



# UNIT 5

AGES 2-4

## THROWING

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Throwing requires strength, flexibility, balance, and coordination. Early development of grip and release begins with two-handed underhand tossing of a light weight, medium size ball. A good rule of thumb to determine if the ball is a good size, is the ball can be easily lifted above their head with two hands. Progression then continues to two-handed overhand throwing and then one-hand throwing. Throwing is an essential component in many sports and mastering it will allow children to feel comfortable joining in physical education classes and recess games.

Catching and throwing are closely linked so these activities will continue to practice catching as well as introducing throwing. See teaching tips at the end of this unit to help guide your teaching.

## Skills

### MOTOR SKILLS:

- Tossing underhand and/or throwing overhand
- Flexibility
- Balance
- Coordination
- Eye-hand coordination
- Strength

### COGNITIVE SKILLS:

- Understanding different types of throws
- Listening
- Following directions and cues

### SOCIAL SKILLS:

- Teamwork
- Communication
- Taking turns

## Classroom materials

- Construction paper
- Tape
- Multiple buckets, baskets, or crates
- Lightweight small balls
  - » Crumpled up paper
  - » Foam balls
  - » Pom poms

## Equipment

- Bean bags
- Poly spots/floor markers
- Balls
- Cones
- Soft balls (tennis, foam, wiffle)
- Hoop or basket
- Hula hoops

## Books

- *Whoever You Are*  
by Mem Fox
- *Pass It On*  
by Sophy Henn



## Throwing

### BASIC:

- The ball is held in the palm of the hand, fingers spread to release the ball
- Action is caused by bending the elbow without trunk rotation
- Trunk remains facing the target, no rotation
- Follow through is forward and downward, bending at the waist
- No weight transfer, feet remain stationary

### PROFICIENT:

- Arms move backwards and sideways behind their head
- Trunk and shoulders rotate towards the throwing side when preparing to throw
- Follow through with trunk bending and forward motion of body and arm

### ADVANCED:

- Arm swings backwards and upward in preparation, elbow fully extended to release ball
- Shift weight to back foot when preparing to throw
- Full trunk rotation
- Follow through with hips, trunk and arm

STANDARDS FOR SEL



**Head Start:**

- Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.
- Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
- Goal P-SE 4. Child engages in cooperative play with other children.
- Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.
- Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others
- Goal P-SE 7. Child expresses care and concern toward others.
- Goal P-SE 8. Child manages emotions with increasing independence.
- Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.
- Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

**SOCIETY OF HEALTH AND PHYSICAL EDUCATORS  
(SHAPE) STANDARDS**

1.2.9 Demonstrates catching in a variety of practice tasks.

1.2.10 Demonstrates throwing in a non-dynamic environment.



## STANDARDS FOR ELA

### Kindergarten:

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Read common high-frequency words by sight, such as the, of, to, you, she, my, is, are, do, and does. (RF.K.3c)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3a)

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## STANDARDS FOR MATH

### Kindergarten:

Solve addition and subtraction word problems, and add and subtract within 10. (K.OA.2)

Fluently add and subtract within 5. (K.OA.4a)

## Leadership Time

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- In the book, *Pass It On* by Sophy Henn, students will be able to experience the joy of giving.

## Skills & Games

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- Underhand Throwing
- Jukskei
- Freeze Tag
- Getting to Know You
- Hot Potato
- Throwing Circuit

## Equipment

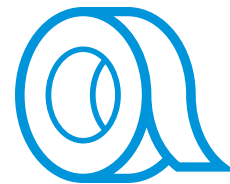
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- *Pass It On* by Sophy Henn
- Bean bags
- Floor markers
- Construction paper
- Tape
- Bean bags
- Balls
- Cones
- Buckets or baskets for balls

## Alternative Material Ideas

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- Instead of construction paper, use pieces of tape on the wall or already existing paint or pictures

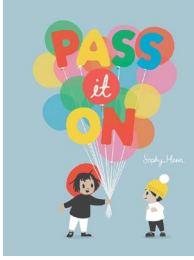


## Things to Note

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Getting to Know You is a great social activity to give students practice with how to ask and answer personal questions. Use this game throughout your day to make connections for students and give them multiple opportunities to practice these skills.

