

## CORRELATION OF READING TEKS THROUGH PHYSICAL EDUCATION

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**PREKINDERGARTEN  
PHYSICAL EDUCATION ACTIVITIES**

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

<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>Locomotor License</b></p> <p><b>Purpose:</b> to have students practice locomotor skills and spatial awareness when moving in general space. Review what it means to travel safely in general space (move away from others, watch where you are going, avoid crashes, move to all the areas, don't follow anyone) and introduce the following movement cues: police officer (the teacher who watches to see if students travel safely), rule of the road, license (a card with student's name and self-drawn picture), ticket (mark placed on license by the police officer when the student moves in an unsafe fashion), license suspended (result of receiving 3 tickets). After handing out the licenses, the students spread out and begin to move according to the cued called out by the police officer. Cues =speed limit 30 mph (walk), bumpy road ahead (skip), narrow road ahead (gallop), school crossing (walk in slow motion), road construction (leap over the potholes or hoops on the floor), flat tire (hop), interstate drive (run). Driving area can be reduced to increase bad driving conditions.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(5) Phonological Awareness</b> Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.</p> <p><b>(1) Print and Book Awareness</b> Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on page and is divided into words).</p>	<p><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Becomes increasingly sensitive to the sounds of spoken words</li> <li>• Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</li> </ul>

**Inclement Weather Physical Education Activity Grade  
Resource Guide Correlation to Reading TEKS  
Grade Level-Prekindergarten Grade**

<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>Crab Attack</b></p> <p><b>Equipment:</b> Gatorskin balls – as many as possible  <b>Purpose or Objective:</b>            (1) To improve upper body strength through crab walking.            (2) To practice dodging and throwing skills.  <b>Description:</b> Place one color group (1/4 of the class) on each of the four lines of a rectangle or square, and sitting down on the boundary. Choose one group to come to the middle of the playing area and sit in crab walk position.            Game begins when balls are given to the “crabs” in the middle circle. The other three groups begin running/dodging around the gym, while the crabs try to hit the runners with the balls. Crabs may throw, bounce or roll the balls at the runners. A ball striking a runner in ANY way, including rebound off of walls, counts as a “hit”, and that player should immediately turn into a “crab” team member. The game is over when all runners have turned into “crabs”. A new game begins as soon as all of the balls have been gathered and all players have returned to their lines. Remind the crabs that they must remain in a crab position, and are not allowed to crawl or play on their knees.            Variations: Teacher may call out crabs by colors, first initial, etc. in order to involve a variety of “crab” team members.</p>	<b>Knowledge &amp; Skill</b>	<b>Student Expectations</b>
	<p><b>(1) Listening Comprehension</b>            Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(5) Phonological Awareness</b>            Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters of groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.</p>	<ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Becomes increasingly sensitive to the sounds of spoken words</li> </ul>

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	Knowledge & Skill	Student Expectations
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	<b>Knowledge &amp; Skill</b>	<b>Student Expectations</b>
<p><b>Square Tag</b></p> <p><b>Equipment:</b> Might include balloons, scooters, bean bags, basketballs, etc. Equipment depends on the activities you choose. Divide the area into four equal areas. Divide the class into 4 groups and assign each an area. Each area will have its own tag game with a tagger. The tagger must also do the activity in his/her assigned area. Here are some suggestions for tag games.</p> <p><b>Area 1: Balloon Tag.</b> All the students in this area must move and tap a balloon at the same time. Going out of bounds or running with your balloon is the same as being tagged.</p> <p><b>Area 2: Bean Bag Tag.</b> All students must move and balance a bean bag on their head. If the bean bag falls off, they must energize with 3 jumping jacks before playing again. A student can be tagged while energizing. Going out of bounds or holding your bean bag on your head while moving is the same as being tagged. When students are tagged, they put up their bean bag and go to the next area.</p> <p><b>Area 3: Basketball Dribble Tag.</b> All students dribble while moving. If a student goes out of bounds or moves without dribbling, it is the same as being tagged. When a student is tagged, they put up their basketball and go to the next area.</p> <p><b>Area 4: Scooter Tag.</b> Students move around area while sitting on a scooter. If they go out of bounds or are tagged, they put up the scooter. If they go out of bounds or are tagged, they put up the scooter and go to Area 1.</p> <p>After a few minutes, stop the music and pick new taggers for each game. The students do not rotate when new taggers are picked. This is a fun activity with older grades also. If your space permits, have more tag games going at once with the older ones.</p>	<p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(5) Phonological Awareness</b> Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.</p> <p><b>(6) Print and Book Awareness</b> Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words.)</p>	<ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Becomes increasingly sensitive to the sounds of spoken words</li> <li>• Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</li> <li>• Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</li> </ul>

