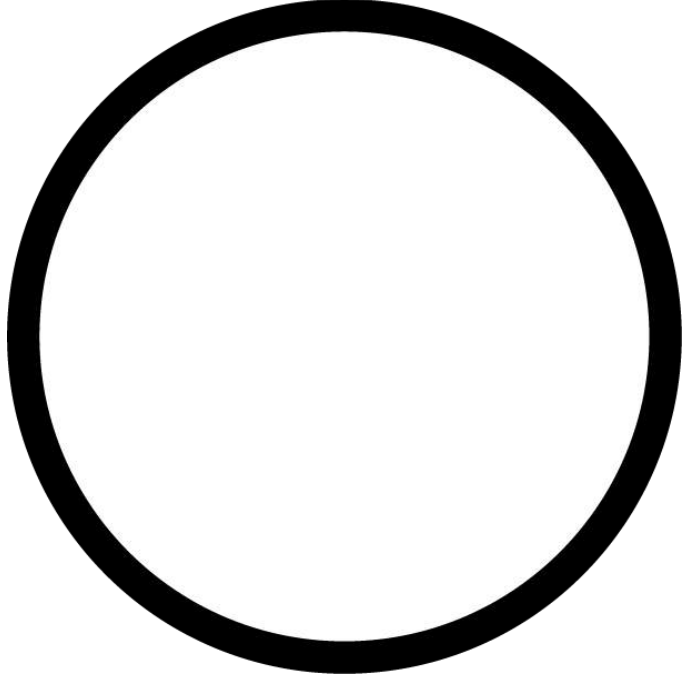
Yeah!



What I love about
Sports

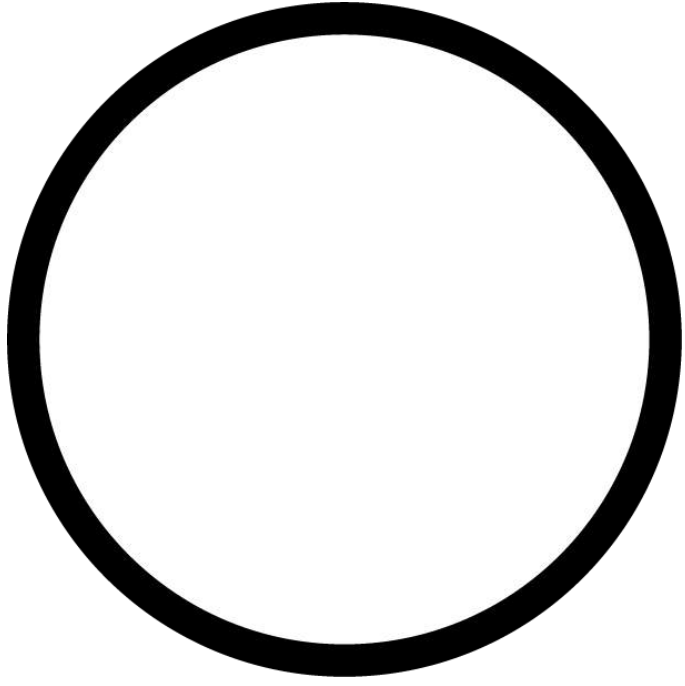


What I love about sports:



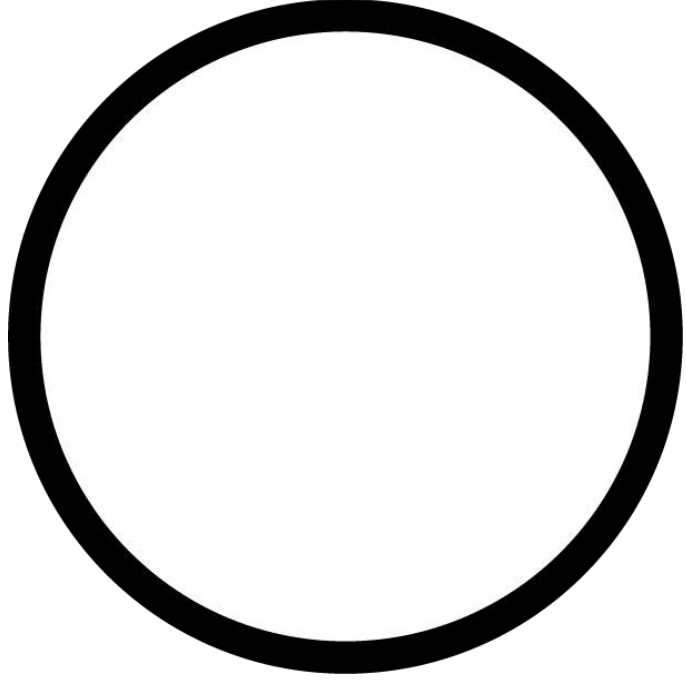
Name:

What I love about sports:



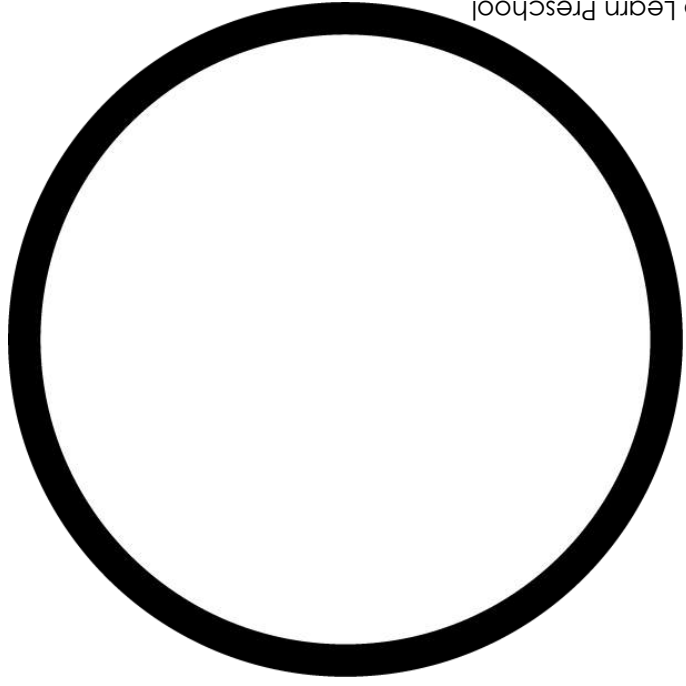
Name:

What I love about sports:



Name:

What I love about sports:



Name:

Center Activities

Centers

- Line Tracing
- Cutting Practice
- Visual Discrimination
- Name Strips
- Initial Sounds
- Patterning
- Number Order
- Number Recognition
- Concentration
- Journaling

Line Tracing

Objective: The students will understand the purpose of writing.
Preparation: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the tip of the marker for the students to use as an eraser.)

Procedure: The students will trace the dotted line.

Cutting Practice

Objective: The students coordinate eye-hand movement and control the small muscles in their hands.

Procedure: Lay out each page for each student. Demonstrate usage and guide students. The bottom to the top. The line will cut along the dotted line to the top.

Visual Discrimination

File Folder Game

Objective: The students will use visual discrimination skills to match the items.
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.
Procedure: Students place matching pictures together.

Name Strips

Objective: Students will recognize letters of the alphabet in their name.
Preparation: Write each student's name on a sentence strip. Print out a set of bowling pins with the letters of the student's name.

Procedure: Lay name strips and pin letters on the table. Attach a small pocket or envelope to the back of the sentence strip. Write letters on the pins, or attach cards to pins. Allow students to arrange the pins to create their names.

- Alternatively, gather small plastic bowling pins. Write letters on the pins, or attach cards to pins. Allow students to arrange the pins to create their names.

Initial sounds

Objective: The students will draw and imitate the action.
Preparation: Copy each page and place into a plastic sleeve.
Procedure: Students use a dry erase marker to trace the letter of each word.

Patterning

Objective: The students will identify and extend simple patterns.
Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.
Procedure: Students identify the pattern and extend it by placing the next correct piece.

Number Order

Objective: The students will identify numbers.
Preparation: Copy the pictures and cut apart on the dotted line. Provide a mat for additional support.
Procedure: The students will identify the missing number and locate the corresponding picture.

Number Recognition

Objective: The students will recognize numbers.
Preparation: Print, mat, laminate, and cut both the small and large number cards.

Procedure: The students will select a small number card and match it to the larger number card accordingly.

Concentration

The students will use visual discrimination (matching) skills to identify identical objects.

Preparation: Print the picture cards. Mat onto cardstock and/or laminate. Cut apart.

Procedure: Place cards facing down. Students take turns flipping over 2 cards. If the cards match, the student gets to keep the pair. If not, they return them to the face-down position and try again.

Journaling

Objective: The students will understand the purpose of writing.
Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

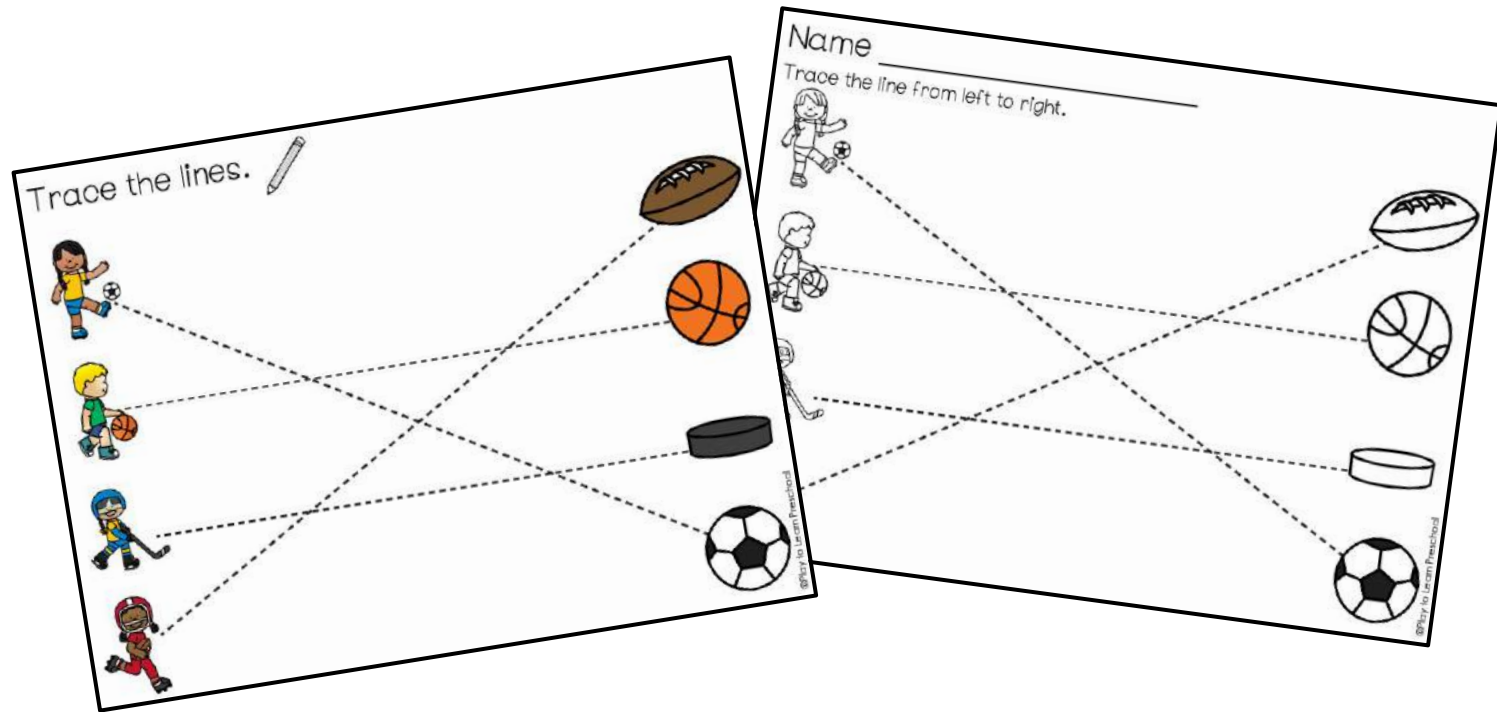
Learning to draw and write is a developmental process. Using children's real-life experiences helps them to learn to write. This is called "emerging literacy." The following is a writing guide to help children progress:

- Early stages 1-3:**
 - Draw a picture of the object or event.
 - Write the name of the object or event.
 - Write the name of the object or event in a simple, repetitive pattern.
 - Write the name of the object or event in a simple, repetitive pattern.
 - Write the name of the object or event in a simple, repetitive pattern.
- Intermediate stages 4-5:**
 - Draw a picture of the object or event.
 - Write the name of the object or event.
 - Write the name of the object or event in a simple, repetitive pattern.
 - Write the name of the object or event in a simple, repetitive pattern.
 - Write the name of the object or event in a simple, repetitive pattern.
- Advanced stages 6-7:**
 - Draw a picture of the object or event.
 - Write the name of the object or event.
 - Write the name of the object or event in a simple, repetitive pattern.
 - Write the name of the object or event in a simple, repetitive pattern.
 - Write the name of the object or event in a simple, repetitive pattern.

Line Tracing

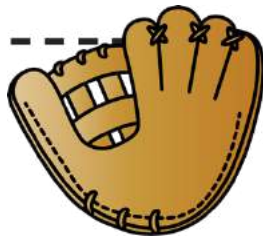
Objective: The students will understand the purpose of writing.

Preparation: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)



Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

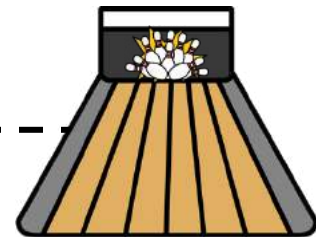
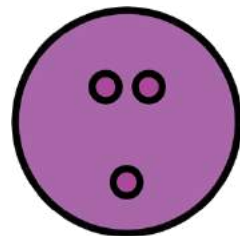
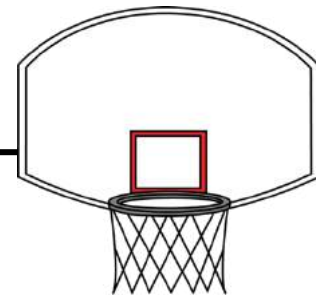
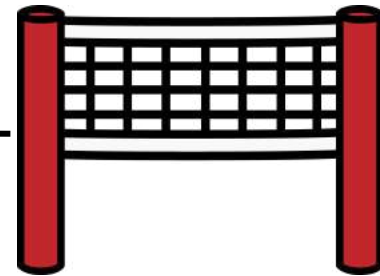
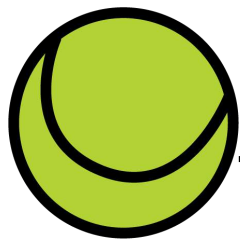
Trace the lines. 



Trace the lines. 



Trace the lines. 



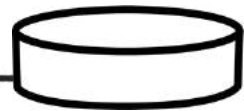
Name _____

Trace the line from left to right.



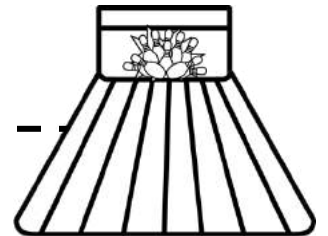
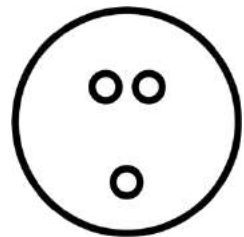
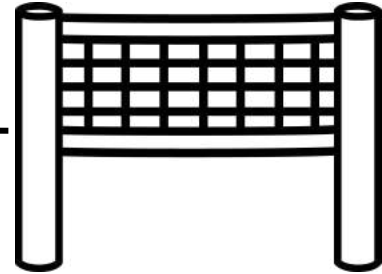
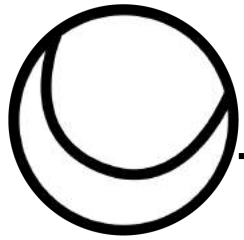
Name _____

Trace the line from left to right.