## LEADERSHIP TIME (5 MIN.)



[Pass It On by Sophy Henn](#) (page 41 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

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## STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)<sup>2</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

**Turn on a song and have a dance party!**





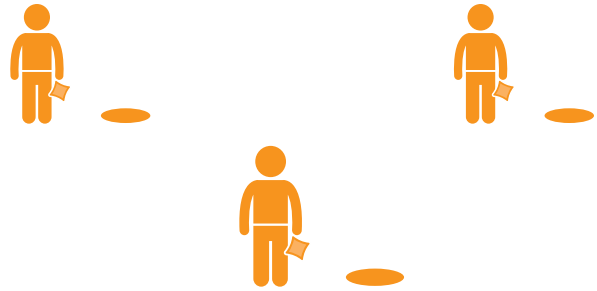
## UNDERHAND THROWING (5 MIN.)

### Equipment

- Floor markers
- Bean bag

### Setup

Students should place a floor marker a few feet away and hold their bean bag



- *"Today we are going to learn how to throw underhand."*
- *"We will use this skill in a lot of different activities."*
- Explain what dominant hand means.
- *"The first step in the underhand throw is to have the ball in your dominant hand and take a step forward with your opposite foot."*
- *"Bring your arm back and swing it forward and release the beanbag as you swing your hand forward."*
- *"Finally, end by pointing your hand in the direction that you want the bean bag to travel."*
- *"Let's practice underhand throwing your bean bag."*
- *"Place your floor marker a few feet away from you and try to throw your bean bag to land on the marker"*
- *"As you practice, move the floor marker closer and farther away from you."*



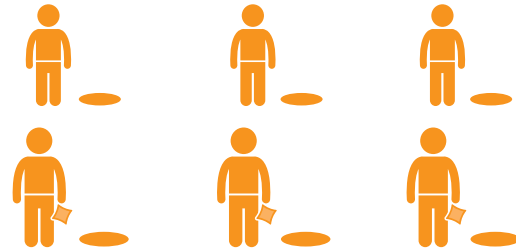
## JUKSKEI (5 MIN.)

## Equipment

- Floor markers
- Bean bag

## Setup

Students should partner up and stand in two parallel lines facing each other with a floor marker in front of each student and one bean bag per pair



- *“We will be practicing some skills used in the game Jukskei. This game is from the region of Africa.”*
- *“In the game of Jukskei, teams take turns tossing pegs at a stake. Whoever gets their peg the closest, gets points.”*
- *“Today we will be practicing underhand throwing, which is how you throw in this game.”*
- *“Your job is to underhand toss a bean bag and have it land as close to the floor marker as possible.”*
- *“Once your partner tosses the bean bag towards the floor marker, the other partner picks it up and tosses it back.”*

Jukskei is believed to have been created in the Cape of Good Hope, South Africa. Originally, people would use the wooden pins of yokes from their ox-drawn wagons as pegs to toss.



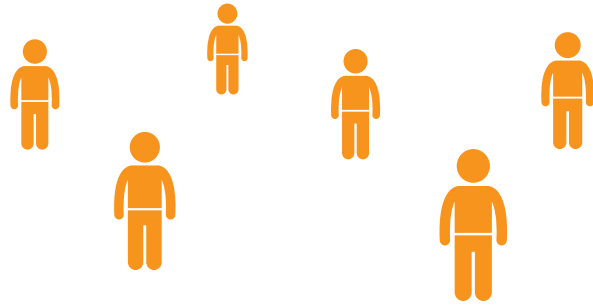
## FREEZE TAG: UNDERHAND THROWING (5 MIN.)

