



Incorporating Core SOLs in the Gym

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****For Maps of Virginia**

ee .pfd files attached

Physical Education Lesson Plan

Lesson: Famous American Basketball

SOLs: Hist. – 1.2, 2.11, 3.11b, VS.5b, VS.6b, VS.7, VS.9c
 PE – 1.1b, 1.2, 2.1a, 2.2b, 3.1a, 4.1a, 4.2b, 5.2b & d

Objectives: Students will demonstrate their previously learned basketball skills (dribbling, passing, and shooting) in a game situation. Students will improve cardiovascular fitness, demonstrate quickness and improve upper body strength. Students will demonstrate their basic knowledge of a number of famous Americans. Students will be able to name important contributions by each famous individual. Students will demonstrate good teamwork and sportsmanship throughout the activity.

Equipment: 12 basketballs, 40 bottles or pins, 4 cones

Warm-up: Students will jog laps or dribble basketballs for laps for warm-up, then take part in regular stretches.

Organization: Students will be placed on one of four teams.

Activity: Make One/ Take One

1. The teacher will split the classes into four different teams. The teams will line up on the white line next to their color cone.
2. For two classes, the first 3 players in the line will get a ball (the teacher may designate certain balls to alleviate confusion when shooting). For a single class, the first two players in each line will get a ball.
3. The object of the game is to make one basket and pick up one of their bottles or pins from their basket. The team that collects all 10 bottles or pins first and stands them up by their team (next to the wall) will win the game.
4. When the teacher says, “go” the game begins and the players with the ball will go to their basket and try to make a basket (red and green shoot at the SOUTH end basket, blue and yellow shoot at the STAGE side basket). Students must remember that there will be other students shooting at their basket so they must be careful.
5. If they make a shot (they only get one chance per turn), they may get a bottle or pin from their basket and place it on the floor next to the wall (the bottle or pin must be standing!!). After they have placed the cone or pin on the floor they will let another teammate have a turn. Only a player that makes a basket can take a bottle or pin, if they miss the shot they must return to their team and let another player have a turn and go to the end of the line.
6. The game continues until one of the 4 teams collects ten bottles or pins.
7. In order to make up for fewer bottles, the other teams may answer questions about famous Americans who are picked at random. The teacher will have a collection of cards used for different grade levels. A list of the individuals is below.

SAFETY:

After shooting the ball, all players must go outside the white line to return the ball back to their teammates. No passing is allowed when bringing the ball back to a teammate.

Grades 1 -3	Grade 4 – 5
George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, Susan B. Anthony, Helen Keller, Jackie Robinson, Martin Luther King, Thurgood Marshall, Rosa Parks, Thomas Jefferson	George Washington, Thomas Jefferson, Patrick Henry, George Mason, Maggie Walker, Harry F. Byrd, Sr., Arthur Ashe, Jr., Douglas Wilder, Robert E. Lee, Jefferson Davis, Thomas “Stonewall” Jackson

Physical Education Lesson Plan

Lesson: **Civil War Bottle Battle**

SOLS: Hist. – VS.7a, b
PE – 1.1b, 1.3, 2.1a, 2.2a, 3.1b, 3.2a, 4.1a, 4.2b, 5.2a,b

Objectives: Students will improve cardiovascular endurance during this fast paced game. Students will improve their throwing and targeting skills throughout the activity. Each student will develop hand/eye coordination during the activity while attempting to block the balls thrown at their bottles. Students will learn some key concepts about the American Civil War (North, South, Rebel, Yankees, Mason-Dixon Line). Students will be able to demonstrate knowledge of major battles and key leaders during the war. Students will demonstrate teamwork, fair play, and sportsmanship during the activity.

Equipment: 4 mats standing in the center of the gym (or cones), as many (soft) balls as possible, 5 - 8 bottles per side.

Warm-up: Students will run laps around the gym (outside the white lines) for about 2 minutes. They will then go through their stretching routine.

Organization: Class will be broken up into 2 teams, some students will get a bottle (5 – 8) which will be placed on the black line on their teams side.

