



Olympic Glory

Grade Levels 3-6

Unit Overview

Materials

- 4" x 3" rectangles of white printer or construction paper, one per student
- Award Medallions 9 of each on gold, silver and bronze construction paper
- Scale Balance
- Chart paper
- One teacher copy of "The Olympic Games"
- One bag of large cotton balls
- Crayons
- Document camera
- Event folders (9) (See Management #3 in "Classroom Olympics" Appendix G)
- Film canisters or other small containers with lids (4)
- Geography/country books
- Hole punch
- One large dish sponge
- Large world map
- Masking tape
- One set of measuring cups
- Two measuring tapes
- Five paper plates
- Pencils
- Permanent marker
- One plastic container (bucket) for water
- Five plastic straws
- Removable star stickers one for each student
- Two rulers
- One pound of sand
- One adult scissors
- Scotch tape
- Student computers with internet access (enough for each student)
- Student copies of "Go for the Gold" (I suggest not copying pp. 38 & 39 back to back so students can easily go back and find the words in the story.)
- Student copies of Classroom Olympics Record Sheets
- Student copies of KWL Chart
- Student copies of Olympic Champion Report
- Teacher station/computer
- One set of Teddy Bear Counters
- One set of Unifix Cubes
- Video projector
- Two yard sticks
- Yarn or ribbon (approximately 36 feet- 2 feet for each "Classroom Olympics Medal")

ELL Modifications

- Create an Olympic Glory Dictionary with vocabulary words, definitions, and illustrations, vocabulary words used in sentences, antonyms, synonyms and examples.
- Keep all lesson activities in a folder so previous lessons/vocabulary are easily accessible.

Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none"> ● LA.5.1.7.1: The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading. ● LA.3.5.2.1: The student will recall, interpret, and summarize information presented orally. ● LA.3.6.1.1: Informational Text - The student comprehends the wide array of informational text that is part of our day-to-day experiences. ● LA.3.2.2.2: The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details. ● LA.3.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate. ● LA.3.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map). ● PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities. ● PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities. ● SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. ● SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools. ● PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings. 	<ul style="list-style-type: none"> ● 3 - Child receives support from adults other than his or her parent(s). ● 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. ● 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood. ● 15 - Child’s closest friends model positive, responsible behavior. ● 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

<ul style="list-style-type: none">• SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).• PE.3.R.1.4: Cooperate with all class members by sharing and taking turns. (Sportsmanship)• SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.• MA.3.A.4.1: Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.• MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.• MA.5.G.5.2: Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.• MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.	
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Extension Ideas

- Lesson 4: Calculate the distance athletes would have to travel to the Olympics from each country. Discuss appropriate modes of transportation for such distances.

Pre/Post-Assessment

A Pre/Post-Assessment can be found in Appendix A.

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Lesson 1: Let The Games Begin!

Essential Question:

What are the Olympic Games?

Content Standards:

- PE.3.R.1.4: Cooperate with all class members by sharing and taking turns. (Sportsmanship)
- LA.3.6.1.1: Informational Text - The student comprehends the wide array of informational text that is part of our day-to-day experiences.
- LA.5.1.7.1: The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.

Vocabulary

- Athlete
- Greece
- International Olympic Committee
- Olympia
- Olympics
- Rome
- Sport
- Sportsmanship

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- n/a

Materials:

- Chart paper
- Computer
- Copy of "The Olympic Games" (Appendix B)
- Document camera
- Internet access

- Pencils
- Student copies of KWL Chart (Appendix C)
- Video projector

Procedure:

1. Inform students that they are going to begin a unit of the Olympics.
2. Pass out student copies of KWL Chart and instruct them to write what they already know about the Olympics in the K column and what they want to learn or wonder in the W column.
3. Have students share what they know and want to know or wonder and put this information on chart paper (draw a KWL chart on the paper prior to the lesson).
4. To get students interested in the Olympics, watch “Time Warp Trio: My Big Fat Greek Olympics” by visiting www.discoveryeducation.com. Have students include facts that they learn about the Olympics from the video in the L or learned column of their KWL Chart. Be sure to discuss how fictional stories/movies can also include facts.
5. After the movie, share facts from the L column and place these facts on the class KWL chart.
6. Place the story “The Olympic Games” under the document camera and read it together, adding facts to student and class KWL’s.
7. Wrap up the lesson by discussing KWL Charts.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- KWL Charts

Lesson 2: Famous Olympians

Essential Question:

Who participates in the Olympic Games?

