

**THIRD GRADE
PHYSICAL EDUCATION ACTIVITIES**

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

Physical Education Activity	Reading TEKS	
<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>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.13) 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>(A) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(A) Use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(A) Connect his/her own 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>

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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>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p>	<p>Student Expectations</p> <p>(F) 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) (3);</p> <p>(B) Develop vocabulary through reading (2-3).</p> <p>(B) Establish purposes for reading and listening such as:</p> <p>(A) Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);</p> <p>(C) Support interpretations or conclusions with examples drawn from text (2-3); and</p> <p>(D) Monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);</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>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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 style="text-align: center;">Student Expectations</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(I) Identify the importance of the setting to a story's meaning (1-3); and</p> <p>(J) Recognize the story problem(s) or plot (1-3);</p> <p>(I) Use compiled information and knowledge to raise additional, unanswered questions (3); and</p> <p>(A) Connect his/her own 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>

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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>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.13) 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>(F) 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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(A) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(B) Establish purposes for reading and listening such as:</p> <p>(D) Connect ideas and themes across texts (1-3).</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>Knowledge & Skill</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.13) 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>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Connect ideas and themes across texts (103);</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)</p>

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<p>LISTEN UP</p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 135</p> <p>DESCRIPTION In this game, the student use listening skills to enact a physical activity or sound effect for the designated words in the reading selection.</p>	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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) Decode by using all letter-sound correspondences within a word (1-3);</p> <p>(B) Blend initial letter-sounds with common vowel spelling patterns to read words (1-3);</p> <p>(F) 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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(A) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3);</p>

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<p>TENNIS ACROSS CURRICULUM</p> <p>RESOURCE</p> <p>United States Tennis Association Schools Program Curriculum</p> <p>DESCRIPTION</p> <p>Teacher selects any given topic for discussion.</p> <p>Students can read articles and look for the main idea, recall facts and details, sequencing and describe the setting of a story.</p> <p>All reading TAKS objectives can be incorporated in this activity.</p>	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>Student Expectations</p> <p>(F) 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) (3);</p> <p>(B) Develop vocabulary through reading (2-3)</p>

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<p>READ SPORTS ARTICLE</p> <p>RESOURCE</p> <p>United States Tennis Association School Program Curriculum, pg. 176</p> <p>DESCRIPTION</p> <p>The students will comment on a newspaper article on tennis, basketball, baseball, etc.</p>	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p>	<p>Student Expectations</p> <p>(F) 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) (3);</p> <p>(C) Read to accomplish various purpose, both assigned and self-selected (2-3).</p> <p>(B) Develop vocabulary through reading (2-3);</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:</p>

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<p>PUZZLE TILE</p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 39</p> <p>DESCRIPTION</p> <p>The student will make a puzzled tile using context clues (e.g., synonym and antonym)</p>	<p>Knowledge & Skill</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.13) 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) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3);</p> <p>(D) Connect ideas and themes across texts (1-3).</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p>

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<p>HOOK UP!</p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 58</p> <p>DESCRIPTION</p> <p>Tag game using context cues (e.g., antonym)</p> <p>Variation: Homonym Synonym Power words</p>	<p>Knowledge & Skill</p>	<p>Student Expectations</p>
	<p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting classifying, and identifying related words) (3).</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:</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3)</p>

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<p>20 QUESTIONS</p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 36</p> <p>DESCRIPTION</p> <p>Students use problem solving through deductive logic by recall supporting facts & details.</p>	<p>Knowledge & Skill</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Connect ideas and themes across texts (1-3)</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3);</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)</p>

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<p>SYNONYM, ANTONYM AND HOMONYM GAMES</p> <p>RESOURCE</p> <p>Creative Games for Teaching English, p. 180-185</p> <p>DESCRIPTION</p> <p>Student will expand their vocabulary by using context clues.</p>	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.13) 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>(D) Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);</p> <p>(E) 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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Demonstrates knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3);</p> <p>(B) Establish purposes for reading and listening such as;</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).</p> <p>(D) Connect ideas and themes across text (1-3).</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p>

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<p>MIXED ANTONYMS LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher's Skill by Skill Activities Program, pg. 186</p> <p>DESCRIPTION</p> <p>Student will complete sentences using antonyms.</p>	<p>Knowledge & Skill</p>	<p>Student Expectations</p>
	<p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).</p> <p>(B) Establish purposes for reading and listening such as;</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(G) Organize information in systematic ways, including notes, charts, and labels (3);</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(I) Use compiled information and knowledge to raise additional, unanswered questions (3); and</p> <p>(J) Draw conclusions from information gathered (K-3).</p>

