



UNIT 5

AGES 5-7

THROWING

.....

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

- *I Am Perfectly Designed*
by Karamo Brown



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

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

Ask and answer questions about key details in a text. (RL.1.1)

Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)

Describe characters, settings, and major events in a story, using key details. (RL.1.3)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

Follow agreed-upon rules for discussions, such as listening to others with care, speaking one at a time about the topics and texts under discussion. (SL.1.1a)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

STANDARDS FOR MATH

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. (1.OA.6)

Leadership Time

- Responsible decision making helps children learn how to make thoughtful choices, solve problems and learn from situations. Use this week to teach responsible decision making and let students practice this skill.
- **Responsible decision making is your SEL focus this week.**

Skills & Games

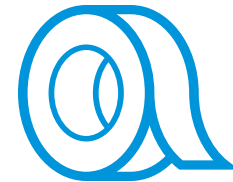
- Underhand Throwing
- Jukskei
- Bean Bag Target
- Getting to Know You
- Knock It Off!
- Throwing Circuit

Equipment

- Bean bags
- Floor markers
- Construction paper
- Tape
- Bean bags
- Balls
- Cones
- Buckets or baskets for balls

Alternative Material Ideas

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



Things to Note

Bean Bag Target is a great way to practice any sort of content that you are learning in the classroom. Use it to review or prep for a test to give students a unique way to learn.

LEADERSHIP TIME (5 MIN.)

Leadership Skill: [What is Responsible Decision Making?](#) (pages 25-26 of link)¹

- Responsible decision-making helps children learn how to make thoughtful choices, solve problems and learn from situations.
- Ask students when they might have to make decisions in their life?
- Make a list of decisions they make each day to help them realize how many they make in a day. Examples can be: what to wear, what they have for breakfast, if they talk to someone at school, what they play at recess, what book to read, etc.

STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"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!



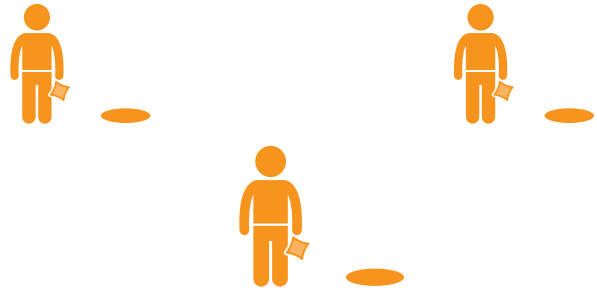
UNDERHAND THROWING (5 MIN.)

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.”*



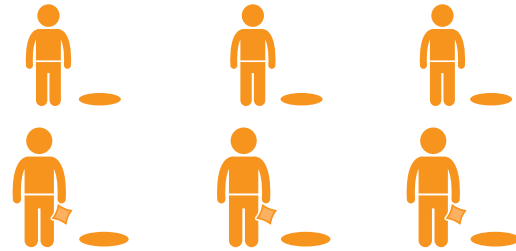
JUKSKEI (5 MIN.)

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.



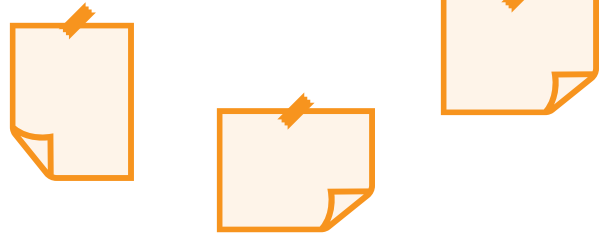
BEAN BAG TARGET (5 MIN.)

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.”*

Math Connection

Write different addition or subtraction problems on the paper. Before students can throw their bean bag, they have to say the answer out loud.

Literacy Connection

Write a sight word on each of the pieces of paper. Students need to say the sight word before they can toss the bean bag.

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](#)¹

OR

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

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch



LEADERSHIP TIME (5 MIN.)