Activity: **Civil War Bottle Battle**

To commence class, the teacher will ask the students to point at the letters N, S, W, and E on the walls. Ask the students what these letters represent (hopefully, someone will know they represent compass directions). Once that is determined, the teacher will tell the students a little about the history of the Civil War. There were two sides, the North and the South. The members of the North were called the Yankees and the members of the South were called the Rebels. The two sides were separated by a line called the Mason-Dixon Line, which is located between Virginia and Maryland. Explain that during the war there were many battles and in most cases, the side that wins the most battles wins the war. During the Civil War, the North won which helped end slavery in our country. Using the history of our Civil War, the gym will be split in to North and South and each team will try to win the most battles by knocking down bottles.

1. The teacher will explain the rules of the game.
2. The object is to knock down all of the opponents' bottles, each bottle represents a battle during the war. One student only may guard a bottle. If for any reason the bottle falls down after the start of the game, it remains down (no exceptions!!). Anyone in this game may throw or roll a (canon) ball to try and knock down the other bottles. If a guard's bottle is knocked down, they may continue playing (try and knock down the other teams' bottles). No player may go on the other teams' side (cannot go across the Mason-Dixon Line). When all of the bottles on one side are knocked down, the game is over and the students will set up for a new round.
3. After the rules are explained, separate the class into two teams and allow 5 - 8 players to get a bottle and place them on their teams' black line.
4. Younger students may need a reminder of the object the game later. Also, the teacher may provide tips for success if needed.

Safety:

1. Each team must stay on their side and keep the balls low.
2. No students may slide on the floor during the game.
3. After the whistle blows at the end of the round, no player should be throwing a ball, they should be cleaning up the activity for the next round.

Physical Education Lesson Plan

Lesson: Virginia Soccer (4th and 5th), Ocean Soccer (1st – 3rd)
(Dribbling, Trapping)

SOLs: Hist. – 1.4a, c, 1.5a, VS.2b
PE – 1.1b, 2.1a, 3.1a, 4.1a

Objectives: Students will demonstrate control of the ball by dribbling and trapping the ball. Students will use their feet to dribble a soccer ball to knock down a bottle. Students will improve foot/eye coordination.

Equipment: 10+ empty soda bottles or cones, many soccer balls

Warm-up: Students will warm-up by running laps and stretch before the activity begins.

Organization: Students will be placed on one of two teams and will each be given names or regions in the state of Virginia or Oceans to remember.

Activity: **Virginia Soccer**

1. Students will be split into two teams and be placed on opposite sides of the gym.
2. After the students have answered, the teacher will then give each person the name of a region that they will represent.
4. Bottles will be set up down the center of the gym. They will be used as targets during this game.
5. The teacher will go over the rules.
 - a. One or two regions will be called, those students who have those region names will prepare to go. When the teacher says go they will attempt to move their ball close to a bottle and knock it down with the ball.
 - c. Students are not allowed to knock down a bottle with their feet. They also must remember to use only the ball they start with, no switching allowed.
 - d. The team that knocks down the last bottle each round gets the point and wins the round.
 - e. Players on the sideline will not touch another person's ball during the game.
 - f. Play continues for the remainder of P.E., the teacher may keep an overall score if desired.
6. Once the round is over, all the players will help to clean up and get ready for the next round. To increase students' knowledge about the state of Virginia, the teacher will name each team for another name for the state. Old Dominion and the Cardinal State will be used. Also, the teacher can discuss what important industries can be found in each of the five regions and use them to call out players.

Region Name	Industry	Product
Tidewater/ Coastal Plain	Fishing, Ship Building	Seafood
Ridge & Valley	Farming	Poultry, Apples
Allegheny Plateau	Coal Mining	Coal
Piedmont	Farming	Tobacco
Blue Ridge Mountains	Recreation	Apples

Ocean Soccer

The teacher will use the same format for Virginia Soccer for this game, however, the academic material will be based on the Oceans of the world. Each student will know the 4 oceans, and basically where each ocean is located on the globe.

Ocean	Location	Hand Signal
Arctic	North Pole, very cold	Letter "R" in sign language
Atlantic	East coast of the United States	Letter "A" in sign language
Indian	Between Africa and Australia, warm waters	Form Indian feathers with fingers on the head
Pacific	West coast of the United States	Letter "P" in sign language

Physical Education Lesson Plan

Lesson: Virginia Waterway Soccer (4th and 5th), Continental Soccer (1st – 3rd)
(Dribbling, Trapping, Shooting)

SOLs: Hist SOLs – VS.2c, 1.4a, 2.5a
PE SOLs – 1.1b, 2.1a, 3.1a, 4.1a

Objectives: Students will demonstrate control of the ball by dribbling and trapping the ball. Students will use good ball control skills (dribbling and trapping) to try and score a goal. Students will improve foot/eye coordination. Students will develop and demonstrate good sportsmanship skills throughout the activity.