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<p><b>Mix It Up</b></p> <p>This is a great “entering-the-gym” activity. When children enter the activity area, have them travel using their knowledge of movement skills to create their own sequence or combination. Write a “movement menu” on a poster of selected movement skills. These skills can be used in the sequence. (Menu is optional.) Music adds a lot to this activity. “Spotlight” a few excellent sequences at the end of the activity.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p>	<p><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Understands and follows simple oral directions</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Listens to and engages in several exchanges of conversations with others</li> </ul>

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<p><b>Bionic Star</b></p> <p><b>Equipment:</b> 10-12 poly-dots, 10-12 catchballs or foam dice, 4 cones to mark off a rectangular area.</p> <p>This is a fitness activity that can be done outside or in a large gym or cafeteria area. Mark off a large rectangular playing area. Along the long side of the rectangle, place enough poly-dots so there are 3 persons in each line. Leave a pathway between the poly-dots and rectangle. In the middle of the rectangle, place a catchball or foam dice for each line. To begin the activity, call out a locomotor movement, an exercise, and the number of exercises to do. Tell each squad its assigned catchball or dice. When the music starts, the first person in each line does the designated movement counterclockwise in the pathway around the rectangle. When he/she returns to the squad, he/she does the designated exercise. When finished, the next person does the designated exercise. When all students in line have done the designated exercise, the leader runs to the middle and picks up their assigned catchball or dice. Have the students gently toss and catch their item. Walk down the line and add, subtract, multiply, or divide the numbers. You now have the number of exercises for the next round. Have the leader go to the end of the line so a new person is first. Pick a new movement and exercise. Start the music and play again. The above fitness activity can be used to work on specific game skills. Use the same format as above. Place a football, basketball, soccer ball, volleyball, etc. at each poly-spot. Instead of choosing an exercise to do, pick an individual or partner ball skill.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(5) Phonological Awareness</b> Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.</p>	<p><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Becomes increasingly sensitive to the sounds of spoken words.</li> </ul>

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<p><b>Fitness Stations</b></p> <p>Students divide up equally between the stations around the play area. Each station should have an example picture of the exercise and the name of the exercise on a sign. Each sign should say, SPELL or COUNT. A number should also be on the sign. Say:            “When you get to your station, you will see a number, an exercise and the word spell or count on it. You will spell the name of the exercise or count the number of letters in the name of the exercise at each station as many times as you can in 30 seconds.” Then say: “Ready, Go!”            Time each station for 30 seconds. Break for 5 seconds to change stations.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b>            Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(5) Phonological Awareness</b>            Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisites to the development of phonological awareness in English for second-language learners.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Becomes increasingly sensitive to the sounds of spoken words</li> </ul>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>Student Choice</b></p> <p>Provide ample opportunities for students to be self-responsible by allowing them to make choices. Choices can be made from equally effective alternatives. Systematically teach children the proper execution of a variety of exercises that will improve each of the following components of health related fitness:</p> <ol style="list-style-type: none"> <li>1. Cardiovascular/aerobic endurance</li> <li>2. Upper body strength</li> <li>3. Abdominal strength and endurance</li> <li>4. Flexibility</li> </ol> <p>Provide signs that list the various exercise and activity choices that correspond to each of the components of health-related fitness. The sign will serve as a reminder to the students as to the various choices available to them with each category. A wide variety of fitness developmental activities can be modified to include these student choices. An added benefit is the built in cognitive connection that students quickly make in connecting certain exercises and activities with each component of health-related fitness and the recognition of the need to focus on all components of fitness when developing a well-rounded fitness routine or workout.</p> <p>* The ultimate goal of this focus is to facilitate the development of students who eventually become independent, knowledgeable, and informed consumers of fitness and activity.</p> <p>Example: Exercise and activity choices of FLEXIBILITY include:</p> <ol style="list-style-type: none"> <li>1. Hamstring stretch</li> <li>2. Standing or butterfly groin stretch</li> <li>3. Tricep and shoulder stretch</li> <li>4. Quadricep stretch</li> <li>5. Calf stretch</li> <li>6. Other student choices</li> </ol> <p>Students count, discuss with others in groups, graph their number of exercises, days and months of activity and come up with positive outcomes for their health and physical fitness.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(3) Vocabulary</b> Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievements. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p> <p><b>(6) Print and Book Awareness</b></p> <p><b>(7) Letter knowledge and early word recognition</b></p>	<p><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Shows a steady increase in listening and speaking vocabulary</li> <li>• Uses new vocabulary in everyday communication</li> <li>• Refines and extends understanding of known words</li> <li>• Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> <li>• Links new learning experiences and vocabulary to what is already known about a topic</li>   <li>• Understands that letters are different from numbers</li>   <li>• Begins to notice beginning letters in familiar words</li> </ul>