### Equipment

- Bean bags

### Setup

Students should spread out throughout the space



- *"We are going to end our lesson by playing 'Freeze Tag.'"*
- *"We will have two students who are the taggers."*
- *"If they tag you, you need to freeze."*
- *"We will also have two students who will be able to unfreeze you."*
- *"In this game, the students who can unfreeze you will have a bean bag."*
- *"They will underhand throw the bean bag to you if you are frozen."*
- *"If you catch it, you are unfrozen."*
- *"If you drop it, they can keep tossing it to you until you catch it and become unfrozen."*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

[Fit 5 Flexibility Level 3 Video](#)<sup>1</sup>

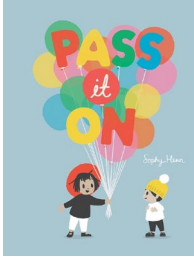
OR

[Fit 5 Flexibility Level 3 Cards](#) (pages 41–42 of link)<sup>2</sup>

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch



## LEADERSHIP TIME (5 MIN.)



[Pass It On by Sophy Henn](#) (page 41 of link)<sup>1</sup>

Lesson 1: Read the book

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## STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)<sup>2</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

**Turn on a song and have a dance party!**



## GETTING TO KNOW YOU (5 MIN.)

### Equipment

- Ball

### Setup

Students should stand in a large circle



- *“We have been talking about social awareness this week, and one way we can continue to practice being a good friend and getting to know someone is by asking questions.”*
- *“When you meet someone, what are some things you might want to know about them?”*
  - » *What is your name?*
  - » *What is your favorite color?*
  - » *Do you like to play outside?*
  - » *What is your favorite food?*
  - » *Do you have any siblings?*
  - » *Do you have a dog?*
- *“We are going to practice asking questions to get to know each other.”*
- *“I am going to start off by tossing the ball to someone and asking them a question: ‘What is your favorite color?’”*
- *“That person is going to answer my question and think of another question to ask someone else.”*

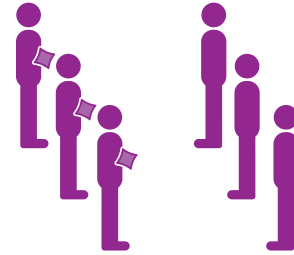
## HOT POTATO (5 MIN.)

**Equipment**

- Bean bags

**Setup**

Students should have a partner and face each other so you have two parallel lines. Give each pair one bean bag.



- *“Today’s game is called ‘Hot Potato.’”*
- *“You and your partner are going to throw your bean bag underhand to each other while I play music.”*
- *“When the music stops, everyone freezes and stops throwing.”*
- *“Whoever is holding the bean bag when the music stops has to do 5 jumping jacks.”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

[Fit 5 Flexibility Level 3 Video](#)<sup>1</sup>

OR

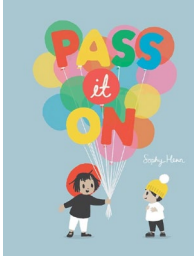
[Fit 5 Flexibility Level 3 Cards](#) (pages 41–42 of link)<sup>2</sup>

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch





## LEADERSHIP TIME (5 MIN.)



[Pass It On by Sophy Henn](#) (page 41 of link)<sup>1</sup>

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

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## STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)<sup>2</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

**Turn on a song and have a dance party!**



THROWING CIRCUIT (10 MIN.)

Equipment

- Bean bags
- Cones
- Balls
- Buckets
- Construction paper
- Tape

Setup

Station 1:

Have the students attempt to throw their beanbag at a pylon with a ball on top. Their goal is to knock the ball off.

Station 2:

Have the students try to throw their beanbag into a bucket.

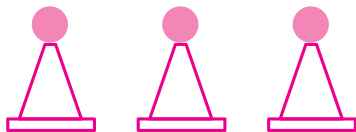
Station 3:

Have the students pair up and try to successfully throw and catch the beanbag to each other three times in a row.

Station 4:

Have the students attempt to throw the beanbag at a target on a wall.