Equipment: 2 sets of two cones (to mark goal lines), 2-3 soft soccer balls, one soccer ball per student (for warm-ups)

Warm-up: Students will warm-up by dribbling and soccer ball for laps and stretch before the activity begins.

Organization: Students will be placed on one of two teams and will each be given Waterways or Continents to remember.

Activity: **Virginia Waterway Soccer**

3. The teacher will explain the rules before separating the class into two teams.
4. The teacher will ask the class to name the major waterways within or around the state of Virginia. The teacher will focus on the rivers (James, York, Rappahannock, and Potomac) and also cover the Atlantic Ocean, Eastern Shore, and Chesapeake Bay during the activity.
5. After the students have answered, the teacher will then give each person the name of a river that they will represent.
7. The teams will be on opposite sides of the gym guarding their goal line (the line on the floor between two same colored cones).
8. If the student remains on the goal line, they are a goalie and must keep a ball from passing over the line. A goalie may use their hands if a ball is above their waist but for safety reasons (other people will try to kick the ball if it is lower) they cannot touch with their hands otherwise.
9. Only balls kicked below the goalies knees are considered a goal (students must try to keep the ball low).
10. For safety, all students will be warned not to slide and get up quickly if they fall (they could get kicked). Also, goalies must stay on the goal line (they will interfere with the game otherwise).
11. Once the round is over, all the balls will go back to the middle to get ready for the next round.

The teacher will make a point of demonstrating good sportsmanship through out the game (cheering for everyone, having fun, teamwork, etc.).

River Name	City
James	Jamestown
York	Yorktown
Rappahannock	Fredericksburg
Potomac	Alexandria

Continental Soccer

The teacher will use the same format for Virginia Soccer for this game, however, the academic material will be based on the Continents of the world. The teacher will teach the class the “Continent Song” before the game starts (to the tune of Frere Jacques). Each student will know the 7 continents, and basically where each ocean is located on the globe.

Continent	Location
North America	Where we are
South America	Located directly south of USA
Europe	Northern Hemisphere
Asia	East of Europe
Africa	Located on the equator
Australia	Island Continent off south east of Asia
Antarctica	South Pole

Physical Education Lesson Plan

Lesson: Habitat Survivor

SOLs : Science - 2.5 (a, b), 3.4 (a), 3.5 (b, c), 4.5 (a, b, d, f)
P.E. – 1.1a, 1.2, 1.5a, 2.3, 2.4, 3.4c, 4.2b&c, 4.4a, 5.2a, 5.5a

Objectives: Students will be able to operate a scooter board safely. Students will improve leg and abdominal strength during the activity. Will understand the broad concept of habitat and the importance on conservation. Student will demonstrate teamwork and fair-play during the activity (by taking turns and cheering for each other).

Equipment: 10 - 12 scooter boards, food (many pieces of small equipment, koosh balls, yarn balls, bean bags, noodle pieces, etc.), 5 trees (big cones or laundry baskets), and 10 frisbees

Warm-up: Students will run laps around the gym (outside the white lines) for about 2 minutes. They will then go through their stretching routine.

Organization: 4 to 10 teams on one side of the gym, with two pirates in the middle to protect the treasure. The treasure will be on the other end of the gym on the floor to be collected.

