

# **Third Grade Physical Education Activities**

**Inclement Weather Physical Education Activity  
Resource Guide Correlated to Writing TEKS  
Grade Level-3<sup>rd</sup> Grade**

| <b>Physical Education Activity</b>   | <b>Writing TEKS</b>  |   |
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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>(3.14) <b>Writing/purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.19) <b>Writing /evaluation.</b><br/>The student evaluates his/her own writing and the writing of others.</p> | <p><b>Student Expectations</b></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>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> <p>(B) respond constructively to others’ writing (1-3);</p> <p>(C) determine how his/her own writing achieves its purposes (1-2);</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><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.17) <b>Writing/grammar/usage.</b><br/>The student composes meaningful texts applying knowledge of grammar and usage.</p> <p>(3.19) <b>Writing /evaluation.</b><br/>The student evaluates his/her own writing and the writing of others.</p> | <p><b>Student Expectations</b></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>(F) write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3-6);</p> <p>(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);</p> <p>(C) determine how his/her own writing achieves its purposes (1-3);</p> <p>(C) compose elaborated sentences in written texts</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. 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><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> | <p><b>Student Expectations</b></p> <p>(A) write to record ideas and reflections (K-3);</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><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></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) 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> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |

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| <p><b><u>THE “ME” PACKAGE</u></b></p> <p><b>RESOURCE</b></p> <p>Indoor Action Games for Elementary Children, pg. 11</p> <p><b>DESCRIPTION</b></p> <p>This is a creative writing activity. Promotes social interaction and self-disclosure.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></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>(D) edit for appropriate grammar, spelling punctuation, and features of polished writing (2-3);</p> |

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| <p><b><u>THE GREAT ALPHABETIZING RACE</u></b></p> <p><b>RESOURCE</b></p> <p>TAHPERD Dallas Convention Manual,<br/>1993, pg. 166</p> <p><b>DESCRIPTION</b></p> <p>Student practice spelling out words such as states, verbs, or their vocabulary unit words.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p><br><p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></p> <p>(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);</p><br><p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p><br><p>(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, “publishing” them for audience (2-3).</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. To enhance the study of reading vocabulary words and spelling.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.20) <b>Writing/inquiry/research.</b><br/>The student uses writing as a tool for learning and research.</p> | <p><b>Student Expectations</b></p> <p>(B) spell multisyllabic words using regularly spelled phonogram patterns (3);</p> <p>(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);</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>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.15) <b>Writing /penmanship/ capitalization/punctuation.</b><br/>The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p style="text-align: center;"><b>Student Expectations</b></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 capitalization and punctuation such as commas in a series, apostrophes and contractions such as <i>can't</i> and possessives such as <i>Robin's</i>, quotation marks, proper nouns; and abbreviations with increasingly accuracy (3).</p> <p>(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel (CVC) (<i>hop</i>), consonant-vowel-silent e (CVCe) (<i>hope</i>), and one-syllable words with blends (<i>drop</i>) (1-3);</p> <p>(E) write with more proficient spelling of contractions, compounds, and homonyms such as <i>hair-hare</i> and <i>bear-bare</i> (3);</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |

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| <p><b><u>SPELLING WITH A TWIST</u></b></p> <p><b>RESOURCE</b><br/>Indoor Action Games for Elementary Children, pg. 154</p> <p><b>DESCRIPTION</b><br/>This game will have students recognize appropriate spelling.</p> <p>Variation: (1) Change the requirements for vowels.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> | <p><b>Student Expectations</b></p> <p>(A) 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>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> |

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| <p><b><u>TENNIS ACROSS CURRICULAR AREAS</u></b></p> <p><b>RESOURCE</b></p> <p>United States Tennis Association<br/>School Program Curriculum, pgs. 89-99</p> <p><b>DESCRIPTION</b></p> <p>Teacher selects any of the numerous topics discussion which will help students with their writing skills and communications.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.17) <b>Writing/grammar/usage.</b><br/>The student composes meaningful texts applying knowledge of grammar and usage.</p> | <p><b>Student Expectations</b></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) 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) compose sentences with interesting, elaborated subjects (2-3); and</p> |

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| <p><b><u>CONDITIONING</u></b></p> <p><b>RESOURCE</b></p> <p>P. E. Teacher’s Skill by Skill Activities Program.</p> <p><b>DESCRIPTION</b></p> <p>Students will practice writing paragraphs using conditioning terms.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.17) <b>Writing/grammar/usage.</b><br/>The student composes meaningful texts applying knowledge of grammar and usage.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></p> <p>(A) write to record ideas and reflections (K-3);<br/>(B) write to discover, develop, and refine ideas (1-3);</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);<br/>(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> <p>(D) compose sentences with interesting, elaborated subjects (2-3); and</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |

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| <p><b><u>PECULIAR PUNCTUATION</u></b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 20px;">Indoor Action Games for Elementary Children, pg. 163</p> <p><b>DESCRIPTION</b></p> <p style="padding-left: 20px;">In this game student use the fundamentals of punctuation.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing/purposes.</b><br/>The student writes for a variety of audiences and purposes and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> | <p><b>Student Expectations</b></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) spell multi-syllabic words using regularly spelled phonogram patterns (3);</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> |

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| <p><b><u>FOOTBALL SPELLING CARDS</u></b></p> <p><b>RESOURCE</b></p> <p>P. E. Teacher’s Skill by Skill Activities Program (Lesson Extensions)</p> <p><b>DESCRIPTION</b></p> <p>Student practice their spelling while learning sport terminology.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></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) 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> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |

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| <p><b><u>VOLLEYBALL PREPOSITIONS</u></b></p> <p><b>RESOURCE</b></p> <p>P. E. Teacher’s Skill by Skill Activities Program.</p> <p><b>DESCRIPTION</b></p> <p>The students will choose appropriate prepositions to complete a written passage. They then will write a similar passage.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.17) <b>Writing/grammar/usage.</b><br/>The student composes meaningful texts applying knowledge of grammar and usage.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></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) 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> <p>(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> <p>(D) compose sentences with interesting, elaborated subjects (2-3); and</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |

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| <p><b><u>ENCODING ACTIVITY</u></b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 20px;">Awesome Elementary School Physical Education Activities, pg. 80</p> <p><b>DESCRIPTION</b></p> <p style="padding-left: 20px;">In this activity is like scramble, students spell as many words with the given letters.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> | <p><b>Student Expectations</b></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) 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> <p>(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and</p> |

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| <p><b><u>CREATIVE WRITING</u></b><br/>Mixed Sports</p> <p><b>RESOURCE</b></p> <p>P.E. Teacher's Skill by Skill Activities Program (Lesson Extension)</p> <p><b>DESCRIPTION</b></p> <p>Students use creative writing to form complete sentences.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> <p>(3.17) <b>Writing/grammar/usage.</b><br/>The student composes meaningful texts applying knowledge of grammar and usage.</p> | <p><b>Student Expectations</b></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>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> <p>(A) use correct irregular plurals such as <i>sheep</i> (3);</p> <p>(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);</p> |

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| <p><b><u>LANGUAGE, ART, HEALTH</u></b></p> <p><b>RESOURCE</b></p> <p>P. E. Teacher’s Skill by Skill Activities Program.</p> <p><b>DESCRIPTION</b></p> <p>Students will use creative writing to express thoughts on the importance of life time fitness.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing /purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing /spelling.</b><br/>The student spells proficiently.</p> | <p><b>Student Expectations</b></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) 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> <p>(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);</p> <p>(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> |

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| <p><b><u>LANGUAGE, ART, HEALTH</u></b></p> <p><b>RESOURCE</b></p> <p>P. E. Teacher’s Skill by Skill Activities Program.</p> <p><b>DESCRIPTION</b></p> <p>Students will use creative writing to express thoughts on the importance of life time fitness.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.17) <b>Writing/grammar/usage.</b><br/>The student composes meaningful texts applying knowledge of grammar and usage.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></p> <p>(D) compose sentences with interesting, elaborated subjects (2-3); and</p> <p>(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tense, including <i>to be</i>, in final drafts (2-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |

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| <b>Physical Education Activity</b>  | <b>Writing TEKS</b>   |  |
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| <p><b><u>SOCCER LANGUAGE ARTS</u></b></p> <p><b>RESOURCE</b></p> <p>P. E. Teacher’s Skill by Skill Activities Program.</p> <p><b>DESCRIPTION</b></p> <p>The students will identify the subject and verb. In the following sentences about soccer, underline the subject with one line and the verb or verb phrase with two.</p> | <p><b>Knowledge &amp; Skill</b></p> <p>(3.14) <b>Writing / purposes.</b><br/>The student writes for a variety of audiences and purposes, and in various forms.</p> <p>(3.16) <b>Writing/spelling.</b><br/>The student spells proficiently.</p> <p>(3.18) <b>Writing /writing processes.</b><br/>The student selects and uses writing processes for self-initiated and assigned writing.</p> | <p><b>Student Expectations</b></p> <p>(A) writes to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(F) write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3-6);</p> <p>(G) spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and</p> <p>(H) use resources to find correct spellings, synonyms, or replacement words (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> |