Leadership Skill: What is Responsible Decision Making? (pages 25-26 of link)¹

- Responsible decision-making helps children learn how to make thoughtful choices, solve problems and learn from situations.
 - While we are doing Young Athletes you have to make a decision to follow the directions to the game. Why do you think it is important for us to follow directions?
-

STRENGTH & ENDURANCE (5 MIN.)

Young Athletes in Motion²

"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.”*

Math Connection

Instead of asking personal questions, review addition and subtraction facts. Students can ask ‘what is 3 + 4?’ and toss the ball to have their classmate answer the question.

Additional Activity

Instead of personal questions, the teacher should stand in the middle and ask phonemic awareness questions: “What sound does the letter ‘t’ make?” “What sound do the letters ‘sh’ make?” Toss the beanbag to a student to have them answer it and have them underhand toss the beanbag back.

KNOCK IT OFF! (5 MIN.)

Equipment

- Cones with a ball that can balance on top
- Bean bags

Setup

Divide students into 4 or 5 teams and have them stand in a line behind a bean bag. Set up a cone with a ball on top of it about 4-5 feet away from the students.



- *“Our next activity is called ‘Knock It Off.’”*
- *“You are going to line up behind the bean bag.”*
- *“When I say go, the first person in the line is going to underhand toss the bean bag at the ball on the cone.”*
- *“If you knock it off, you run to put it back on the cone, pick up your bean bag and run it back to the next person in line.”*
- *“If you miss, run and pick up your bean bag and give it to the next person in line.”*

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](#)¹

OR

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

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch



LEADERSHIP TIME (5 MIN.)

Leadership Skill: What is Responsible Decision Making? (pages 25-26 of link)¹

- Responsible decision-making helps children learn how to make thoughtful choices, solve problems and learn from situations.
- Play Across the Room from Week 15 Lesson 1. Instead of similarities and differences, give students a Would You Rather question and have them move from one side of the room to the other based on their answer.
- For example: Run to the right if you would rather play soccer and run to the left if you would rather play basketball.
 - » Would you rather live in a spaceship or live in a castle?
 - » Would you rather eat a cookie or an apple?
 - » Would you rather wear a blue shirt or a red shirt?
 - » Would you rather play in the rain or in the snow?

STRENGTH & ENDURANCE (5 MIN.)

Young Athletes in Motion²

"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.

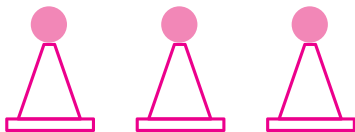
Station 3:

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.

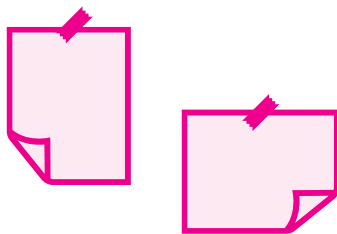
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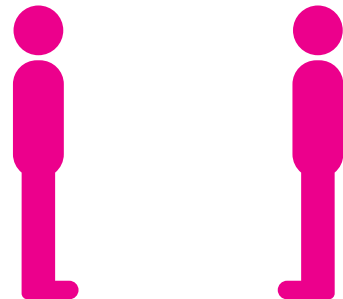
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THROWING CIRCUIT (CONTINUED)

- *“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](#)¹

OR

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

- Kneeling Hip Stretch
- Butterfly Stretch
- Triceps Stretch



Leadership Time

- In the book, *I am Perfectly Designed* by Karamo Brown, students will be able to identify someone they admire.
- **Social awareness is your SEL focus this week.**

Skills & Games

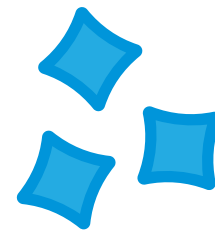
- Two-Hand Underthrow
- Snowball Toss
- Two-Overhand Throw
- Snowball Fight!
- Rayuela
- Target Practice
- Bean Bag Addition