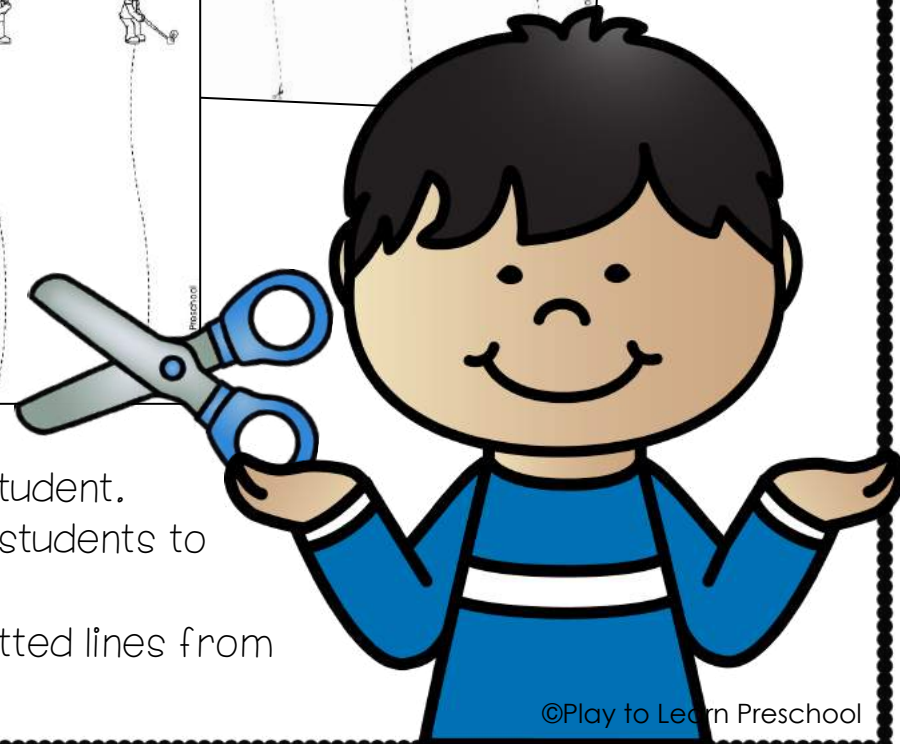
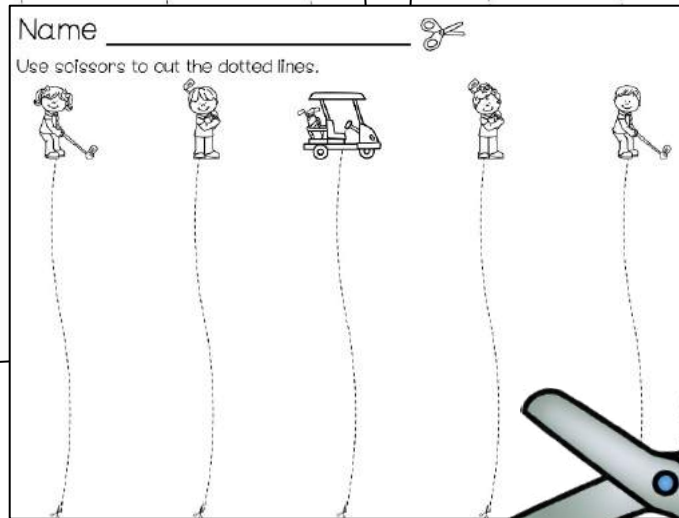
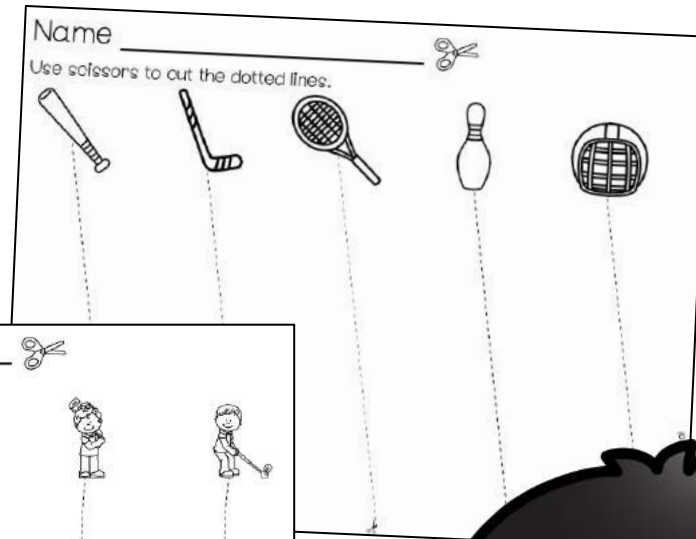
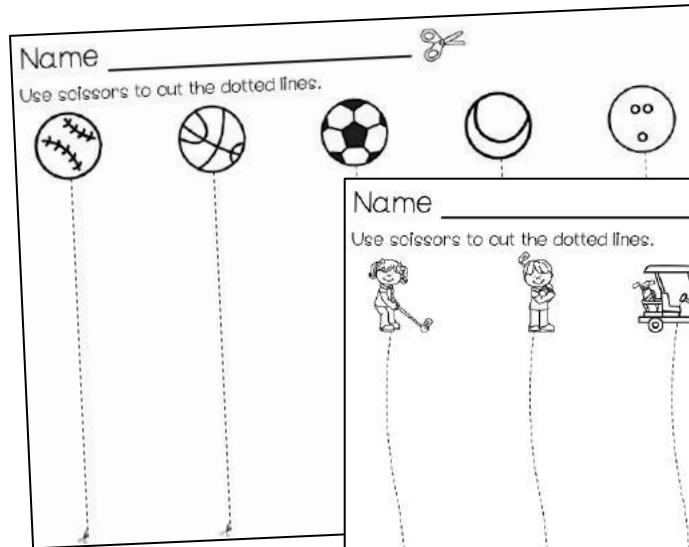
Name _____

Trace the line from left to right.



Cutting Practice

Objective: The students coordinate eye-hand movement and control the small muscles in their hands.



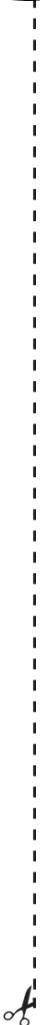
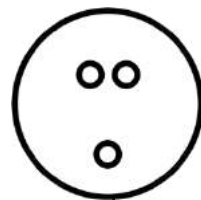
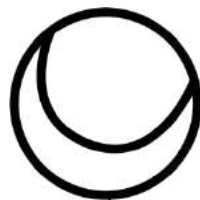
Preparation: Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

Procedure: The students will cut along the dotted lines from the bottom of the page to the top.

Name _____



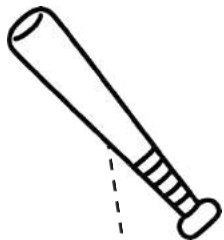
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



Name _____



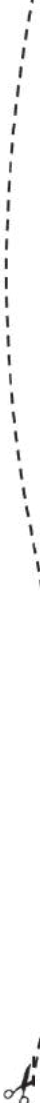
Use scissors to cut the dotted lines.



Name _____



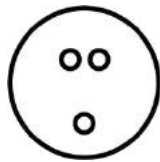
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



Visual Discrimination

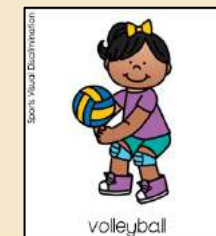
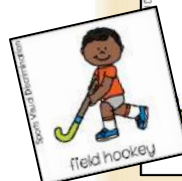
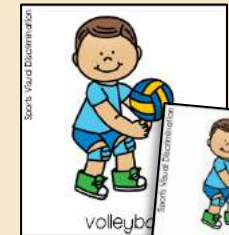
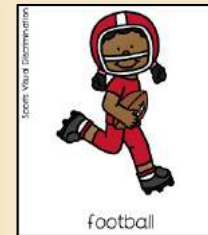
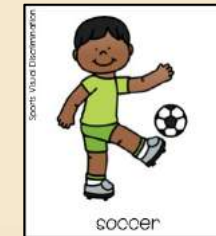
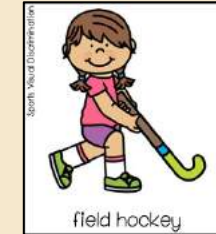
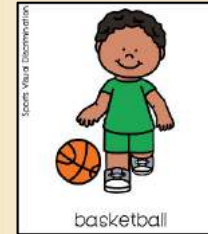
File Folder Game

Objective: The students will use visual discrimination skills to match the items.

Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

Procedure: Students place matching pictures together.

Visual Discrimination



Sports



Visual Discrimination



basketball



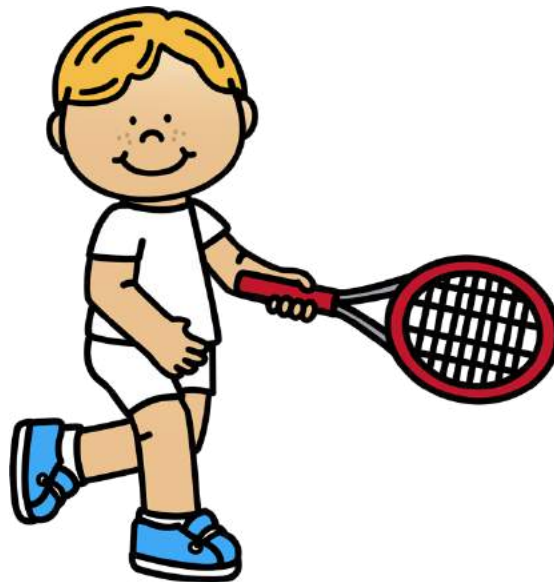
field hockey



football



soccer



tennis



volleyball



basketball



field hockey



football



soccer



tennis



volleyball

Sports Visual Discrimination



basketball

Sports Visual Discrimination



field hockey

Sports Visual Discrimination



basketball

Sports Visual Discrimination



field hockey

Sports Visual Discrimination



football

Sports Visual Discrimination



soccer

Sports Visual Discrimination



football

Sports Visual Discrimination



soccer

Sports Visual Discrimination



tennis

Sports Visual Discrimination



volleyball

Sports Visual Discrimination



tennis

Sports Visual Discrimination

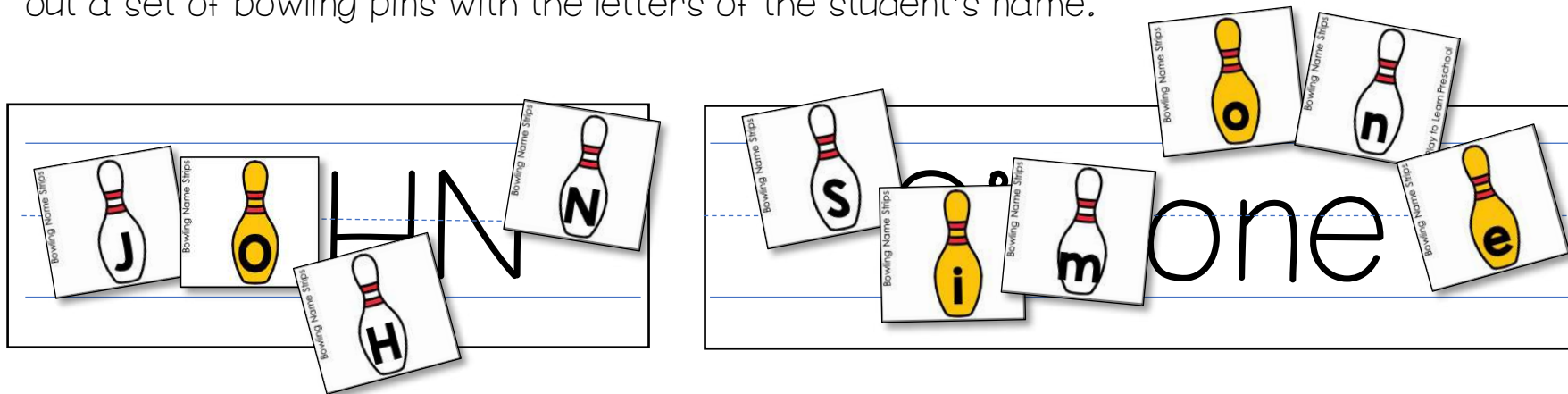


volleyball

Name Strips

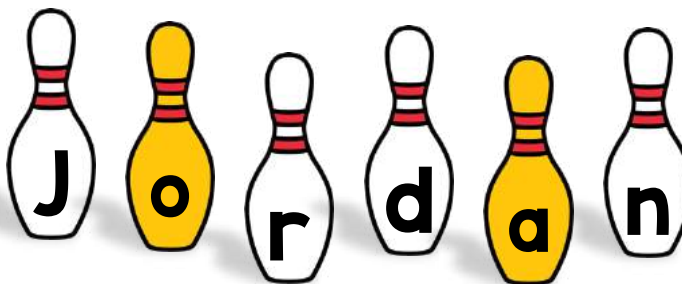
Objective: Students will recognize letters of the alphabet in their name.

Preparation: Write each student's name on a sentence strip. Print out a set of bowling pins with the letters of the student's name.

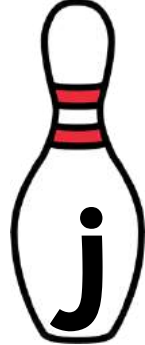


Procedure: Lay name strips and pin letters on the table for the students to match. Attach a small pocket or envelope to the back of the sentence strip to store the bowling pin letters. (It's also a good idea to write the student's initials on the back of each pin in case they get mixed up.)

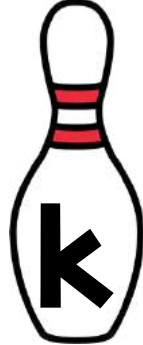
- Alternatively, gather small plastic bowling pins. Write letters on the pins, or attach cards to pins. Allow students to arrange the pins to create their names.



