

Fourth Grade Physical Education Activities

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

Physical Education Activity	Math TEKS	
<p><u>PASS AND COUNT</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 129</p> <p>DESCRIPTION</p> <p>In this game, students will be ordering whole numbers. In order to vary the activity, the teacher may also have students count by 2's, 5's, 10's, and that will help students with odds, even, and skip counting.</p> <p>Students may also use this activity with determining missing elements in patterns or use number line representations for whole numbers.</p>	Knowledge & Skill	Student Expectations
	<p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p>(B) Represent multiplication and division situations in picture, word, and number form;</p> <p>(C) Recall and apply multiplication facts through 12×12;</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p>
	<p>(4.6) Patterns, and relationships, and algebraic thinking. The student uses patterns in multiplication and division.</p>	<p>(A) Use patterns to develop strategies to remember basic multiplication facts;</p> <p>(C) Use patterns to multiply by 10 and 100.</p>

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<p><u>BLACKBOARD RELAYS</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 129</p> <p>DESCRIPTION</p> <p>In this game, students will be ordering whole numbers. In order to vary the activity, the teacher may also have students count by 2's, 5's, 10's, 50's and that will help students with odds, even, and skip counting.</p> <p>Students may also use this activity with determining missing elements in patterns or use number line representations for whole numbers.</p>	<p>Knowledge & Skill</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p>Student Expectations</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p>

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<p><u>SLAM DUNK SPELLING</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 157</p> <p>DESCRIPTION</p> <p>The game requires for the students to answer the problem correctly to score. A point can be earned by a slam-dunk. For variation: any type of math problem can be used.</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p>

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Physical Education Activity	Math TEKS	
<p><u>MATH BALL</u></p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 133</p> <p>DESCRIPTION In this game, students will be adding, subtracting and dividing numbers.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(B) Add and subtract decimals to the hundredths place using concrete and pictorial models.</p> <p>(B) Represent multiplication and division situations in picture, word, and number form;</p> <p>(C) Recall and apply multiplication facts through 12 x 12;</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p> <p>(E) Use division to solve problems involving one-digit divisors.</p>

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<p><u>COORDINATE CLUES</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 158</p> <p>DESCRIPTION</p> <p>In this game, students will be adding, subtracting and dividing numbers.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(4.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) List all possible outcomes of a probability experiment such as tossing a coin;</p> <p>(D) Use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin; and</p>

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<p><u>YARN SHAPES</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 137</p> <p>DESCRIPTION</p> <p>In this game, students will be making geometric shapes and identify them.</p>	<p>Knowledge & Skill</p> <p>(4.8) Geometry and spatial reasoning. The student identifies and describes lines, shapes, and solids using formal geometric language.</p>	<p>Student Expectations</p> <p>(A) Identify right, acute, and obtuse angles;</p> <p>(B) Identify models of parallel and perpendicular lines; and</p> <p>(C) Describe shapes and solids in terms of vertices, edges, and faces.</p>

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<p><u>RUN AROUND' ARITHMETIC</u></p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 141</p> <p>DESCRIPTION Students will be using the operation of addition, subtraction, division in the game.</p>	Knowledge & Skill	Student Expectations
	<p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(B) Add and subtract decimals to the hundredths place using concrete and pictorial models.</p>
	<p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p>(D) Use multiplication to solve problems involving two-digit numbers; and</p> <p>(E) Use division to solve problems involving one-digit divisors;</p>

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<p><u>BEANBAG MATH</u></p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 143</p> <p>DESCRIPTION This game provides students with the opportunity to solve problems using addition, subtraction, multiplication and division.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>(4.6) Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p> <p>(E) Use division to solve problems involving one-digit divisors;</p> <p>(B) Solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$; and</p>

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<p><u>THE SUM WHAT DICE GAME</u></p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 37</p> <p>DESCRIPTION Students learn and practice basic addition facts and mental arithmetic.</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p>

