

# New York K Physical Education

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                             |
|------------------|-------------------------------------------------------------|
| State            | New York                                                    |
| Grade            | K (Early Childhood)                                         |
| Subject          | Physical Education                                          |
| Course category  | Required / State or Local                                   |
| Standards family | Physical Education                                          |
| Framework        | New York State Physical Education Learning Standards (2020) |
| Issuing agency   | New York State Education Department                         |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units   |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Holding Still

### Unit 3: Balance and Body Shapes · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I stay balanced?                                                                                           |
| Standards          | <b>Balance and Stillness</b> -> <b>1.1.K, 1.2.K, 1.3.K, 1.4.K</b> — 4 standards; full text in the standards table |
| Learning target    | "I can hold still on different body parts."                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                   |

#### Measurable objectives

- Students will use different bases of support to maintain momentary stillness.
- Students will hold a balance for a short count.

#### Success criteria (student-friendly)

- "I choose my base."
- "I hold still."
- "I count to three."

#### Academic vocabulary

balance, base, still, support, steady

#### Materials and technology

- Poly spots
- Mats
- Balance cards
- Music
- Beanbags

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Check: child holds a balance on a chosen base momentarily.

**Family communication**

See who can stand on one foot longest.

## Day 41 — Balancing on Two Feet

Week 9, Day 1 · Unit 3 · Standards: 1.1.K, 1.2.K, 1.3.K, 1.4.K

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | The simplest base.                          |
| Learning target   | "I can hold still on different body parts." |
| Vocabulary in use | balance, base, still                        |
| Local date        | _____                                       |

### Learning sequence

Warm-up: locomotor. Skill focus: teacher defines a base of support. Practice: children balance on two feet. Game: statue game. Cool-down: term introduced.

### Check for understanding

Student holds a still balance on two feet.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Balancing on One Foot

Week 9, Day 2 · Unit 3 · Standards: 1.1.K, 1.2.K, 1.3.K, 1.4.K

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Reducing the base.                          |
| Learning target   | "I can hold still on different body parts." |
| Vocabulary in use | balance, base, still                        |
| Local date        | _____                                       |

### Learning sequence

Warm-up: two-foot balance. Skill focus: teacher models one-foot balance. Practice: children try each foot. Game: one-foot statues. Cool-down: harder discussed.

### Check for understanding

Student attempts a one-foot balance.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Balancing on Other Body Parts

Week 9, Day 3 · Unit 3 · Standards: 1.1.K, 1.2.K, 1.3.K, 1.4.K

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Varied bases.                               |
| Learning target   | "I can hold still on different body parts." |
| Vocabulary in use | balance, base, still                        |
| Local date        | _____                                       |

### Learning sequence

Warm-up: one-foot. Skill focus: teacher shows knee, seat, hand bases. Practice: children try. Game: base cards. Cool-down: bases charted.

### Check for understanding

Student balances on a base other than their feet.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Wide Base and Narrow Base

Week 9, Day 4 · Unit 3 · Standards: 1.1.K, 1.2.K, 1.3.K, 1.4.K

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Base width and stability.                   |
| Learning target   | "I can hold still on different body parts." |
| Vocabulary in use | balance, base, still                        |
| Local date        | _____                                       |

### Learning sequence

Warm-up: bases. Skill focus: teacher contrasts wide and narrow. Practice: children compare. Game: stability challenge. Cool-down: principle stated.

### Check for understanding

Student states that a wider base is easier to balance on.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Holding a Balance Longer

Week 9, Day 5 · Unit 3 · Standards: 1.1.K, 1.2.K, 1.3.K, 1.4.K

|                   |                                             |
|-------------------|---------------------------------------------|
| Focus             | Duration.                                   |
| Learning target   | "I can hold still on different body parts." |
| Vocabulary in use | balance, base, still                        |
| Local date        | _____                                       |

### Learning sequence

Warm-up: bases. Skill focus: teacher models focusing on a point. Practice: children hold and count. Game: count challenge. Cool-down: strategy named.

### Check for understanding

Student holds a balance for a count of three.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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