

K-5 Lesson plans

National Standards (NASPE)
See attached lesson plans for NASPE standards!

KY Health & PE standards are written down after the "I can" statements for both P.E. and Health.

Vocabulary:

Hockey, puck, trapping, passing, exercise, balance

Health: I can explain how often exercise is needed to remain healthy. PL-P-N-U-2 & PL-4(5)-N-U-3
Health: I can define and provide an example of being responsible. (K-5th) PL-P-PW-S-SMIE1.1.g & PL-4(5)PW-S-SMEH1a
P.E.: I can balance a beanbag using locomotor movements and different pathways. (K-2nd) PL-P-PS-S-1
P.E.: I can balance on a line using various locomotor movements. (K-2nd) PL-P-PS-S-1
P.E.: I can dribble, trap, and correctly handle a hockey stick. (3rd-5th) PL-4(5)-PS-S-4
P.E.: I can pass and trap a puck with a partner (3rd-5th) PL-4(5)-PS-S-4

Tuesday: Thursday P.E. and Health Lesson Plans

Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!

Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.

Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: responsibility

Mini Lesson: (Health): Students will look at a slide about the importance of daily exercise.

Mini lesson: (KY Career Cluster): I will show the students the career cluster in economics.

Warm-up: (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.

P.E. Activity #1: Primary (K-2nd) Beanbag Balances page 9, See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See challenges section on attached lesson plans.

Daily Assessment:
 Observation
 Oral responses
 Self-Evaluation
 ORQ
 Whole Class
 Small Group
 Individual

Formative and Summative Assessments
 Entrance (flashback) and Exit Slips

Oral Questions
 Student Self-Assessment

Assessments/Exit Slip: Students correctly balanced a beanbag correctly by using a variety of locomotor movements.

P.E. Activity #2: Primary (K-2nd) Dynamic Balances, page 15. See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See challenges section on attached lesson plans.

Assessments/Exit Slip: Students correctly balanced on a line while demonstrating various locomotor movements. DOK 2: Compare and contrast balancing on a line with balancing a beanbag.

P.E. Activity #1: Intermediate (3rd-5th) Dribble Keep Away, pg. 9). See attached lesson plan.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See challenges section on attached lesson plans.

Assessments/Exit Slip: DOK 2: Compare and contrast floor hockey and basketball.

P.E. Activity #2: Intermediate (3rd-5th) Passing Drills, page 11, see attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See challenges section on attached lesson plans.

Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contrast passing a basketball and passing a hockey puck.

Mini lesson: Students in grades K-2nd will watch a video from youtube.com titled "Determination". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "setting goals".

KDOE: Practical Living

(P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.

NAPSE Standards: See attached lesson plan(s) for national standards.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

FRIDAY PE/Health Lesson Plan:

Topics: Don't Steal the Bacon & Zombie tag, Locomotor movements,

Vocabulary: tag, flee

P.E.: I can score a point by running away from the tagger. I can score a point by tagging a peer. (3rd-5th) **PL-4(5)-PS-S-1:**

P.E.: I can run from a student that is trying to tag me. I can chase a peer and tag them while running. (3rd-5th) **PL-4(5)-PS-S-1:**

P.E.: I can (K-2nd) I can act out a character from a movie using various locomotor movements. PL-P-PS-S-1

Friday only: Mini lesson: (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

Friday only: Warm-up: Students will run three warm up laps.

Friday only: Mini lesson (Spiral Review): Students will review concepts taught earlier this week in health and P.E.

Friday only: P.E. Warm-up Activity: Students will dance to a Just Dance for Kids song on youtube.com (K-5th)

Friday only: P.E. Activity #1: (Intermediate 3rd-5th) Don't Steal the

Bacon: Students will be assigned a number and will be divided into two teams. When their number is called they will race to take the bacon. If they make it back to their team, they receive 2 points for their team. If you get tagged by a student their team will receive 1 point.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast ‘Don’t Steal the Bacon’ with traditional tag.