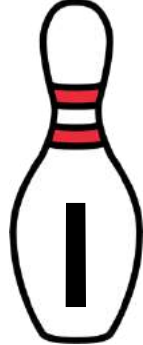
Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



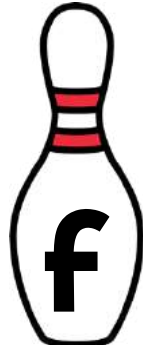
Bowling Name Strips



Bowling Name Strips



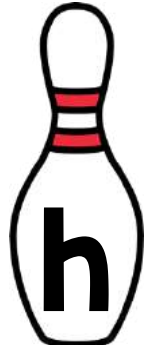
Bowling Name Strips



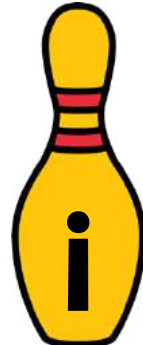
Bowling Name Strips



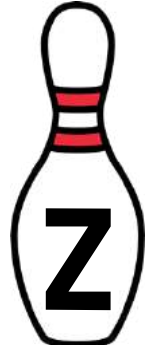
Bowling Name Strips



Bowling Name Strips



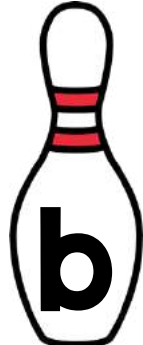
Bowling Name Strips



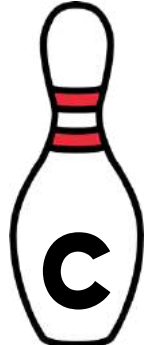
Bowling Name Strips



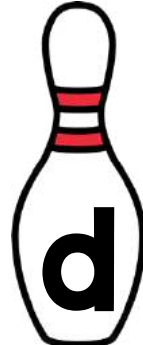
Bowling Name Strips



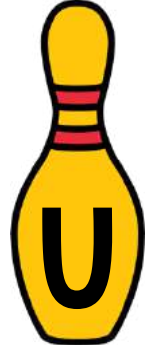
Bowling Name Strips



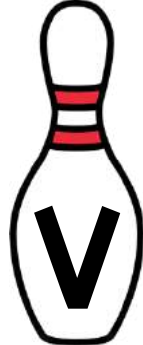
Bowling Name Strips



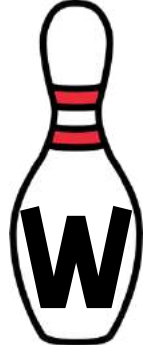
Bowling Name Strips



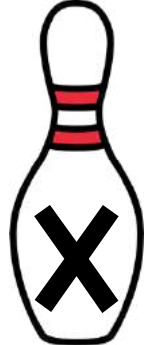
Bowling Name Strips



Bowling Name Strips



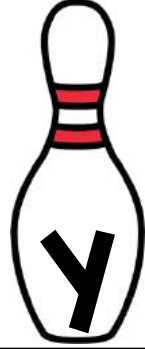
Bowling Name Strips



Bowling Name Strips



Bowling Name Strips

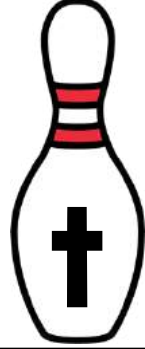


Bowling Name Strips

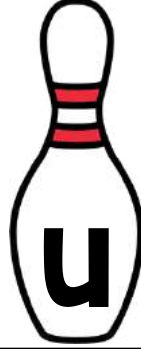


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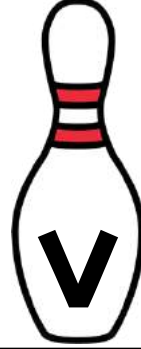
Bowling Name Strips



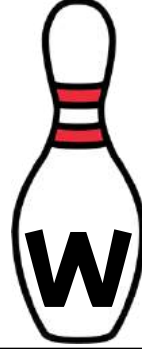
Bowling Name Strips



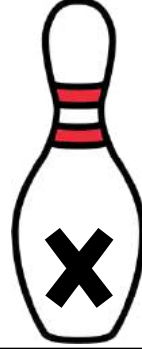
Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



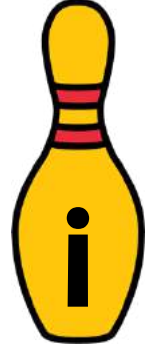
Bowling Name Strips



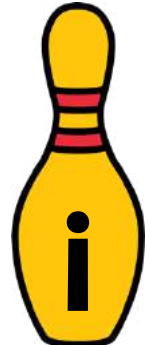
Bowling Name Strips



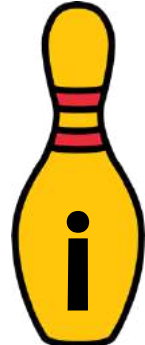
Bowling Name Strips



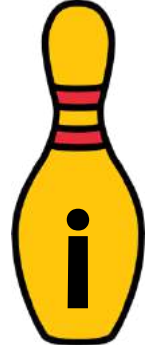
Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



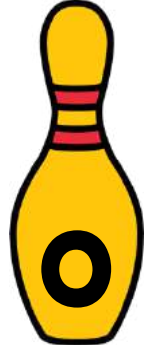
Bowling Name Strips



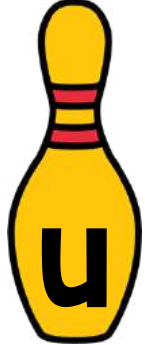
Bowling Name Strips



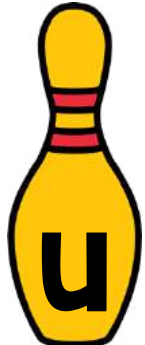
Bowling Name Strips



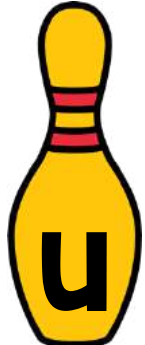
Bowling Name Strips



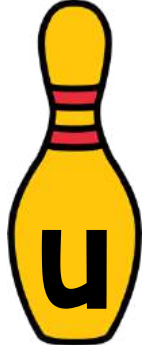
Bowling Name Strips



Bowling Name Strips



Bowling Name Strips



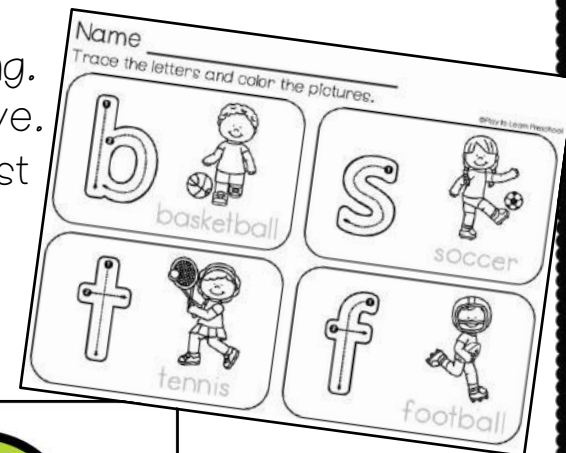

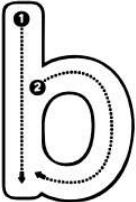
Initial sounds

Writing Practice


Objective: The students will draw and imitate the act of writing.

Preparation: Copy each page and place it into a plastic sleeve.


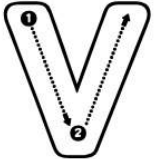
Procedure: Students use a dry erase marker to trace the first letter of each word.


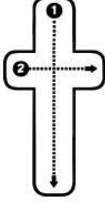
baseball




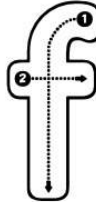

soccer

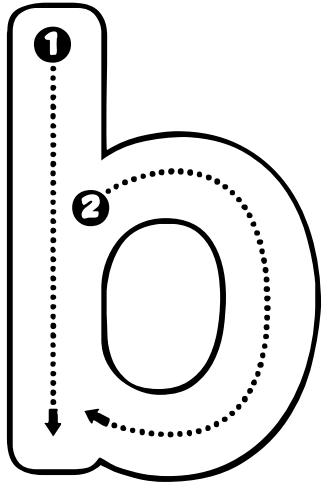
volleyball

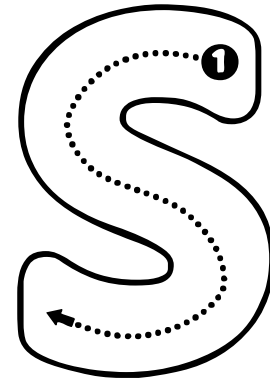
tennis

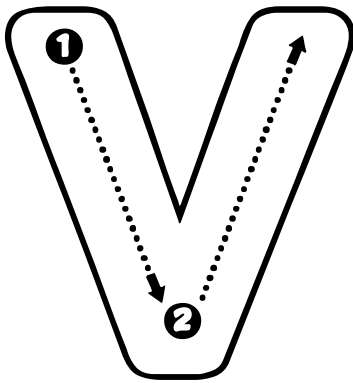
football



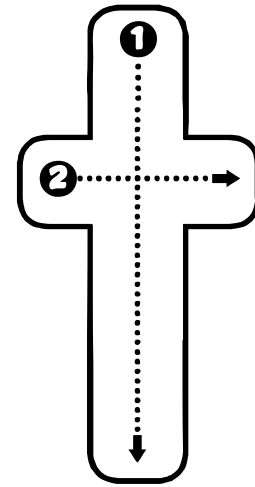
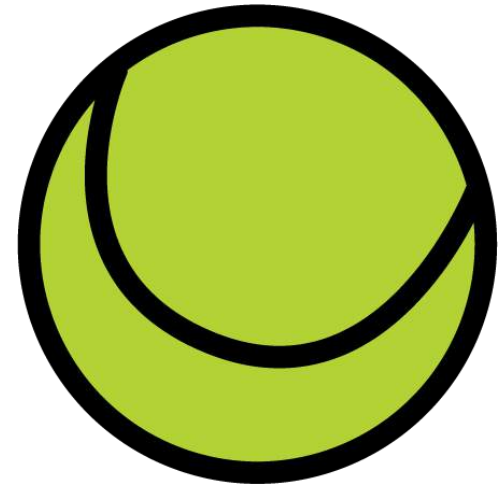
baseball



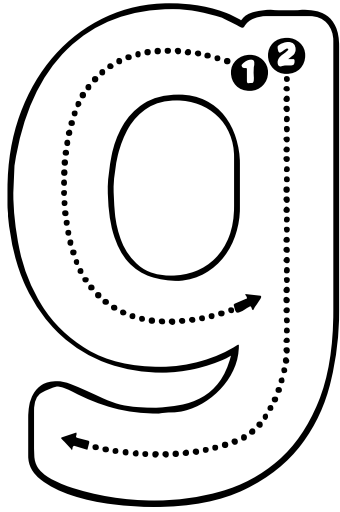
soccer



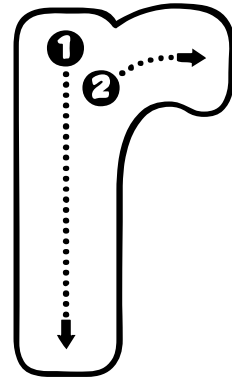
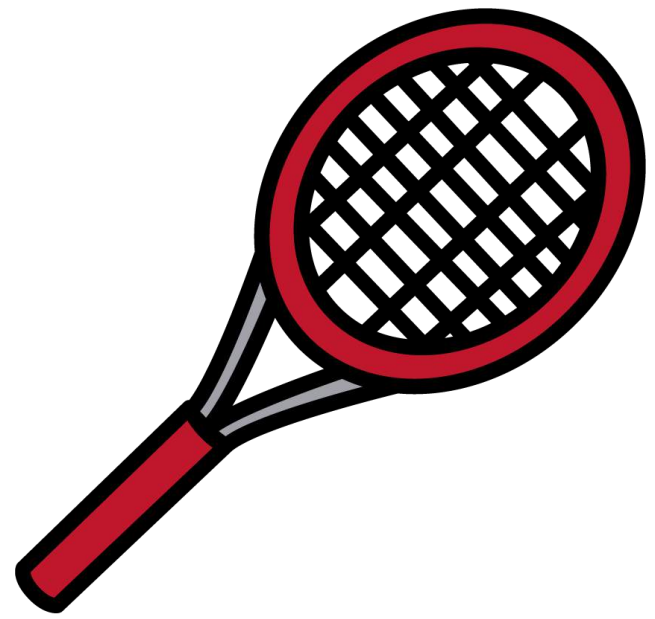
volleyball



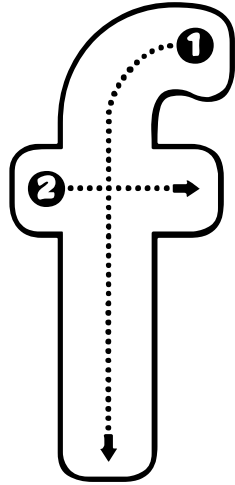
tennis



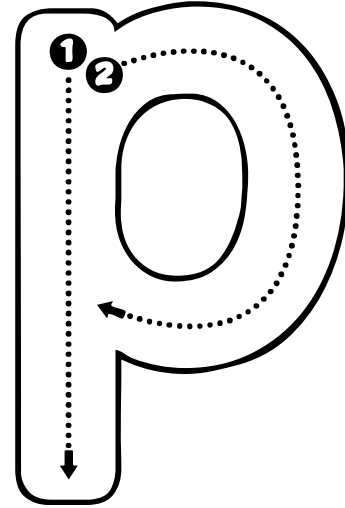
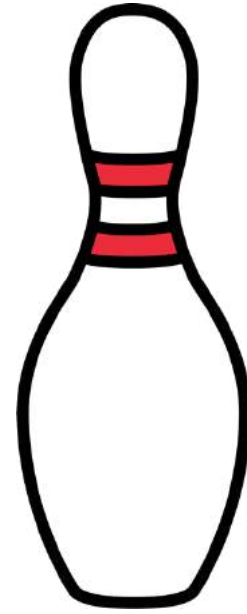
golf



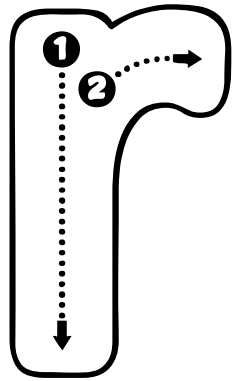
racket



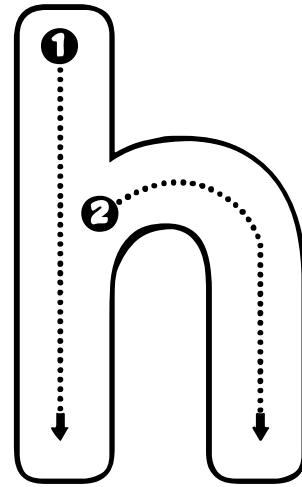
football



pin



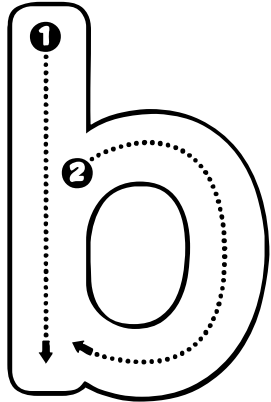
run



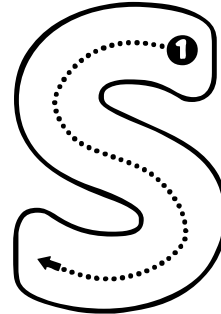
hockey

Name _____

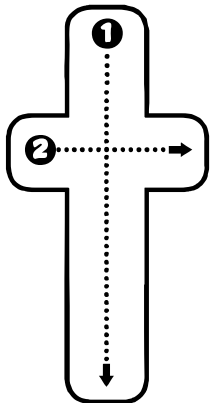
Trace the letters and color the pictures.



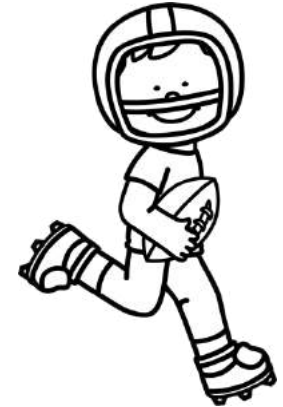
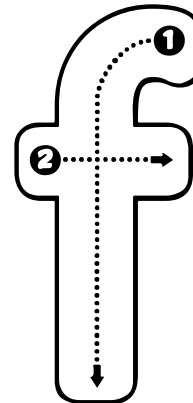
basketball



soccer



tennis



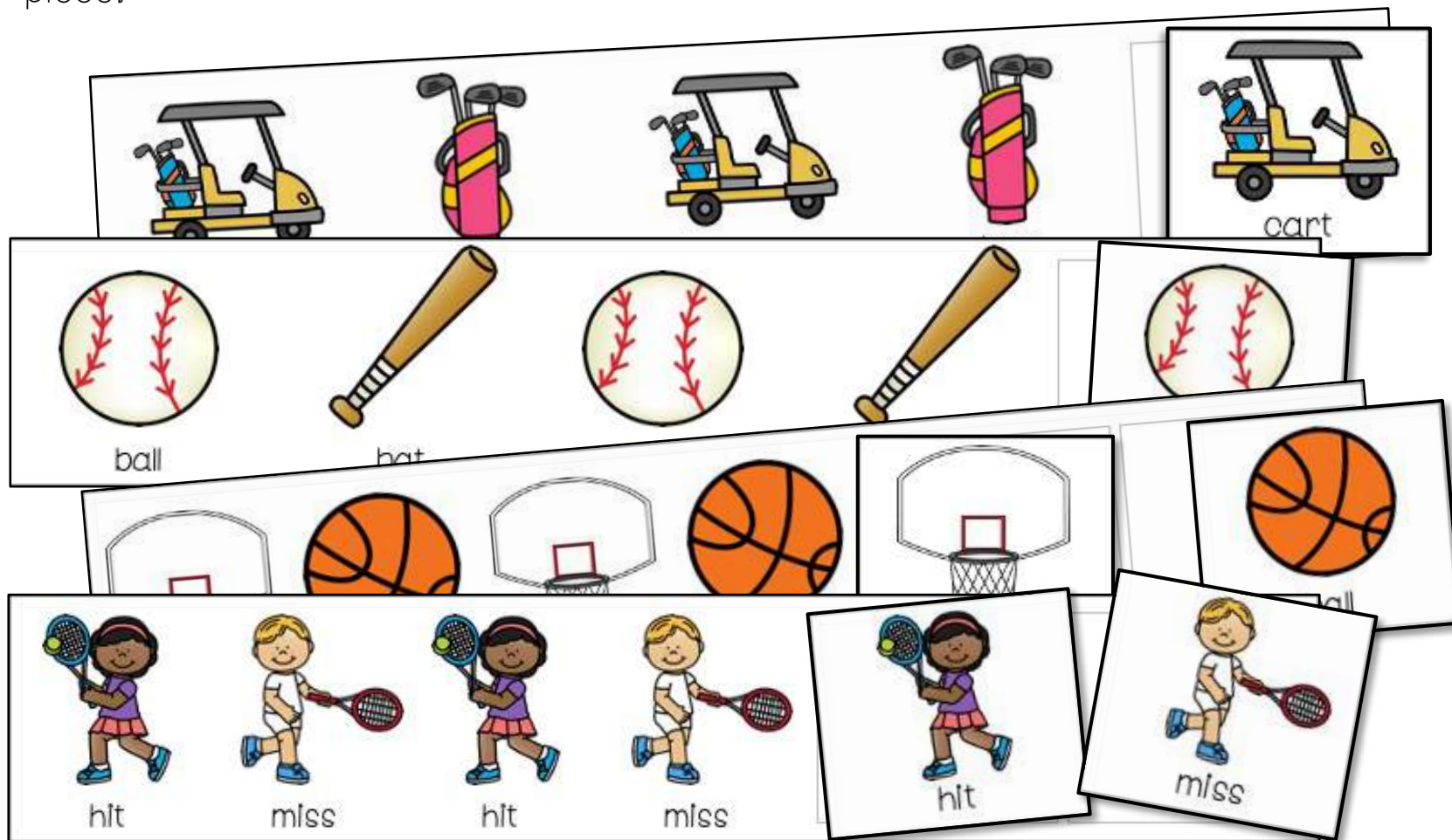
football

Patterning

Objective: The students will identify and extend simple patterns.

Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.

Procedure: Students identify the pattern and extend it by placing the next correct piece.





cart



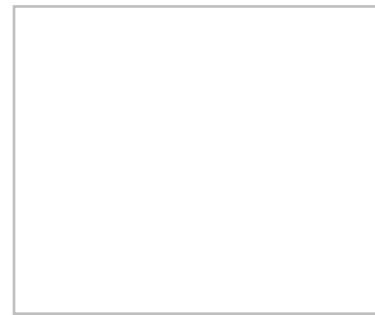
bag



cart



bag



orange



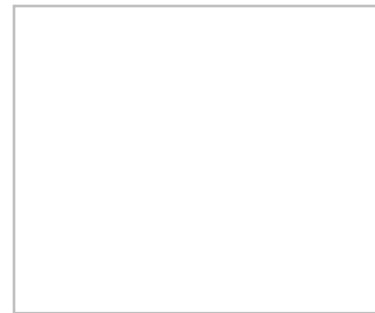
blue



orange



blue



ball



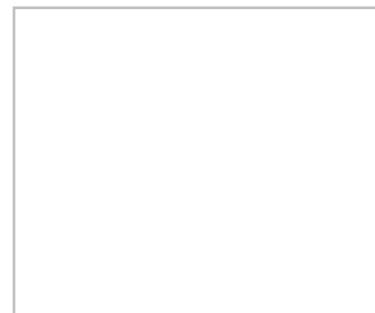
bat



ball



bat



glove



field



glove



field





basket



ball



basket



ball



green



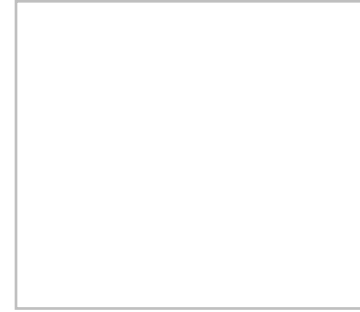
pink



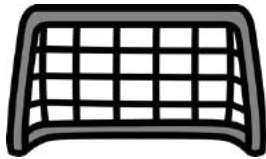
green



pink



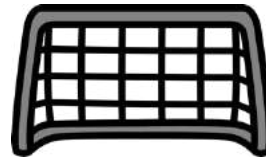
ball



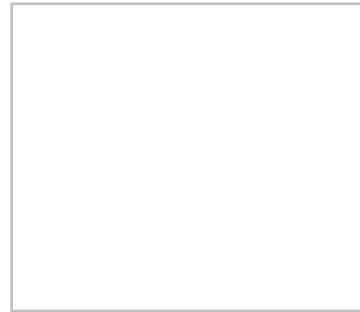
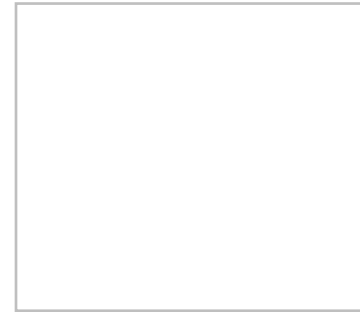
goal



ball



goal



yellow



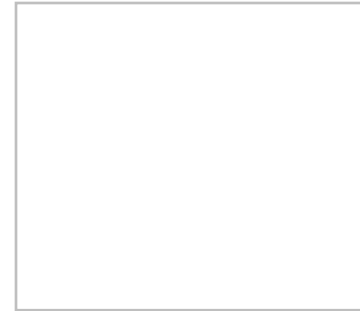
green



yellow



green

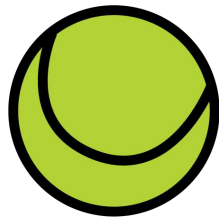




ball



racket



ball



racket



hit



miss



hit



miss



football



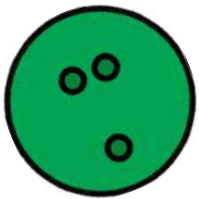
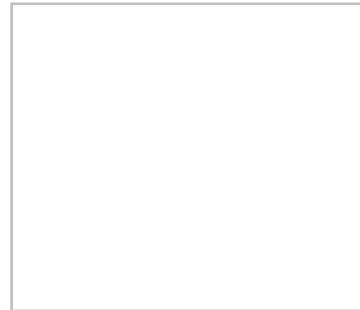
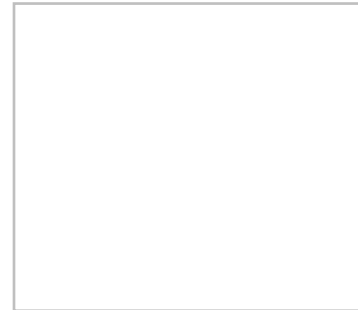
run



football



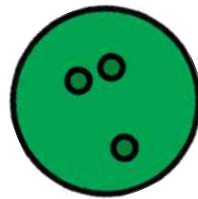
run



ball



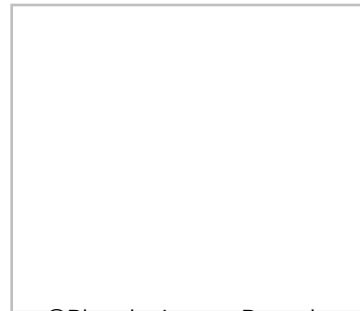
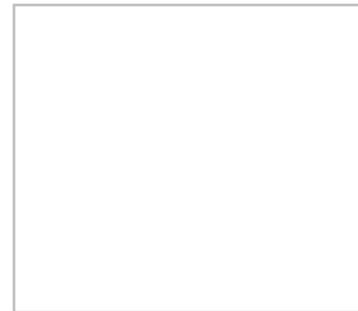
pins



ball



pins



Sports Patterns - Moveable Pieces



cart



orange



ball



glove



basket



ball



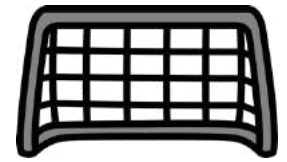
green



pink



ball



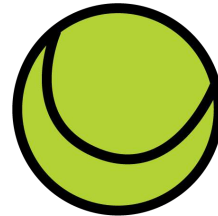
goal



yellow



green



ball



racket



hit



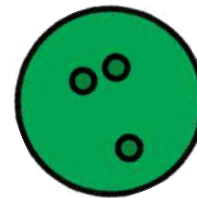
miss



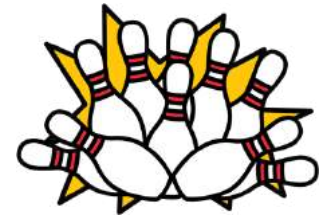
football



run



ball















pins







Name _____



Cut apart the pieces at the bottom of the page.
Use them to complete the sport patterns.

Scissors icon

					
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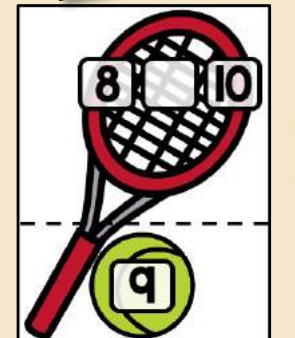
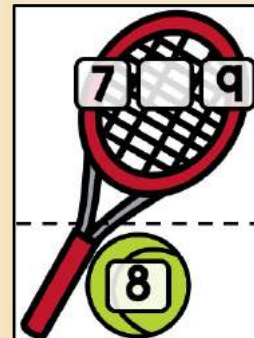
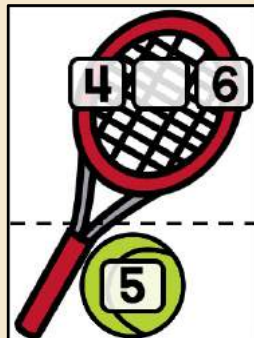
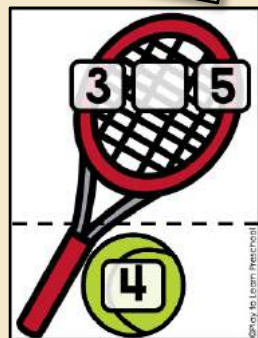
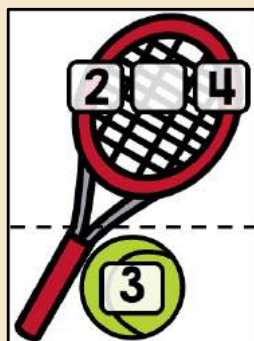
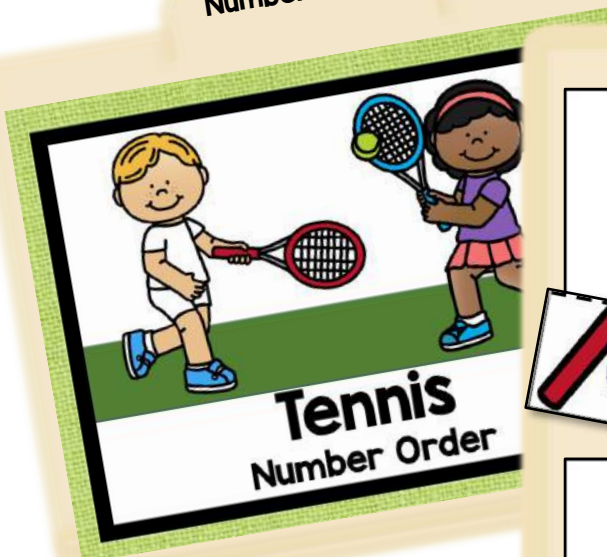
Number Order

Objective: The students will identify numbers.

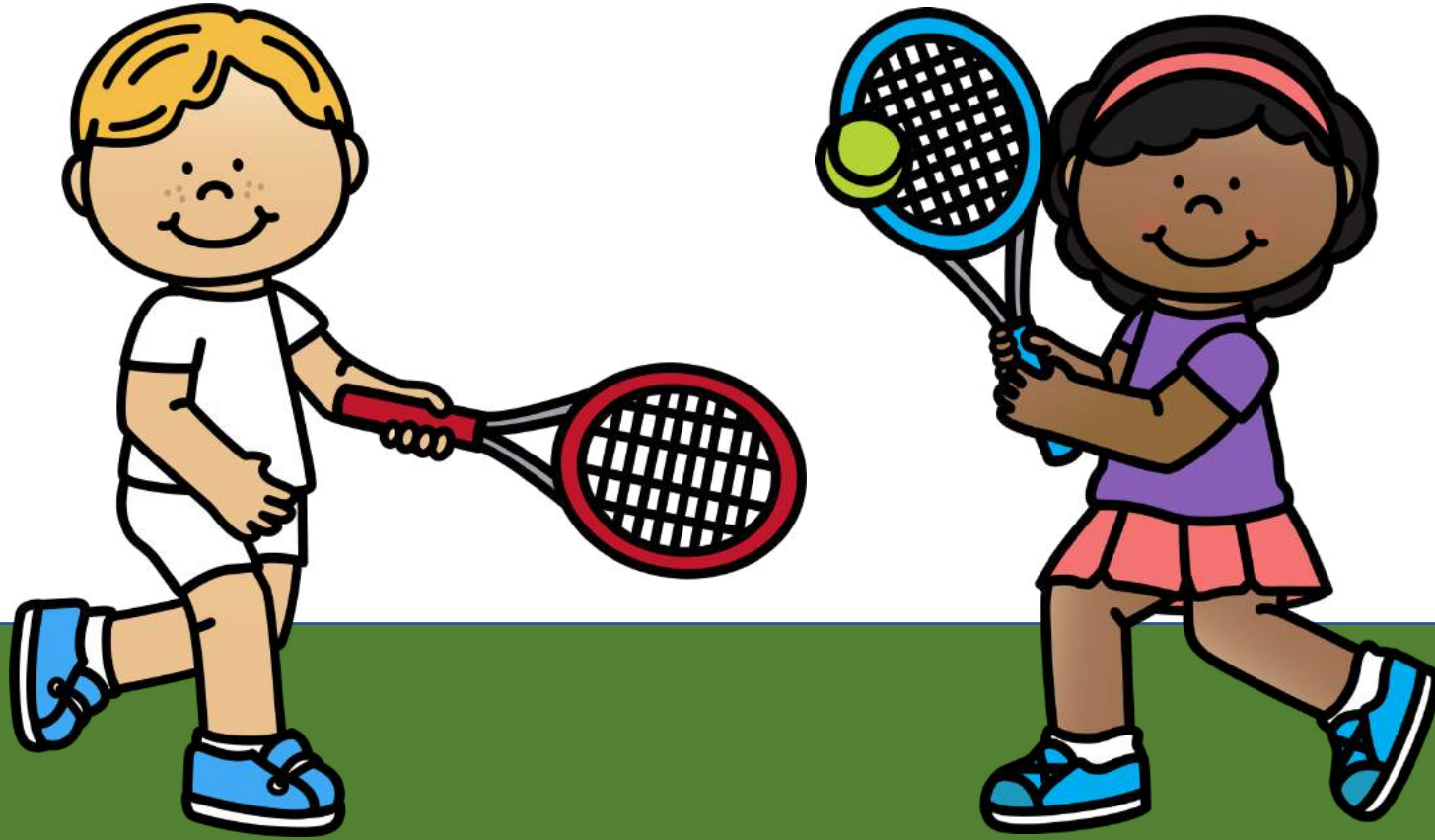
Preparation: Copy the pictures and cut them apart on the dotted line. Provide a number line for additional support.

Procedure: The students will identify the missing number and locate the correct number.

