

# **First Grade Physical Education Activities**

**Inclement Weather Physical Education Activity  
Resource Guide Correlated to Writing TEKS  
Grade Level-First Grade**

<b>Physical Education Activity</b>	<b>Writing TEKS</b>	
<p><b>Fitness Spelling Relay</b></p> <p><b>Objective:</b> Spelling, teamwork, and locomotor skills</p> <p><b>Equipment:</b> Letters with velcro on back (2 sets of different color), carpet wall or carpet squares, 2 hula hoops</p> <p><b>Play Area:</b> Any playground area</p> <p><b>Activity:</b> Divide students into two teams. Place letters into hula hoops. Line students into two lines. Call out a health-related fitness word (also great activity for grade level spelling list). The first student from each line goes to his/her hula hoop and finds the first letter. He/she picks up the first letter and goes back to the lines and tags the next person. This continues until the word is spelled out. If a letter is put up that does not belong, the next student takes the letter off and replaces it with the correct letter. First group to spell out the word and sit down wins the point. Discuss definition of terms, activities that relate to the fitness components, and how activity benefits overall health.</p> <p>Variations: Use pictures of fitness components for younger grades. Example: Call out cardiovascular fitness terms and have pictures of hearts and/or lungs to pick from.</p>	<p><b>Knowledge &amp; Skill</b></p> <p>(1.17) <b>Writing/ penmanship/ capitalization/punctuation.</b> The student develops the foundation of writing.</p> <p>(1.18) <b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(1.19) <b>Writing/writing processes.</b> The student selects and uses writing processes to compose original text.</p>	<p><b>Student Expectations</b></p> <p>(A) write his/her own name and other important words (K-1);</p> <p>(B) write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1);</p> <p>(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).</p> <p>(A) generate ideas before writing on self-selected topics (K-1);</p> <p>(B) generate ideas before writing on assigned tasks (K-1);</p> <p>(C) write to record ideas and reflections (K-3);</p>

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<p><b><u>UNFINISHED SENTENCES</u></b></p> <p><b>RESOURCE</b></p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 13</p> <p><b>DESCRIPTION</b></p> <p>In this game the students complete unfinished sentences. Remember to leave some time at the end of this activity to discuss the various answers and remarks from your students.</p>	<p><b>Knowledge &amp; Skill</b></p> <p>(1.17) <b>Writing/ penmanship/ capitalization/punctuation.</b> The student develops the foundations of writing.</p> <p>(1.18) <b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(1.19) <b>Writing/ writing processes.</b> The student selects and uses writing processes to compose original text.</p>	<p><b>Student Expectations</b></p> <p>(A) write his/her own name and other important words (K-1);</p> <p>(D) write messages that move left-to-right and top-to-bottom on the page (K-1); and</p> <p>(F) use word and letter spacing and margins to make messages readable (1-2); and</p> <p>(A) dictate messages such as news and stories for others to write (K-1);</p> <p>(C) write to record ideas and reflections (K-3);</p> <p>(D) write to discover, develop, and refine ideas (1-3);</p> <p>(A) generate ideas before writing on self-selected topics (K-1);</p> <p>(B) generate ideas before writing on assigned tasks (K-1);</p>

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<p><b><u>NEW YEAR'S NAME RESOLUTION</u></b></p> <p><b>RESOURCE</b></p> <p>Elementary Teacher's Handbook of Indoor and Outdoor Games, pg. 40</p> <p><b>DESCRIPTION</b></p> <p>In this game, the students will use effective writing skills to complete sentences that will express a complete idea.</p> <p>For example: using the letters of your first name to generate complete sentences.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p>(1.18) <b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(1.19) <b>Writing/ writing processes.</b> The student selects and uses writing processes to compose original text.</p> <p>(1.21) <b>Writing/grammar/usage.</b> The student composes meaningful texts by applying knowledge of grammar and usage.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(C) write to record ideas and reflections (K-3);</p> <p>(D) write to discover, develop, and refine ideas (1-3);</p> <p>(A) generate ideas before writing on self-selected topics (K-1);</p> <p>(B) generate ideas before writing on assigned tasks (K-1);</p> <p>(A) use nouns and verbs in sentences (1); and</p> <p>(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2).</p>

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<p><b><u>BULL’S-EYE SPELLING</u></b></p> <p><b>RESOURCE</b></p> <p>Indoor Action Games for Elementary Children pg. 136</p> <p><b>DESCRIPTION</b></p> <p>In this game, the students will work on spelling skills. In order to increase level of difficulty, a variation of words can be used.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p>(1.17) <b>Writing/ penmanship/ capitalization/punctuation.</b> The student develops the foundations of writing.</p> <p>(1.18) <b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(1.19) <b>Writing/ writing processes.</b> The student selects and uses writing processes to compose original text.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(B) write each letter of the alphabet, both capital and lowercase using correct formation, appropriate size, and spacing (1);</p> <p>(C) use phonological knowledge to map sounds to letters to write messages (K-1);</p> <p>(D) write messages that move left-to-right and top-to-bottom on the page (K-1);</p> <p>(F) use word and letter spacing and margins to make messages readable (1-2); and</p> <p>(C) write to record ideas and reflections (K-3);</p> <p>(B) generate ideas before writing on assigned tasks (K-1);</p>

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<p><b><u>ALPHABET HUNTER (3 UP)</u></b></p> <p><b>RESOURCE</b></p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 43</p> <p><b>DESCRIPTION</b></p> <p>Students will use letters of the alphabet to make up words. These words are then used to form complete sentences.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p>(1.18) <b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(1.19) <b>Writing/ writing processes.</b> The student selects and uses writing processes to compose original text.</p> <p>(1.20) <b>Writing/ spelling.</b> The student spells proficiently.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(C) write to record ideas and reflections (K-3);</p> <p>(D) write to discover, develop, and refine ideas (1-3);</p> <p>(B) generate ideas before writing on assigned tasks (K-1);</p> <p>(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);</p>

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<p><b><u>VOCABULARY TWIST</u></b></p> <p><b>RESOURCE</b></p> <p>Indoor Action Games for Elementary Children, pg. 160</p> <p><b>DESCRIPTION</b></p> <p>The student will use the fundamentals of spelling.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p>(1.17) <b>Writing/ penmanship/ capitalization/punctuation.</b> The student develops the foundations of writing.</p> <p>(1.19) <b>Writing/ writing processes.</b> The student selects and uses writing processes to compose original text.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(C) use phonological knowledge to map sounds to letters to write messages (K-1);</p> <p>(D) write messages that move left-to-right and top-to-bottom on the page (K-1); and</p> <p>(F) use word and letter spacing and margins to make messages readable (1-2); and</p> <p>(B) generate ideas before writing on assigned tasks (K-1);</p>

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<p><b><u>SLAM DUNK SPELLING</u></b></p> <p><b>RESOURCE</b></p> <p>Indoor Action Games for Elementary Children, pg. 157</p> <p><b>DESCRIPTION</b></p> <p>To review and reinforce spelling words</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p>(1.18) <b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p>(1.20) <b>Writing/ spelling.</b> The student spells proficiently.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(C) write to record ideas and reflections (K-3):</p> <p>(D) write to discover, develop, and refine ideas (1-3);</p> <p>(D) use resources to find correct spellings, synonyms, and replacement words (1-3); and</p>

