

Ohio 3 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	Ohio
Grade	3 (Elementary)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Ohio's Learning Standards for Physical Education (K-12, October 2025)
Issuing agency	Ohio Department of Education and Workforce
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 — Moving to a Beat

Unit 3: Rhythm and Moving to a Beat · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I move in time with the music?
Standards	Dance Steps and Movement Patterns -> 1.3.2, 1.3.5, 1.3.6, 1.3.7 — 4 standards; full text in the standards table
Learning target	"I can move in time with a steady beat."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will perform developmentally appropriate dance steps and rhythms.
- Students will keep time with a steady beat.

Success criteria (student-friendly)

- "I hear the beat."
- "I move on the beat."
- "I keep going."

Academic vocabulary

beat, rhythm, tempo, step, pattern

Materials and technology

- Music player if available
- Drum or clapping
- Open space
- Step cards
- PE notebooks

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

Observation: child moves in time with a steady beat.

Family communication

Ask your child to clap a steady beat.

Day 41 — Finding the Beat

Week 9, Day 1 · Unit 3 · Standards: 1.3.2, 1.3.5, 1.3.6, 1.3.7

Focus	Hearing rhythm.
Learning target	"I can move in time with a steady beat."
Vocabulary in use	beat, rhythm, tempo
Local date	_____

Learning sequence

Connect: movement. Teach: a beat is steady and repeating. Try: shared clapping. Apply: children clap along. Reflect: beat internalised.

Check for understanding

Student claps in time with a steady beat.

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 — Stepping on the Beat

Week 9, Day 2 · Unit 3 · Standards: 1.3.2, 1.3.5, 1.3.6, 1.3.7

Focus	Matching movement to beat.
Learning target	"I can move in time with a steady beat."
Vocabulary in use	beat, rhythm, tempo
Local date	_____

Learning sequence

Connect: clapping. Teach: stepping on each beat. Try: shared stepping. Apply: children step. Reflect: timing coached.

Check for understanding

Student steps in time with the beat.

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 — Faster and Slower

Week 9, Day 3 · Unit 3 · Standards: 1.3.2, 1.3.5, 1.3.6, 1.3.7

Focus	Tempo.
Learning target	"I can move in time with a steady beat."
Vocabulary in use	beat, rhythm, tempo
Local date	_____

Learning sequence

Connect: stepping. Teach: tempo changes how fast the beat comes. Try: shared practice. Apply: children adjust. Reflect: adaptability shown.

Check for understanding

Student adjusts movement to a change of tempo.

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 — A Simple Step Pattern

Week 9, Day 4 · Unit 3 · Standards: 1.3.2, 1.3.5, 1.3.6, 1.3.7

Focus	Learning a pattern.
Learning target	"I can move in time with a steady beat."
Vocabulary in use	beat, rhythm, tempo
Local date	_____

Learning sequence

Connect: tempo. Teach: a repeating pattern of steps. Try: shared learning. Apply: children perform. Reflect: pattern remembered.

Check for understanding

Student performs a taught step pattern.

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 — Repeating the Pattern

Week 9, Day 5 · Unit 3 · Standards: 1.3.2, 1.3.5, 1.3.6, 1.3.7

Focus	Consistency.
Learning target	"I can move in time with a steady beat."
Vocabulary in use	beat, rhythm, tempo
Local date	_____

Learning sequence

Connect: the pattern. Teach: repeating without losing the beat. Try: shared practice. Apply: children repeat. Reflect: stamina noted.

Check for understanding

Student repeats a step pattern in time.

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

- 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.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Ohio Department of Education and Workforce, any district, school, assessment provider or Teachers Pay Teachers.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

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