Number Order

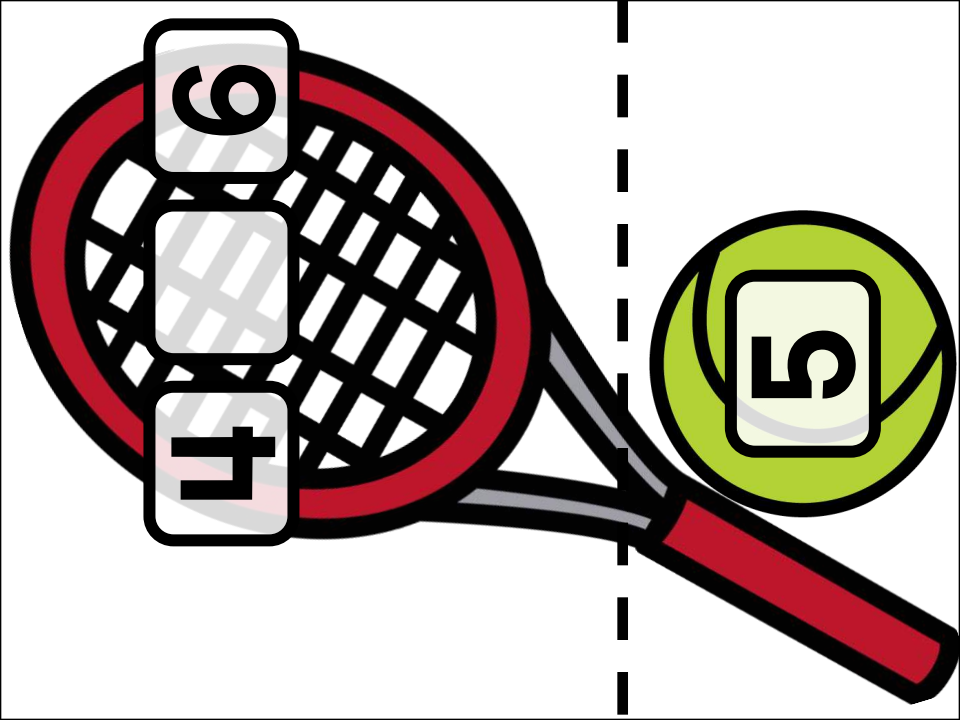
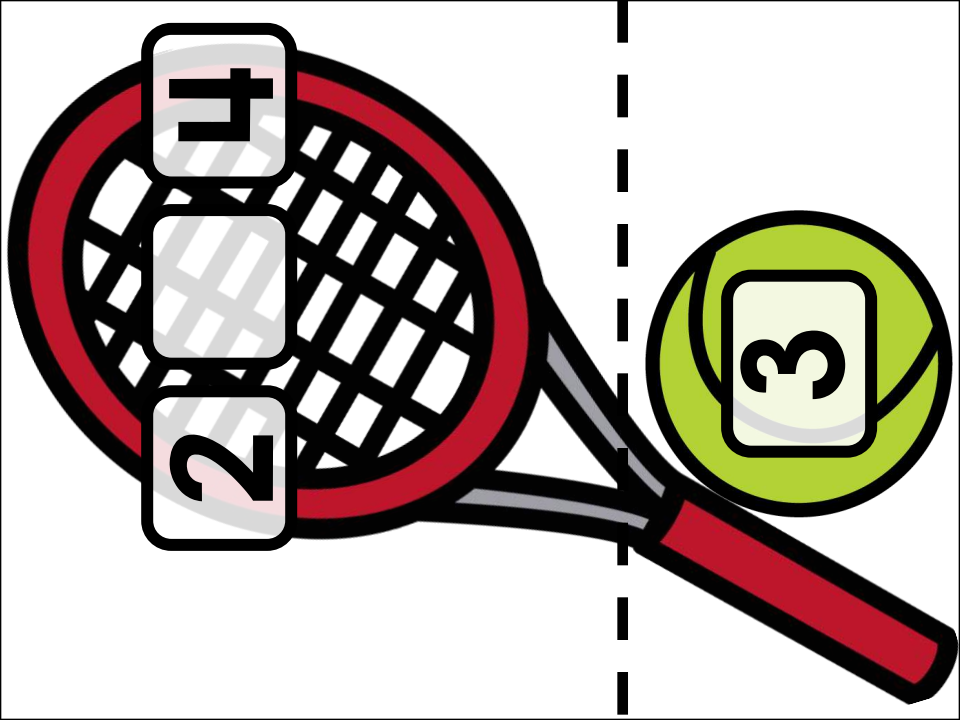
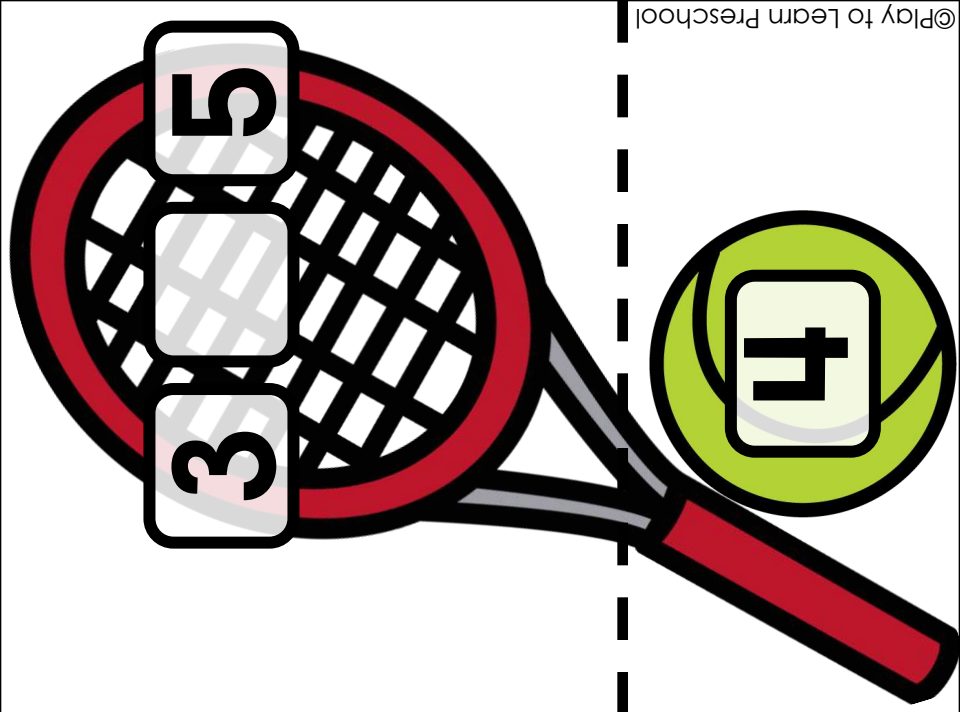
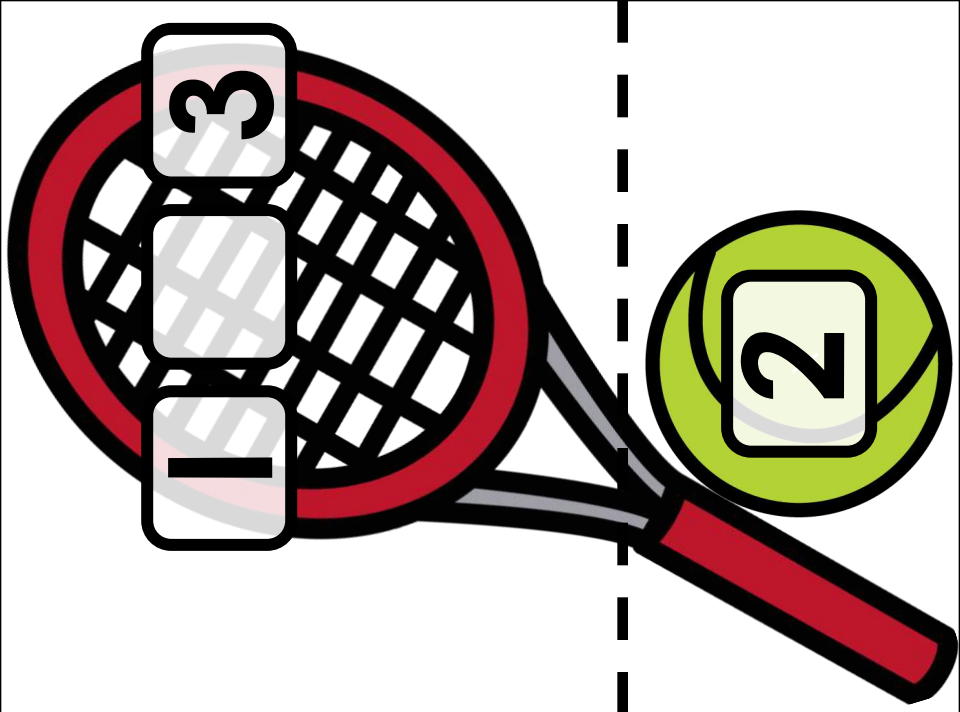


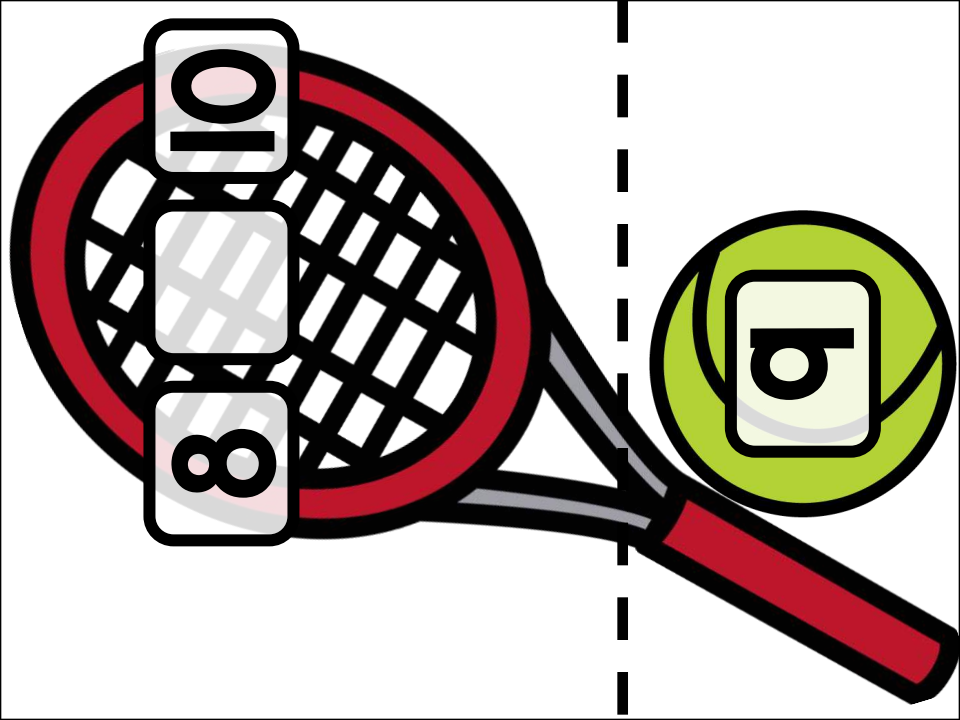
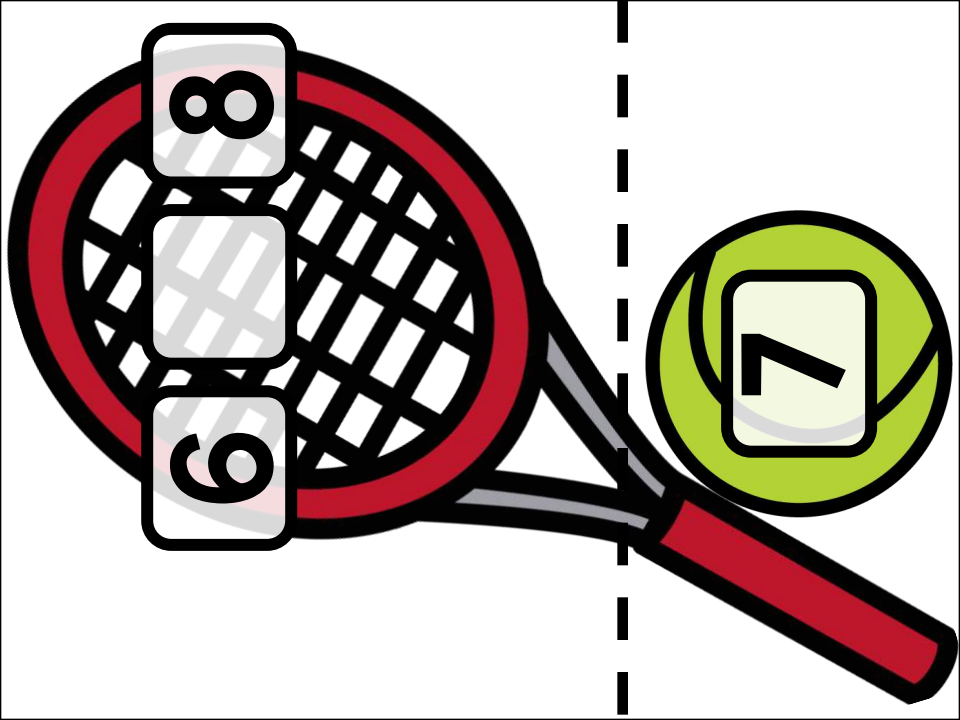
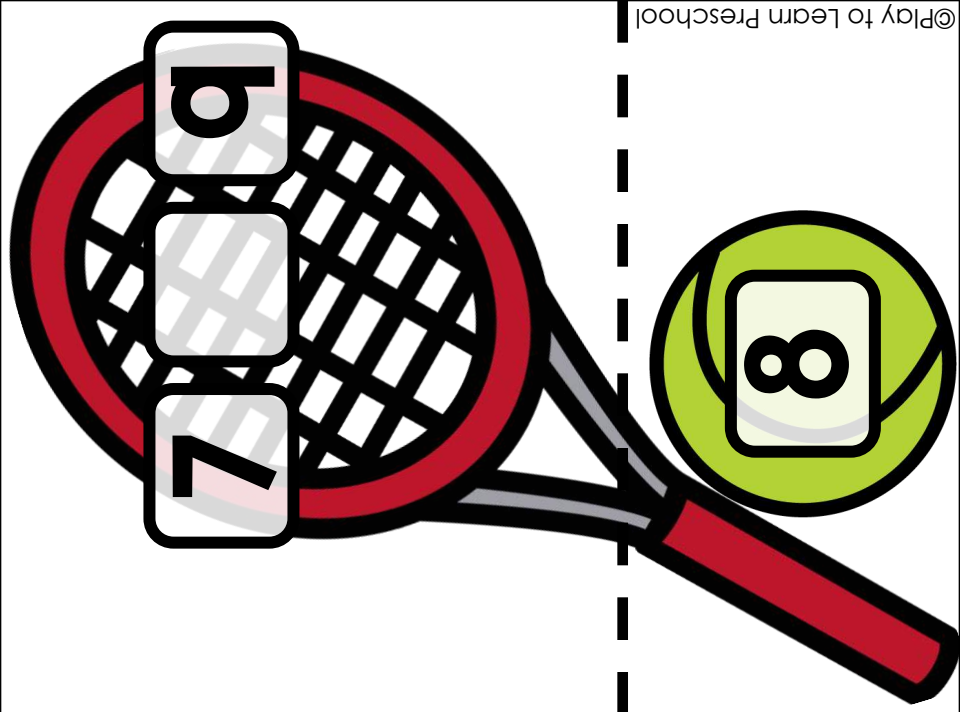
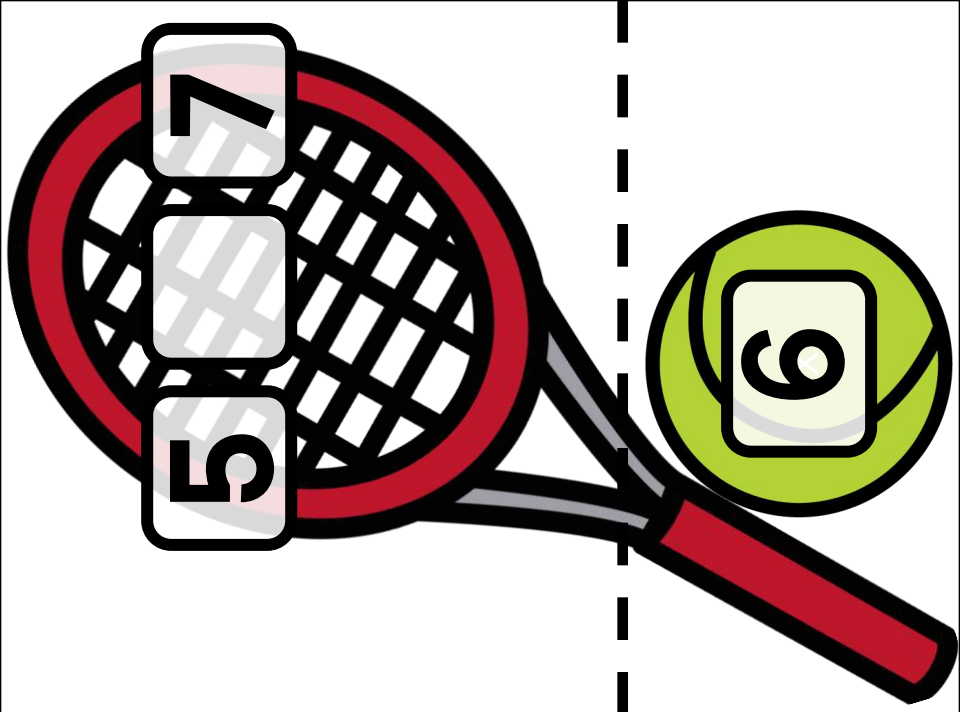
Number Order