Friday only: P.E. Activity #1: (Intermediate 3rd-5th) Zombie Zag: Two students will be ‘it’. The two taggers will tag their peers while everyone is running on a line in the gym. Students that get tagged must crawl on all fours in order to now be permitted to tag other peers.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast Zombie Tag with traditional tag.

Friday only: P.E. Activity #1: Primary and Intermediate (K-5th): Primary Kickball: The bases will be set up prior to gameplay. Students will begin by running the bases. Students will then practice kicking the ball and then running to only one base. Intermediate Kickball. Students will play kickball following rules that are similar to baseball. Intermediate students will to practice running the bases and will simply begin the game after the rules of the game are given.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: Students correctly ran to each of the bases in the correct order. Students were able to kick the ball and then run to the appropriate base. DOK #2: Compare and contrast baseball and kickball.

Friday only: P.E. Activity #2: Primary (K-1st): Toy Story: Students will be shown pictures of characters from the movie Toy Story. Students will then act out the various characters shown on the screen through locomotor movements.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast Toy Story with the game where students acted out various animals from the zoo.

Friday only: P.E. Activity #2: Primary (K-1st): Monsters Inc.: Students will be given a hula-hoop. When music is played, students will move around and act like monsters. When the music has stopped, students will then returns to their hula-hoop (closet) and freeze like a monster. After each round, a couple of hula-hoops will be removed to add a challenge. By the end of the game, all but one hula-hoop will remain on the floor. Students that remain in the last hula-hoops will be declared the winner.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast Monsters Inc. and Musical Chairs.

Static Stretching (Cool Down) and Rewarding Student Behavior: If time permits students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

Teacher: Clark Kuhn Subject: PE & Health Week: November 13, 2018 Topics: hockey, locomotor movements, balance, responsibility, exercise

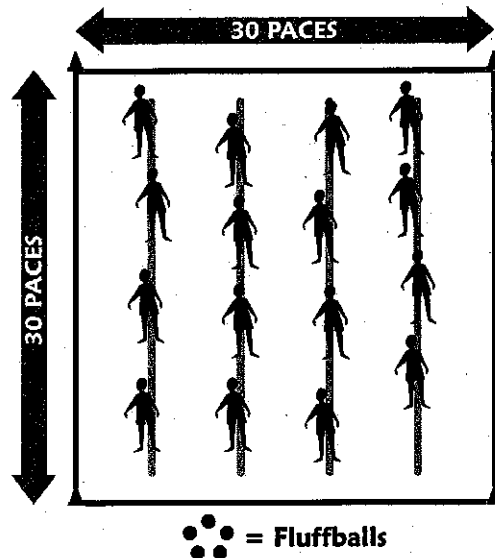
Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

Ready

- 4 cones (for boundaries)
- 1 fluffball per 5 students
- Activity area with lines on the floor, or use tape/ chalk to create them
- Music and player
- 5-10 spot markers (optional)

Set

- Create large (30X30 paces) activity area.
- Disperse students to stand on lines within area.



GO!

1. Today we will learn and practice *Dynamic Balances*. The word “dynamic” means to move. We’re going to balance while moving.
2. **Line Walking**
 - Pretend you are part of a circus high-wire act and you are walking the tightrope. Go slowly; have your arms out to your sides for balance.
 - **Challenges** – Can you. . .
 - Walk forward on your line? Sideways? Backwards?
 - Walk forward 3 steps? Freeze! Turn around and walk back 3 steps?
 - Walk forward on your tiptoes? Sideways on tiptoes? Heels?
 - Walk forward while touching your head? Elbows? Knees? Ankles?
 - Walk backward? Squat? Stand?
 - Walk forward touching your front foot’s heel to the back foot’s toe? This is called heel-toe walking. Now try it backward.
 - Balance on 1 foot until I count down from 5? Hop on the other foot 3X? Balance on it until I count down from 5?
 - Move forward down the high-wire, keeping 1 foot forward? Switch feet. What locomotor skill does this remind you of? (*Galloping*)
 - Hop on 1 foot 3X? Switch feet. Keep switching while moving down the line.
3. **Balance Tag**
 - If I hand you a fluffball, you are a Chaser and try to tag others. (*Distribute 1 fluffball per 5 students.*)
 - Chasers: Softly touch your fluffball between the shoulders and hips of a Fleeer.
 - Fleers: If tagged, hop to any sideline, balance there on 1 leg, and call for help.
 - To free someone from the sideline, stand in front of them, put your arms on each other’s shoulders, and hop 3X.