Content Standards:

- LA.3.2.2.2: The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.3.4.2.2: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.
- LA.3.5.2.1: The student will recall, interpret, and summarize information presented orally.
- LA.3.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map).

Vocabulary

- Champion
- Medals (Gold, Silver, Bronze)
- Olympian

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- n/a

Materials:

- Student computers
- Internet access
- Student copies of Olympic Champion Report (Appendix D)
- Pencils
- Crayons

Procedure:

1. Review what students already know/learned about the Olympics using Lesson 1’s KWL Chart as a guide.
2. Inform students that today, they will research and share the information they find on a famous Olympian.
3. Allow students to use www.teamusa.org to research their Olympians. Pass out student copies of the Olympic Champion Report and go over what information students will need to find.
4. Allow students to work independently to find and write their Olympic champion report individually. Circulate to assist/guide students where necessary and monitor internet responsibility and safety.
5. Ask for volunteers to share the information they learned about their Olympian.
6. If possible, create a “Wall of Athletes” by posting these reports on a wall or bulletin board for students to read.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Sample Olympic Champions and Their Sports

Mark Spitz	Swimming	Janet Evans	Swimming
Sugar Ray Leonard	Boxing	Nadia Comaneci	Gymnastics
Alfred Oerter	Track & Field	Carl Lewis	Track & Field
Jackie Joyner-Kersey	Track & Field	Elvis Stojko	Figure Skating
Bob Mathias	Track & Field	Edwin Moses	Track & Field
Scott Hamilton	Figure Skating	Frank Shorter	Track & Field
Jesse Owens	Track & Field	Michelle Kwan	Figure Skating
Shawn White	Snowboarding	Babe Didrikson	Track & Field
Apollo Ono	Speed Skating	Wilma Rudolph	Track & Field
Dorothy Hamill	Figure Skating	Mary Lou Retton	Gymnastics
Jim Thorpe	Track & Field	Bonnie Blair	Speed Skating
Olga Korbut	Gymnastics	John Weissmuller	Swimming
Michael Phelps	Swimming	Peggy Fleming	Figure Skating
Muhammad Ali	Boxing	Dan Jansen	Speed Skating
Bruce Jenner	Track & Field	Micki King	Diving
Picabo Street	Skiing	Lindsey Vonn	Skiing

Lesson 3: Go For the Gold with Context Clues

Essential Question:

How can using context clues help me understand what I'm reading?

Content Standards:

- LA.3.1.6.3: The student will use context clues to determine meanings of unfamiliar words.
- LA.3.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Vocabulary

- Abstained
- Appropriate
- Dominating
- Envisioned
- Merchant
- Persistence
- Prior
- Remarkable
- Dedication
- Participants

Teacher Background Knowledge:

- See "Empowering Teachers" in Appendix E.

Materials:

- Student copies of "Go for the Gold" in Appendix F. (I suggest not copying pp. 38 & 39 back to back so students can easily go back and find the words in the story.)
- Pencils
- Document camera

Procedure:

1. Inform students that they will be using an article on the Olympics to practice using context clues.
2. Read the article "Go for the Gold" with the students, projecting it using a document camera.
3. Model how to figure out what a word means by looking at the words around it.

4. Model by doing a few questions on pg. 39 in Appendix F with the class.
5. Allow students to complete the activity individually or with partners.
6. Circulate through the room monitoring student work and understanding.
7. After providing ample time for students to complete the activity, ask students to share the name of the second-place finisher in the 1896 Olympic Marathon.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 4: Olympic Geography

Essential Question:

What countries participate in the Olympics?

Content Standards:

- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
- SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
- SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.
- SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

Vocabulary

- Country
- Map
- Respect
- Culture
- Flag

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- n/a

Materials:

- Large world map
- Removable Star stickers
- Scotch tape
- Crayons
- 4" x 3" rectangles of white printer or construction paper

- Student computers
- Geography/country books

Procedure:

1. Review information learned about the Olympics so far.
2. Remind students that different countries send athletes and compete against each other.
3. Introduce world map and instruct students on how to read a world map by showing them and discussing the title, key, colors (blue is for water, different colors represent different countries), black lines are borders, labels, hemispheres, equator, oceans and continents.
4. Using the 2010 Winter Olympics website (www.vancouver2010.com) or website for the most recent Olympic Games, distribute a name of a country to each student. (Or more than one depending on how many countries participated and the number of students you have.)
5. Ask students to use books and/or a student computer with internet access to find their country's flag and illustrate it on a 4"x3" rectangle.
6. When students have created their flag, ask them to get a star sticker and place it on their country on the world map. Ask students to also tape their flag next to the star sticker. Depending on the level of proficiency your students have with world geography, you may need to guide them in finding their country.
7. You may want to mark the location of the Olympic Games with a larger star.
8. When all students have added their country to the map, lead a discussion on the distances countries have to travel to participate, how the athletes have to respect different people/cultures and good sportsmanship.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 5: Classroom Olympics: Measurement Introduction & Cotton Ball Shot Put

Essential Question:

How do I measure to the nearest yard, foot, inch, half inch and quarter inch?

Content Standards:

- MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.
- MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.

Vocabulary

- Distance
- Foot
- Half inch
- Inch
- Quarter inch
- Ruler
- Yard

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- Classroom Olympics (Appendix G)
- Olympic Games Information Sheet: Shot Put (Appendix H)

Materials:

- Cotton balls
- Event folders (see Management 3 in "Classroom Olympics" Appendix G)
- Masking tape

- Pencils
- Rulers
- Student copies of Classroom Olympics Record Sheets (Appendix G)

Procedure:

1. You will want to set up the Cotton Ball Shot Put prior to student arrival. Use the “Management” section of Classroom Olympics as a guide to prepare for this lesson and those following this lesson.
2. Share information on the actual Shot Put in the Olympics using the “Olympic Games Information Sheet” located in Appendix H.
3. Review information learned thus far and pp. 65-66 of the “Classroom Olympics” document.
4. Inform students that they are going to use measurement skills to find out how well they can do in a classroom version of the Olympics.
5. Give each student the recording sheets to record results. You are going to want to collect these or have students put them in a safe place after the lesson as they will be needed for multiple lessons.
6. Model how to use a ruler to measure to the nearest inch, half inch and quarter inch using classroom items like a book, pencil, eraser, etc. Include the fact they need to start at 0, not the end of the ruler. Walk around showing each student or use the document camera to show students how to read the numbers on the ruler.
7. Explain that during the event they only get one try and that they need to record the results of this one attempt.
8. Model how to participate in the event:
 - a. Stand at the tape line on the floor.
 - b. Use one hand to throw a cotton ball as far as you can.
 - c. Use a ruler to measure to the nearest quarter inch, how far the cotton ball traveled.
 - d. Record results on recording sheet.
9. Guide students through this first event.
10. Discuss results of the event.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 6: Classroom Olympics: Measurement Giant Step & Paper Plate Discus Throw

Essential Question:

How do I measure to the nearest yard, foot, inch, half inch and quarter inch?

Content Standards:

- MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.
- MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.

Vocabulary

- Distance
- Foot
- Half inch
- Inch
- Measuring tape
- Quarter inch
- Yard
- Yard Stick

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- Classroom Olympics (Appendix G)
- Olympic Games Information Sheet: Discus Throw (Appendix I)

Materials:

- Yard sticks
- Measuring tape
- Paper plates

- Student copies of Classroom Olympics Recording Sheets from previous lesson

Procedure:

1. You will want to set up Giant Step and Paper Plate Discus Throw prior to student arrival. Use the “Management” section of Classroom Olympics as a guide to prepare for this lesson and those following this lesson.
2. Share information on the actual Discus Throw in the Olympics using the “Olympic Games Information Sheet” located in Appendix I.
3. Inform students that they are going to continue to use measurement skills to find out how well they can do in a classroom version of the Olympics.
4. Give each student the recording sheets from the previous lesson to continue to record results. You are going to want to collect these or have students put them in a safe place after the lesson as they will be needed for multiple lessons.
5. Model how to use a yard stick and tape measure to measure to the nearest yard, foot, inch, half inch and quarter inch by measuring common classroom things: a desk, table or white board for example. Discuss where to begin measuring (at the 0, not at the end of the yard stick/tape measure).
6. Explain that during the event they only get one try and that they need to record the results of this one attempt.
7. Model how to participate in the Giant Step:
 - a. Put both feet on the starting line on the floor.
 - b. Take one giant step forward.
 - c. Have a partner use his or her finger to mark the spot in back of your forward heel. Use the yard stick to find the length of your giant step.
 - d. Record the results on recording sheet.
8. Model how to participate in the Paper Plate Discus Throw:
 - a. Throw a paper plate like a discus (or Frisbee) from the throw line marked on the floor.
 - b. Use a tape measure to measure to the nearest yard, foot, inch, half inch and quarter inch.
 - c. Record the results on the recording sheet.
9. Break students into two groups and have them complete one event.
10. Keep track of time so that students can complete both events in this session.
11. Call time and ask students to switch to the other event.
12. End in enough time to clean up and discuss the results of each event.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 7: Classroom Olympics: Measurement High Jump & Side Step

Essential Questions:

How do I measure to the nearest yard, foot, inch, half inch and quarter inch?

