

**FOURTH GRADE  
PHYSICAL EDUCATION ACTIVITIES**

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

Physical Education Activity	Reading TEKS	
<p><b>CODE BREAKER</b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 20px;">Indoor Action Games for Elementary Children, pg. 168</p> <p><b>DESCRIPTION</b></p> <p style="padding-left: 20px;">In this game, the student will enhance reading and reasoning skills.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p>	<p style="text-align: center;"><b>Student Expectations</b></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);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (4-8);</p> <p>(D) Adjust reading rate based on purposes for reading (4-8);</p> <p>(E) Study word meanings systematically such as across curricular content areas and through current events (4-8).</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(B) Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</p> <p>(C) Monitor his/her own comprehension and make modifications when understanding breaks down such as rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>CODE BREAKER</b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 40px;">Indoor Action Games for Elementary Children, pg. 168</p> <p><b>DESCRIPTION</b></p> <p style="padding-left: 40px;">In this game, the student will enhance reading and reasoning skills.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.12) Reading/text structures/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></p> <p>(A) Judge the internal consistency or logic of stories and texts such as “Would” this character do this?” “Does this make sense here?” (4-5);</p> <p>(C) Identify the purposes of different types of texts such as to inform, influence, express or entertain (4-8);</p> <p>(E) Summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(I) Recognize and analyze story plot, setting, and problem resolution (4-8);</p>

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<p><b>GRAB BAG</b></p> <p><b>RESOURCE</b></p> <p>Physical Education is More Than Kickball, pg. 7</p> <p><b>DESCRIPTION</b></p> <p>In this game, student read and follows written directions.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports to various types of texts.</p> <p><b>(4.12) Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></p> <p>(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficulty for the reader) (4);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her</p> <p>(E) Study word meanings systematically such as curricular content areas and through current events (4-8).</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(B) Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</p> <p>(A) Offer observations, react, speculate, interpret, and raise questions in response to texts (4-8);</p> <p>(C) Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud.</p> <p>(F) Understand and identify literary terms such as title, author, illustrator, playwright, theatre, stage, act dialogue, and scene across a variety of literary forms (texts) (3-5);</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8); and</p> <p>(I) Recognize and analyze story plot, setting, and problem resolution (4.8); and</p>

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<p><b>ANSWER ACTIONS</b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 20px;">Indoor Action Games for Elementary Children, pg. 140</p> <p><b>DESCRIPTION</b></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><b>Knowledge &amp; Skill</b></p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></p> <p>(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</p> <p>(A) Form and revise questions for investigations, including questions arising from interests and units of study (4-5);</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>LISTEN UP</b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 20px;">Indoor Action Games for Elementary Children, pg. 135</p> <p><b>DESCRIPTION</b></p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">Variation: Students can recall the sequence of events of the story.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension:</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></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) (4);</p> <p>(A) Develop vocabulary by listening to selections read aloud (4-8);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</p> <p>(A) Form and revise questions for investigations, including questions arising from interests and units of study (4-5);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8);</p>

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<p><b>TENNIS ACROSS CURRICULUM</b></p> <p><b>RESOURCE</b></p> <p>United States Tennis Association Schools Program Curriculum, pg. 176</p> <p><b>DESCRIPTION</b></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><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.12) Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></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) (4);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);</p> <p>(A) Develop vocabulary by listening to selections read aloud (4-8);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</p> <p>(B) Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(E) Summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8)</p>

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<p><b>READ SPORTS ARTICLE</b></p> <p><b>RESOURCE</b></p> <p>United States Tennis Association School Program Curriculum pg. 176</p> <p><b>DESCRIPTION</b></p> <p>The students will comment on a newspaper article on tennis, basketball, baseball, etc.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></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) (4);</p> <p>(A) Develop vocabulary by listening to selections read aloud (4-8); (C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8); (D) Connect, compare, and contrast aides, themes, and issues across text (4-8); (G) Draw conclusions from information gathered from multiple sources (4-8); (H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8); (G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>PUZZLE TILE</b></p> <p><b>RESOURCE</b></p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Game, pg. 39</p> <p><b>DESCRIPTION</b></p> <p>The student will make a puzzled tile using context clues (e.g., synonym and antonym)</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p>	<p><b>Student Expectations</b></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) (4);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(C) Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>HOOK UP!</b></p> <p><b>RESOURCE</b></p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Game, pg. 58</p> <p><b>DESCRIPTION</b></p> <p>Tag game using context cues (e.g., antonym)</p> <p>Variation: Homonym Synonym Power words</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></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) (4);</p> <p>(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</p> <p>(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple meaning words (4-5);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4.8)</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(I) Recognize and analyze story plot, setting, and problem resolution (4-8); and</p>