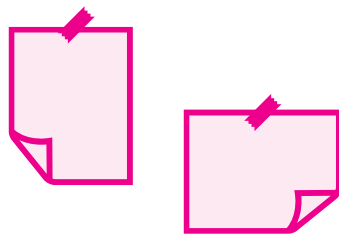
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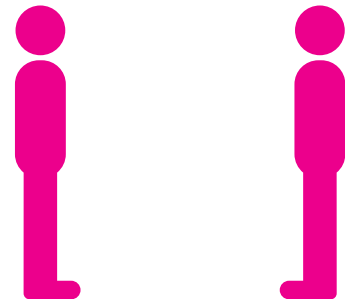
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4



3



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## THROWING CIRCUIT (CONTINUED)

- *“Today we get to practice all the different skills we have been learning with a circuit.”*
- *“A circuit is where you get to do different activities and rotate around to practice.”*
- *“We have 4 different activities that we will be practicing today.”*
- Explain activities and assign partners to each student.
- Assign their starting spot and let them rotate when they are ready.
- They will be able to complete the circuit a few times before stopping this activity.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

[Fit 5 Flexibility Level 3 Video<sup>1</sup>](#)

OR

[Fit 5 Flexibility Level 3 Cards](#) (pages 41–42 of link)<sup>2</sup>

- Kneeling Hip Stretch
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## Leadership Time

- *Whoever You Are* by Mem Fox, celebrates those qualities that make us different and the same. Children from all over the world are highlighted as they share different customs, languages, food, homes, and schools. It reaffirms the idea that even though we may appear different we share a common bond of joy and pain.

## Skills & Games

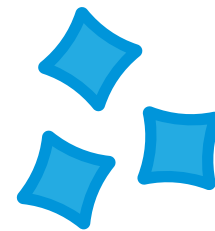
- Two-Hand Underthrow
- Bean Bag Target
- Two-Overhand Throw
- Snowball Fight!
- Rayuela
- Shoot to Score Basketball
- Bean Bag Addition

## Equipment

- *Whoever You Are* by Mem Fox
- Balls, tennis balls
- Multiple buckets, baskets, crates
- Construction paper
- Tape
- Bean bags
- Lightweight small balls
  - » crumpled up paper
  - » foam balls
  - » pom poms
- Hoop or basket
- Hula hoops

## Alternative Material Ideas

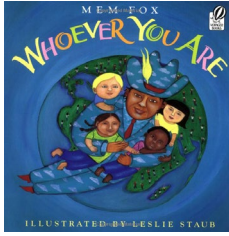
- Instead of tennis balls, use bean bags



## Things to Note

The activities and games in this week are great to repeat for students to get extra practice. Use these ideas throughout your day to reinforce learning colors, numbers, or letters!

## LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)<sup>1</sup>

**Lesson 1: Read the book**

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## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)<sup>2</sup>

OR

[Fit 5 Endurance Level 2 Cards](#) (pages 19-21 of link)<sup>3</sup>

- Side-to-Side Hops
- Jog in Place
- Step Ups



## TWO-HAND UNDERTHROW (5 MIN.)

**Equipment**

- Playground ball

**Setup**

Students should have a partner and be facing their partner so you have two parallel lines of students facing each other with one ball for each pair



- *“We will be practicing throwing this week.”*
- *“Our first activity will be doing a two hand underhand throw.”*
- *“Face your partner, hold the ball with two hands, and throw it underhand to your partner.”*
- *“Your partner will practice catching it and then use two hands to throw it back.”*
- *“Practice this for a few minutes and then we will increase the distance you throw.”*
- *“Take a step back and throw it again.”*
- *“See how far away from each other you can get and still catch the ball.”*



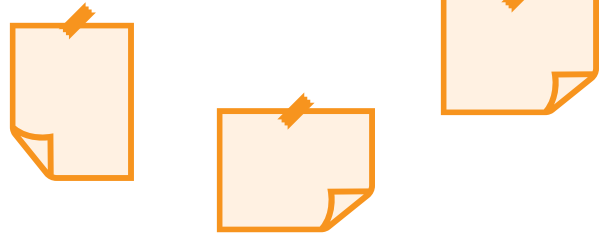
## BEAN BAG TARGET (5 MIN.)