Equipment

- *I Am Perfectly Designed* by Karamo Brown
- Balls, tennis balls
- Multiple buckets, baskets, crates
- Construction paper
- Tape
- Bean bags
- Lightweight small balls
 - » crumpled up paper
 - » foam balls
 - » pom poms
- Hula hoops

Alternative Material Ideas

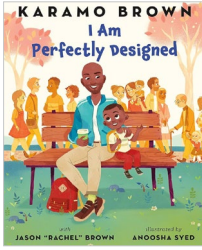
- Instead of tennis balls, use bean bags



Things to Note

There are quite a few math and language arts connections this week. Feel free to try them all or just pick one or two to focus on this week. Some activities will be repeated in later lessons.

LEADERSHIP TIME (5 MIN.)



[I Am Perfectly Designed by Karamo Brown](#) (page 42 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)²

OR

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

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



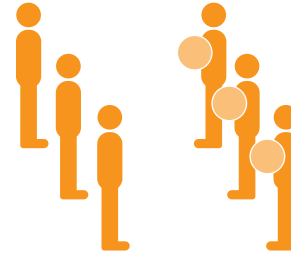
TWO-HAND UNDERTHROW (5 MIN.)

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."*



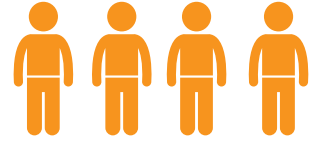
SNOWBALL TOSS (5 MIN.)

Equipment

- Soft balls, tennis, foam, wiffle, or beanbags
- Multiple buckets or crates

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 tossing ‘snowballs.’”*
- *“You will start at your spot, take a ball, and underhand toss the ‘snowball’ into a bucket.”*
- *“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.”*
- *“See if you can throw them all into the buckets as a team.”*

Math Connection

Tape math flash cards onto each bucket. As a team, students need to fill up the bucket with the answer in balls.
Example: $4+2=$ toss 6 balls into the bucket

Spelling & Sight Word Practice

Tape different spelling or sight words to each bucket. When students toss the ball into that bucket they need to spell or say the word. The team can help them if they don’t know what the word is.

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](#)¹

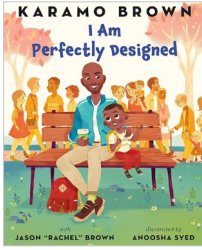
OR

[Upward Facing Dog](#) (page 16 of link)²

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.)



[I Am Perfectly Designed by Karamo Brown](#) (page 42 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 2 Video](#)²

OR

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

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



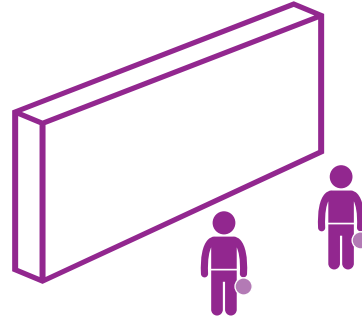
OVERHAND THROW (5 MIN.)

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.



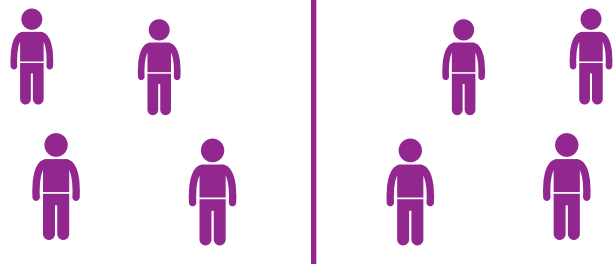
SNOWBALL FIGHT! (5 MIN.)

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 Flexibility¹

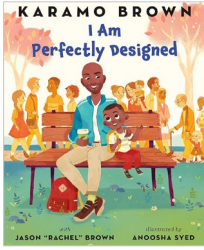
OR

Upward Facing Dog (page 16 of link)²

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.)