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<p><u>DOUBLE DIGIT</u></p> <p>RESOURCE Family Math, pg. 111</p> <p>DESCRIPTION In this game students learn estimation and place value. Can be modified to any grade level including primary grades.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Use place value to read, write, compare, and order whole numbers through the millions place; and</p>

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<p><u>MY SHIP IS LOADED</u></p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Games, pg. 4</p> <p>DESCRIPTION</p> <p>In this game the student will use the operations of addition, subtraction, multiplication and division using whole numbers.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(B) Add and subtract decimals to the hundredths place using concrete and pictorial models.</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p> <p>(E) Use division to solve problems involving one-digit divisors;</p>

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<p><u>BOWLING:</u></p> <p>Equipment: Pins (3-6), milk cartons (3-6), coke cans, and foam balls or utility balls</p> <p>Objective: To work on accuracy and eye-hand coordination.</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> -Divide class into two teams. -Have one member from each team throw the foam balls towards the pins. -The first team member to knock the pins over will be awarded 1,2, 3,4,5 points. -The team with the most points at the end of class wins the game. -Award certificates or stickers. <p>-FORMATION</p> <pre style="margin-left: 40px;"> X X X X X X X X X X </pre>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p><u>KEEP IT UP:</u></p> <p>Equipment: (2) Balloons, (2) beachball</p> <p>Objective: To develop eye-hand coordination</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> - Divide class into two groups or several small groups. - The objective of the game is to keep the balloon up as long as possible without letting it fall to the floor. - One way to make this game a little more interesting is to have the students hit the balloon in some type of order. - Each member of each individual group must tap the balloons to each other. BUT may not hit it two times in a row. - One can sit them on the floor or in their desk which are sometimes already in rows. - The one with the highest total wins the game at the end of class. - Have the student tap the balloon only with one hand. - The individual student with the highest total wins the game. 	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p><u>SHUFFLE BOARD:</u></p> <p>Equipment: Bean bags, partially deflated balls, hockey pucks, tape, or shuffle board set.</p> <p>Objective: To develop eye-hand coordination</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> - Divide the class into teams of two. - The objective of the game is to toss or (roll) the bean bag to land on the shuffle board picture and try to receive the highest points possible. - Have the two teams take turns one at a time. - Provide each team with three different colored beanbags. - One can play three different ways: <ol style="list-style-type: none"> 1. One can have each individual student throw all three of his/her bean bags, add the points, and remove them. 2. One can also set up two separate shuffle board pictures on the floor (see formation.) 3. One can also have two students going at the same time and if Team A knocks off Team B's bean bag it is legal (might work better with a partially deflated ball, or puck). <p>FORMATIONS:</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; width: 40px; height: 40px;">3</td> <td style="border: 1px solid black; width: 40px; height: 40px;">2</td> <td style="border: 1px solid black; width: 40px; height: 40px;">3</td> <td style="border: 1px solid black; width: 100px; height: 40px; vertical-align: middle;"> XXX 000 </td> </tr> </table> </div>	3	2	3	XXX 000	<p style="text-align: center;">Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>
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<p><u>TRASH CAN BASKETBALL:</u></p> <p>Equipment: Trash cans (2-3 small ones), utility balls (2-3) or foam balls.</p> <p>Objective: To develop eye-hand coordination.</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> -Divide class into 2-3 teams. -Each team has their own ball and trash can to shoot at. -The players must shoot or bounce the ball from 10 feet out. Make the foul line distance appropriate for each grade level) -Each team member takes one shot at the basket on the coach's cue. -The team with the most points at the end of the class wins the game. <p>-POINTS:</p> <ol style="list-style-type: none"> 1. If the ball hits the wall or edge of the can (rim) and then goes in, they score TWO points. 2. If the ball lands in the basket without touching anything (switch), they score FIVE points. 3. If a player steps on or crosses the foul line after a shot, the point do not count. 	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p><u>BIRDIE TOSS:</u></p> <p>Equipment: Deck rings (2), hula hoops (2), birdies (6)</p> <p>Objective: To develop eye-hand coordination.</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> -Divide class into teams of two. -Have the appropriate throwing distance according to the age group. -Provide each team with three birdies. -Place one deck ring in the center of each hula hoop. -The students must toss the birdies into the hula hoop for ONE POINT and into the deck ring for FIVE POINTS. -The team with the most points at the end of the class wins the game. 	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p><u>MULTIPLY BATTLESHIP:</u></p> <p>Equipment: Paper, multiplication grids (class set), little pictures of ships, airplanes, and tanks or little strips of paper with the word ships, airplanes, and tank written on them.</p> <p>Objective: To help teach the concept of multiplication, addition, or subtraction.</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> -Pair up your classmates into groups of two. -Give each classmate a multiplication grid and three (3) little strips of papers that read “SHIP, AIRPLANE, AND TANKS”. -Each individual student will place his/her three little pieces of paper either vertically or horizontally on their multiplication grid covering several numbers between the lines of the grid. -Player A will then call out a multiplication problem. EX: 6X5 -Player B then has to figure out the answer (3) and if any of his little pieces of paper are touching the answer (30) the “it” is considered blown up and is removed from the multiplication grid game. <p>Helpful hints:</p> <ul style="list-style-type: none"> - Player A may confirm the correct answer to the multiplication problem. - If any player is not telling the truth then the opposite player loses the game or turn. - The player who has his “AIRPLANE, TANK, AND SHIP” blown up, loses the game or turn. - This game may also work with addition, subtraction, and division with the appropriate grids. - One can also add more objects (helicopter, jeep, parachute, etc.) 	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(B) Add and subtract decimals to the hundredths place using concrete and pictorial models.</p> <p>(D) Use division to solve problems involving one-digit divisors</p> <p>(E) Use multiplication to solve problems involving two-digit numbers; and</p>