**Equipment**

- Construction paper
- Tape
- Bean bags

**Setup**

Tape different colored construction paper on the walls around the room



- *“Now that we have practiced underhand throwing, let’s practice aiming for a target.”*
- *“There are pieces of paper hung up around the room.”*
- *“You are going to stand in front of a piece of paper and underhand throw your bean bag and try to hit the paper.”*
- *“Once you have hit the paper, move to the next target and keep rotating around the room.”*



COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

[GoNoodle: Level 2 Flexibility](#)<sup>1</sup>

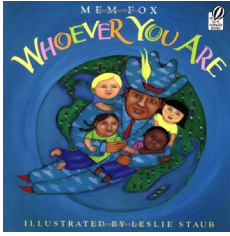
OR

[Upward Facing Dog](#) (page 16 of link)<sup>2</sup>

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



## LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)<sup>1</sup>

Lesson 1: Read the book

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## STRENGTH & ENDURANCE (5 MIN.)

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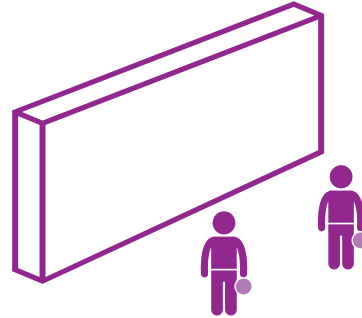
## OVERHAND THROW (5 MIN.)

**Equipment**

- Ball or bean bag
- Basket or hoop

**Setup**

Students should stand close to a wall to practice throwing against the wall



- *“Today we will be learning how to do an overhand throw.”*
  - *“You will each need a ball to practice this skill and be facing a wall.”*
  - *“Start by standing with one foot in front of the other. Your feet should be as wide as your hips.”*
  - *“Next, raise your arms overhead, and practice rocking back and forth a few times.”*
  - *“Now, bring the ball over your head.”*
  - *“As you rock forward, release the ball.”*
  - *“Let’s practice overhand throwing the ball to the wall.”*
- Let students practice with the wall a few times and then partner them up so that they can throw to each other.
  - Once students have had practice with a partner, you can set out a basket or hoop for students to aim for.



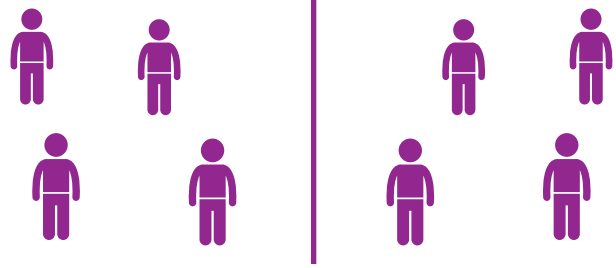
## SNOWBALL FIGHT! (5 MIN.)

## Equipment

- Lightweight small balls: crumpled paper, foam balls, or pom poms

## Setup

Make sure there is a line dividing the room in half with balls on either side of the line. Divide students into two groups.



- *“Are you ready for a snowball fight?”*
- *“Your goal is to get all of the snowballs on the other side of the line.”*
- *“We are going to practice overhand throwing for this activity, so see how far you can throw the ‘snowballs.’”*
- Additional Activity:
  - » Have students keep throwing the “snowballs” until they are all on one side. Then have them sit down.
  - » Use different colored bean bags or balls and see who can get all of one color on the opposite side first

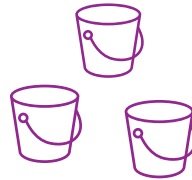
## RAYUELA (5 MIN.)

## Equipment

- Small balls or bean bags
- A box/basket to be the target

## Setup

Divide students into groups of 4–5 students. Place 2–3 buckets or crates about 4–5 feet from the starting point where the students are standing.



- *“Today we will be playing a game from the Latin America region called Rayuela!”*
- *“You will start at your spot, take a ball, and underhand toss it into the bucket or box.”*
- *“If you miss, you will run and pick it up and bring it back to the next person in line.”*
- *“If you make it, you will go to the end of your line and the next person will throw.”*
- *“Typically, Rayuela keeps track of points depending on where in the box the item lands.”*
- *“Instead of keeping score today, see if you can throw them all into the boxes as a team!”*

This game, also known as tejo, is a traditional Chilean game and has been played for many years. The word rayuela also can be translated to hopscotch, but that is not how it is used in this game.



