
Texas 2 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	Texas
Grade	2 (Elementary)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 116 -- Physical Education
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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 — Throwing With Hand-Foot Opposition

Unit 3: Sending and Receiving · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Why does the opposite foot step forward when I throw?
Standards	Throwing With Hand-Foot Opposition -> 2.1(A) Movement patterns and movement skills — practice and apply correct technique while hopping, galloping, running, sliding, and skipping; 2.1(B) Movement patterns and movement skills — demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position;
Learning target	"I can throw underhand and overhand with the opposite foot forward."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will throw underhand and overhand, demonstrating correct form with hand/foot opposition.
- Students will step with the opposite foot when throwing.

Success criteria (student-friendly)

- "I step with the opposite foot."
- "I throw underhand with form."
- "I throw overhand with form."

Academic vocabulary

underhand, overhand, opposition, step, release

Materials and technology

- Soft throwing objects
- Targets
- Floor markers for foot position
- Cue cards
- Observation sheets

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.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
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 throws with correct hand/foot opposition.

Family communication

Ask your child which foot steps forward when they throw.

Day 41 — Underhand Throwing

Week 9, Day 1 • Unit 3 • Standards: 2.1(A), 2.1(B)

Focus	Underhand pattern.
Learning target	"I can throw underhand and overhand with the opposite foot forward."
Vocabulary in use	underhand, overhand, opposition
Local date	_____

Learning sequence

Connect: throwing. Teach: swing low, release forward. Try: guided practice. Apply: children throw. Reflect: form over distance.

Check for understanding

Student throws underhand with a smooth swing.

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 With the Opposite Foot

Week 9, Day 2 · Unit 3 · Standards: 2.1(A), 2.1(B)

Focus	Opposition.
Learning target	"I can throw underhand and overhand with the opposite foot forward."
Vocabulary in use	underhand, overhand, opposition
Local date	_____

Learning sequence

Connect: underhand. Teach: opposite foot steps forward. Try: marked foot positions. Apply: children step and throw. Reflect: why it helps.

Check for understanding

Student steps with the opposite foot when throwing.

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 — Overhand Throwing

Week 9, Day 3 · Unit 3 · Standards: 2.1(A), 2.1(B)

Focus	Overhand pattern.
Learning target	"I can throw underhand and overhand with the opposite foot forward."
Vocabulary in use	underhand, overhand, opposition
Local date	_____

Learning sequence

Connect: opposition. Teach: hand above shoulder, elbow leads. Try: guided practice. Apply: children throw. Reflect: form checked.

Check for understanding

Student throws overhand with correct arm action.

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 — Turning the Body

Week 9, Day 4 · Unit 3 · Standards: 2.1(A), 2.1(B)

Focus	Trunk rotation.
Learning target	"I can throw underhand and overhand with the opposite foot forward."
Vocabulary in use	underhand, overhand, opposition
Local date	_____

Learning sequence

Connect: overhand. Teach: side-on then rotate. Try: guided practice. Apply: children apply. Reflect: power from rotation noticed.

Check for understanding

Student rotates the trunk when throwing overhand.

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 — Throwing at a Target

Week 9, Day 5 · Unit 3 · Standards: 2.1(A), 2.1(B)

Focus	Week 9 consolidation.
Learning target	"I can throw underhand and overhand with the opposite foot forward."
Vocabulary in use	underhand, overhand, opposition
Local date	_____

Learning sequence

Connect: our form. Teach: accuracy with form intact. Try: target practice. Apply: children throw. Reflect: form assessed, not just hits.

Check for understanding

Student throws at a target while maintaining correct form.

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.
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Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

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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

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 116 -- Physical Education. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>