Content Standards:

- MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.
- MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.

Vocabulary

- Distance
- Foot
- Half inch
- Inch
- Measuring tape
- Quarter inch
- Yard
- Yard Stick

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- Classroom Olympics (Appendix G)
- Olympic Games Information Sheet: High Jump (Appendix J)

Materials:

- Chart paper
- Masking tape
- Measuring tapes
- Student copies of Classroom Olympics Recording Sheets from previous lesson

- Yard sticks

Procedure:

1. You will want to set up High Jump and Side Step prior to student arrival. Use the “Management” section of Classroom Olympics as a guide to prepare for this lesson and those following this lesson.
2. Share information on the actual High Jump in the Olympics using the “Olympic Games Information Sheet” located in Appendix J.
3. Inform students that they are going to continue to use measurement skills to find out how well they can do in a classroom version of the Olympics.
4. Give each student the recording sheets from the previous lesson to continue to record results. You are going to want to collect these or have students put them in a safe place after the lesson as they will be needed for multiple lessons.
5. Explain that during the event they only get one try and that they need to record the results of this one attempt.
6. Model how to participate in the High Jump:
 - a. Stand against the wall.
 - b. Stretch your arm high in the air, keeping your feet flat on the ground. Use a crayon to mark on the piece of paper covering the wall the highest point you can reach.
 - c. Jump as high as you can and make a mark on the paper.
 - d. Using the yard stick measure the distance between the two marks to find the height of your jump.
 - e. Record this height.
7. Model how to participate in the Side Step:
 - a. Stand with both feet together. One foot should be on the line marked on the floor.
 - b. Take a giant step with one foot to the side.
 - c. Have a partner use his or her finger to mark the inside spot where your stepping foot lands.
 - d. Measure the width of your step using the measuring tape.
 - e. Record this width on your recording sheet.
8. Break students into two groups and have them complete one event.
9. Keep track of time so that students can complete both events in this session.
10. Call time and ask students to switch to the other event.
11. End in enough time to clean up and discuss the results of each event.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 8: Classroom Olympics: Measurement Straw Javelin & Teddy Bear Handfuls

Essential Question:

How do I measure to the nearest yard, foot, inch, half inch and quarter inch? How do I measure mass?

Content Standards:

- MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.
- MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.

Vocabulary

- Distance
- Foot
- Half inch
- Inch
- Measuring tape
- Quarter inch
- Yard
- Yard Stick

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- Classroom Olympics (Appendix G)
- Olympic Games Information Sheet: Javelin Throw (Appendix K)

Materials:

- Masking tape
- Pencils
- Student record sheets from previous lessons

- Teddy bear counters
- Unifix cubes
- Yard stick

Procedure:

1. You will want to set up Straw Javelin and Teddy Bear Handfuls prior to student arrival. Use the “Management” section of Classroom Olympics as a guide to prepare for this lesson and those following this lesson.
2. Share information on the actual Javelin Throw in the Olympics using the “Olympic Games Information Sheet” located in Appendix K.
3. Inform students that they are going to continue to use measurement skills to find out how well they can do in a classroom version of the Olympics.
4. Give each student the recording sheets from the previous lesson to continue to record results. You are going to want to collect these or have students put them in a safe place after the lesson as they will be needed for multiple lessons.
5. Provide a mini-lesson on how to find mass using a balance and teddy bear counters.
6. Explain that during the event they only get one try and that they need to record the results of this one attempt.
7. Model how to participate in the Straw Javelin:
 - a. Throw a straw using an overhand motion as far forward as you can.
 - b. Have a partner watch for and mark the place where your straw first hits the ground.
 - c. Use the yard stick to find the distance between the throwing line and this point.
 - d. Record this distance on your recording sheet.
8. Model how to participate in Teddy Bear Handfuls:
 - a. With one try, grab as many unifix cubes as you can with one hand.
 - b. Place these cubes in one side of a balance.
 - c. Find the mass of these cubes using teddy bear counters.
 - d. Record this measurement on your recording sheet.
9. Break students into two groups and have them complete one event.
10. Keep track of time so that students can complete both events in this session.
11. Call time and ask students to switch to the other event.
12. End in enough time to clean up and discuss the results of each event.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 9: Classroom Olympics: Measurement Sponge Squeeze & Find the Mass Race

Essential Question:

How do I measure mass? How do I measure capacity in cups?

