Kindergarten
Physical Education Activities

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

Physical Education Activity	Math TEKS	
What's in a Number?	**Knowledge & Skill**	**Student Expectations**
Objective: Math, teamwork, locomotor skills **Equipment:** Index cards with numbers 0-9, several sets depending on class size **Play Area:** Any playground area **Activity:** Divide students into teams of 10. Give each student an index card. Specify a start and a finish line. Teacher calls out a math fact (with no double digits in the answer). The team must figure out the answer and the correct team members (the ones with the appropriate index cards) must perform the specified locomotor skill to the finish line and form the number in the correct order. **EX:** 28 + 14 = The students with the index cards that have the numbers "4" and "2" skip, run, etc. to the finish line and make the number "42."	(K.1) Number, operation, and quantitative reasoning. The student uses a number to name quantities. (K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction. (K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.	(C) use numbers to describe how many objects are in a set (through 20). (A) The student is expected to model and create addition and subtraction problems in real situations with concrete objects. (B) Use a problem-solving model, with guidance, that incorporates plan, understanding the problem, making a carrying out the plan, and evaluating the solution for reasonableness;

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Jump Rope Activities	**Knowledge & Skill**	**Student Expectations**
Students can create jump rope routines and record them on paper for others to try. The rhythm of jumping is easily adapted to mathematics. The teacher can designate the count by using addition, subtraction, multiplication, counting odds and evens. Jumpers can also make quarter turns, half turns, etc.	(K.2) Number, operation, and quantitative reasoning. The student describe order of events or objects.	(A) Use language such as before or after to describe relative position in a sequence of events or objects; and (B) Name the ordinal positions in a sequence such as first, second, third, etc.
	(K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction.	(A) The student is expected to model and create addition and subtraction problems in real situations with concrete objects.
	(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.	(A) The student is expected to identify, extended, and create patterns of sounds, physical movement, and concrete objects.

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Ghosts – Goblins – Gremlins	**Knowledge & Skill**	**Student Expectations**
Objectives: 1. Practice overhand throw 2. Practice underhand throw 3. Practice catching 4. Practice rolling **Equipment:** Hoops, buckets, foam tennis balls, spider balls, gatorskin balls, magic box, and black cauldrons if you have them. **Activity:** Students are divided into two teams. They can be divided into more teams if you can color-code the hoops and buckets. Buckets and hoops are placed in each team's playing area. This is a seasonal game and can be adapted to other seasons. The foam tennis balls are wrapped in white handkerchiefs with a rubber band around them. The "ghosts" can be thrown overhand or underhand. Spider balls can ONLY be rolled. The gatorskin balls can be thrown overhand or underhand. The object is to throw the balls into the other team's bucket (cauldron) or hoops and roll the spider balls into the hoops. Every ball that is in the bucket or hoop counts as a point for the other team. These balls cannot be removed from the buckets or hoops. Any ball that is caught in the air is put in a magic box. Balls that end up on the floor can be rolled or thrown back to the other side. After given amount of time, the teacher can blow the whistle. When the whistle blows, no more balls can be thrown or rolled. All balls left on the floor count a zero. All the balls in the buckets count as two points and all the balls in the hoops are subtracted from the total points added. This is the score for the other team. The teacher can write points on the board and keep a running tally. The game is played over and over again.	(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities.	(A) Use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects; (B) Use sets of concrete objects to represent quantities given in verbal or written form (through.9); and (C) Use numbers to describe how many objects are in a set (through 20).

