

Integrating Reading and Physical Education

Grade Span: K – 2

NCSCS Reading Objective:

Kindergarten:

1.03 Demonstrate decoding and word recognition strategies and skills:

- recognize and name upper and lower case letters of the alphabet.
- recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- recognize most beginning consonant letter-sound associations in one syllable words.

First Grade:

1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:

- count syllables in a word.
- blend the phonemes of one-syllable words.
- segment the phonemes of one-syllable words.
- change the beginning, middle, and ending sounds to produce new words.
- create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).

1.02 Demonstrate decoding and word recognition strategies and skills:

- generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns.
- use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
- recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two).
- read compound words and contractions.
- read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking).
- read appropriate word families.

Grade: 2

1.02 Read most high frequency and many irregularly spelled words accurately in text.

1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.

Materials Needed: marker board or chalkboard, and markers or chalk

Directions: Students are divided into 2 teams. The students need to stand in a single file line. The teacher calls out a word. The first student in each line walks to the board and writes the first letter of the word, the student gives the marker to the next student and then they write the next letter, this continues until the word is spelled. Student can only write one letter at a time.

The first team to correctly spell the word gets a point. If a student puts an incorrect letter in the word, then the next student that sees that it is wrong erases the incorrect letter and replaces it with the correct letter. This would be considered that student's turn.

Closure: Continue with high frequency words, words that have been previously taught (spelling patterns) (word families) (prefixes, suffixes) etc.

*Hand clap each word that was used in the relay. Clap once for each letter in the word.