Activity: Habitat Survivor

1. The teacher will begin discussing the following (what is a habitat, what is an ecosystem, what is conservation, what does a predator do, what is a carnivore, herbivore?)
2. The teacher will split the class into teams of 3 – 5 students. Each team will become a woodland (forest) animal that must collect food. They must collect a certain number of food items (teacher decides) in order to survive the winter.
3. Each team will have a scooter board (talk about safety concerns) so they can move fast like an animal and a hiding spot for the food they recover (a frisbee).
4. One player at a time will ride the scooter across the forest (gym floor) and try to get to “Fruit & Nut Trees”. If the students make it to the “Fruit & Nut Trees” they may get one piece of food and try to return to their home.
5. There will be some predators (students in the middle on a scooter and wearing colored pennies). They will try to capture (or tag) the animals while they are on their way to the “Fruit & Nut Trees”. If a predator tags an animal, the animal must return to home (by picking up the scooter) and let another person have a turn to go. If they had a piece of food when tagged, they must return it to the “Fruit & Nut Trees”.
6. Any animal is safe as long as they are 1) in the “Fruit & Nut Trees” or 2) have any body part on one of the cones (hiding trees) on the floor.
7. A player is out if they are tagged by a predator or if they fall and get injured while trying to get food or escape (fall off the scooter).
8. The teacher will select the first set of predators to be in the middle.
9. Each round will last about 2 minutes before the predators are replaced.
10. For the fastest action, have two predators waiting by the wall ready to play at all times, then you will not have to stop the game as often.
11. The team that gets the most food at the end, wins.
12. To make the game more exciting, the teacher can change the habitat to make it more difficult to survive.
 - a. Add predators
 - b. Put out less food
 - c. Eliminate the hiding trees because of construction
 - d. Increase the amount of food needed to survive a harsher winter

Physical Education Lesson Plan

Lesson: Solving Puzzles using Relays (2 day lesson)

SOLs: Math SOLs – 1.20, 1.21, 2.25
Hist SOLs – K.9, 1.11
PE SOLs – 1.1a, 1.2, 2.2a, 3.2a, 4.2a

Objectives: Students will review the proper way to run relay races. They will demonstrate good listening skills and improve endurance throughout the activity. Students will demonstrate a variety of locomotor patterns while participating in the relays. Students will be introduced to the concept of “patterns and sequences”. Students will be able to describe the parts of the American Flag; number of stripes and their significance, the field of blue with 50 stars and its’ significance. The students will use the knowledge from the above information in order to solve some puzzles during the relays.

Equipment: Colored flags (2 red, 2 yellow, 2 blue, 2 green)

Warm-up: Students will perform the normal warm-up activity (laps and stretches).

Organization: During relays, students will sit in their squads.

Activity: **Sequence Relay Races -
NOODLE PATTERNS**

1. The teacher will arrange the group so there are 4 to 10 lines (depending on class size). Each line will be located on the office side of the gym and will face the stage.
2. Once the lines have been made the teacher will have the students review the relay rules. The teacher will also introduce the use of a flag or baton to the race. NOTE: The teacher can use more than one flag or baton so that multiple students are moving at the same time.
3. After the classes practice their first relay the teacher will introduce the word “pattern” and sequence”. The teacher will ask for examples. The teacher will then provide a pattern using noodle pieces (ex. Single row of noodle pieces colored – red, yellow, blue, red, yellow, blue, etc.). Once the students understand the concept, they will attempt to recreate the pattern by collecting piece of noodle one at a time from the other side of the gym.
4. The teacher can make the patterns more challenging by stacking the noodle pieces, covering the pattern once it’s introduced, or allowing students to create their own pattern.

THE AMERICAN FLAG

1. When the students have had a couple of opportunities to copy the patterns, then the teacher will introduce the American Flag
2. The teacher will ask questions about the American Flag;
 - a. How many stripes does the flag have?
 - b. What does the number of stripes represent?
 - c. What is on the field of blue?
 - d. What do the stars represent?
3. The students will then have an opportunity to make their own flag using pieces of colored popsicle sticks (collected from the other side of the gym). The first team to collect a complete American Flag wins the relay.

Physical Education Lesson Plan

Lesson: Jump Rope Skills – DAY 1

PE SOLs: 1.1a & c, 1.2, 1.3, 2.2a, 2.3, 3.2a, 3.3

CORE SOLs: MATH – 1.4, 1.16, 1.17, 2.20, 2.22, 3.9, 3.18
ENGLISH – 1.11a

Objectives: Students learn the safety rules when jumping rope. Students will be able to safely get a jump rope and put it away. Every student will know how to measure a rope to get the correct size. All students will learn the basic concepts needed to successfully jump a rope that is one the floor or being turned. Students will be able to recognize different shapes and be able to recreate them with a rope. Students will be able to recognize letters and numbers and be able to recreate them with a jump rope.

Equipment: 60 jump ropes

Warm-up: Students will jog for 2 minutes around the gym then stretch.

Organization: Students will work individually or with a partner during the activity (good spacing is important).

