

Kindergarten Physical Education Activities

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

Physical Education Activity	Writing TEKS	
	Knowledge & Skill	Student Expectations
<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. 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>(K.14) Writing/spelling/penmanship. The student develops the foundation of writing.</p> <p>(K.15) Writing/composition. The student composes original texts.</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, centers (K-1);</p> <p>(C) write to record ideas and reflections (K-3);</p> <p>(E) generate ideas before writing on assigned tasks (K-1); and</p> <p>(D) generate ideas before writing on self-selected topics (K-1);</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>(K.14) Writing/spelling/penmanship. The student develops the foundation of writing.</p> <p>(K.15) Writing/composition. The student composes original texts.</p> <p>(K.16) Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>Student Expectations</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>(D) generate ideas before writing on self-selected topics (K-1);</p> <p>(E) generate ideas before writing on assigned tasks (K-1); and</p> <p>(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas (K-3).</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>(K.14) Writing/spelling/penmanship. The student develops the foundation of writing.</p> <p>(K.15) Writing/composition. The student composes original texts.</p> <p>(K.15) Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>Student Expectations</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>(C) write to record ideas and reflections (K-3);</p> <p>(D) generate ideas before writing on self-selected topics (K-1);</p> <p>(E) generate ideas before writing on assigned tasks (K-1); and</p> <p>(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas (K-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.</p>	<p>Knowledge & Skill</p> <p>(K.14) Writing/spelling/penmanship. The student develops the foundation of writing.</p> <p>(K.15) Writing/composition. The student composes original texts.</p>	<p>Student Expectations</p> <p>(B) write each letter of the alphabet, both capital and lowercase (K).</p> <p>(C) use phonological knowledge to map sounds to letters to write messages (K-1);</p> <p>(E) generate ideas before writing on assigned tasks (K-1); and</p>

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<p><u>THE GREAT ALPHABETIZING RACE</u></p> <p>RESOURCE</p> <p>TAHPERD Dallas Convention Manual, 1993, pg. 166</p> <p>DESCRIPTION</p> <p>Student practice spelling out words such as states, verbs, or their vocabulary unit words.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p> <p>(5.17) Writing/spelling. The student spells proficiently.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) write to express, discover, record, develop, reflect on ideas and to problem solve (4-8);</p> <p>(C) use resources to find correct spellings (4-8); and</p>

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<p><u>VOCABULARY TWIST</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 160</p> <p>DESCRIPTION</p> <p>The student will use the fundamentals of spelling.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(K.14) Writing/spelling/penmanship. The student develops the foundation of writing.</p>	<p style="text-align: center;">Student Expectations</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>

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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 style="text-align: center;">Knowledge & Skill</p> <p>(K.14) Writing/spelling/penmanship. The student develops the foundation of writing.</p> <p>(K.15) Writing/composition. The student composes original texts.</p>	<p style="text-align: center;">Student Expectations</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>(C) write to record ideas and reflections (K-3);</p> <p>(E) generate ideas before writing on assigned tasks (K-1); and</p>

