

Second Grade Physical Education Activities

**Inclement Weather Physical Education Activity
Resource Guide Correlated to Writing TEKS
Grade Level-2nd Grade**

Physical Education Activity	Writing TEKS	
<p>Fitness Spelling Relay</p> <p>Objective: Spelling, teamwork, and locomotor skills</p> <p>Equipment: Letters with velcro on back (2 sets of different color), carpet wall or carpet squares, 2 hula hoops</p> <p>Play Area: Any playground area</p> <p>Activity: 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 style="text-align: center;">Knowledge & Skill</p> <p>(2.14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</p> <p>(2.16) Writing/spelling. The student spells proficiently.</p> <p>(2.20) Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and</p> <p>(A) use resources to find correct spelling, synonyms, and replacement words (1-3);</p> <p>(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing</p>

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<p><u>UNFINISHED SENTENCES</u></p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 13</p> <p>DESCRIPTION</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>Knowledge & Skill</p> <p>(2.14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</p> <p>(2.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.</p>	<p>Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(B) use word and letter spacing and margins to make messages readable (1-2);</p> <p>(A) use singular and plural forms of regular nouns (2);</p> <p>(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);</p> <p>(C) compose sentences with interesting, elaborated subjects (2-3); and</p>

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<p><u>NEW YEAR'S NAME RESOLUTION</u></p> <p>RESOURCE</p> <p>Elementary Teacher's Handbook of Indoor and Outdoor Games, pg. 40</p> <p>DESCRIPTION</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>Knowledge & Skill</p> <p>(2.14) Writing /purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.15) Writing/penmanship/ capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</p> <p>(2.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.</p> <p>(2.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p>	<p>Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(B) use word and letter spacing and margins to make messages readable (1-2);</p> <p>(C) compose sentences with interesting, elaborated subjects (2-3); and</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);</p>

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<p><u>BULL’S-EYE SPELLING</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children pg. 136</p> <p>DESCRIPTION</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. Play the game using math by writing the numbers 0 through 9 on the board and have the teams solve a problem, then hit the correct numbers for the answer.</p>	<p>Knowledge & Skill</p> <p>(2.14) Writing /purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.18) Writing /writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p>	<p>Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3):</p>

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<p><u>ALPHABET HUNTER (3 UP)</u></p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 43</p> <p>DESCRIPTION</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;">Knowledge & Skill</p> <p>(2.14) Writing /purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</p> <p>(2.16) Writing /spelling. The student spells proficiently.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(B) use word and letter spacing and margins to make messages readable (1-2);</p> <p>(A) use resources to find correct spellings, synonyms, and replacement words (1-3);</p> <p>(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel (CVC) (hop), consonant-vowel-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);</p>

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<p><u>THE “ME” PACKAGE</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 11</p> <p>DESCRIPTION</p> <p>This is a creative writing activity. Promotes social interaction and self-disclosure.</p>	<p>Knowledge & Skill</p> <p>(2.14) Writing /purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and handwriting to communicate clearly.</p> <p>(2.16) Writing /spelling. The student spells proficiently.</p> <p>(2.18) Writing /writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p>	<p>Student Expectations</p> <p>(A) write to record ideas and reflections (K-3); (B) write to discover, develop, and refine ideas (1-3);</p> <p>(B) use word and letter spacing and margins to make messages readable (1-2);</p> <p>(A) use resources to find correct spellings, synonyms, and replacement words (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);</p>

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<p><u>SLAM DUNK SPELLING</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 157</p> <p>DESCRIPTION</p> <p>To review and reinforce spelling words</p>	<p>Knowledge & Skill</p> <p>(2.14) Writing /purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.16) Writing /spelling. The student spells proficiently.</p> <p>(2.18) Writing /writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p>	<p>Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(A) use resources to find correct spellings, synonyms, and replacement words (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);</p>

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<p><u>SPELLING WITH A TWIST</u></p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 154</p> <p>DESCRIPTION This game will have students recognize appropriate spelling.</p> <p>Variation: (1) Change the requirements for vowels.</p>	<p>Knowledge & Skill</p> <p>(2.14) Writing /purposes. The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(2.16) Writing /spelling. The student spells proficiently.</p> <p>(2.18) Writing /writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p>	<p>Student Expectations</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel (CVC) (hop), consonant-vowel-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);</p>