**COOL DOWN/FLEXIBILITY (5 MIN.)**

*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

**GoNoodle: Level 2 Flexibility**<sup>1</sup>

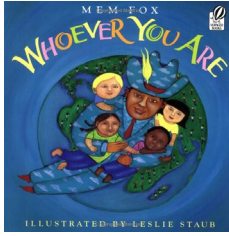
OR

**Upward Facing Dog** (page 16 of link)<sup>2</sup>

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders.*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)<sup>1</sup>

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STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)<sup>2</sup>

OR

[Fit 5 Endurance Level 2 Cards](#) (pages 19-21 of link)<sup>3</sup>

- Side-to-Side Hops
- Jog in Place
- Step Ups



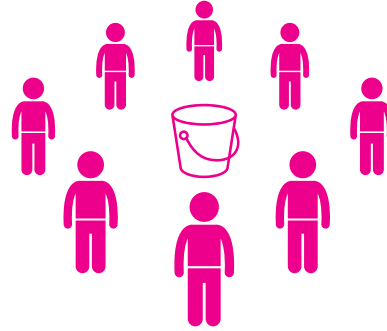
## SHOOT TO SCORE BASKETBALL (5 MIN.)

**Equipment**

- Ball
- Basket/hoop/bucket

**Setup**

Students should stand in a large circle around a bucket or hoop



- *"We are going to practice our throwing skills today with a game called 'Shoot to Score Basketball.'"*
- *"I am holding a basket and you are going to try to shoot the ball into the basket when it is your turn."*
- *"To start off, I will give everyone a number."*
- *"When I say a number you will pass the ball that many times around the circle."*
- *"Whoever ends up with the ball will get to throw the ball into the basket for a point."*
- *"We will keep going until the first person gets three points."*
- *"Then we will start the game over."*

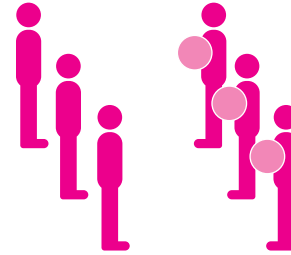


**TWO-HAND UNDERTHROW (5 MIN.)****Equipment**

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**Setup**

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- *“Take a step back and throw it again.”*
- *“See how far away from each other you can get and still catch the ball.”*

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*"Let's end Young Athletes with a few cool down stretches to work on our flexibility."*

[GoNoodle: Level 2 Flexibility](#)<sup>1</sup>

OR

[Upward Facing Dog](#) (page 16 of link)<sup>2</sup>

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



## THROWING REVIEW

- *“We have learned a lot of new games and skills throughout this month.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our throwing unit.”*
- *“We practiced throwing a ball into a basket or hoop and used bean bags to throw at targets. Throwing is used in a lot of different sports!”*
- *“Let’s complete the book to help remind us of some of our new skills.”*

[Throwing Booklet printable](#)

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## HOME CONNECTIONS

### Games and activities to do at home:

Send home [the newsletter](#) and include these game ideas they can use at home with their flashcards:

- Bowling
- Train Tunnel
- Two-Handed Underhand Toss
- One-Handed Underhand Toss
- Two-Handed Overhand Throw
- One-Handed Overhand Throw
- Target Practice
- Shoot to Score Basketball

[Additional Throwing Skill Cards for home](#)<sup>1</sup>

**Want to continue practicing these skills?**

**Check out [this video](#)<sup>2</sup> to learn how to do all the activities and more at home!**



## TEACHING TIPS FOR SUCCESS

- Throwing and catching are closely linked, so you will often find yourself working on both at the same time.
- Beginner throwers will stand with their feet even, regardless of whether they are tossing underhand or throwing overhand.
- To advance the skill of throwing, encourage the student to have their feet hip-width apart with one foot slightly forward so that weight shifting and trunk rotation can occur. Floor markers can be used to encourage correct feet position.
- As throwing skills progress, the student's arm will move forward, bend at the elbow and then straighten when the ball is released. The wrist will also slap down as the ball is released.
- For the overhand throw, cue the student to have their elbow up and the hand near the ear to begin the throw.
- If the student is having difficulty releasing the ball, practice grasp and release with a beanbag or tennis ball, or release into a hoop or bucket.
- When the right hand is used for throwing, the left foot steps forward. When the left hand is used, the right foot steps forward.