DYNAMIC BALANCES

GO! (continued)

- While hopping, helpers are safe and cannot be tagged.
- (Switch Chasers every minute or so, having them select someone who has yet to be a Chaser.)

4. Wrap It Up

- What does dynamic mean? Static?
- Has anyone ever been to a circus? Many of the performers are gymnasts and dancers. They do many of the same balance and strength moves we do in class!

* SPARK* IT UP!

* Raised Lines

(Use 2"X4" wood or other low balance beams to raise students just off the ground.)

* Line Tag

(Place 5-10 spot markers just outside the activity area. Tagged students will go to spots.) Line Tag is similar to Balance Tag; only now, you must stay on the court lines the entire time. If you leave a line, it is the same as being tagged. If tagged, move to a spot marker to complete your balance for re-entry.

ACADEMIC

Language Arts

(Read Olivia Saves the Circus by Ian Falconer. Discuss the different ways Olivia incorporated balancing skills into her performances.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills

● #3, 4 Cardiovascular endurance, flexibility

#5, 6 Participates, appreciates, enjoys movement, respects others

Your State (Write in here)

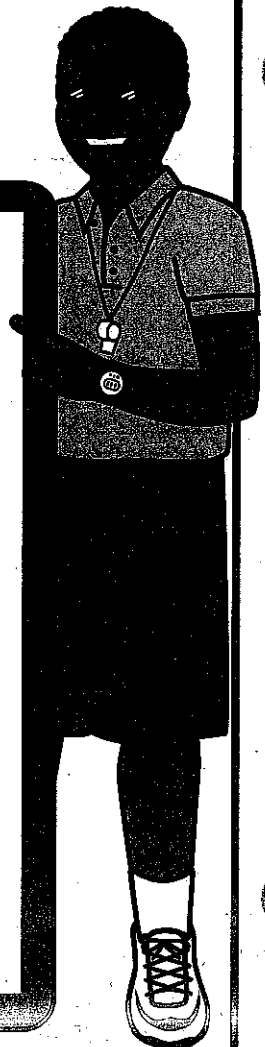
TONY'S TIPS

- Have students practice walking backwards slowly while looking over a shoulder. Also, ensure they have ample space and cannot bump others.
- Walking backwards on a line requires a toe-heel movement. Signal students to reach back to touch a toe first, then roll to heel.

Vocabulary

Dynamic

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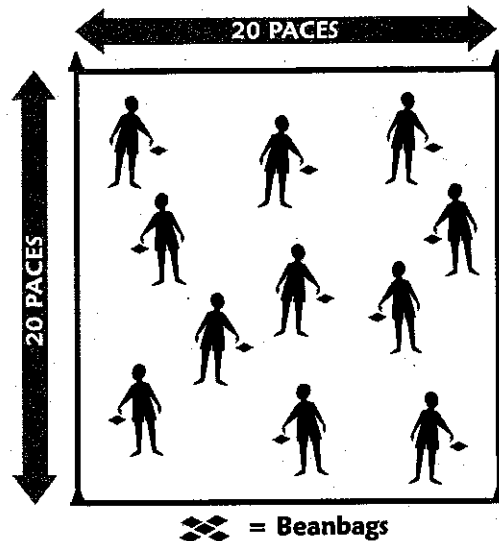


Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- Music and player
- 1 fluffball per 10 students (optional)

Set

- Create medium (20X20 paces) activity area.
- Distribute 1 beanbag to each student.
- Scatter students within area.



GO!

1. Exploration Time

- When the music starts, safely play (explore) with your beanbag around home base (1-2 minutes).
- Show how quickly you freeze when the music stops.