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<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
<p><b>Balance Card Game</b></p> <p><b>Equipment:</b> Balance Cards Use the following symbols: Triangle – knee Red circle – elbow Pink circle – head Half circle – seat Hands and feet – hands and feet Use poster board to create different cards using the above symbols. To start the activity, tell the students what all the symbols mean. Hold up the cards and have the students figure out what balance to do. Give the students 5 seconds to perform the balance. Students who don't figure out the balance, energize (exercise). Hold up the next card and play again.</p>	<p><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(3) Vocabulary</b> Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p> <p><b>(6) Print and Book Awareness</b> Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words).</p>	<p><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Refines and extends understanding of known words</li> <li>• Links new learning experiences and vocabulary to what is already known</li> </ul> <ul style="list-style-type: none"> <li>• Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</li> <li>• Understands that print carries a message by recognizing labels, signs, and other print forms in the environment</li> <li>• Understands that letters are different from numbers</li> </ul>

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Grade Level-Prekindergarten Grade**

Physical Education Activity	Reading TEKS	
<p><b>The Hollywood Game</b></p> <p>Preface this activity by telling the students they’re going to “Hollywood” to audition for an acting job. The activity area is the stage, and the imaginary audience is in front of them. The script will include all the non-locomotor skills. All actors must stand in a hoop (spotlight) and as the script is read, students must perform the non-locomotor skills when they hear them in the script. Hint: the script should be in story form and can include more movement (levels, shapes...) as well as feeling expressions (happy, sad, mad, cold, hot.)</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(3) Vocabulary</b> Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p> <p><b>(6) Print and Book Awareness</b> Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words).</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Enjoys listening to and responding to books</li> <li>• Shows a steady increase in listening and speaking vocabulary</li> <li>• Links new learning experiences and vocabulary to what is already known about a topic.</li> <li>• Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</li> </ul>

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

<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
	<b>Knowledge &amp; Skill</b>	<b>Student Expectations</b>
<p><b>Heart Stations</b></p> <p>This as an activity adapted from Great Activities. It's a good activity for Heart Month or Valentine's Day. Each station has a laminated heart, which lists information and the activity. Divide the students evenly among the stations. Once the music starts, the students see how many times they can complete the circuit.</p> <p><b>Station 1: Artery.</b> Arteries take blood away from the heart to the body's muscles and organs. Crawl through the artery without touching the sides. Equipment: Round expandable tunnel or hoop holders and hula-hoops.</p> <p><b>Station 2: Springboard.</b> Don't wait until it's too late. SPRING into action now! FIGHT HEART DISEASE. Equipment: springboards and mats.</p> <p><b>Station 3: Blood Vessels.</b> Arteries, veins, and capillaries are tubes by which the blood moves through the body. Hang on the tube for 10 seconds. Equipment: chin-up bar.</p> <p><b>Station 4: Balance.</b> A healthy heart is a balance between exercise and a good nutritional diet. Walk the beam while balancing a beanbag on your head. Equipment: balance beam and beanbags.</p> <p><b>Station 5: Cholesterol Buster.</b> Cholesterol is a sticky substance that lines the heart vessel wall, causing heart disease. Hula-hoop 10 times to bust out cholesterol. Equipment: hula-hoops.</p> <p><b>Station 6: Veins.</b> Veins bring blood back to the heart from the body's muscles and organs. Use the veins in your legs to bring the blood back to your heart. Jump rope 20 times. Equipment: jump ropes.</p> <p><b>Station 7: Hoops for Heart.</b> Score a goal for exercise. Equipment: gatorskin ball and basketball goal.</p> <p><b>Station 8: The Heart Pump.</b> The heart is a strong muscle that pumps blood through the body. To get your heart pumping, do 10 curl-ups. Equipment: Tumbling mats if necessary.</p> <p><b>Station 9: Lung Power.</b> Lungs expand as you inhale and contract as you exhale. Use that lung power to do 10 mountain climbers.</p> <p><b>Station 10: White Blood Cells.</b> White blood cells help fight infection from germs in the body. Use the scooter board and go through the "body" bringing white blood cells to fight infection. Equipment: anything you have that can be used as tunnels. Mats, tables, chairs, parachute, boxes etc. Then decorate the inside with information about the heart.</p> <p><b>Station 11: Healthy Heart.</b> Congratulations! You have found a healthy heart through exercise. You get to touch the heart and earn one point each time you complete the circuit. Equipment: heart balloon.</p>	<p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially "why," "how," and "when" questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(3) Vocabulary</b> Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p>	<ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Shows a steady increase in listening and speaking vocabulary</li> <li>• Uses new vocabulary in everyday communication</li> <li>• Refines and extends understanding of known words</li> <li>• Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> <li>• Links new learning experiences and vocabulary to what is already known about a topic</li> </ul>

