

**SECOND GRADE
PHYSICAL EDUCATION ACTIVITIES**

**Inclement Weather Physical Education Activity
Resource Guide Correlated to Reading TEKS
Grade Level - Second Grade**

Physical Education Activity	Reading TEKS	
<p>Mix It Up</p> <p>This is great “entering-the-gym” activity. When children enter the activity area, have them travel using their knowledge of movement skills to create their own sequence or combination. Write a “movement menu” on a poster of selected movement skills. These skills can be used in the sequence. (Menu is optional.) Music adds a lot to this activity. “Spotlight” a few excellent sequences at the end of the activity.</p>	<p>Knowledge & Skill</p> <p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(2.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections.</p>	<p>Student Expectations</p> <p>(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(B) Establish purposes for reading and listening such as to be informed, to follow.</p>

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<p>Student Choice</p> <p>Provide ample opportunities for students to be self-responsible by allowing them to make choices. Choices can be made from equally effective alternatives. Systematically teach children the proper execution of a variety of exercises that will improve each of the following components of health related fitness:</p> <ol style="list-style-type: none"> 1. Cardiovascular/aerobic endurance 2. Upper body strength 3. Abdominal strength and endurance 4. Flexibility <p>Provide signs that list the various exercise and activity choices that correspond to each of the components of health-related fitness. The sign will serve as a reminder to the students as to the various choices available to them with each category. A wide variety of fitness developmental activities can be modified to include these student choices. An added benefit is the built in cognitive connection that students quickly make in connecting certain exercises and activities with each components of health-related fitness and the recognition of the need to focus on all components of fitness when developing a well-rounded fitness routine or workout.</p> <p>* The ultimate goal of this focus is to facilitate the development of students who eventually become independent, knowledgeable, and informed consumers of fitness and activity.</p> <p>Example: Exercise and activity choices of FLEXIBILITY include:</p> <ol style="list-style-type: none"> 1. Hamstring stretch 2. Standing or butterfly groin stretch 3. Tricep and shoulder stretch 4. Quadriцеп stretch 5. Calf stretch 6. Other student choices <p>Students count, discuss with others in groups, graph their number of exercises, days and months of activity and come up with positive outcomes for their health and physical fitness.</p>	<p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(2.12) Reading/literary response. The student generates questions and conducts research using information from various sources.</p>	<p>(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(E) Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3)</p>

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<p>Balance Card Game</p> <p>Equipment: Balance Cards Use the following symbols: Triangle – knee Red circle – elbow Pink circle – head Half circle – seat Hands and feet – hands and feet Use poster board to create different cards using the above symbols. To start the activity, tell the students what all the symbols mean. Hold up the cards and have the students figure out what balance to do. Give the students 5 seconds to perform the balance. Students who don't figure out the balance, energize (exercise). Hold up the next card and play again.</p>	<p>Knowledge & Skill</p> <p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>Student Expectations</p> <p>(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experience (K-2);</p> <p>(C) Develop vocabulary through reading (2-3)</p>

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<p>The Hollywood Game</p> <p>Preface this activity by telling the students they're going to "Hollywood" to audition for an acting job. The activity area is the stage, and the imaginary audience is in front of them. The script will include all the non-locomotor skills. All actors must stand in a hoop (spotlight) and as the script is read, students must perform the non-locomotor skills when they hear them in the script.</p> <p>Hint: the script should be in story form and can include more movement (levels, shapes...) as well as feeling expressions (happy, sad, mad, cold, hot.)</p>	<p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(B) Develop vocabulary by listening and discussing both familiar and conceptually challenging selections read aloud (K-3)</p>

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<p>Heart Stations</p> <p>This as an activity adapted from Great Activities. It's good activity for Heart Month or Valentine's Day. Each station has a laminated heart, which lists information and the activity. Divide the students evenly among the stations. Once the music starts, the students see how many times they can complete the circuit.</p> <p>Station 1: Artery. Arteries take blood away from the heart to the body's muscles and organs. Crawl through the artery without touching the sides. Equipment: round expandable tunnel or hoop holders and hula-hoops.</p> <p>Station 2: Springboard. Don't wait until it's too late. SPRING into action now! FIGHT HEART DISEASE. Equipment: springboards and mats.</p> <p>Station 3: Blood Vessels. Arteries, veins, and capillaries are tubes by which the blood moves through the body. Hang on the tube for 10 seconds. Equipment: chin-up bar.</p> <p>Station 4: Balance. A healthy heart is a balance between exercise and a good nutritional diet. Walk the beam while balancing a beanbag on your head. Equipment: balance beam and beanbags.</p> <p>Station 5: Cholesterol Buster. Cholesterol is a sticky substance that lines the heart vessel wall, causing heart disease. Hula-hoop 10 times to bust out cholesterol. Equipment: hula-hoops.</p> <p>Station 6: Veins. Veins bring blood back to the heart from the body's muscles and organs. Use the veins in your legs to bring the blood back to your heart. Jump rope 20 times. Equipment: jump ropes.</p> <p>Station 7: Hoops for Heart. Score a goal for exercise. Equipment: gatorskin ball and basketball goal.</p> <p>Station 8: The Heart Pump. The heart is a strong muscle that pumps blood through the body. To get your heart pumping, do 10 curl-ups. Equipment: Tumbling mats if necessary.</p> <p>Station 9: Lung Power. Lungs expand as you inhale and contract as you exhale. Use that lung power to do 10 mountain climbers.</p> <p>Station 10: White Blood Cells. White blood cells help fight infection from germs in the body. Use the scooter board and go through the "body" bringing white blood cells to fight infection. Equipment: anything you have that can be used as tunnels. Mats, tables, chairs, parachute, boxes etc. Then decorate the inside with information about the heart.</p> <p>Station 11: Healthy Heart: Congratulations! You have found a healthy heart through exercise. You get to touch the heart and earn one point each time you complete the circuit. Equipment: heart balloon.</p>	<p>(2.10) Reading/literary response. The student responds to various texts.</p> <p>(2.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.</p>	<p>(D) Connect ideas and themes across texts (1-3).</p> <p>(A) Connect life experiences with the life experiences, language, customs, and culture of others (K-3)</p>

