



Ready

- 1 spot marker per child
- 4 cones for activity area boundaries
- 1 fluffball per child
- Musical ASAPs – #31 and #10
- SPARK EC Music CD and player

Set

- Create activity area.
- Scatter spot markers within area.
- Scatter fluffballs outside boundaries.
- Send children to stand on spot markers.



GO!

1. **“Farmer’s Garden”** (*Teach Musical ASAP #31.*)
2. **Fluffball Selection and Exploration** (*Allow 2 minutes for exploration.*)
 - When you hear the color of your home, **jump** to get a fluffball, then **jump** home.
 - When the music starts, play safely with your fluffball inside your bubble.
 - When it stops, set your fluffball on the floor and listen.
3. **Cross the Midline**
 - Follow me! Touch your head. Touch your shoulder. Your other shoulder. Your hip. Your other hip. Your knee. Your other knee. Your foot. Your other foot. (*Repeat using opposite hand.*)
4. **Sit and Toss** (*Low tosses.*)
 - How quickly can you sit on your home behind your fluffball?
 - Follow me doing low tosses with my fluffball. (*Demonstrate.*) Use 2 hands to do low tosses. Remember to watch the fluffball as it lands in both hands.
 - How slowly can you do low tosses? How quickly?
5. **Sit and Toss** (*Medium tosses.*)
 - Follow me doing medium tosses. (*Demonstrate.*) Toss the fluffball as high as the top of your head. Remember to watch the fluffball land into both hands.
 - How slowly can you do medium tosses? How quickly?
6. **Fluffball Return** (*Send children to return fluffballs by spot color and **jump** home.*)
7. **“Gallop”** (*Teach Musical ASAP #10.*)
8. **Wrap It Up**
 - When you hear, “Go!” how quickly can you shout a body part we touched with our fluffballs?
 - Who will go home and show this activity to their family?

SIT AND TOSS

ADAPTATIONS

Limited Space

- ★ Play *Friend to Friend* to pair children. Have one partner perform an activity with a fluffball while the other partner mirrors it (without a fluffball). Switch roles after each activity.

Variation

- ★ An imaginative *Cross the Midline* activity is to pretend fluffballs are rolls of tape. Have children wind their “tape” around their feet, legs, torso, and head. Reverse the action to unwind the “tape.”

Inclusive Strategy

- ★ For a child with visual or motor impairment, a fluffball may be attached to a lanyard or wristband to encourage independence in retrieving missed fluffballs.



OBJECTIVES

- ✓ Tossing
- ✓ Hand-eye coordination
- ✓ Visual tracking
- ✓ Crossing the midline

YOUR STATE STANDARDS



ACADEMIC

Literacy

Read *Eyes, Nose, Fingers, and Toes: A First Book All About You* by Judy Hindley.



TEACHER TIPS

- Remind children to use 2 hands for tossing activities.
- *Cross the Midline* reinforces patterning and sequencing (e.g., *tap the knee, tap the floor, tap the other knee, and tap the floor*). Repeat using other hand.

NOTES



FAMILY FUN

Self-Tossing Fun

Use a child's bath scrubbie or wad of paper to practice tossing and catching with 2 hands. Start from a sitting position. Encourage your child to watch the object go back into their hands after tossing. This activity helps develop hand-eye coordination.