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Four Corners Fitness	**Knowledge & Skill**	**Student Expectations**
In each corner of your play area, put up a sign with a number and an exercise on it. Vary the exercises on different days. For example: 1. Jumping jacks 2. Arm circles 3. Sit ups 4. Push ups Have your students jog around the area to music. When music stops, students go to the nearest corner. Use this opportunity to talk about quadrants and intersecting lines. When all of the students are in the corners, roll a die. If you roll 1, 2, 3 or 4, that corner doesn't exercise. Five means everyone exercises. Six means no one exercises, only the teacher. Roll a second die to see how exercises to do. Use math skills to make up problems here. Add, multiply, subtract, etc.	(K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction. (K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.	(A) The student is expected to model and create addition and subtraction problems in real situations with concrete objects. (B) Use a problem-solving model, with guidance, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

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	Knowledge & Skills	**Student Expectations**
Round 'Em Up Place a colored cone in each of the four corners of the gym, each of which should be a different color. Allow enough room behind the cones for a line of students to sit. These will be the designated cow pens. There are four "its" who are designated as the cowboys and/or cowgirls. The remainder of the students are cows. Each "it" has a colored nerf ball to match the cone at their cow pen. On the instructor's command, the cows begin to run around the gym. The cowboys and cowgirls tag as many cows as they can with their nerf balls. After being tagged, the cow will go sit in the cow pen designated by the corresponding colored cone. The last four cows remaining untagged will be the new cowboys and cowgirls. At the conclusion of the game each cowboy/cowgirl will count the cows collected in his/her pens. The team with the greatest number of cows is the winning team. A graph can be used showing comparison using the four colors.	(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. (K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction. (K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. (K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions.	(C) Use numbers to describe how many objects are in a set (through 20.) (A) The student is expected to model and create addition and subtraction problems in real situations with concrete objects. (A) The student is expected to identify, extended, and create patterns of sounds, physical movement, and concrete objects. (A) Construct graphs using real objects or pictures in order to answer questions; and (B) Use information from a graph of real objects or pictures in order to answer questions.

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Jolly Ball Using four cones, place one in each of four corners of a square in the center of the gym. Students should be divided into four equal teams with each team forming one side of the designated square. Each student is given a player number. (There are four teams so there will be four #6s, four #10s, for #21s, etc.) Students will sit on the line between their two cones during the game unless they are called to be a moving player. Place the cage ball in the center of the square. The only way to move the ball is to kick it while in crab position. To begin, the instructor calls out two numbers. (example: #3s and #9s, ready go!) On the command to go the 3's and 9's from all four teams crab walk to the cage ball and begin kicking it toward to team lines. The object of the game is to kick the ball over or through the team line that is not your team. The students in the lines will be trying to kick it away while the eight players in the middle continue to kick the ball toward the lines. The team that eventually succumbs receives a point. The game continues until all player numbers have been called. At the end of the game, the teams are awarded first, second, third and fourth places according to the number of points accumulated with first having the fewest and fourth having the most; there are no losers. Students must work cooperatively to keep the ball away from their line by filling in the areas left by those chosen to go to the center. Students are encouraged to refrain from placing the blame on any particular player when the ball goes over or through their line. This is a team game and there are no individuals at fault.	(K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction. (K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.	(A) The student is expected to model and create addition and subtraction problems in real situations with concrete objects. (A) The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.

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The Blob	**Knowledge & Skill**	**Student Expectations**
Equipment: None **Play Area:** Big playground area **Activity:** 2 to 3 students join hands to form a "Blob". Staying connected, they move around the area trying to tag other students to ADD on. Once they have a multiple of 3 they can split to make more "Blobs". The last 2 or 3 children left will be the starting "Blob" in the next game. Emphasize that children can escape by going around, under, through, or staying behind the "Blob". Variations: Change locomotor skills: skipping, galloping, etc.	(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. (K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. (K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.	(C) Use numbers to describe how many objects are in a set (through 20). (A) Use patterns to predict what comes next, including cause-and-effect relationships; and (A) Identify mathematics in everyday situations;

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PASS AND COUNT **RESOURCE** Indoor Action Games for Elementary Children, pg. 129 **DESCRIPTION** 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. Students may also use this activity with determining missing elements in patterns or use number line representations for whole numbers.	(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. (K.4) Number, operation, and quantitative reasoning. The student models addition and subtraction. (K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns.	(C) Use numbers to describe how many objects are in a set (through 20). (A) The student is expected to model and create addition and subtraction problems in real situations with concrete objects. (A) The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.