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<p>TENNIS WORD SCRAMBLE LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher's Skill by Skill Activities Program, pg. 187</p> <p>DESCRIPTION</p> <p>Student will read and match terminology.</p>	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p>Student Expectations</p> <p>(F) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3);</p> <p>(C) Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3).</p> <p>(D) Monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3).</p>

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<p>CONDITIONING – READING LANGUAGE ARTS LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher’s Skill by Skill Activities Program, pg. 188</p> <p>DESCRIPTION</p> <p>Student will read and comprehend the given statements.</p>	<p>Knowledge & Skill</p>	<p>Student Expectations</p>
	<p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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>(E) Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and</p> <p>(F) 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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(B) Establish purposes for reading and listening such as;</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3).</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).</p> <p>(J) Draw conclusions from information gathered (K-3);</p>

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Physical Education Activity	Reading TEKS	
<p>SOCCER LESSON EXTENSIONS</p> <p>RESOURCE P.E. Teacher's Activities Program, pg. 189</p> <p>DESCRIPTION Student will choose the correct word to fill in the blanks.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Decode by using all letter-sound correspondences within a word (1-3);</p> <p>(D) Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3).</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(B) Establish purpose for reading and listening such as;</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3).</p>

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

Physical Education Activity	Reading TEKS	
<p>CONDITIONING - LANGUAGE ARTS & HEALTH</p> <p>RESOURCE</p> <p>P.E. Teacher's Skill by Skill Activities Program, pg. 190</p> <p>DESCRIPTION</p> <p>The students will read and comprehend the passage and express their thoughts on fitness.</p>	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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>(F) 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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(B) Establish purposes for reading and listening such as;</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3);</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).</p>

**Inclement Weather Physical Education Activity
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Grade Level - Third Grade**

Physical Education Activity	Reading TEKS	
<p>GARBAGE BAG FITNESS (reading, word meaning) 2-8</p> <p>Equipment paper grocery sacks, fitness activity strips</p> <p style="padding-left: 40px;">P.E. Teacher's Skill by Skill Activities Program</p> <p>Directions: Put students in teams of 6-8 players. Assign each team a sack. Scatter all the strips in the center of the gym (about 5-8 strips per student). On go, all students move to the center to get to a strip. They go back to their sack, read the strip, do the correct activity and number stated, put strip in their sack and go back and get another one. Do this until all strips are done. Have one student per team count how many strips their team has. For a little math problem, have students figure out on average, how many strips each student brought back.</p>	<p>Knowledge & Skill</p>	<p>Student Expectations</p>
	<p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>(3.13) 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>(F) 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) (3);</p> <p>(C) Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3).</p> <p>(A) Use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(H) Analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3);</p> <p>(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).</p>

**Inclement Weather Physical Education Activity
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Physical Education Activity	Reading TEKS																										
<p>CHARADES (context clues, verbs) 3-6</p> <p>Equipment Cards with movement words on them.</p> <p>Directions: Put different movements on large cards. The teacher flashes one word at a time. Two students will stand behind the teacher so they can't see the words. The rest of the class does what the card says while the two students try to guess what the word is. The first to guess correctly wins. Change guessers after 3-4 words. The following are words that can be used:</p> <table style="width: 100%; border: none;"> <tr> <td>run</td> <td>fly</td> <td>crawl</td> <td>swim</td> <td>babystep</td> </tr> <tr> <td>twist</td> <td>skate</td> <td>jump</td> <td>tip toe</td> <td>bear walk</td> </tr> <tr> <td>leap</td> <td>twirl</td> <td>giant step</td> <td>waddle</td> <td>march</td> </tr> <tr> <td>prance</td> <td>skip</td> <td>walk</td> <td>slide</td> <td>sway</td> </tr> <tr> <td>gallop</td> <td>bounce</td> <td>crab walk</td> <td>hop</td> <td>bear walk</td> </tr> </table>	run	fly	crawl	swim	babystep	twist	skate	jump	tip toe	bear walk	leap	twirl	giant step	waddle	march	prance	skip	walk	slide	sway	gallop	bounce	crab walk	hop	bear walk	<p>Knowledge & Skill</p> <p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p>Student Expectations</p> <p>(F) 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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3).</p> <p>(B) Establish purpose for reading and listening such as;</p> <p>(D) Connect ideas and themes across texts (1-3);</p> <p>(J) Draw conclusions from information gathered (K-3).</p>
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twist	skate	jump	tip toe	bear walk																							
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Physical Education Activity	Reading TEKS	
<p>NUTRITION RELAY (health, relationships, reading) 3-8</p> <p>Equipment Cards with labels on one side and exercise on the other side</p> <p>Directions: Put class in relay information. On go, first person runs (any locomotor skill) to the cone, reads the label for fat grams, and does that many of the exercise on the back of the card. After being tagged, the next person does the same thing. First team to be seated and quiet wins. Have relay lines move over one cone.</p>	Knowledge & Skill	Student Expectations
	<p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</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) (3);</p>
	<p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p>	<p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p>
	<p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>(B) Develop vocabulary through reading (2-3);</p>
	<p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p>	<p>(B) Establish purposes for reading and listening such as;</p>
	<p>(3.10) Reading/literary response. The student responds to various texts.</p>	<p>(D) Connect ideas and themes across texts (1-3);</p>
	<p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p>(J) Draw conclusions from information gathered (K-3).</p>