# UNIT 5 PRINTABLES



## Throwing Skills

Dear Family,

Playing ball is a favorite pastime for many children, and it's a fabulous way to increase physical fitness. That's why I'm excited that our current Young Athletes focus is **throwing skills**. We're teaching children how to grip a ball and let go of it—key skills they'll use in sport and recreational activities when they are older. Being good at throwing helps children feel more comfortable joining in games with friends.

A great thing about this skill area is that it lends itself to **social interactions** and personal connections. Invite family members or children in the neighborhood to play catch. Older children or those with more advanced sport skills can be great models for your child. To ensure that your child achieves success throwing, try using different-size balls. If your child can easily lift a ball over his or her head with two hands, the ball is a good size. Foam balls are especially easy for young children to grip. You'll find that catching and throwing are such closely related skills, some games provide practice with both. Enjoy sharing in playtime at home and watching your child's skills grow!

Sincerely,

Teacher



Throwing involves strength, flexibility, balance and coordination.



### Healthy Habits

Set the stage for nutritious food choices by talking about healthy foods during playtime. As you and your child toss a ball back and forth, name favorite healthy foods. Or tape pictures of fruit on the wall at various heights to serve as targets.

Apples

Oranges



### Confidence Booster

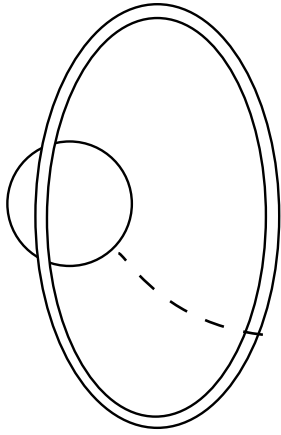
As children gain motor skills through Young Athletes activities, they also progress in social and emotional learning. They become more confident and enthusiastic. They play better with others and learn skills that they will use in school.



### Class News

2

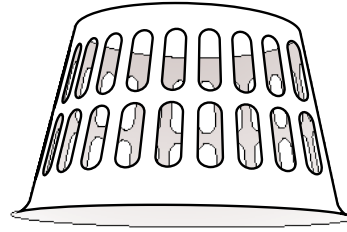
The ball goes through.



Trace the ball's path.

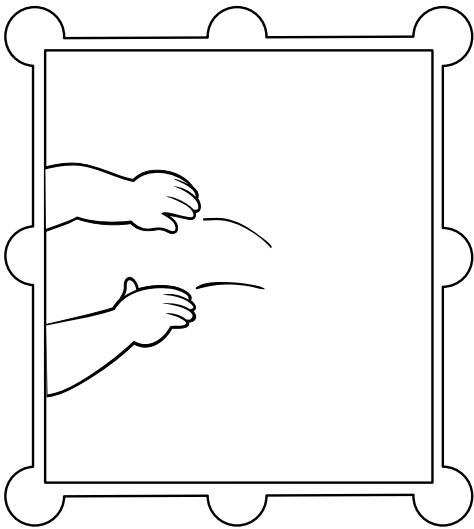
1

The ball goes in.



Color the ball.

Draw the ball.



I can throw a ball.

3

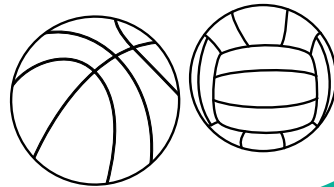
Let's Practice & Play

Name \_\_\_\_\_

's

### Activities

### Throwing Skills



Special Olympics  
Young Athletes



**Directions for families:** Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.