Tennis

Number Order

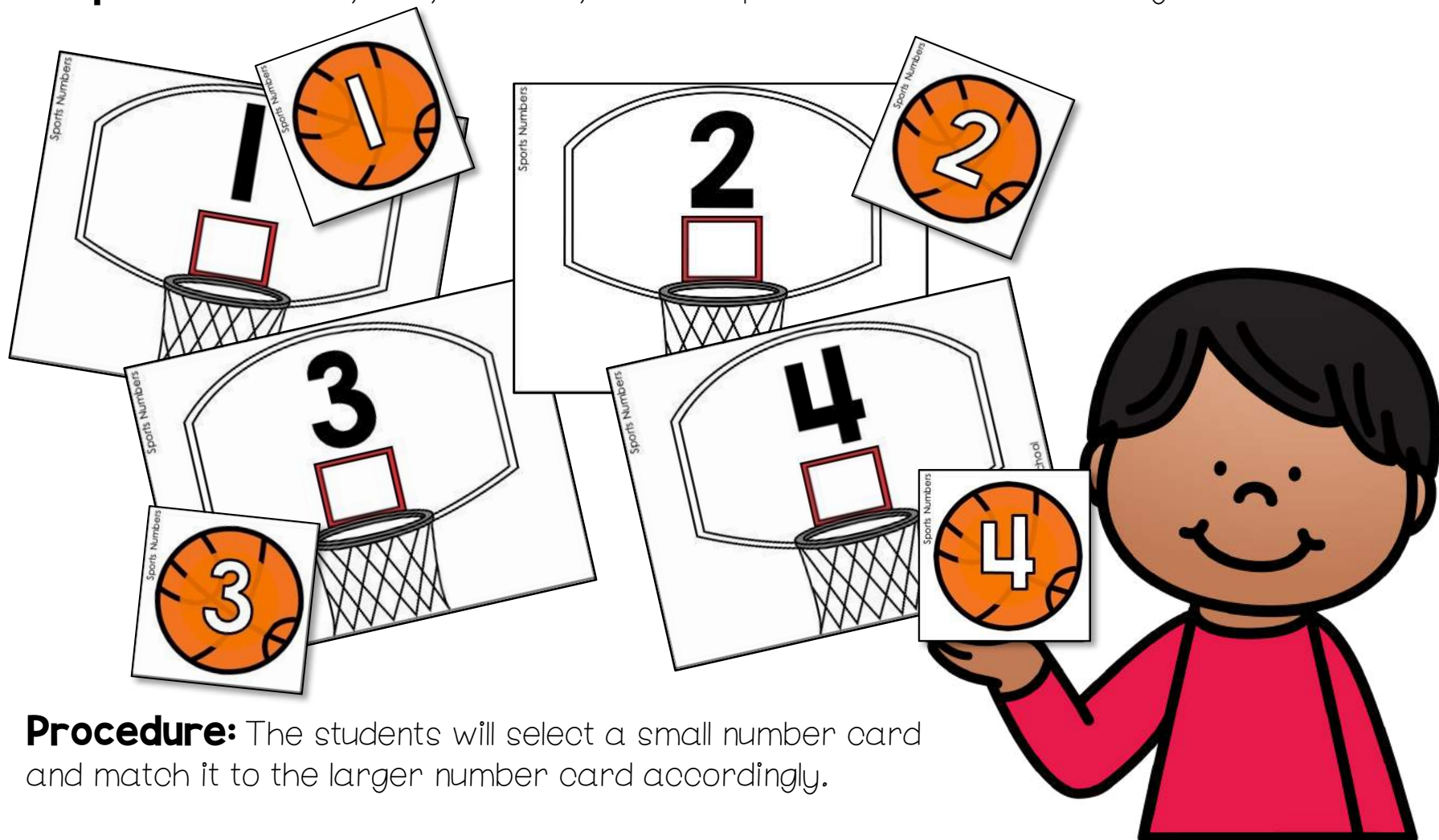




Number Recognition

Objective: The students will recognize numbers.

Preparation: Print, mat, laminate, and cut apart both the small and large number cards.



Procedure: The students will select a small number card and match it to the larger number card accordingly.

Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers



Sports Numbers

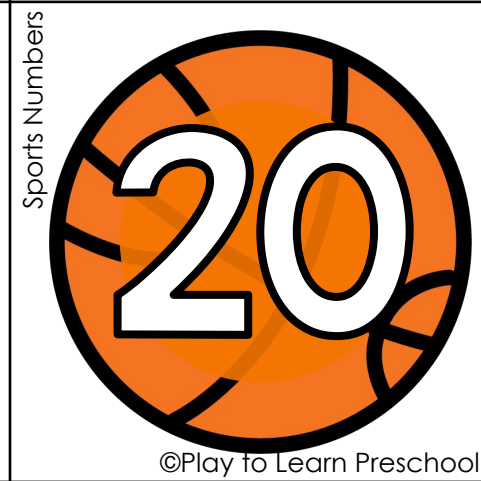
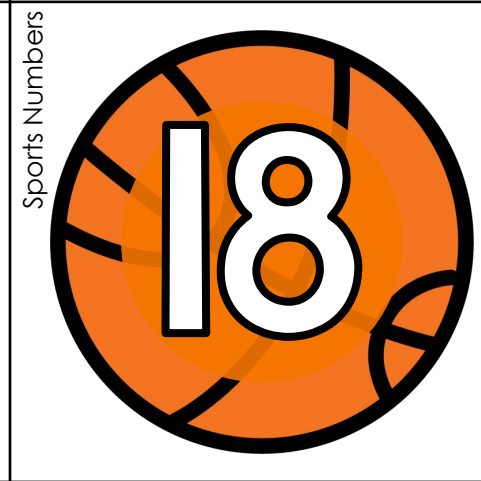
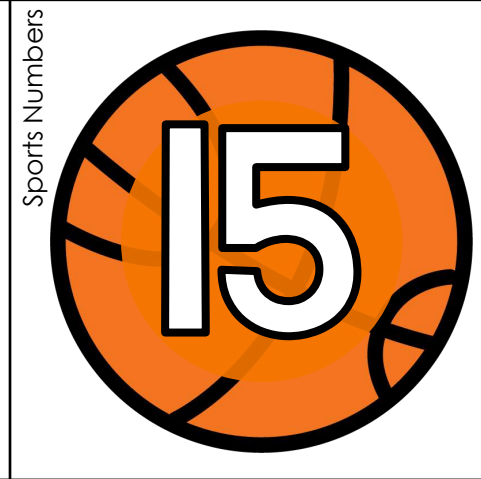
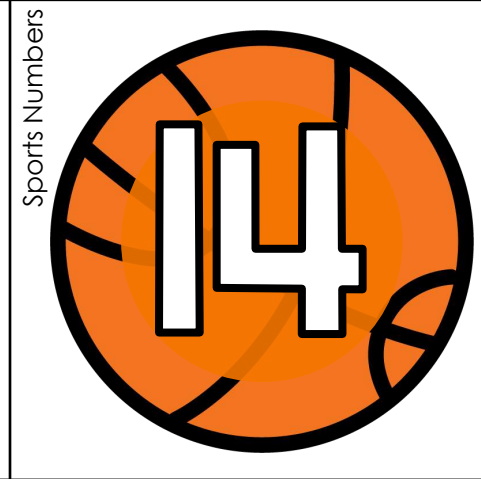


