



# TEACHER WORKSHEET

CYCLE 1 • PRESCHOOL, PRE-KINDERGARTEN, KINDERGARTEN •

ACT, EXPRESS ONESELF, UNDERSTAND THROUGH ARTISTIC ACTIVITIES / PUT ALL ASPECTS OF LANGUAGE TO WORK

## SUMMER OLYMPIC SPORTS

*This activity can easily be applied to winter Olympic sports using the same resources.*

### OVERVIEW

#### EDUCATIONAL OBJECTIVES:

- Put all aspects of language to work.
- Act, express oneself, understand through artistic activities.

#### GENERAL OBJECTIVES:

##### Preschool and pre-kindergarten

- Create a recording to put illustrations into words, inspired by Alain Crozon's *Sports à gogo* (Sports Galore) (Seuil Jeunesse, 2004).

##### Kindergarten

- Create an album in the style of Alain Crozon's *Sports à gogo* (Seuil Jeunesse, 2004) based on Olympic sports (text and illustrations).  
*Sports à gogo* book summary in annex.



#### SKILLS TARGETED:

##### Put all aspects of language to work

##### Preschool and pre-kindergarten

- Communicate with adults and other children through language, making oneself understood.
- Express oneself in syntactically correct and precise language. Reformulate to be better understood.
- Practice using oral language in various ways: tell, explain, question, propose solutions, discuss a point of view.
- Participate verbally to produce a written document. Know that written language is different from spoken language.

##### Kindergarten, advanced preschool and pre-kindergarten:

- Identify regularities in spoken English.
- Work with syllables (onset consonants, rhymes).
- Differentiate sounds (syllables, vowels, certain consonants).



#### TIPS & TRICKS

- **Remember to take photos** during the different teaching steps to use them to look back on language tenses by bringing the students back to an event/moment.
- **Present the work** accomplished to other students at school.
- **With kindergarten classes**, the recording could be sent to parents via e-mail.
- The activity could also be done as **an audiobook using Book Creator software**.

## Act, express oneself, understand through artistic activities

### Kindergarten

- Practice drawing to accurately depict or illustrate reality or a model, or by using one's imagination.
- Create compositions, alone or in small groups, by choosing and combining materials, utilizing techniques and processes.

#### ▶ NOTE FOR TEACHERS:

Teachers should prepare the following ahead of time: the album's cover page (with student names), the page background color, and the number of pages needed.

#### ➔ OLYMPIC GAMES KEYWORDS:

OLYMPIC RINGS • SYMBOLS • COLORS



Photos CNOSF/KMSP



## ORGANIZATION

### EDUCATIONAL OBJECTIVE:

Create a recording to put illustrations into words, inspired by Alain Crozon's *Sports à gogo* (choosing five or six Olympic sports for preschoolers, six to eight for pre-kindergarteners) and an album.

### SKILLS TARGETED:

- Communicate with adults and other children through language, making oneself understood.
- Express oneself in syntactically correct and precise language. Reformulate to be better understood.
- Practice using oral language in various ways: tell, explain, question, propose solutions, discuss a point of view.
- Participate verbally to produce a written document. Know that written language is different from spoken language.

### RESOURCES:

- "Sports" cards (illustrated Olympic sports in annex).
- "Detail" cards (illustrated "sports" card details in annex).
- Recorder (phone or tape recorder).

### QUIET TIME



Invite students to sit with legs crossed and have them massage their ears. Show students how to do it, e.g. by applying pressure and rubbing the ears (front, back, top), pulling slightly on the outer part and/or the lobes, etc. Ask them to close their eyes before starting the two-minute exercise.

This quiet time will help set an atmosphere of concentration before beginning the unit.

#### ➔ STEP 1: (whole class, 5 min.)

Present the different "sports" cards.  
Let students say what they see (a girl playing tennis, a boy in the pool, etc.).

The teacher should say that there's a special activity in store for today, with pictures of sports and children's names.

The students will have to guess which child plays which sport. Students should listen carefully to the sounds for clues (explain what a clue is to students, i.e. words or pictures that help them answer a rhyming riddle) and look carefully at the "detail" cards, which are part of the "sports" cards.

➔ To get started, let's find an example together. If I say "Kim" and show you these "sports" cards (show the swimming, tennis, and canoeing cards). Which word rhymes with Kim? "Swim", "tennis", or "canoe"?

