



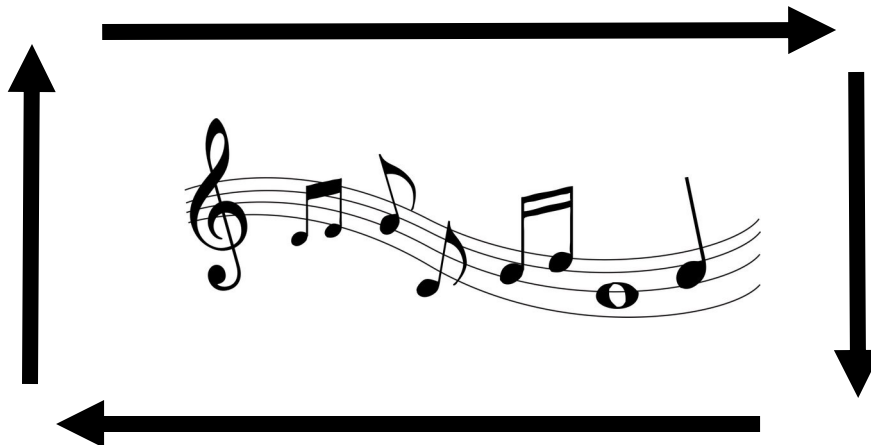
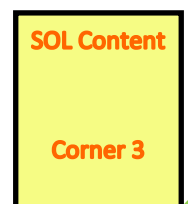
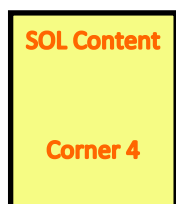
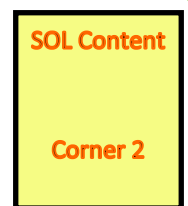
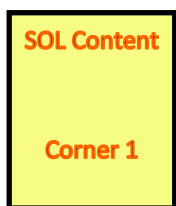
Directions

1. Place the SOL content in the corners of the room.
2. When the music starts, students travel around the room.
3. When the music stops, students walk to a corner and complete the SOL content.
4. Teacher checks for understanding.
5. Repeat steps 2-4. Students go to a different corner each time.

Time
20-30
minutes

Materials

- SOL content
- Music



Game and SOL IntegrationHistory & Social Science

Students demonstrate they understand the terms near, far, above, below, left, right, behind, in front of, in relation to a manipulative in the corner. (K.3)

Language Arts

Students sort pictures to diagraphs in each corner. (K.7)

Math

Students sort manipulatives from least to greatest. (K.1)

Science

Students sort manipulatives according to their shape. (K.4)

Game and SOL Integration

History & Social Science

Students answer questions based on whether they stopped in the past, present, or future corner.(1.1)

Language Arts

Students create compound words from a list at each corner. (1.6)

Math

Students solve a math problem in each corner. (1.5)

Science

Students decide what objects in their corner will mix or dissolve with water. (1.3)

Game and SOL IntegrationHistory & Social Science

Students write down a fact about an influential American at each corner. (2.11)

Language Arts

Students create synonyms and antonyms from a list of words at each corner. (2.7)

Math

Students make fractions with manipulatives in each corner. (2.3)

Science

Students use manipulatives at each corner to represent solids, liquids, and gases. (2.3)

Game and SOL IntegrationHistory & Social Sciences

Students write down a fact about an ancient civilization in each corner. (3.2)

Language Arts

Students practice effective communication skills such as: making eye contact, facing the speaker, asking questions, and summarizing what is said in each corner as a partner reads a short passage. (3.1 a)

Math

Students will estimate or measure different items in each corner to the nearest $\frac{1}{2}$ inch or $\frac{1}{2}$ centimeter. (3.7 a)

Science

Students illustrate a quick image of a plant or an animal in an ecosystem labeled in each corner. (3.6)

Game and SOL IntegrationHistory & Social Science

Students write down a role of American Indian, whites, enslaved African Americans, and free African Americans during the Civil War. (VS.7 c)

Language Arts

Students will identify characteristics of various media messages in each corner. (4.3)

Math

Students will add or subtract decimals in each corner. (4.6 a)

Science

Students will write facts they have learned for size, position, age, makeup of the Earth, moon, and the sun in each corner. (4.8 d)

Game and SOL IntegrationHistory & Social Sciences

Students write down impacts of inventions on life in America; including the cotton gin, the reaper, the steamboat, and the steam locomotive. (USI.8 d)

Language Arts

Students use apostrophes, possessives, contractions, and quotation marks appropriately in each corner. (5.8 d,e)

Math

Students will identify the area, perimeter, or volume of an object or image in each corner. (5.8)

Science

Students will list geological, physical, and ecological characteristics of the ocean environment in corners. (5.6)