Activity: Rope Skills

The teacher will begin the lesson by discussing rope safety. What do the students need to consider when jumping rope? (Space, correct clothing, tied shoes) The teacher will then take the students to the bar where the jump ropes are located. The teacher will demonstrate the correct way to remove a rope and put it away (remind students to look out for others, take their time, and no pushing). The teacher will let each student get a rope then explain how to measure the rope. Each student will place the handles together then place one foot in the middle of the rope and see how high the handles go. For a perfect match, the rope should come to the arms. If a rope is too short, the student should get a new one. If it is too long, the student can roll the rope around one or two hands until it is the correct height. Once the students have measured the ropes have them find a space and start jumping. After a little practice, the teacher will have all the students sit and will discuss the new activity (Artist and the Canvass).

Artist and the Canvass - The instructor will then talk quickly about an artists pad or canvass (this will give the students some important background information. Next, each student will get a partner by placing their thumb on another persons' thumb. Once everyone has a partner, the teacher will describe the activity. One partner will be the human canvass, the other will be the artist. The artist will draw a shape on their partners' back. When the human canvass knows what shape was drawn, they will use their jump rope to create the shape. After the correct shape is made (they may use one or two ropes to make the shape) both partners will jump in and out of the shape 5 times. Each partner will take turns being the artist and the canvass. After a little while, have the students become a writer and a book. They will now make capital letters from the alphabet and then create them using their ropes.

** - For older classes, they can perform simple mathematical problems and see if their partner can create the answer using the jump rope or ropes.

At the end of P.E., the teacher will have the students practice jumping over a rope that is one the floor. This is an opportunity to practice spatial awareness and basic jumping skills with the students. Students will jump forward and backward over the rope, side to side, and incorporate the bounce jump pattern when jumping the rope. If time is available, allow the students to get a little extra practice turning the rope and jumping at the end of the time.

Below are Core Content ideas that can be incorporated into games and activities in the gym.

	Math	Science	History
1 st Grade Material	Counting – 1.3 Telling Time – 1.11 Shapes/ Geometry – 1.16, 1.17 Money – 1.10 a, b	Seasonal Changes (effects on people, plants, animals) – 1.7a-c	Maps & Globes – 1.4a-d Famous Americans – 1.2
2 nd Grade Material	Money – 2.11a, b Skip Counting – 2.5 a-d Geometric Shapes – 2.20, 2.22 Rounding Numbers - 2.1b	Habitats – 2.5a-b Life Processes (animals) – 2.4a Changing states of matter – 2.3a-b	American Indians – 2.2 Continents & Oceans – 2.5a Important Landmarks – 2.5b Egyptian Contributions – 2.1 Greek Contributions – 2.1
3 rd Grade Material	Money - 3.13 Rounding Numbers – 3.2 Graphing Data – 3.21, 3.22, 3.23	Water Cycle – 3.9 Simple Machines – 3.2 a-d Sources of Energy – 3.11	Greek/ Roman Contributions – 3.1, 3.4a-b Explorers – 3.3a, 3.5d Famous Americans – 3.11b
4 th Grade Material	Patterns – 4.21 Multiplication Tables (0-9) – 4.1 Perimeter & Area – 4.13 Measurements – 4.10a-c	Types of Clouds – 4.6b Phases of the Moon – 4.7b Plant Processes – 4.4 a,c Habitats – 4.5b	Virginia Regions – VS.2 a-c, Vs.10b Famous Americans – VS.5b, VS.6a-b, VS.9c
5 th Grade Material	Prime Numbers – 5.1 Perimeter & Area – 5.8, 5.9, 5.10 Measurements – 5.11	Plant Parts (cells) – 5.5a Five Kingdom of Living Things – 5.5b	Civil War – VS.7a-b Branches of Government – VS.10a Revolutionary War – VS.5

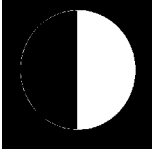
Dressing Up Your Gym



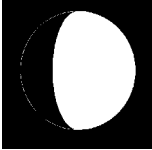
New Moon - The Moon's unilluminated side is facing the Earth. The Moon is not visible (except during a solar eclipse).



Waxing Crescent - The Moon appears to be partly but less than one-half illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



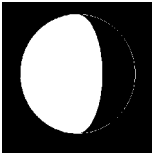
First Quarter - One-half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



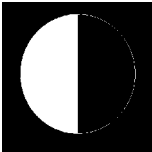
Waxing Gibbous - The Moon appears to be more than one-half but not fully illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



Full Moon - The Moon's illuminated side is facing the Earth. The Moon appears to be completely illuminated by direct sunlight.



