

**FIFTH GRADE
PHYSICAL EDUCATION ACTIVITIES**

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

Physical Education Activity	Reading TEKS	
<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>(5.12) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</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) (5);</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) 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>(H) Draw inferences such as conclusion or generalizations and support them with text evidence and experience (4-8);</p> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (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> <p>(A) Compare texts events with his/her own and other reader's experiences (4-8);</p> <p>(C) Articulate and discuss themes and connections that cross cultures (4-8)</p>

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

Physical Education Activity	Reading TEKS	
<p>GRAB BAG</p> <p>RESOURCE</p> <p>Physical Education is MoreThan Kickball, pg. 7</p> <p>DESCRIPTION</p> <p>In this game, student read and follows written directions.</p>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p>	<p style="text-align: center;">Student Expectations</p> <p>(A) Read regularly in independent-level material (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);</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>(E) Study word meanings systematically such as across curricular content areas and through current events (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> <p>(A) Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);</p> <p>(D) Connect, compare, and contrasts ideas, themes, and issues across text (4-8);</p> <p>(F) Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);</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>

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

Physical Education Activity	Reading TEKS	
<p>ANSWER ACTIONS</p> <p>RESOURCE Indoor Action Games for Elementary Children, pg. 140</p> <p>DESCRIPTION In this game, the student will ask questions that lead to the sequence of events of a topic. Ex: Events that lead up to a 440 meter relay.</p>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.12) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</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) (5);</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>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p>

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

Physical Education Activity	Reading TEKS	
<p>LISTEN UP</p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 135</p> <p>DESCRIPTION</p> <p>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>Variation: Students can recall the sequence of events of the story.</p>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</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) (5);</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>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Use his/her own knowledge and experiences 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) Compare text events with his/her own and other readers' experiences (4-8)</p> <p>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p>

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

Physical Education Activity	Reading TEKS	
<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>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</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) (5);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Use his/her own knowledge and experiences 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) Read and 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>(E) Summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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

Physical Education Activity	Reading TEKS	
<p>READ SPORTS ARTICLE</p> <p>RESOURCE</p> <p>United States Tennis Association School Program Curriculum</p> <p>DESCRIPTION</p> <p>The students will comment on a newspaper article on tennis, basketball, baseball, etc.</p>	<p>Knowledge & Skill</p>	<p>Student Expectations</p>
	<p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using 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) (5);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Develop vocabulary by listening to selections read aloud (4-8)</p> <p>(B) Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information of pleasure (4-5); and</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>(A) Form and revise questions for investigations, including questions arising from interest and units of study (4-5)</p>

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

Physical Education Activity	Reading TEKS	
<p>PUZZLE TILE</p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Game, 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>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p> <p>(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	<p>Student Expectations</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the teacher) (5);</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>(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>(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>

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

Physical Education Activity	Reading TEKS	
<p>HOOK UP!</p> <p>RESOURCE</p> <p>Elementary Teacher’s Handbook of Indoor and Outdoor Game, 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>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p>	<p>Student Expectations</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</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>

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

Physical Education Activity	Reading TEKS	
<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>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p> <p>(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</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) (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>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(A) Use his/her own knowledge and experiences 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); and</p> <p>(A) Compare text events with his/her own and other readers’ experiences (4-8)</p>

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

Physical Education Activity	Reading TEKS	
<p>SYNONYM, ANTONYM AND HOMONYM GAMES</p> <p>RESOURCE</p> <p style="padding-left: 20px;">Creative Games for Teaching English</p> <p>DESCRIPTION</p> <p style="padding-left: 20px;">Student will expand their vocabulary by using context clues.</p>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</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) (5);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</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>(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) 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>

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

Physical Education Activity	Reading TEKS	
<p>MIXED ANTONYMS LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher's Skill by Skill Activities Program</p> <p>DESCRIPTION</p> <p>Student will complete sentences using antonyms.</p>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</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) (5);</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>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8)</p>

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

Physical Education Activity	Reading TEKS	
<p>TENNIS WORD SCRAMBLE LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher's Skill by Skill Activities Program</p> <p>DESCRIPTION</p> <p>Student will read and match terminology.</p>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p>	<p>Student Expectations</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>(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>(G) Draw conclusion from information gathered from multiple sources (4-8)</p>

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

Physical Education Activity	Reading TEKS	
<p>CONDITIONING – READING LANGUAGE ARTS LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher’s Skill by Skill Activities Program</p> <p>DESCRIPTION</p> <p>Student will read and comprehend the given statements.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of 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)</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>(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>

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

Physical Education Activity	Reading TEKS	
<p>SOCCER LESSON EXTENSIONS</p> <p>RESOURCE</p> <p>P.E. Teacher's Activities Program</p> <p>DESCRIPTION</p> <p>Student will choose the correct word to fill in the blanks.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</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) (5);</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>

**Inclement Weather Physical Education Activity
Resource Guide Correlated to Reading TEKS
Grade Level - Fifth 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</p> <p>DESCRIPTION</p> <p>The students will read and comprehend the passage and express their thoughts on fitness.</p>	<p style="text-align: center;">Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of 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 in 1 in 20 words is difficult for the reader) (5);</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>

**Inclement Weather Physical Education Activity
Resource Guide Correlated to Reading TEKS
Grade Level - Fifth 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>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</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) (5);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</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>(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>

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

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>twirl</td> <td>skate</td> <td>jump</td> <td>tip toe</td> </tr> <tr> <td>leap</td> <td>skip</td> <td>giant step</td> <td>waddle</td> <td>march</td> </tr> <tr> <td>prance</td> <td>bounce</td> <td>walk</td> <td>slide</td> <td>sway</td> </tr> <tr> <td>gallop</td> <td></td> <td>crab walk</td> <td>hop</td> <td>bear walk</td> </tr> </table>	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>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.11) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety.</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) (5);</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>(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>(G) Draw conclusions from information gathered from multiple sources (4-8)</p> <p>(G) Draw conclusions from information gathered from multiple sources (4-8)</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																							

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

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>	<p>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.12) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</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) (5);</p> <p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p> <p>(C) Read the 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>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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

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>(5.7) 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) (5);</p>
	<p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p>	<p>(C) Demonstrate characteristics of fluent and effective reading (4-6);</p>
	<p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p>	<p>(A) Use his/her own knowledge and experience to comprehend (4-8)</p>
	<p>(5.11) Reading/literary response. 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>(D) Connect, compare, and contrast ideas, themes, and issues across text (4-8);</p>
	<p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p>	<p>(G) Draw conclusions from information gathered from multiple sources (4-8)</p>

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

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 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>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>Knowledge & Skill</p> <p>(5.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</p> <p>(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.</p> <p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p> <p>(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	<p>Student Expectations</p> <p>(A) Need regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);</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> <p>(A) Compare text events with his/her own and other reader's experiences (4-8)</p>