**Game Day**

**Introduction:** An afternoon of physical activity and games probably sounds wonderful to a class of fourth graders. This activity combines a great afternoon of play with descriptive and informative writing. The students won’t mind writing for this day, I promise!

**Grade Level and Subject:** Fourth Grade Writing and P.E.

**TEKS:**
- Writing 15A, 15C, 15F, 17A-D, 19A-I, 20C
- P.E. 3A, 3C, 3E, 4B, 5A, 7A, 7C

**Materials:** Each child will bring one item from home that will be included in his or her activity, poster boards

**Activity:** Before going out to participate in Game Day, the students will need to write their descriptions/instructions for their particular activity that they are in charge of developing for the other students.

Each student will be asked to bring one playground item from home—i.e., a ball, jump rope, skateboard, etc. The same item can be brought by many students.

With this item, the children will be asked to develop a physical activity that every student can accomplish. For example, if a student brings a tennis ball, he or she will develop a set of instructions for completing some type of physical activity with this ball. The directions might include bouncing the ball a certain number of times, throwing the ball against a solid object, throwing the ball in the air, etc.

The teacher might want to place a minimum/maximum limit on the amount of activities a student develops with his or her object. A student might describe, in his or her writing, how a tennis ball should be tossed in the air 20 times, bounced against a wall 20 times, and bounced on the playground 10 times. After developing a set of directions that his or her fellow classmates will use with the object, each student will make a small poster board with the directions written on them.

On Game Day, each student is responsible for going outside and setting up his or her “station” or area where the other students will use his or her directions and object to complete the activity. Once all stations are ready, the teacher needs to line the students up. Each student is to begin Game Day at his or her own station.

Once the starting signal is given, the students are to perform the activity described at the various stations. To ensure the activities run smoothly, the teacher might want to set a time limit at each station so the students have time to complete each activity. If a teacher allows five minutes at each station, he or she should keep time and give a signal at the end of the five minutes. The students can then proceed to the next station and complete the activity found there. Game Day should proceed until all students have had a chance to perform all activities.

**Evaluation:** The teacher will check each poster board for accuracy. He or she will manage Game Day and the time each student spends at each station.