Sports Numbers

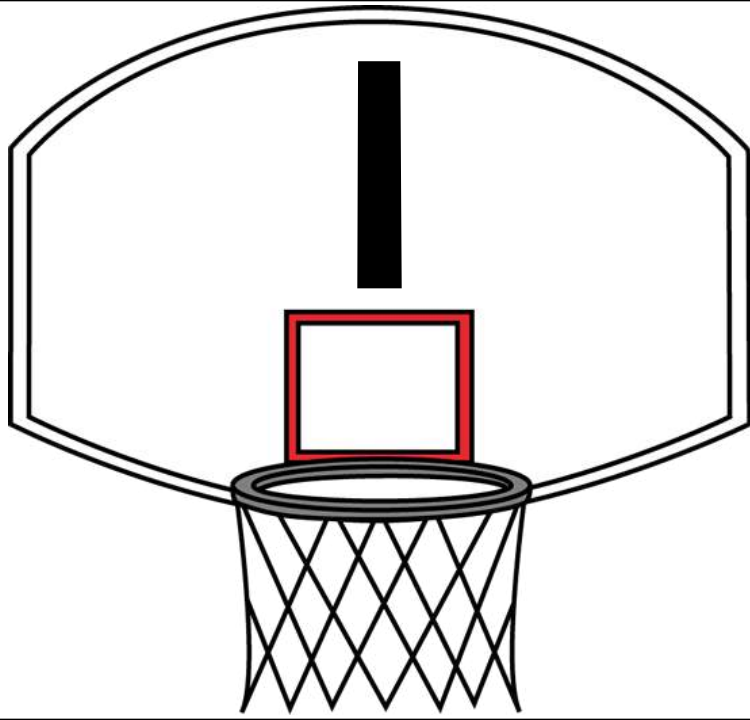


Sports Numbers





Sports Numbers



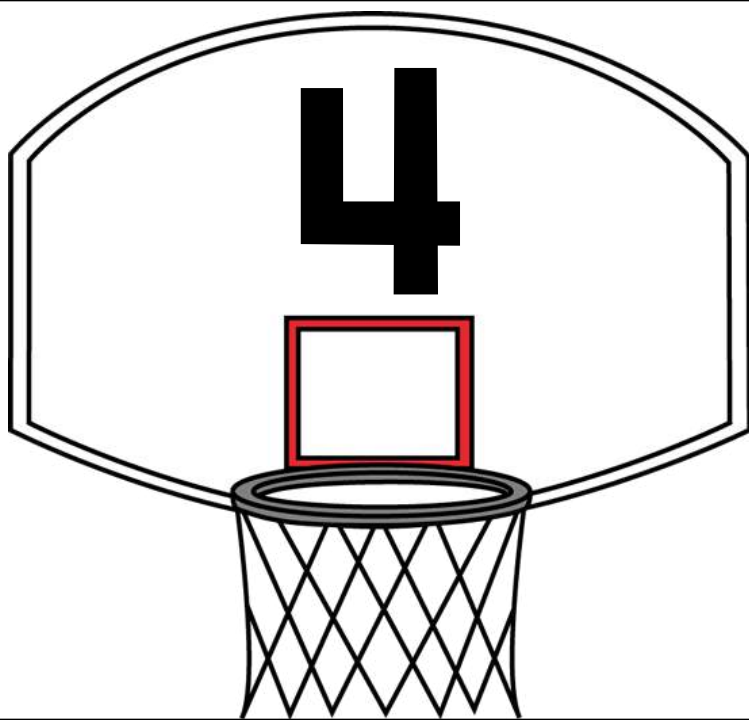
Sports Numbers



Sports Numbers



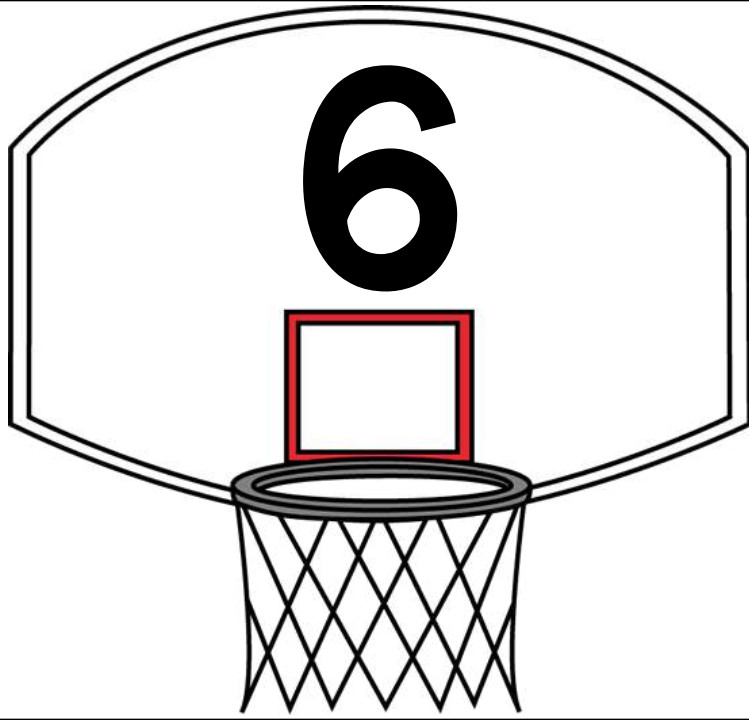
Sports Numbers



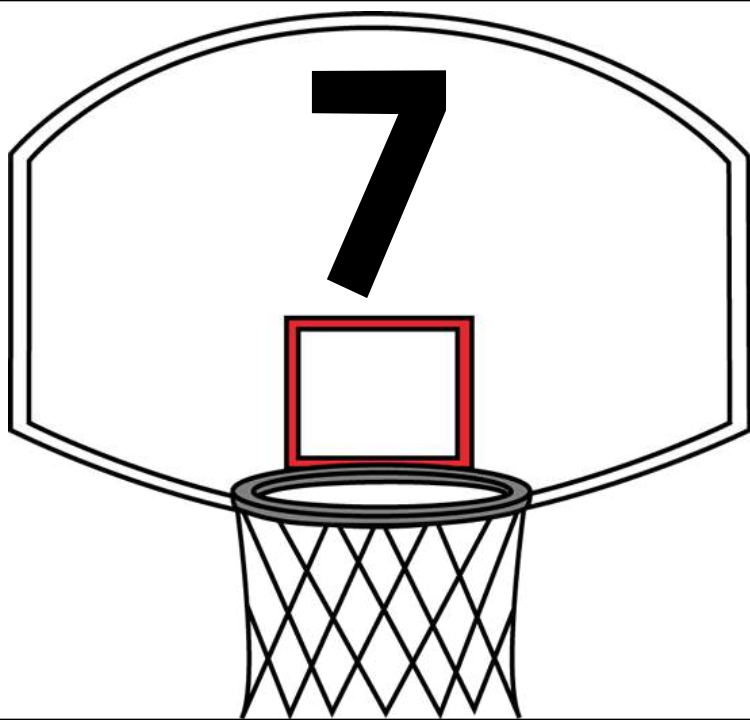
Sports Numbers



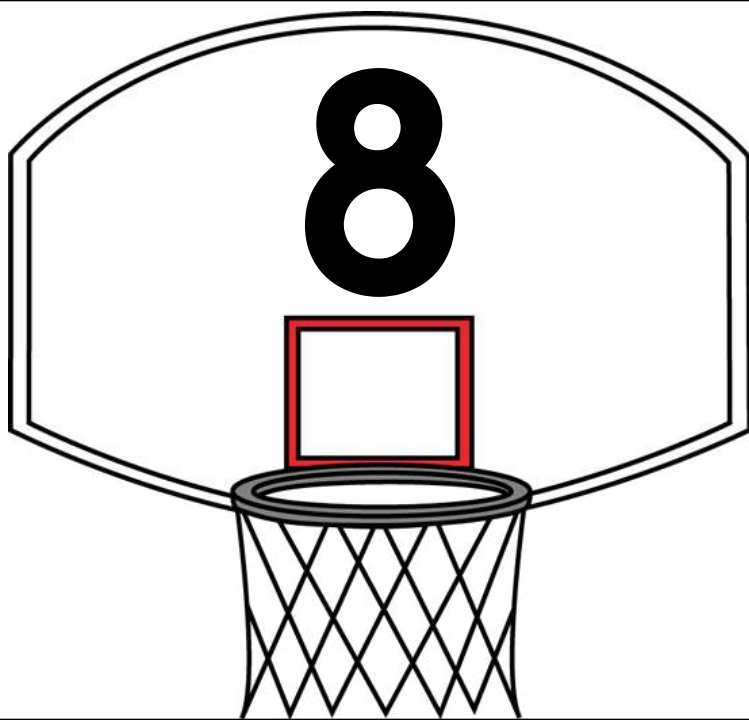
Sports Numbers

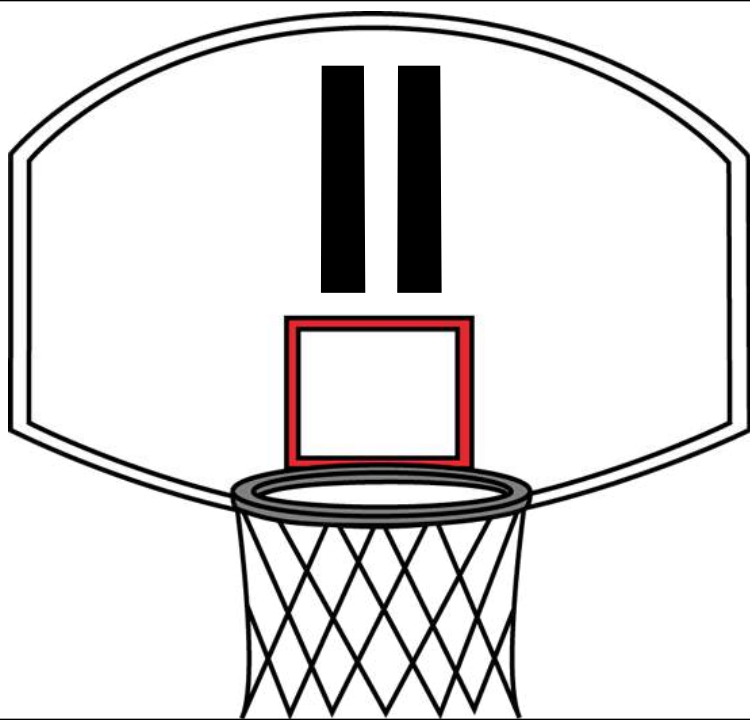
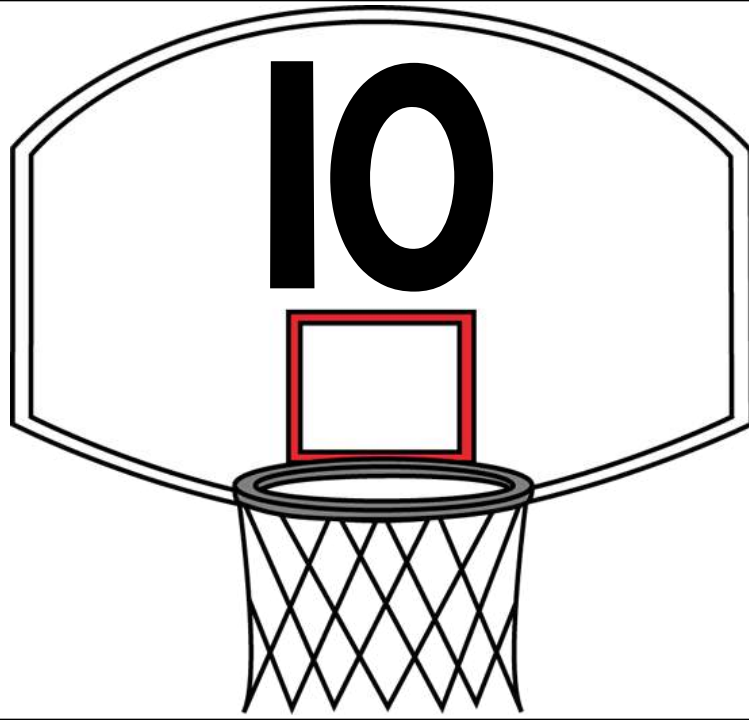
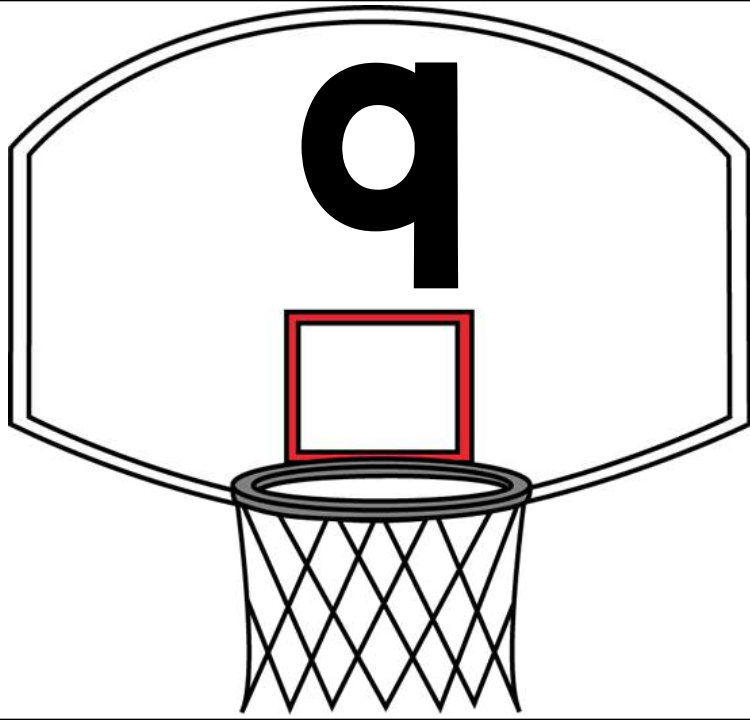


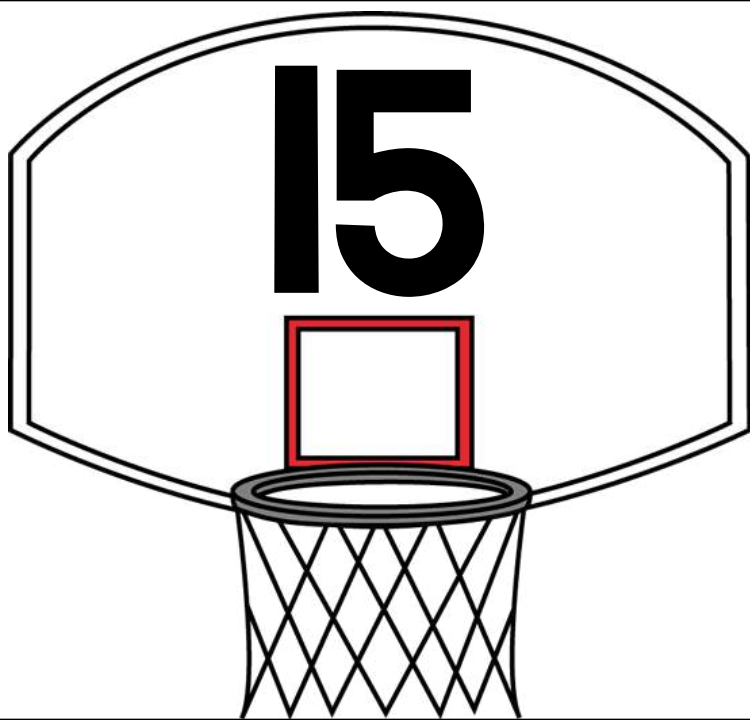
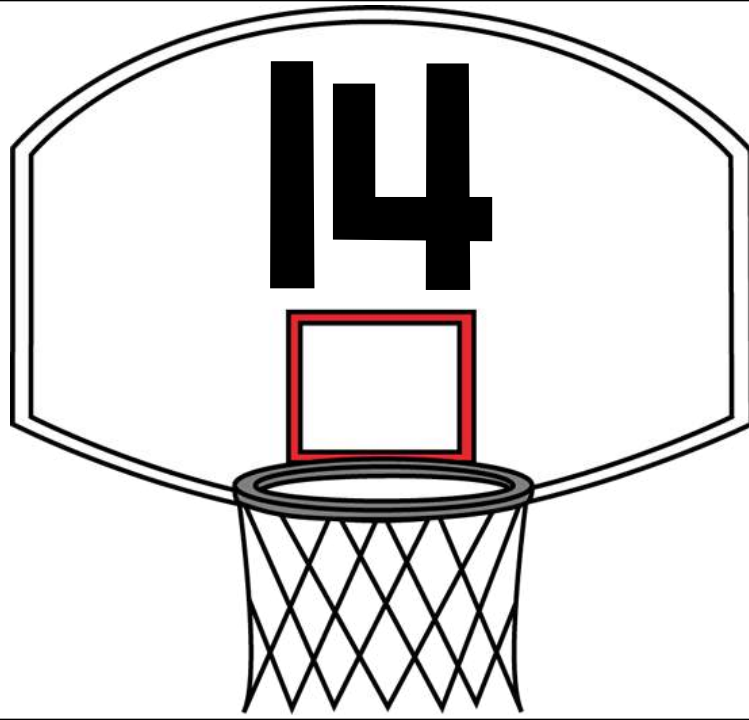
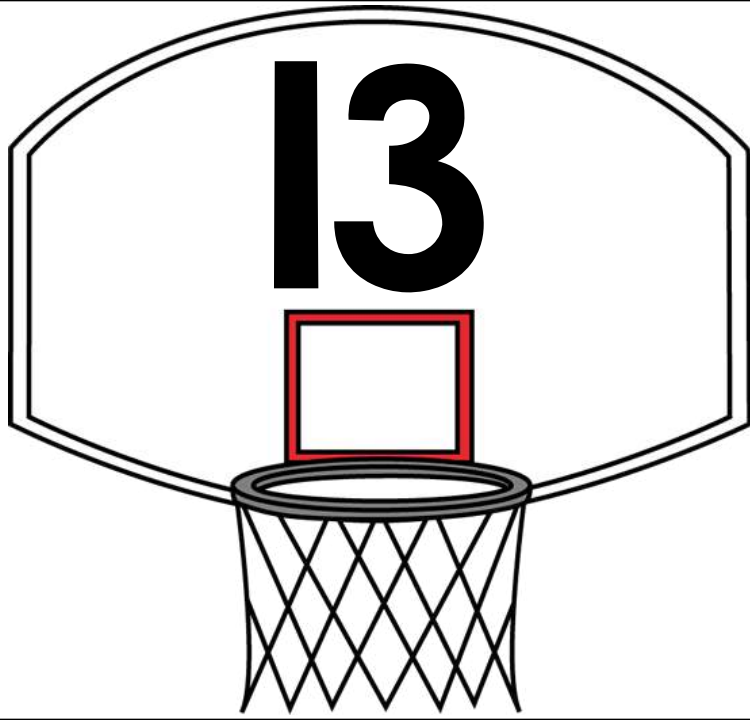
Sports Numbers

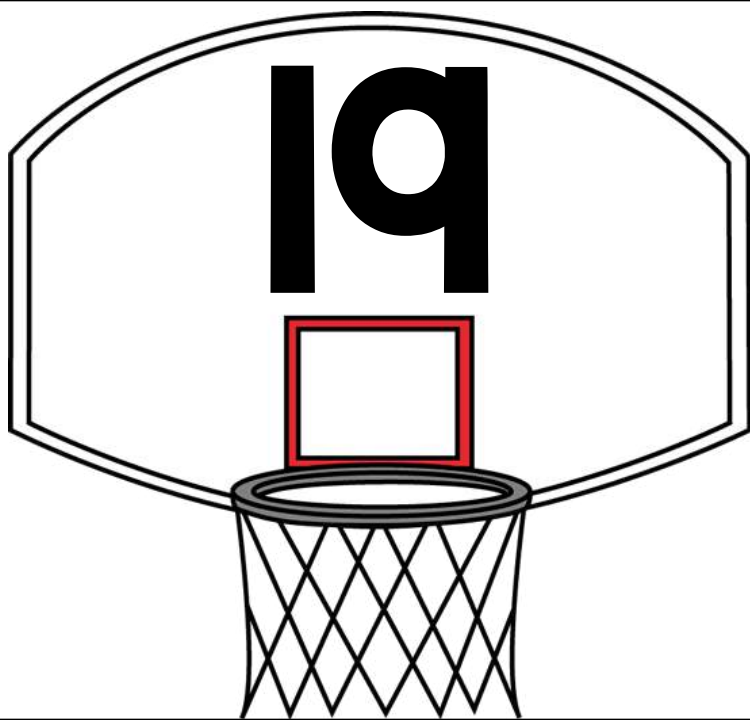
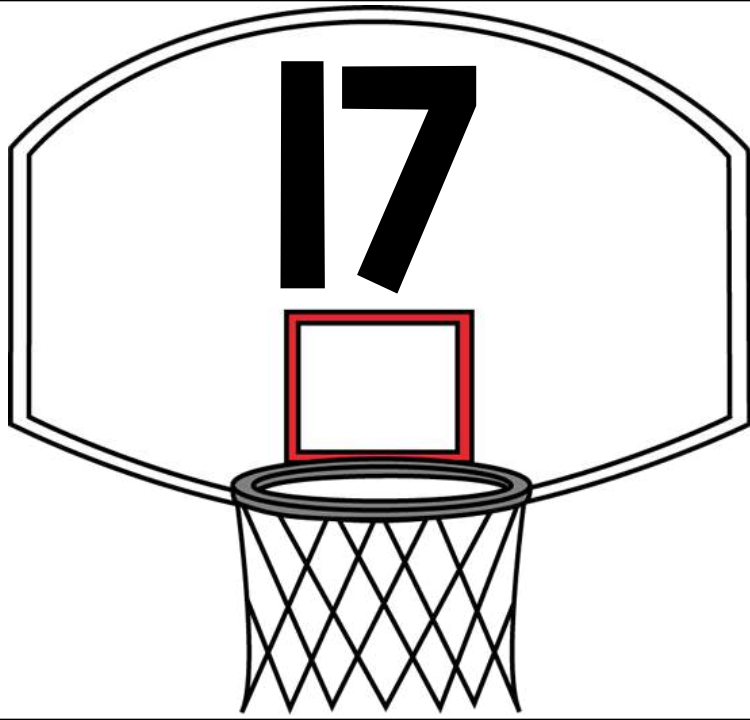