2. Beanbag Balancing

- Place your beanbag on top of your head. The object is to follow my signals without letting it drop to the floor. If it does, put it back and keep going.
- Listen carefully for the music stop (or "Go home").
- **Challenges** – Can you. . .
 - Walk slowly with good posture in general space? Head high, chest out, shoulders back.
 - Walk in a curved pathway at a medium level?
 - Walk quickly in a zigzag pathway at a high level?
 - Squat to a low level? Stand up?
 - Turn so your L shoulder faces the center of our general space?
 - Point your R shoulder towards the center?
 - Turn all the way around?
 - Lower your body slowly by bending your knees? Elevator down!
 - Reverse the motion; elevator up!
 - (Have children balance the beanbag on the back of 1 hand then the other, and continue providing/repeat movement challenges.)

BEANBAG BALANCES

GO! (continued)

3. Balance Touch

- Set your beanbag on the floor in front of you.
- **Challenges** — Can you...
 - Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?
 - Tap the beanbag gently 3X in a row with your toes? Switch legs and try again.
 - Move your beanbag to the side of your body and try to tap it? Switch legs.
 - Move your beanbag behind you and try to tap it?
 - Circle your head with the beanbag? Waist? Ankle? Other ankle?

4. Wrap It Up

- Was 1 leg easier to balance on than the other? Why do you think that is?
- Would practicing help improve your balance? Where and when could you practice?

* SPARK™ IT UP!

* Courtesy Tag

(Need 1 fluffball for every 10 students.) The object is to balance a beanbag on your head and avoid being tagged. I will give fluffballs to 3 students, who will be our 1st Chasers. If tagged, take the fluffball, because you are now a Chaser. If your beanbag drops, freeze until another person picks it up and hands it to you. Remember to say "Thank you;" then put the beanbag back on your head, and return to the game. While helping a classmate, you are safe from being tagged. If your beanbag drops while helping someone, you are not frozen. It pays to be courteous! We'll start and stop on the music.

* Crab and Bear Tag

Bears love to eat crab! In this game, everyone will be in the crab position (4 pt. bridge tummy up) balancing the beanbag on their tummies, except for 5 hungry bears. The Bears will Bear Walk (inverted crab) until they safe tag (2 fingers between waist and shoulders) a crab. When a Bear tags a Crab, Bears become Crabs (flip to Crab position and flee), and Crabs become Bears (flip to Bear position and chase).

BEANBAG BALANCES

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness, balance, non-locomotor skills, manipulative skills
 - #3, 4 Flexibility, muscular strength, muscular endurance
 - #5, 6 Participates, appreciates, enjoys movement, respects others

Your State (Write in here)



WELLNESS

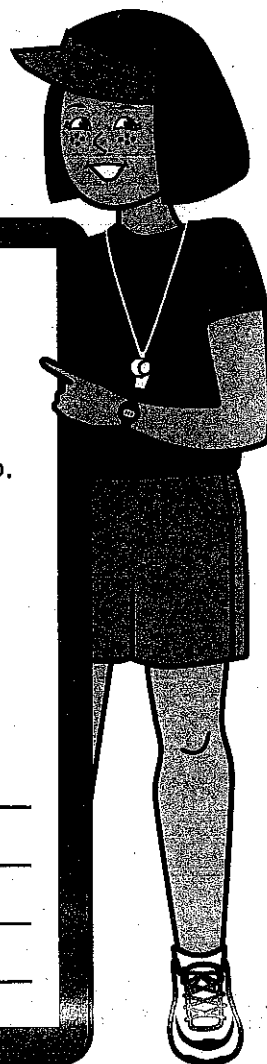
Did you know that certain fish (e.g., salmon, mackerel, and sardines) are very high in Omega 3s? Omegas are acids that help keep our hearts healthy. Crabs and lobsters are higher in fat and lower in omegas. Ask a parent to grill salmon for dinner sometime, and tell them about Omegas!

