

**KINDERGARTEN
PHYSICAL EDUCATION ACTIVITIES**

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

Physical Education Activity	Reading TEKS	
<p>Locomotor License</p> <p>Purpose: 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 cue 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 style="text-align: center;">Knowledge & Skill</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.9) Reading/comprehension. The students uses a variety of strategies to comprehend selections read aloud.</p> <p>(K.12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</p>	<p style="text-align: center;">Student Expectations</p> <p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(A) use prior knowledge to anticipate meaning and make sense of text (K-3).</p> <p>(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and</p> <p>(C) draw conclusions from information gathered (K-3)</p>

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<p>Crab Attack</p> <p>Equipment: Gatorskin balls – as many as possible</p> <p>Purpose or Objective:</p> <p>(1) To improve upper body strength through crab walking. (2) To practice dodging and throwing skills.</p> <p>Description: 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.</p> <p>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.</p> <p>Variations: Teacher may call out crabs by colors, first initial, etc. in order to involve a variety of “crab” team members.</p>	<p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</p> <p>(K.12) Reading/inquiry/research. The student generates and conducts research about topics introduced through selections read aloud from a variety of other sources.</p>	<p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and</p> <p>(C) draw conclusions from information gathered (K-3)</p>

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<p>Square Tag</p> <p>Equipment: 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>Area 1: Balloon Tag. 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>Area 2: Bean Bag Tag. 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>Area 3: Basketball Dribble Tag. 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>Area 4: Scooter Tag. 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>	Knowledge & Skill	Student Expectations
	<p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experience (K-2).</p> <p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p>

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<p>Mix It Up</p> <p>This is 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>	Knowledge & Skill	Student Expectations
	<p>(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</p> <p>(K.12) Reading/inquiry/research. The student generates and conducts research about topics introduced through selections read aloud from a variety of other sources.</p>	<p>(A) recognizes that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> (K-1).</p> <p>(B) know that print moves left to right across the page and top to bottom (K-1)</p> <p>(C) understand that written words are separated by spaces (K-1).</p> <p>(D) know the difference between individual letters and printed words (K-1);</p> <p>(E) know the difference between capital and lowercase letters (K-1).</p>

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<p>Bionic Star</p> <p>Equipment: 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 exercise 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 and exercise to do, pick an individual or partner ball skill.</p>	<p>Knowledge & Skill</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.10) Reading/literary response. The students responds to various texts.</p>	<p>Student Expectations</p> <p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretations (K-1)</p>

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<p>Fitness Stations</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>Knowledge & Skill</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.10) Reading/literary response. The student responds to various texts.</p>	<p>Student Expectations</p> <p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1)</p>

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<p>Student Choice</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"> 1. Cardiovascular/aerobic endurance 2. Upper body strength 3. Abdominal strength and endurance 4. Flexibility <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 components 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"> 1. Hamstring stretch 2. Standing or butterfly groin stretch 3. Tricep and shoulder stretch 4. Quadricep stretch 5. Calf stretch 6. Other student choices <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>	Knowledge & Skill	Student Expectations
	<p>(K.8) Reading/vocabulary. The student develops an extensive vocabulary.</p> <p>(K.10) Reading/literary response. The student responds to various texts.</p>	<p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1)</p>

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<p>Balance Card Game</p> <p>Equipment: 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>Knowledge & Skill</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</p> <p>(K.10) Reading/literary response. The students responds to various texts.</p> <p>(K.12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</p> <p>(K.10) Reading/literary response. The student responds to various texts.</p> <p>(K.12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</p>	<p>Student Expectations</p> <p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experience (K-2);</p> <p>(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and</p> <p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3)</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and</p> <p>(B) use pictures, print, and people to gather information and answer questions (K-1)</p>

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<p>The Hollywood Game</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.</p> <p>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>(K.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p>	<p>(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);</p> <p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and</p> <p>(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete</p> <p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)</p> <p>(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1)</p>

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<p>Heart Stations</p> <p>This as an activity adapted from Great Activities. It's 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>Station 1: Artery. 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>Station 2: Springboard. Don't wait until it's too late. SPRING into action now! FIGHT HEART DISEASE. Equipment: springboards and mats.</p> <p>Station 3: Blood Vessels. 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>Station 4: Balance. 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>Station 5: Cholesterol Buster. 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>Station 6: Veins. 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>Station 7: Hoops for Heart. Score a goal for exercise. Equipment: gatorskin ball and basketball goal.</p> <p>Station 8: The Heart Pump. 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>Station 9: Lung Power. Lungs expand as you inhale and contract as you exhale. Use that lung power to do 10 mountain climbers.</p> <p>Station 10: White Blood Cells. 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>Station 11: Healthy Heart: 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>(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</p> <p>(K.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.10) Reading/literary response. The student responds to various texts.</p> <p>(K-12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</p> <p>(K-13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	<p>(C) understand that written words are separated by spaces (K-1);</p> <p>(B) understand that written words are composed of letters that represent sounds (K-1); and</p> <p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(C) identify words that name persons, places or things and words that name actions (K-1).</p> <p>(B) participate actively, (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1)</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and</p> <p>(C) draw conclusions from information gathered (K-3); and</p> <p>(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and</p>

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<p>Winnie the Pooh</p> <p>Station 1: Tigger’s Tunnel. Crawl through tunnel on hands and knees (make tunnel out of mats or use a play tunnel). Skills: crawling, spatial awareness.</p> <p>Station 2: Pooh’s Party. Keep a balloon in the air using different body parts. Skills: striking, eye-hand, body awareness.</p> <p>Station 3: Eeyore’s Elephant Walk. Elephant walk with a partner through a line of hoops or walk on buddy walkers. Skills: stretching, bending, walking, swinging, swaying.</p> <p>Station 4: Owl’s Wise Workout. 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>Station 5: Rabbit’s Rock and Roll. 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>Station 6: Christopher Robin’s Racer. Roller racer around a “track” of cones. Skills: twisting, turning.</p> <p>Station 7: Honey Tree Hustle. 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>(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</p> <p>(K.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</p> <p>(K-12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</p>	<p>(D) know the difference between individual letters and printed words (K-1);</p> <p>(B) understand that written words are composed of letters that represent sounds (K-1); and</p> <p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experience (k-2).</p> <p>(C) identify words that name persons, place, or things and words that name actions (K-1).</p> <p>(B) establish purpose for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and</p> <p>(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and</p> <p>(B) use picture, print, and people to gather information and answer questions (K-1)</p>

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<p><u>CODE BREAKER</u></p> <p>RESOURCE</p> <p>Indoor Action Games for Elementary Children, pg. 168</p> <p>DESCRIPTION</p> <p>In this game, the student will enhance reading and reasoning skills.</p>	<p>Knowledge & Skill</p> <p>(K.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</p> <p>(K.8) Reading/vocabulary development. The student develops an extensive vocabulary.</p> <p>(K.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</p> <p>(K.10) Reading/literary response. The student responds to various texts.</p> <p>(K.13) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	<p>Student Expectations</p> <p>(D) Know the difference between individual letters and printed words (K-1);</p> <p>(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);</p> <p>(C) identify words that name persons, places, or things and words that name actions (K-1).</p> <p>(F) recognize how readers use capitalization and punctuation to comprehend (K-1);</p> <p>(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3);</p> <p>(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);</p> <p>(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)</p>