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<p><u>SNAKE EYES:</u></p> <p>Equipment: A pair of dice.</p> <p>Objective: To help teach addition, subtraction, and multiplication.</p> <p>Helpful hints:</p> <ul style="list-style-type: none"> - Divide class into two teams. - Each member from each team will take a turn at rolling the dice. - The best formation is to line up the students in two single file lines facing each other about 20 feet apart. - One can play the first team who reaches 100 points wins. - Each team member will go up in front of the class and roll the dice. - The objective of the game is to roll the dice and avoid rolling the “double ones”. -Each team will add up the two numbers that are thrown by each individual teammate. EX: 4 & 3 = 7, etc.... -If a teammate rolls a double 2, 3, 4, 5, 6, then he/she gets to throw again. -If at any time thrower rolls a double one “SNAKE EYES”, then that team goes back to zero (0) and gives up their teams possession. -One can add a rule that each team must reach 100 exactly or they go back to 30, 40, or 50. -The team that reaches 100 or is the closet at the end of the class period wins the game. 	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p> <p>(B) Add and subtract decimals to the hundredths place using concrete and pictorial models.</p> <p>(D) Use multiplication to solve problems involving two-digit numbers; and</p> <p>(E) Use division to solve problems involving one-digit divisors;</p>

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<p><u>CIRCLE SKIP COUNT</u> (skip counting) 1-6</p> <p>Equipment: One ball per group</p> <p>Directions: Put students in circles of 8-10 players each. Counting by 2's, have them toss the ball around the circle until they get to a designated number. You may not pass the ball back to the person that passed it to you.</p> <p>Variations: Count by 5's, 10's, or 3's and 4's with older groups. You may also designate the type of toss or pass to be practiced.</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p><u>BEAN BAG BONANZA</u> (throwing, aiming, counting, fun) (1-8)</p> <p>Equipment: 20 poly spots numbered 1-20, scattered around a trash can (if you have more than 2 classes, use more poly spots), 1 trash can set in the middle of the gym, one beanbag for each team (different colors, numbers or shapes are needed so the teams can tell them apart).</p> <p>Directions: Put each class into 5 relay lines. Give each team a beanbag. On “go”, the first person in each team runs out to any poly spot they choose. They use the correct throwing technique to toss the beanbag into the trash can. If they make it, they pick up their spot, retrieve their beanbag, bring the beanbag to the next person, set the poly spot in front of their cone and go to the end of their line. If they do not make it, leave the poly spot there, retrieve the beanbag and bring it to the next person in line. Continue until all beanbags have been picked up.</p> <p>After playing the game once, ask for strategies they did use or should use to help their team be more successful. Some suggestions may be to toss underhand using a curved pathway (rainbow toss), move more quickly to not waste time, remember to pick your spot up first before you get your beanbag. Ask students to show with their fingers how many spots their team got, add up the total points on their spots (they must agree as a team on the total), add up just the odd or even numbers, have the younger students hold up the “highest/lowest” number. You may even want to graph the scores. Ask the students which spots they would go to if the winners were to have the greatest number of points and which they would go to if the winners needed the greatest number of spots. (I usually put the highest numbered spots furthest from the trash can).