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<p>Winnie the Pooh</p> <p>Station 1: Tigger’s Tunnel. Crawl through tunnel on hands and knees (make tunnel out of mats or use a play tunnel). Skills: crawling, spatial awareness.</p> <p>Station 2: Pooh’s Party. Keep a balloon in the air using different body parts. Skills: striking, eye-hand, body awareness.</p> <p>Station 3: Eeyore’s Elephant Walk. Elephant walk with a partner through a line of hoops or walk on buddy walkers. Skills: stretching, bending, walking, swinging, swaying.</p> <p>Station 4: Owl’s Wise Workout. Workout using homemade weights. Weights can be made from empty soft drink bottles filled with sand. Skills: twisting, turning, tactile, pushing, and pulling.</p> <p>Station 5: Rabbit’s Rock and Roll. Rock and roll on a mat holding a wand under your knees, and use a wand as a pretend guitar and do side bends as you play your guitar. Skills: body rolling, stretching, bending, rhythm.</p> <p>Station 6: Christopher Robin’s Racer. Roller racer around a “track” of cones. Skills: twisting, turning.</p> <p>Station 7: Honey Tree Hustle. Draw a tree and put it on the wall with a “bee hive” at the bottom. Run to the tree, reach in, get one drop of honey, put it in the bucket and run back. (Another option would be to use a 5 –foot climbing trestle to get the honey.) Skills: running, climbing, eye-hand and eye-foot coordination.</p>	Knowledge & Skill	Student Expectations
	<p>(2.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(2.9) Reading/comprehension. The students uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(2.13) Reading/culture. The student reads to increase knowledge oh his/her own culture, the culture of others, and the common elements of culture.</p>	<p>(C) Recognize high frequency irregular words such as said, was, where and is (1-2);</p> <p>(E) Use structural cues to recognize words such as compound, base words, and inflections such as –s, - es, - ed, and ing (1-2);</p> <p>(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(B) Establish purposes for reading and listening such as to be informed, to follow.</p> <p>(B) Compare experiences of characters across cultures (K-3)</p>

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<p>CODE BREAKER</p> <p>RESOURCE</p> <p style="padding-left: 20px;">Indoor Action Games for Elementary Children, pg. 168</p> <p>DESCRIPTION</p> <p style="padding-left: 20px;">In this game, the student will enhance reading and reasoning skills.</p>	<p>Knowledge & Skill</p> <p>(2.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(2.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate.</p> <p>(2.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(2.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(2.10) Reading/literary response. The student responds to various texts.</p> <p>(2.12) Reading inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p>Student Expectations</p> <p>(H) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).</p> <p>(A) Read regularly in independent level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(C) Develop vocabulary through reading (2-3); and</p> <p>(B) Establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p> <p>(D) Connect ideas and themes across texts (1-3).</p> <p>(H) Draw conclusions from information gathered (K-3)</p>

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<p>GRAB BAG</p> <p>RESOURCE</p> <p>Physical Education is More Than Kickball, pg. 7</p> <p>DESCRIPTION</p> <p>In this game, student read and follows written directions.</p>	<p>Knowledge & Skill</p> <p>(2.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(2.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(2.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(2.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(2.10) Reading/literary response. The student responds to various texts.</p> <p>(2.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(2.12) Reading inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(2.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture</p>	<p>Student Expectations</p> <p>(H) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).</p> <p>(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);</p> <p>(E) Read silently for increasing periods of time (2-3).</p> <p>(B) Read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(C) Develop vocabulary through reading (2-3); and</p> <p>(A) Use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(B) Establish purposes for reading and listening such as to be informed, to follow</p> <p>(F) Make and explain inferences from texts such as determining important ideas causes and effects, making predictions, and drawing conclusions (1-3)</p>

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<p>GRAB BAG</p> <p>RESOURCE</p> <p>Physical Education is More Than Kickball, pg. 7</p> <p>DESCRIPTION</p> <p>In this game, student read and follows written directions.</p>	<p>Knowledge & Skill</p> <p>(2.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.</p>	<p>Student Expectations</p> <p>(A) Connect life experiences with the life experiences, language, customs, and culture of others (K-3); and</p> <p>(B) Compare experiences of characters across cultures (K-3).</p> <p>(D) Connect ideas and themes across texts (1-3).</p> <p>(H) Draw conclusions from information gathered (K-3);</p>

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<p>ANSWER ACTIONS</p> <p>RESOURCE</p> <p style="padding-left: 20px;">Indoor Action Games for Elementary Children, pg. 140</p> <p>DESCRIPTION</p> <p style="padding-left: 20px;">In this game, the student will ask questions that lead to the sequence of events of a topic.</p> <p style="padding-left: 20px;">Ex: Events that lead up to a 440 meter relay.</p>	<p>(2.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(2.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(2.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(2.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(2.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(2.10) Reading/literary response. The student responds to various texts.</p> <p>(2.12) Reading inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p>(G) Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and</p> <p>(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(C) Develop vocabulary through reading (2-3)</p> <p>(B) Establish purposes for reading and listening such as to be informed, to follow;</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(H) Draw conclusions from information gathered (K-3).</p>