

# Washington 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            | Washington                                                |
| Grade            | 2 (Elementary)                                            |
| Subject          | Physical Education                                        |
| Course category  | Required / State or Local                                 |
| Standards family | Physical Education                                        |
| Framework        | Washington State Learning Standards                       |
| Issuing agency   | Washington Office of Superintendent of Public Instruction |
| 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 — 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          | <b>Throwing With Hand-Foot Opposition -&gt; PE1.1.2b strand</b> — text |
| 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. |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: PE1.1.2b

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| 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: PE1.1.2b

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| 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: PE1.1.2b

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| 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: PE1.1.2b

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| 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: PE1.1.2b

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| 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

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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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Washington Office of Superintendent of Public Instruction. Washington State Learning Standards. Retrieved 2026-07-27 from <https://ospi.k12.wa.us/student-success/resources-subject-area>