Go over several examples using students' names so that they understand the activity.

#### ➔ STEP 2: (group, 15 min.)

Select five illustrations from among those that work with names in the class.  
Put them on the table. The teacher listens while the students talk about them.

Have students name each sport and, if needed, give the correct term (e.g. pool, → swimming).

Show students the “detail” cards and have them find the detail that goes with each sport.

Immediately confirm the correct answer, explaining the clue each time.

**Explain what to do:** Record sentences using the names and sports selected.

**Contextualize:** Specify that the sports chosen are Olympic sports. A sport has to be chosen by the International Olympic Committee to be an Olympic sport.

### ➔ **STEP 3: OVERVIEW OF SELECTED SPORTS AND ORAL EXERCISES** (groups, 25 min.)

The teacher presents the selected “sports” cards.

Ask students to come up with sentences using the cards and matching names.

Sample sentences:

“Kim’s greatest wish is to swim like a fish.”

“The king of football, that’s Paul!”

“Dennis loves tennis, and his serve is stupendous!”

“Let’s go play golf, Rudolph.”

“On the floor and bars, Alex excels at gymnastics.”

“James loves candy canes, airplanes, and basketball games.”

“Molly can do it all when she plays volleyball.”

### **STEP 4: VOICE REHEARSAL AND RECORDING** (groups, 20 min.)

The “sports” cards are put in a certain order. The order can be random.

**Sample organization:**

- One student says the first part of the sentence.

Example:

“Kim’s greatest wish is to...”

- The rest of the class gives the answer:

“...Swim like a fish!”

Repeat the exercise several times so that students get a good grasp of the sentences.

Then record them.

Once the recording is done, have students listen to it.



## ORGANIZATION

### EDUCATIONAL OBJECTIVE:

Create an album inspired by Alain Crozon's *Sports à gogo* (Seuil Jeunesse, 2004) based on Olympic sports, and put it into words with a voice recording.

### SKILLS TARGETED:

#### Put all aspects of language to work

- Communicate with adults and other children through language, making oneself understood.
- Express oneself in syntactically correct and precise language. Reformulate to be better understood.
- Practice using oral language in various ways: tell, explain, question, propose solutions, discuss a point of view.
- Participate verbally to produce a written document. Know that written language is different from spoken language.
- Identify regularities in spoken English.
- Work with syllables (onset consonants, rhymes).
- Differentiate sounds (syllables, vowels, certain consonants).

#### Act, express oneself, understand through artistic activities

- Practice drawing to accurately depict or illustrate reality or a model, or by using one's imagination.
- Create compositions, alone or in small groups, by choosing and combining materials, utilizing techniques and processes.

### PREREQUISITES:

- Prior work on onset consonants and rhyme in phonology.
- Prior work on riddles.

### RESOURCES:

- Laminated "sports" and "detail" cards (based on illustrations attached in annex).
- Pictures of the sports selected to make the album (a large number, and from different angles).
- Canson paper (raisin or demi-raisin format).
- Paper towels to do the background.
- Crayons to do the illustrations.
- Poster paint and ink (orange, yellow, light blue, light green, etc.).
- Dry-erase boards and erasable markers.

## QUIET TIME



Invite students to sit with legs crossed and have them massage their ears. Show students how to do it, e.g. by applying pressure and rubbing the ears (front, back, top), pulling slightly on the outer part and/or the lobes, etc. Ask them to close their eyes before starting the two-minute exercise.

This quiet time will help set an atmosphere of concentration before beginning the unit.

### → **STEP 1:** (whole class, 5 min.)

Present the work that is going to be done (based on prior work with rhymes). Show students the “sports” cards.

#### → *What do you see?*

Let students say what they see and ask them to be specific to describe clothing and details. Confirm the fact that the activity is about sports and then explain that they will have to find a certain number of elements before making a book.

### → **STEP 2:** (whole class, 20 min.)

The teacher should say that there’s a special activity in store for today, coming up with rhyming riddles to guess the sport. There are detail cards to help them. The cards function as clues (explain what a clue is to students, i.e. words or pictures that help them answer a riddle).

→ *First, I’m going to show you each of the “sports” cards and the “detail” cards. Then we’ll talk about them together.*

Ask students which “sports” card goes with which “detail” card.