</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p>“33” (addition and multiplication) 1-6</p> <p>Equipment: Large dice</p> <p>Directions: Put 8-12 students in a circle. The first student rolls the dice. When the second student rolls the dice, the group yells out the sum of the two rolls. The students in the circle continue to roll the dice and yell out the sum until they reach the total of 33 or greater. The catch: if a student rolls a six, the group must start over again at the beginning.</p> <p>Variations: 1 –when a student rolls a 6, before the group may roll again have the student or group do one of the following: students runs around the outside of the circle, the whole group do 10 jumping jacks, have the whole group stand and sing “Row Row Row Your Boat”, have the student count backwards from 20 (or 10, depending on the age group). 2-for 1st and 2nd graders make a dice with 2 sets of 1’s, 2’s, and 3’s (no 4’s, 5’s or 6’s). Mark one of the 3’s (no 4’s, 5’s or 6’s). Mark one of the 3’ with a dot so the students will know when they have to start over. 3-use the dice with just the 1’s-3’s on them and have the 3rd-5th</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers;</p>

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<p>CARD WIZ (addition, subtraction, place value, odd & even numbers, least and greatest) 1-6</p> <p>Equipment: many decks of cards without the face cards</p> <p>Directions: see different variations below</p> <ul style="list-style-type: none"> • Have students in scatter formation. Put cards in the middle of the floor. Have students do a specific motor skill to get a card and go back to their spot. The teacher will call out a number and they must find someone that has the other card to make that answer. They stand together showing their answer. • Put students in small groups. Once everyone has a card, students must put them in order without talking. • In relay formation, students go down and pick up a number, bring it back to his team and place it in order to make the greatest or least number possible. Have them read the number to the class. • Put students in small groups, each student having a card. Using the cards in their group, have students come up with problems and answers for those numbers. 	<p>Knowledge & Skill</p> <p>(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use place value to read, write, compare, and order whole numbers through the millions place; and</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p>

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<p><u>SHOUT THE SUM</u> (number concepts) 2-6</p> <p>Equipment: None</p> <p>Directions: Have students get partners. Facing each other, one say “one, two, three shoot”. On shoot, each partner throws out any number of fingers and the first to shout out the correct sum, wins.</p> <p>Variations: Shout the difference, shout the product.</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p>

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<p><u>CLOTHES PIN TAG</u> (right and left recognition) 1-6</p> <p>Equipment: Two clothes pins per student, one colored green and labeled right.</p> <p>Directions: Standing in scattered formation, have students put the red clothes pin on their right sleeve and the green clothes pin on their left sleeve. On go, students attempt to take another's clothes pin and put in on themselves without having their clothes pin taken. Kneel down to do this and no one may take a pin while someone is kneeling. After a designated time, stop the game. Have students count how many clothespins they have on their sleeve. Pins on the wrong sleeves don't count.</p> <p>Suggestions: To help students identify right and left for the game, have students do a warm up to commands: kneel on your right knee, raise your left hand, touch your right ear, touch your right elbow to your left knee, etc.</p>	<p>Knowledge & Skill</p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtract to solve meaningful problems involving whole numbers and decimals.</p>	<p>Student Expectations</p> <p>(A) Use addition and subtraction to solve problems involving whole numbers; and</p>