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Grade Level-Prekindergarten Grade**

<b>Physical Education Activity</b>	<b>Reading TEKS</b>	
	<b>Knowledge &amp; Skill</b>	<b>Student Expectations</b>
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Grade Level-Prekindergarten Grade**

Physical Education Activity	Reading TEKS	
	Knowledge & Skill	Student Expectations
<p><b>Winnie the Pooh</b></p> <p><b>Station 1: Tigger’s Tunnel.</b> Crawl through tunnel on hands and knees (make tunnel out of mats or use a play tunnel). Skills: crawling, spatial awareness.</p> <p><b>Station 2: Pooh’s Party.</b> Keep a balloon in the air using different body parts. Skills: striking, eye-hand, body awareness.</p> <p><b>Station 3: Eeyore’s Elephant Walk.</b> Elephant walk with a partner through a line of hoops or walk on buddy walkers. Skills: stretching, bending, walking, swinging, swaying.</p> <p><b>Station 4: Owl’s Wise Workout.</b> Workout using homemade weights. Weights can be made from empty soft drink bottles filled with sand. Skills: twisting, turning, tactile, pushing, and pulling.</p> <p><b>Station 5: Rabbit’s Rock and Roll.</b> Rock and roll on a mat holding a wand under your knees, and use a wand as a pretend guitar and do side bends as you play your guitar. Skills: body rolling, stretching, bending, rhythm.</p> <p><b>Station 6: Christopher Robin’s Racer.</b> Roller racer around a “track” of cones. Skills: twisting, turning.</p> <p><b>Station 7: Honey Tree Hustle.</b> Draw a tree and put it on the wall with a “bee hive” at the bottom. Run to the tree, reach in, get one drop of honey, put it in the bucket and run back. (Another option would be to use a 5 –foot climbing trestle to get the honey.) Skills: running, climbing, eye-hand and eye-foot coordination.</p>	<p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories aloud increasing accuracy, though three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(3) Vocabulary</b> Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p>	<ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions , to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Shows a steady increase in listening and speaking vocabulary</li> <li>• Uses new vocabulary in everyday communication</li> <li>• Refines and extends understanding of known words</li> <li>• Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> <li>• Links learning experiences and vocabulary to what is already known about a topic</li> </ul>

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	<p><b>(7) Letter Knowledge and Early Word Recognition</b></p> <p>Letter knowledge is an essential component of learning to read and write. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children’s understanding of the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words.</p>	<ul style="list-style-type: none"> <li>• Begins to associate the names of letters with their shapes</li> <li>• Identifies 10 or more printed alphabet letters</li> <li>• Begins to notice beginning letters in familiar words</li> </ul>

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Physical Education Activity	Reading TEKS	
<p><b><u>CODE BREAKER</u></b></p> <p><b>RESOURCE</b></p> <p>Indoor Action Games for Elementary Children</p> <p><b>DESCRIPTION</b></p> <p>In this game, the student will enhance reading and reasoning skills.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(1) Listening Comprehension</b> Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though three year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>(3) Vocabulary</b> Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Listens with increasing attention</li> <li>• Listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• Understands and follows simple oral directions</li> <li>• Listens to and engages in several exchanges of conversations with others</li> <li>• Shows a steady increase in listening and speaking vocabulary</li> <li>• Uses new vocabulary in everyday communication</li> <li>• Refines and extends understanding of known words</li> <li>• Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> </ul>

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Physical Education Activity	Reading TEKS	
<p><b><u>CODE BREAKER</u></b></p> <p><b>RESOURCE</b></p> <p style="padding-left: 40px;">Indoor Action Games for Elementary Children</p> <p><b>DESCRIPTION</b></p> <p>In this game, the student will enhance reading and reasoning skills.</p>	<p style="text-align: center;"><b>Knowledge &amp; Skill</b></p> <p><b>(4) Verbal Expression</b> Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Three and four-year old children become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children’s use of invented words and the over generalization of language rules (for example, saying “foots” instead of “feet” or [Spanish] “yo no cabo” instead of ‘yo no quepo”) is a normal part of language acquisition. Second Language learners in English-only prekindergarten settings may communicate nonverbally (e.g., through gestures) before they begin to produce words and phrases in English. The ESL accomplishments noted below represent a developmental sequence for second-language acquisition in young children.</p> <p><b>(5) Phonological Awareness</b> Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.</p>	<p style="text-align: center;"><b>Student Expectations</b></p> <ul style="list-style-type: none"> <li>• Uses language for a variety of purposes (e.g., expressing needs and interests)</li> <li>• Uses language to express common routines and familiar scripts</li> <li>• Tells a simple personal narrative, focusing on favorite or most memorable parts</li>   <li>• Becomes increasingly sensitive to the sounds of spoken words</li> </ul>

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