Waning Gibbous - The Moon appears to be more than one-half but not fully illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.

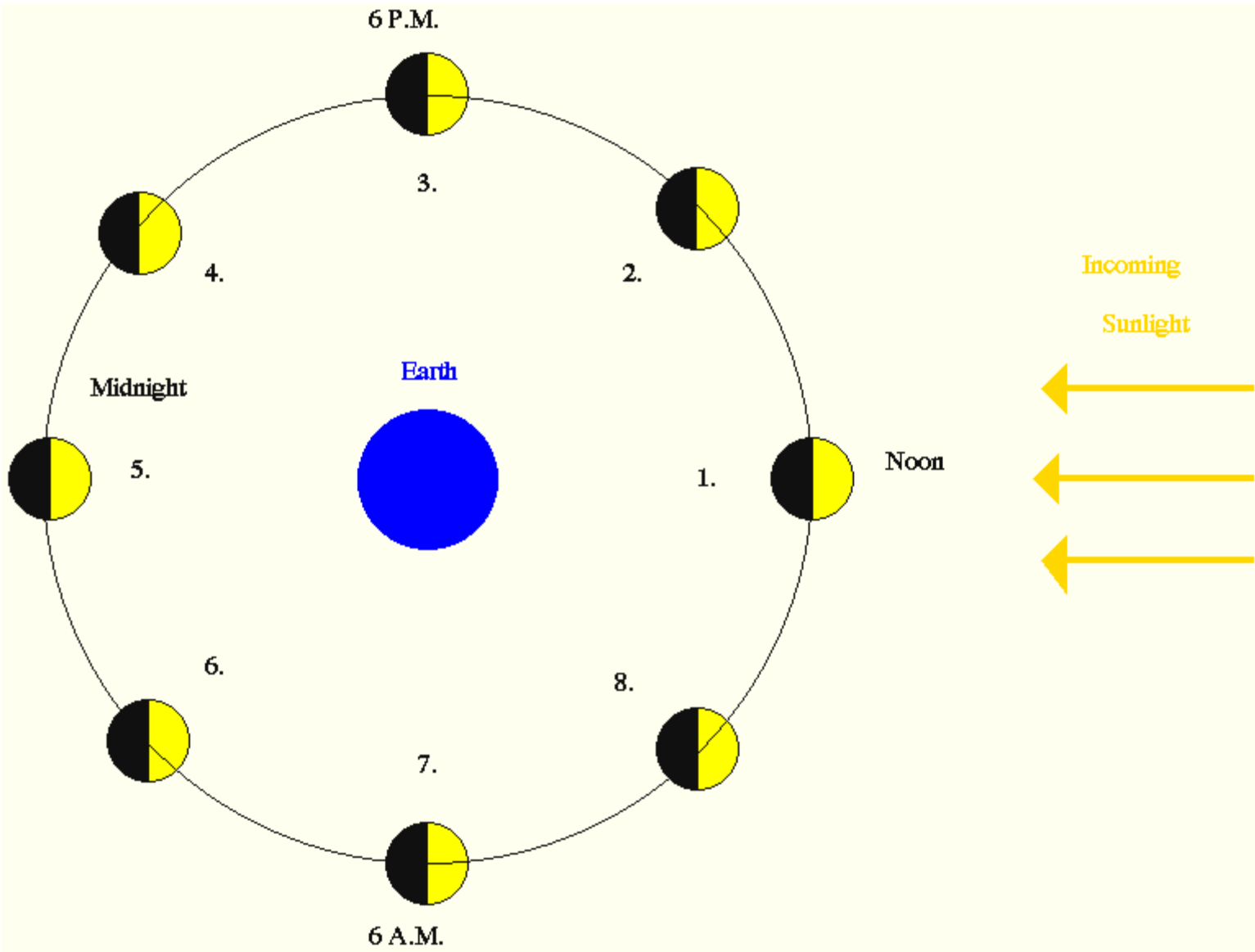


Last Quarter - One-half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.



Waning Crescent - The Moon appears to be partly but less than one-half illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.

Phases of the Moon



The World



Human Skeleton

