

CORRELATION OF WRITING TEKS THROUGH PHYSICAL EDUCATION

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Vocabulary Twist			✓	246	✓	256			✓	274	✓	294	✓	313
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Prekindergarten Physical Education Activities

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

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. 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>Knowledge & Skill</p> <p>(10) Written Expression Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>	<p>Student Expectations</p> <ul style="list-style-type: none"> • attempts to write messages as part of playful activity • uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”) • understands that writing is used to communicate ideas and information

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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>(10) Written Expression Pre-kindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>	<p>Student Expectations</p> <ul style="list-style-type: none"> • attempts to write messages as part of playful activity • attempts to connect the sounds in a word with its letter forms • understands that writing is used to communicate ideas and information • uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”)

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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 style="text-align: center;">Knowledge & Skill</p> <p>(10) Written Expression Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>	<p style="text-align: center;">Student Expectations</p> <ul style="list-style-type: none"> • uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”) • attempts to connect the sounds in a word with its letter forms • understands that writing is used to communicate ideas and information

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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 style="text-align: center;">Knowledge & Skill</p> <p>(10) Written Expression Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>	<p style="text-align: center;">Student Expectations</p> <ul style="list-style-type: none"> • attempts to write messages as part of playful activity • uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”) • attempts to connect the sounds in a word with its letter forms

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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>(10) Written Expression Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>	<p style="text-align: center;">Student Expectations</p> <ul style="list-style-type: none"> • attempts to write messages as part of playful activity • uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”) • understands that writing is used to communicate ideas and information • attempts to connect the sounds in a word with its letter forms

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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 style="text-align: center;">Knowledge & Skill</p> <p>(10) Written Expression Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>	<p style="text-align: center;">Student Expectations</p> <ul style="list-style-type: none"> • attempts to write messages as part of playful activity • understands that writing is used to communicate ideas and information