Let students say which cards are matches. Immediately confirm the correct answer, explaining the clue each time.

**Explain what to do:** Make a book by coming up with rhyming riddles about sports. Think of a sport, clue, and text for the riddle. Each group will have to come up with two rhyming riddles.

**Contextualize:** A sport has to be chosen by the International Olympic Committee to be an Olympic sport.

**Give an example** to have students grasp the riddle’s structure: a text that is a rhyming riddle, a picture that gives a clue, an illustration, and the name of the sport.

Example: “Kim’s greatest wish is to swim like a fish.”

Students will have to come up with:

- The name of a sport.
- A name that rhymes with the sport.
- A sentence that rhymes.
- An idea for an illustrated clue.
- A final illustration based on the illustrated clue.

### → **STEP 3: RHYMING RIDDLE BRAINSTORMING (2–3 RIDDLES PER GROUP)** (groups, 30 min.)

Three options, based on student skill level.

#### **LEVEL 1**

Give students the sports and names and have them figure out which ones end with the same sound (rhyme).

#### **LEVEL 2**

Give students the sports so that they can find matching names.

#### **LEVEL 3**

Let students choose the sports and names.

🎯 **NOTE FOR TEACHERS:** For this step to work, students should study the sports that are going to be discussed. A “language bath” about the sport’s features (activities, action verbs) and gear/equipment is required, so that students have an easier time coming up with riddles.

To do that, students should study the images and describe different photos of the sports chosen.

Before students get to work, review what a rhyme is and go over the rhymes out loud using the names of students in the group.

**Sample schedule:**

- Choose a sport.
- Look at and describe pictures of the sports chosen (language bath).
- Decide what should be part of the riddle.
- Choose a name that rhymes.
- Create the riddle.

The teacher should let students dictate the text that the group has come up with for each riddle and write it down.

➔ **STEP 4: ILLUSTRATIONS USING THE COLORS OF OLYMPISM** (groups, 30 min.)

Show different pictures of the sports chosen for the riddles and ask students to find what could be used as a clue in the illustrations.

Have students draw the clue in yellow crayon on white paper, after practicing on a dry-erase board.

Color in the drawing with crayons, then create the background in ink (one illustration = one Olympic color) and blot it with a paper towel to remove any excess.

The teacher will need to photograph each illustration to stick it into the final album.

➔ **STEP 5: ALBUM RECORDING** (whole class, 30 min.)

Each riddle and the corresponding illustrations are presented to the class in the order assigned by the teacher.

The teacher reads the whole album the students have created; time is then set aside to discuss the final product.

Each group should read their riddle and the rest of the class should give the answer.

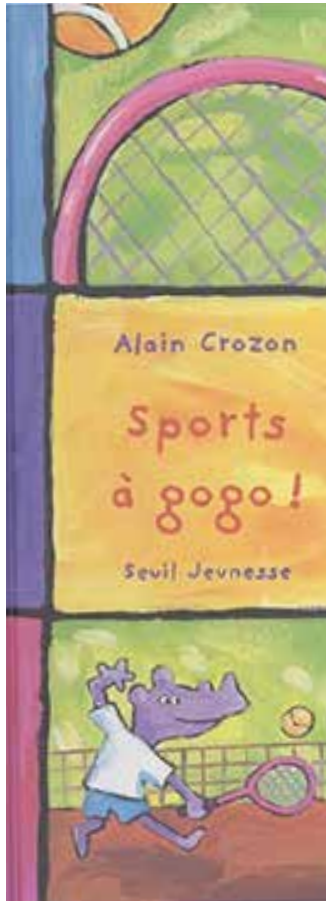
**SAMPLE ORGANIZATION:**

- The students in the group that came up with the riddle recite the text about the sport based on the illustrated clue. Example: “Kim’s greatest wish is to...”
  - The whole group gives the answer: “...Swim like a fish!”
- Once the recording is done, have students listen to it.

The recording can be e-mailed to parents. The activity could also involve making an audiobook using [\*Book Creator\*](#).



*Sports à gogo* by Alain Crozon (Seuil Jeunesse).



Based on the same idea, the author illustrator describes the sports here, in 21 short riddles, featuring close-ups of skis, a basketball hoop, or football. The answer is written on the back with a colored background.

He scored a great goal with a penalty kick.



Paul is playing...





“Sports” and “detail” cards, to be cut out and laminated