Sports Numbers







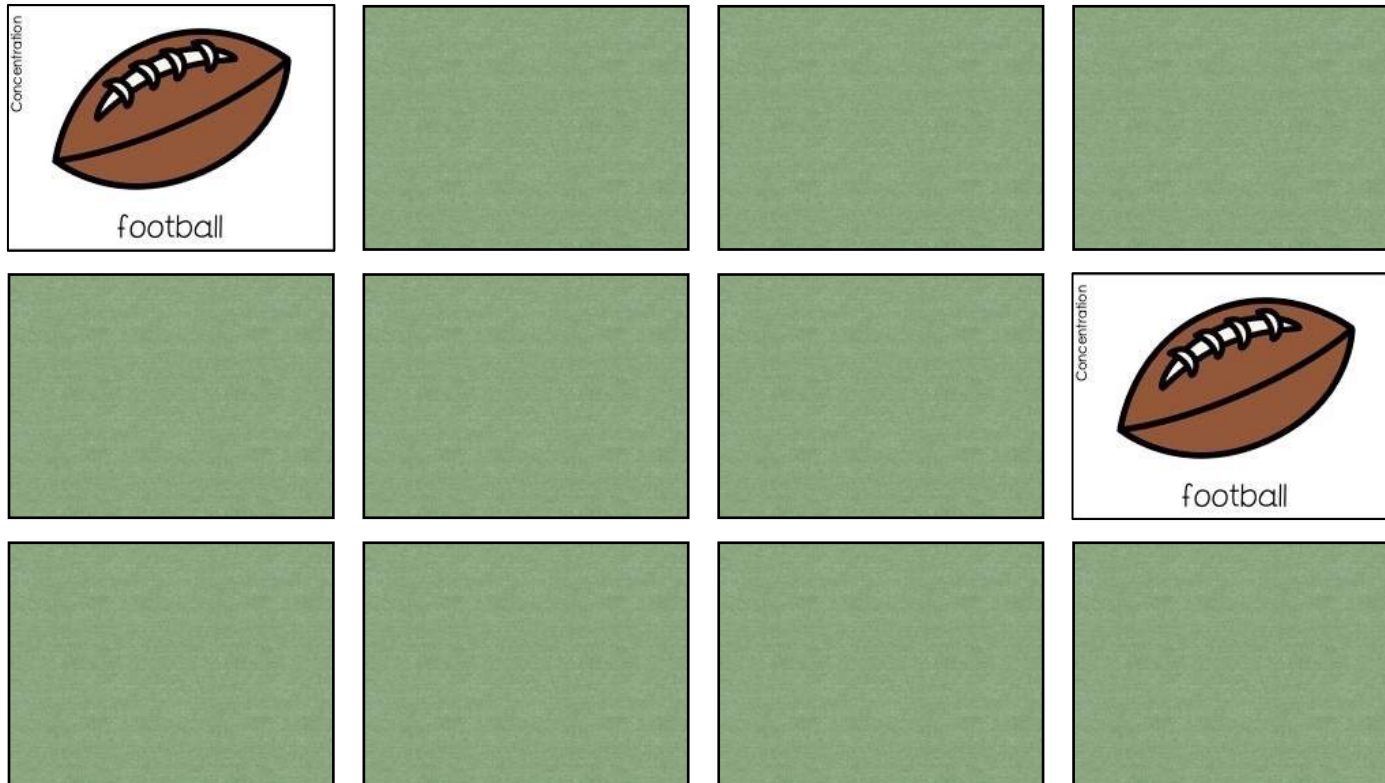


Concentration

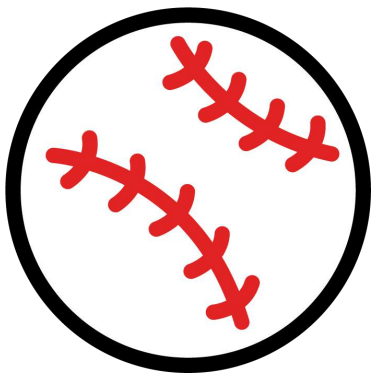
Objective: The students will use visual discrimination (matching) skills to identify two identical objects.

Preparation: Print the picture cards and mat onto cardstock. Cut apart and laminate as desired.

Procedure: Place the cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.



Concentration



baseball

Concentration



basketball

Concentration



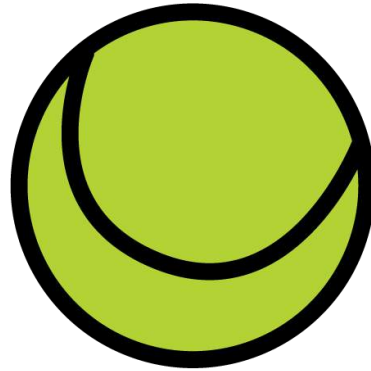
football

Concentration



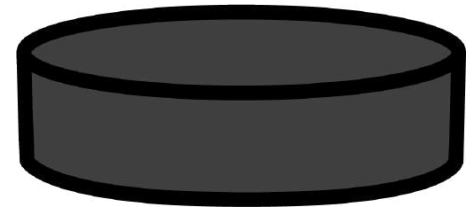
soccer ball

Concentration



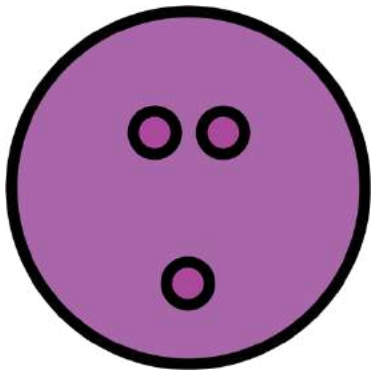
tennis ball

Concentration



puck

Concentration



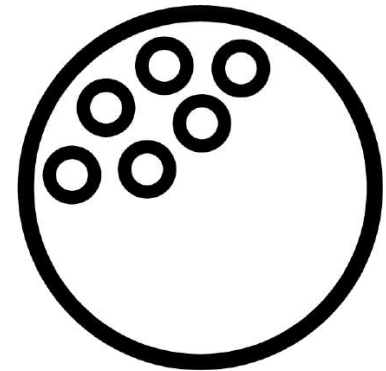
bowling ball

Concentration



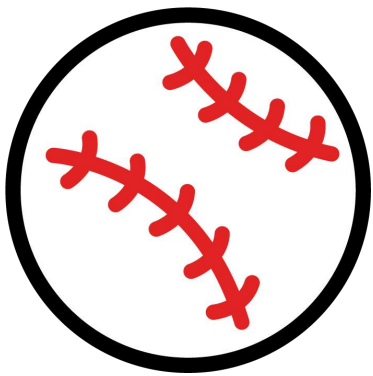
volleyball

Concentration



golf ball

Concentration



baseball

Concentration



basketball

Concentration



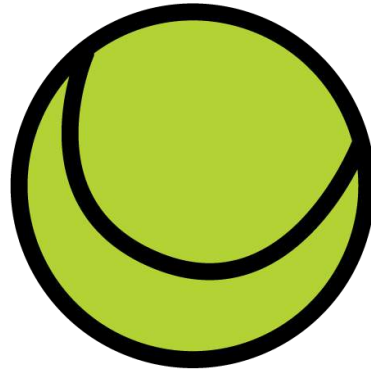
football

Concentration



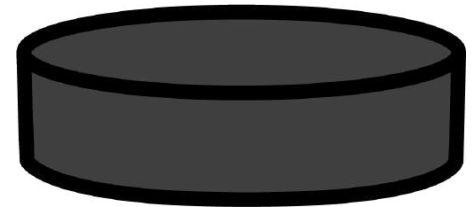
soccer ball

Concentration



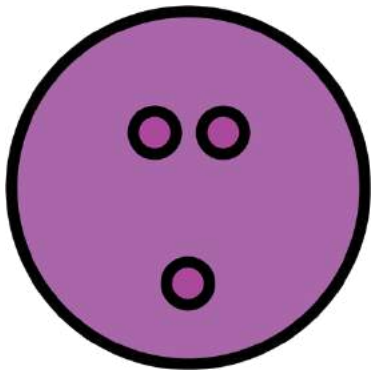
tennis ball

Concentration



puck

Concentration



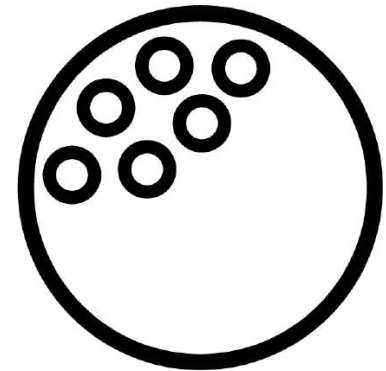
bowling ball

Concentration



volleyball

Concentration

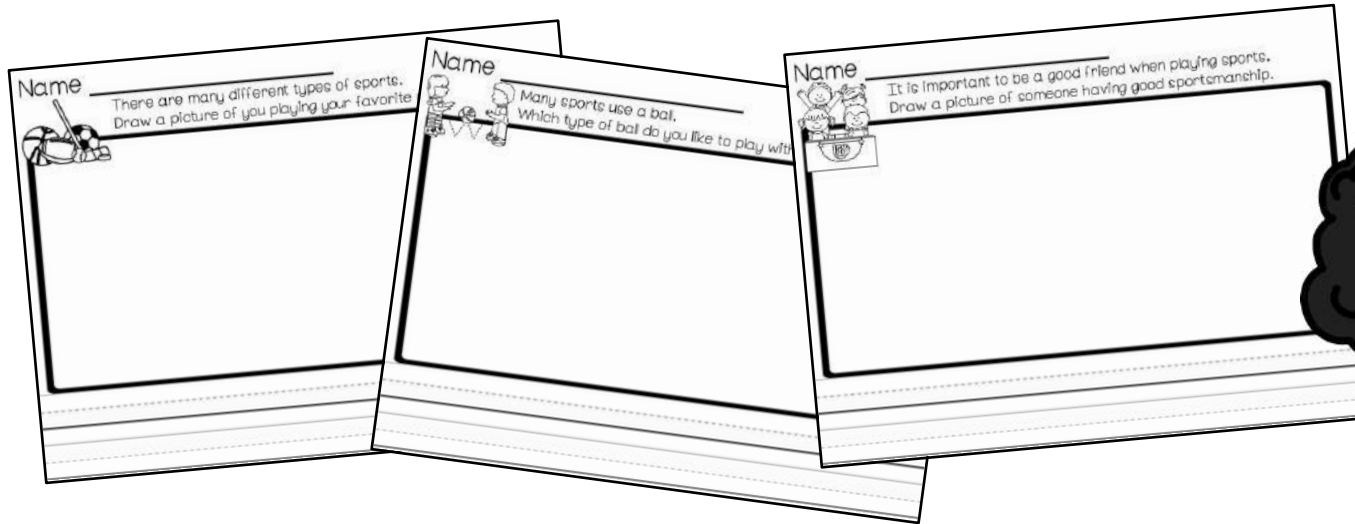


golf ball

Journaling

Objective: The students will understand the purpose of writing.

Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.



Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called “emergent literacy.” The following is a very *general* guide to how children progress:

Early (ages 3-4)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture. It's okay if it is not yet a recognizable shape or image.
- Ask the child to tell about the picture. “Can you tell me about your picture?”
- Repeat what they say and write down your child's dictation on the lines. Be sure to date it!

Intermediate (ages 4-5)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture.
- Ask the child to tell about the picture. “Can you tell me about your picture?”
- Encourage the child to write about it on the lines. (The child will likely make scribbles or letter-like formations.)
- Ask your child if they want you to write their dictation on the lines as well.

Advanced (ages 5-6)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture and label it.
- Model for your child how to say a word, stretch it out and listen for the sounds that they hear.
- For example, if they draw a bear, say “bear.” Listen for the B sound and write the letter B to match. Can they hear any other sounds? Maybe they can also hear and write the letter R.
- Children may ask for you to write words for them to copy on the lines. This is fine as long as you also encourage them to write the letters and sounds that they hear.

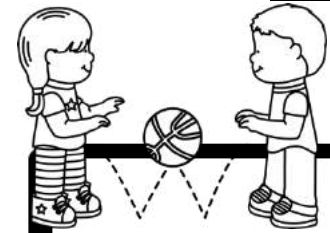
Name _____

There are many different types of sports.

Draw a picture of you playing your favorite sport.



Name _____



Many sports use a ball.

Which type of ball do you like to play with most?

A large, empty rectangular box with a thick black border, intended for a child to draw or write their answer to the question above.

Name _____

It is important to be a good friend when playing sports.
Draw a picture of someone having good sportsmanship.





Sports Books

for Preschoolers



General Sports

- *She Persisted in Sports* by Chelsea Clinton
- *The Ball Book Footballs, meatballs, eyeballs & More balls!* by Joshua David Stein
- *Clothesline Clues to sports people play* by Kathryn Heling and Deborah Hembrook
- *Toddler books about Balls* by Busy Hands Books
- *Duck and Goose* by Tad Hills
- *Ball and Balloon* by Rob Sanders
- *Watch Me Throw the Ball* by Mo Willems
- *Jabari Jumps* by Gaia Cornwall
- *Maisy's Field Day* by Lucy Cousins
- *My First Book of Lacrosse* by Sports Illustrated
- *Dino-Hockey* by Lisa Wheeler
- *She's Got This* by Laurie Hernandez
- *Froggy Learns to Swim* by Jonathan London
- *Janine and the Field Day Finish* by Maryann Cocca-Leffler
- *Let's Ice-skate!* by Carol Lindeen
- *Clifford's Sports Day* by Norman Bridwell
- *I Promise* by LeBron James

Baseball

- *Dino-Baseball* by Lisa Wheeler
- *Froggy plays T-ball* by Jonathan London
- *Clifford Makes the Team* by Norman Bridwell
- *Pete the Cat Play Ball* by James Dean
- *Goodnight Baseball* by Micael Dahl
- *My First Book of Baseball* by Sports Illustrated Kids
- *My Baseball Book* by Gail Gibbons

Basketball

- *My First book of Basketball* by Sports Illustrated Kids
- *Let's Play Basketball!* by Charles R. Smith
- *Little Basketball* by Brad Herzog
- *Goodnight Basketball* by Michael Dahl

Soccer

- *Let's Play Soccer!* by Ben Lerwill & Marina Ruiz
- *My First Book of Soccer* by Sports Illustrated kids
- *Froggy Plays Soccer* by Jonathan London
- *Soccer Game* by Grace Maccrone
- *Franklin plays the game* by Paulette Bourgeois
- *Dino-Soccer* by Lisa Wheeler
- *Goodnight Soccer* by Michael Dahl
- *My Soccer Book* by Gail Gibbons
- *Maisy Plays Soccer* by Lucy Cousins
- *Max Explains Everything: Soccer Expert* by Stacy McAnulty

Football

- *Little Football* by Brad Herzog
- *Goodnight Football* by Michael Dahl
- *Dino-Football* by Lisa Wheeler
- *Football ABC* by Mark Weakland
- *My First Book of Football* by Sports Illustrated Kids

More resources

for preschool and Pre-K learners:

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Resource Bundle

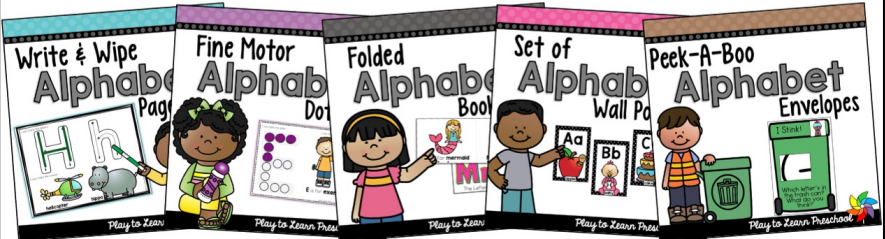
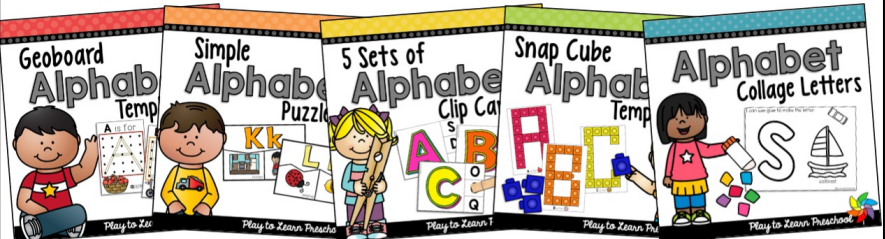


Credit:

These talented artists made this possible.



Alphabet Activities



for Preschoolers

Play to Learn Preschool



These alphabet activities will help your young learner learn the letters of the alphabet!

Terms of Use:

Play to Learn resources are for personal classroom and home use only. They may not be used commercially.

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- You may print copies for your own children or students.
- You may send printed copies home with your students.
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