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Physical Education Activity	Reading TEKS	
<p>SENTENCE RELAY (context clues, vocabulary, word meaning) 3-8</p> <p>Equipment Sentence puzzle pieces, answer card</p> <p>Directions: Put class in relay formation. On go, first students runs (any locomotor skill or sport skill) down, picks up a puzzle piece and brings it back. Tag the next person’s hand and bring the puzzle piece to the end of the line. While each player takes their turn getting pieces, the rest of the team works together. When it is completed, try to figure out the meaning of the underlined word while last person runs down to get the answer from under the cone. There are several choices. Are you correct?</p>	Knowledge & Skill	Student Expectations
	<p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</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) (3);</p>
	<p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p>	<p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p>
	<p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p>	<p>(B) Establish purpose for reading and listening such as;</p>
	<p>(3.10) Reading/literary response. The student responds to various texts.</p>	<p>(D) Connect ideas and themes across texts (1-3);</p>
	<p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p>(J) Draw conclusions from information (K-3).</p>

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Physical Education Activity	Reading TEKS	
<p>CRUSIN' (context clues, listening and visual skills, word recognition) 1-6</p> <p>Equipment poster to say or represent: mechanic, car wash, pumping gas, reverse, ambulance, speed limit 35, flat tire, bumpy road, crusin' stuck in the mud, windshield wipers, speed limit 65, narrow road, icy bridge, change the tire.</p> <p>Directions: Students are in scattered position. Teacher stands where all students can see. When the music starts, hold up a card and students do what the card says.</p> <p><u>Mechanic</u> – takes two students, one in a bridge, the other on their back crawling under to check the engine switch. <u>Car Wash</u> – takes two students, one is in crab position, the other on their stomach and they slide under to wash their car. <u>Switching Gas</u> – takes two, one in curl up position and the other holding their feet. Switch after designated number of curl ups completed. <u>Reversed</u> – walk backwards. <u>Ambulance</u> – sit down or get out of the way by standing with back to the wall. (Have my students step outside the white boundary line). <u>Speed Limit 35</u> – walk. <u>Flat Tire</u> – hop. <u>Bumpy Road</u> – skip. <u>Crusin'</u> – takes two or more steps by making a line with your hands on the shoulder of the person in front of you. <u>Stuck in the mud</u> – jog in place. <u>Windshield wipers</u> – jumping jacks. <u>Speed Limit 65</u> – jog. <u>Narrow road</u> – gallop. <u>Icy Bridge</u> – Slide sideways. <u>Change the tire</u> – Push ups. Blow the whistle to signal the students that you are switching signs. Switch often to keep student's attention. Stop the music on the ambulance sign. This may be done several times during the game to check student's listening skills.</p> <p>Variation: <u>Reverse</u> – to make it interesting, hold up two signs at the same time to make them go backwards and do the activity.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(3.6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(3.7) Reading/variety of texts. The students reads widely for different purposes in varied sources.</p> <p>(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(3.10) Reading/literary response. The student responds to various texts.</p> <p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p>	<p style="text-align: center;">Student Expectations</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) (3);</p> <p>(C) Read to accomplish various purposes, both assigned and self-selected (2-3);</p> <p>(B) Develop vocabulary through reading (2-3);</p> <p>(D) Connect ideas and themes across texts (1-3).</p> <p>(J) Draw conclusions from information gathered (K-3).</p>