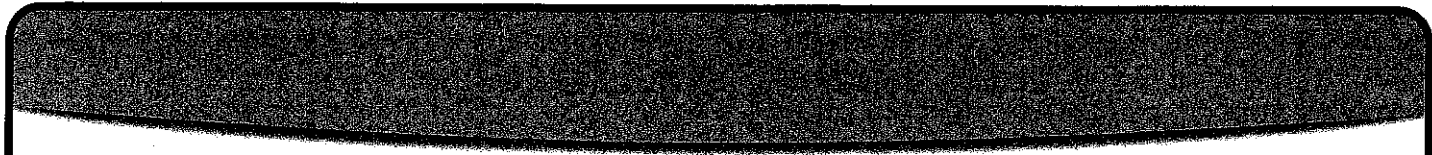
PAULA'S POINTERS

- It is harder to balance an object while moving. To help students progress, think stationary first, then move slowly, then speed up.
- When advanced learners are balancing a beanbag and not moving, challenge them to try with their eyes closed.

Vocabulary – Dynamic

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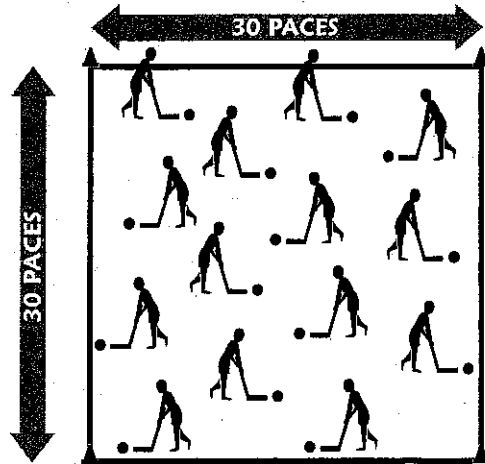


Ready...

- 4 cones (for boundaries)
- 1 stick and ball per student

Set...

- Create large (30X30 paces) activity area.
- Scatter students in area; each with a stick and a ball.



GO!

1. The object is to practice dribbling, trapping and stick-handling.
2. On signal, dribble in control of the ball.
3. When I say, "Dribble Keep Away," try tapping other players' balls away.
4. If your ball gets tapped away, retrieve it and continue.

CHALLENGES

- * You may tap balls away only when you have control of your own ball.
- * Just tap balls; do not hit them hard.
- * Keep stick low to the ground.
- * Look ahead while you dribble.

CUES

- * How many balls can you tap away?
- * How few times can you have your ball tapped away?

SPARK IT UP!

★ Small Ice


(Make the activity area smaller.)

★ Holes

(Scatter spot markers.) The spot markers are "holes" in the ice. Now you have to watch out for holes and others trying to tap your ball away. If your ball rolls over a hole, put your stick down, and do 10 jumping jacks.

★ Shark

(Take away ball from 1/5 of students.) On signal, those without a ball (Sharks) try to legally steal the ball from other players. If the ball is stolen, you become a shark.



HOME

Save those empty water bottles. Use them as targets. Invent shooting games. How far away can you hit a target? How many can you hit in a row? Set up a hockey golf course.

● STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping, dodging, agility, balance, eye-hand coordination

● #2 Critical thinking

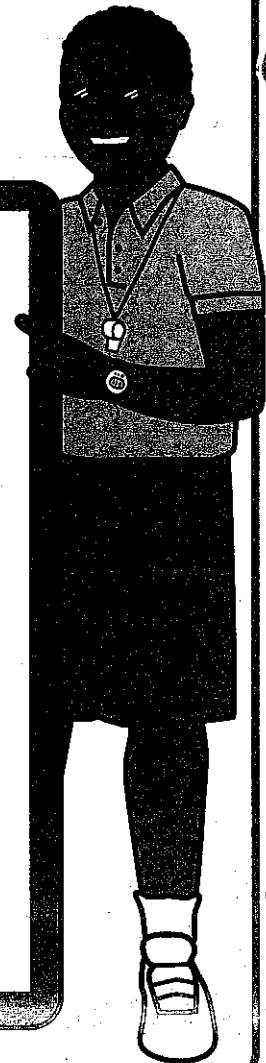
#3, 4 Cardiovascular fitness

Your State (Write in here)

TONY'S TIPS

- Stop play every minute or so to allow students to regain control.
- Change focus from offense (i.e., guarding their own ball) to defense (i.e., tapping others) each round.