Content Standards:

- MA.3.G.5.2: Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.
- MA.5.G.5.3: Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.
- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
- MA.5.G.5.2: Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.

Vocabulary

- Distance
- Foot
- Half inch
- Inch
- Measuring tape
- Quarter inch
- Yard
- Yard Stick

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- Classroom Olympics (Appendix G)

Materials:

- Balance
- Container of water

- Film canisters or other small containers
- Measuring cups
- Permanent marker
- Sand
- Sponge

Procedure:

1. You will want to set up Sponge Squeeze and Find the Mass Race prior to student arrival. Use the “Management” section of Classroom Olympics as a guide to prepare for this lesson and those following this lesson.
2. Inform students that they are going to continue to use measurement skills to find out how well they can do in a classroom version of the Olympics.
3. Give each student the recording sheets from the previous lesson to continue to record results. You are going to want to collect these or have students put them in a safe place after the lesson as they will be needed for multiple lessons.
4. Show students how to measure using a measuring cup by putting water in it and modeling how to read the amount using the indications on the side of the cup. Walk around the room showing each student. Do this with several amounts of water. This is a good time to discuss fractions and mixed numbers.
5. Explain that during the event they only get one try and that they need to record the results of this one attempt.
6. Model how to participate in the Sponge Squeeze:
 - a. Place a sponge in a bowl of water.
 - b. Wait for it to soak up lots of water.
 - c. Using only one hand, remove the sponge and hold it over one of the buckets on the balance.
 - d. Squeeze the sponge to get as much water out that you can with only one squeeze into a measuring cup.
 - e. Measure the amount of water in the measuring cup.
 - f. Record this measurement on your recording sheet.
7. Model how to participate in Find the Mass Race:
 - a. Use the balance to find the mass of each canister.
 - b. Record your measurements.
 - c. Use the letters on the canisters to describe the order from lightest to heaviest.
 - d. You only have one minute to complete this event.
8. Break students into two groups and have them complete one event.
9. Keep track of time so that students can complete both events in this session.
10. Call time and ask students to switch to the other event.
11. End in enough time to clean up and discuss the results of each event.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Lesson 10: Closing Ceremonies

Essential Question:

What happens when the Olympic Games are over?

Content Standards:

- MA.3.A.4.1: Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.
- PE.4.R.1.1: Recognize the influence of individual differences on participation in physical activities.
- PE.5.R.1.1: Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
- PE.6.R.1.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.

Vocabulary

- Closing Ceremonies
- Medals (Gold, Silver, Bronze)

Youth Development Standards:

- 3 - Child receives support from adults other than his or her parent(s).
- 5 - Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.
- 10 - Safety—Child feels safe at home, at school, and in his or her neighborhood.
- 15 - Child's closest friends model positive, responsible behavior.
- 22 - Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

- n/a

Materials:

- Award Medals (9 gold, 9 silver, 9 bronze)
- Chart paper
- Hole punch
- Yarn or ribbon

Procedure:

1. Review all information covered in this Unit.
2. Create a graph for each event with student "scores" and discuss what were the highest, lowest, second highest scores, etc.

3. Award medals for students earning first, second and third place. You may want to listen to the national anthems of the countries they represented when they researched a country and their flag at this time.
4. Close by having students journal about the Olympics, discussing their importance and student thoughts and feelings toward them.

Formative Assessment:

- Observation and questioning throughout to determine prior knowledge and understanding
- Student work samples

Appendices

Appendix A	Olympic Glory Pre/Post Test
Appendix B	The Olympic Games
Appendix C	KWL Chart
Appendix D	Olympic Champion Report
Appendix E	Empowering Teachers: Context Clues
Appendix F	Go for the Gold
Appendix G	Classroom Olympics
Appendix H	Olympic Games Information Sheet: Shot Put
Appendix I	Olympic Games Information Sheet: Discus Throw
Appendix J	Olympic Games Information Sheet: High Jump
Appendix K	Olympic Games Information Sheet: Javelin Throw