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<p><b>20 QUESTIONS</b></p> <p><b>RESOURCE</b></p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Game, pg. 36</p> <p><b>DESCRIPTION</b></p> <p>Students use problem solving through deductive logic by recall supporting facts &amp; details.</p>	<p><b>Knowledge &amp; Skill</b></p>	<p><b>Student Expectations</b></p>
	<p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.12) Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p> <p><b>(4.14) Reading/culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others and the common elements of cultures.</p>	<p>(A) Regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8)</p> <p>(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</p> <p>(F) Determine a text’s main (or major) ideas and how those ideas are supported with details (4-8);</p> <p>(H) Draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8);</p> <p>(A) Compare text events with his/her own and other reader’s experiences (4-8);</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>SYNONYM, ANTONYM AND HOMONYM GAMES</b></p> <p><b>RESOURCE</b></p> <p>Creative Games for Teaching English, pg. 180-185</p> <p><b>DESCRIPTION</b></p> <p>Student will expand their vocabulary by using context clues.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></p> <p>(A) Read regularly independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(H) Draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>MIXED ANTONYMS LESSON EXTENSIONS</b></p> <p><b>RESOURCE</b></p> <p>P.E. Teacher's Skill by Skill Activities Program, pg. 186</p> <p><b>DESCRIPTION</b></p> <p>Student will complete sentences using antonyms.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.12) Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;"><b>Student Expectations</b></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) (4);</p> <p>(A) Develop vocabulary by listening to selections read aloud (4-8);</p> <p>(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8)</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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<p><b>TENNIS WORD SCRAMBLE LESSON EXTENSIONS</b></p> <p><b>RESOURCE</b></p> <p>P.E. Teacher's Skill by Skill Activities Program, pg. 187</p> <p><b>DESCRIPTION</b></p> <p>Student will read and match terminology.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover model for his/her own writing (4-8);</p> <p>(B) Draw on experiences to bring memories to words in context such as interpreting figurative language and multiple meaning words (4-5);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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<p><b>CONDITIONING – READING LANGUAGE ARTS LESSON EXTENSIONS</b></p> <p><b>RESOURCE</b></p> <p>P.E. Teacher’s Skill by Skill Activities Program, pg. 188</p> <p><b>DESCRIPTION</b></p> <p>Student will read and comprehend the given statements.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.12) Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;"><b>Student Expectations</b></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) (4);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8)</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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Physical Education Activity	Reading TEKS	
<p><b>SOCCER</b> <b>LESSON EXTENSIONS</b></p> <p><b>RESOURCE</b></p> <p>P.E. Teacher's Activities Program, pg. 188</p> <p><b>DESCRIPTION</b></p> <p>Student will choose the correct word to fill in the blanks.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <p>(A) Read regularly in independent-level materials (texts in which go no more than approximately 1 in 20 word is difficult for the reader) (4);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8)</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) (4);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p>

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Physical Education Activity	Reading TEKS	
<p><b>CONDITIONING - LANGUAGE ARTS &amp; HEALTH</b></p> <p><b>RESOURCE</b></p> <p>P.E. Teacher's Skill by Skill Activities Program, pg. 188</p> <p><b>DESCRIPTION</b></p> <p>The students will read and comprehend the passage and express their thoughts on fitness.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.12) Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;"><b>Student Expectations</b></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) (4);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft and to discover models for his/her own writing (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p> <p>(H) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8);</p>

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Physical Education Activity	Reading TEKS	
<p><b>GARBAGE BAG FITNESS</b> (reading, word meaning) 2-8</p> <p><b>Equipment</b> paper grocery sacks, fitness activity strips</p> <p style="padding-left: 40px;">P.E. Teacher's Skill by Skill Activities Program</p> <p><b>Directions:</b> 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><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p><b>Student Expectations</b></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) (4);</p> <p>(A) Develop vocabulary by listening to selections read aloud (4-8);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p> <p>(G) Draw conclusion from information gathered from multiple sources (4-8)</p>

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Physical Education Activity	Reading TEKS	
<p><b>CHARADES</b> (context clues, verbs) 3-6</p> <p><b>Equipment</b> Cards with movement words on them.</p> <p><b>Directions:</b> 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> <p>run      fly      crawl      swim      babystep twist    twirl    skate      jump      tip toe leap    skip    giant step    waddle    march prance    bounce    walk      slide      sway gallop    crab walk    hop      bear walk</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at the appropriate difficulty levels.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;"><b>Student Expectations</b></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) (4);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8)</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>NUTRITION RELAY</b> (health, relationships, reading) 3-8</p> <p><b>Equipment</b> Cards with labels on one side and exercise on the other side</p> <p><b>Directions:</b> 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>	<b>Knowledge &amp; Skill</b>	<b>Student Expectations</b>
	<p><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p>	<p>(A) Read regularly in independent-level materials (text in which no more than approximately 1 in 20 words is difficult for the reader) (4);</p>
	<p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p>	<p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p>
	<p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p>	<p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);</p>
	<p><b>(4.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	<p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>SENTENCE RELAY</b> (context clues, vocabulary, word meaning) 3-8</p> <p><b>Equipment</b> Sentence puzzle pieces, answer card</p> <p><b>Directions:</b> 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>	<b>Knowledge &amp; Skill</b>	<b>Student Expectations</b>
	<p><b>(4.7) Reading/fluency.</b> 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) (4);</p>
	<p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p>	<p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p>
	<p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p>	<p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p>
	<p><b>(4.13) Reading/inquiry/research.</b> The student inquiries and conducts research a variety of sources.</p>	<p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p>

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Physical Education Activity	Reading TEKS	
	Knowledge & Skill	Student Expectations
<p><b>CRUSIN'</b> (context clues, listening and visual skills, word recognition) 1-6</p> <p><b>Equipment</b> 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><b>Directions:</b> 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 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 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 focused on the teacher. Stop the music on the ambulance sign. This may be done several times during the game to check student's listening skills.</p> <p><b>Variation:</b> <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><b>(4.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p><b>(4.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>(4.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p> <p><b>(4.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.</p> <p><b>(4.13) Reading/inquiry/research.</b> The student inquiries and conducts research a variety of 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) (4);</p> <p>(C) Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);</p> <p>(A) Use his/her own knowledge and experience to comprehend (4-8);</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>