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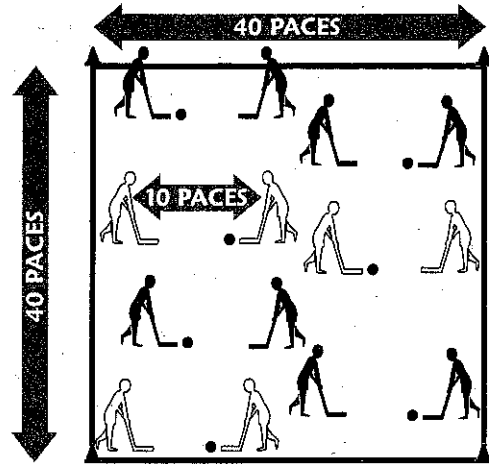


Ready...

- 4 cones (for boundaries) or spot markers if using grids
- 1 hockey stick per student
- 1 hockey ball per pair

Set...

- Create large (40X40 paces) activity area, or create 1 10X10 pace grid per pair.
- Pair students; each with a stick; 1 ball per pair.
- Partner face-off formation, about 10 paces apart (or 1 pair per grid).



GO!

1. The object is to practice passing and trapping (receiving) with a partner.
2. Teach students to pass and receive. To pass, keep the ball on the front side of your stick. With top hand angled forward, push the ball to your partner using your lower hand, and keep the stick along the ground. Finish with the lower hand forward, and snap your wrists.
3. To receive, keep blade on the ground and give with the ball as it approaches your stick. Relax your lower hand grip, and angle your top hand forward. Try not to let the ball rebound off your stick.
4. On signal, begin passing with your partner. Focus on control and accuracy.

CHALLENGES

- ★ How many traps can you make with your partner before the signal? (For example: 30 seconds, 1 minute. Play several rounds, and increase the distance after each round.)
- ★ Can you make a backhand pass using backside of stick? Pass the ball directly to your partner's stick.
- ★ Can you dribble a few steps before you pass?

CUES

- ★ Keep stick along the ground.
- ★ Push ball to partner using lower hand.
- ★ Snap your wrists.
- ★ Give with the ball as it touches your stick.
- ★ Don't let the ball rebound off your stick.

SPARK IT UP!

★ Partner Step Back

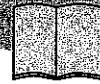
(Partner face-off formation.) The object is to pass accurately at different distances. After 2 successful traps (1 each), both partners take 1 step back and try again. How far back can you both go in 3 minutes?

★ Give and Go

The object is to pass, then move to an open space. The partner with the ball is stationary. The other partner runs to an open space to receive the pass. Make the pass (Give); then run to an open space (Go). Pass to where your partner is going. "Lead" them with your pass.

★ Pass Pass

(Partners around perimeter.) The object is to pass back and forth with your partner as you both move around the perimeter. Continue until the signal. Advanced: add a fake before passing.



ACADEMIC

Author Roy MacGregor has written a mystery series about a team's adventures on and off the ice. The Matt Christopher Series chronicles the different players and the peer, family and personal issues they each face.

● STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping, passing

#2 Critical thinking

● #3, 4 Cardiovascular fitness

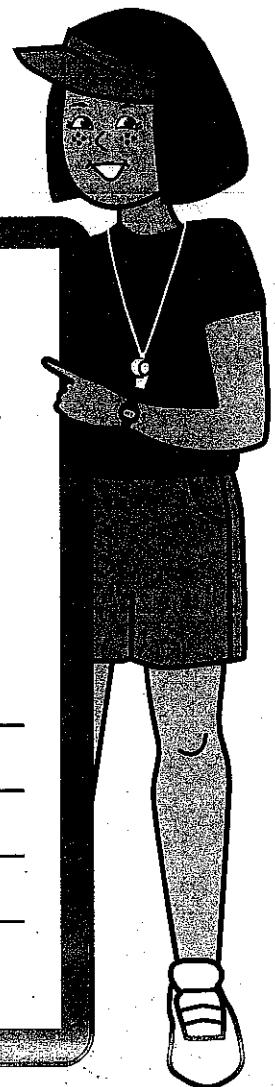
#5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Rotate partners often. The player with the ball stays, and the other player moves 1 partner/grid up.
- Expand grid size if necessary.

NOTES



K-5 Lesson plans

National Standards (NASPE)
See attached lesson plans for NASPE standards!

KY Health & PE standards are written down after the "I can" statements for both P.E. and Health.

Vocabulary:

Hockey, puck, trapping, courtesy, community helpers, obesity, calorie, veteran

Health: I can describe the difference between good and bad calories. PL-P-N-U-2 & PL-4(5)-N-U-3

Health: I can demonstrate courtesy toward others. (K-5th) PL-P-PW-S-SMEM-1.g & PL-4(5)PW-S-SMEH1a

P.E.: I can safely perform basic gymnastic movements. (K-2nd) PL-P-PS-S-1

P.E.: I can correctly use my body to move like various animals. (K-2nd) PL-P-PS-S-1

P.E.: I can correctly handle a hockey stick. (3rd-5th) PL-4(5)-PS-S-4

P.E.: I can correctly dribble a hockey puck. (3rd-5th) PL-4(5)-PS-S-4

Tuesday-P.E. and Health Lesson Plans

Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!

Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.

Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: courtesy

Mini Lesson: (Health): Students will look at a slide about calories

Mini lesson: (KY Career Cluster): I will show the students the career cluster in law, public safety, corrections and safety.

Warm-up: (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.

P.E. Activity #1: Primary (K-2nd) Stunts Introduction, page 7, See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How quickly can you touch your...R foot with your R hand?

Assessments/Exit Slip: DOK 2: Compare and contrast the Puppy Dog Run and a Bear Walk...Bear Walk aa Crab Walk.

Daily Assessment:

- X Observation
- X Oral responses
- Self-Evaluation
- ORQ
- X Whole Class
- X Small Group
- X Individual

Formative and Summative Assessments

- X Entrance (flashback) and Exit Slips
- X Oral Questions
- Student Self-Assessment

P.E. Activity #2: Primary (K-2nd) Animal Balancing Act, page 5. See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students can come up with an animal and animal movement of their choice that hasn't been gone over today.

Assessments/Exit Slip: DOK 1: Did you balance on any body parts other than your feet? What body parts did you use to support your body?

P.E. Activity #1: Intermediate (3rd-5th) Introduction to Stick-Handling, pg. 5). See attached lesson plan.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They can play the game Tap-Tap-Pull, Trick Moves Air Dribble on page 6.

Assessments/Exit Slip: DOK 1: Explain how to correctly hold and handle a hockey stick. DOK 2: Compare and contrast ice hockey and field hockey.

P.E. Activity #2: Intermediate (3rd-5th) Dribbling Drills, page 7, see attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you trap your ball before I read "0". How quickly can you trap the ball?
Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contrast dribble a basketball and dribbling a hockey puck.

Mini lesson: Students in grades K-2nd will watch a video from youtube.com titled "Community Helpers". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "obesity". DOK 1: Describe how obesity effects our physical health.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door

KDOE: Practical Living

(P.E.): Academic

Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.

NAPSE Standards: See attached lesson plan(s) for national standards.

Teacher: Clark Kuhn **Subject:** PE & Health **Week:** November 20, 2018 **Topics:** veterans, hockey, locomotor movements, calorie, obesity, courtesy, comm. helpers

by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

Teacher: Clark Kuhn **Subject:** PE & Health **Week:** November 20, 2018 **Topics:** veterans, hockey, locomotor movements, calorie, obesity, courtesy, comm. helpers

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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.