[I Am Perfectly Designed by Karamo Brown](#) (page 42 of link)¹

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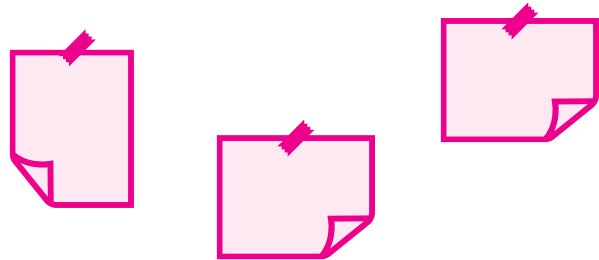
TARGET PRACTICE (5 MIN.)

Equipment

- Construction paper
- Tape
- Bean bags

Setup

Tape different colored construction paper on the walls around the room



- *“Today’s target practice is going to challenge us to aim high and throw far while using our overhand throwing technique.”*
- *“There are different colored pieces of paper on the wall.”*
- *“To warm up, I want you to pick a color and overhand throw the bean bag at the target.”*
- *“After we have warmed up, I will be calling different colors that you need to throw at.”*

Math Connection

Review math vocabulary by writing math terms on the paper. Instead of calling out a color, call the definition of a word for students to throw at. Use this list to help you get started.

Literacy Connection

Write sight words on the paper. Instead of calling out a color, call out the sight word for the students to throw at.



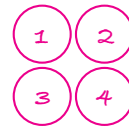
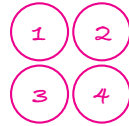
BEAN BAG ADDITION (5 MIN.)

Equipment

- 4 hoops/buckets/taped squares with the numbers 1, 2, 3, and 4 inside
- Bean bags
- Paper
- Clipboards
- Pencil

Setup

Set up 4 hoops for each group of students. Divide students into 4 groups.



- *“We are going to use our new throwing skills to help us practice our addition today.”*
- *“You are going to have a piece of paper and a pencil to keep track of your points.”*
- *“When it is your turn, you will throw the bean bag into a hoop.”*
- *“Each hoop has a number in it.”*
- *“Wherever the bean bag lands is how many points you will get.”*
- *“If it lands on 3, you will write down 3 tallies on your piece of paper.”*
- *“If you get 2 the next time you go, you will add 2 more tallies to make a total of 5.”*
- *“Everyone will have 5 turns and then add up all their tally marks.”*

Lead Up Activity

Instead of having each student keep track of their points, have a large piece of paper for the group to keep track together. Have an adult or volunteer close to help them mark their tallies.

Additional Activity

Change up the numbers in the hoops to challenge students. Have all students start at 20 and subtract each time they get points. First one to 0 wins.

COOL DOWN/FLEXIBILITY (5 MIN.)

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[GoNoodle: Level 2 Flexibility](#)¹

OR

[Upward Facing Dog](#) (page 16 of link)²

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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](#)

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](#)¹

Want to continue practicing these skills?

Check out [this video](#)² 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

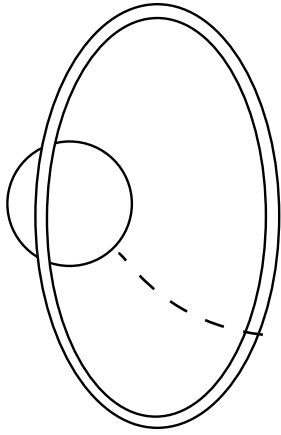
As children gain motor skills through Young Athletes activities, they also progress in social and emotional learning. They become more confident and enthusiastic. They play better with others and learn skills that they will use in school.



Class News

2

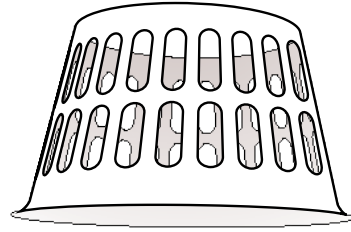
The ball goes through.



Trace the ball's path.

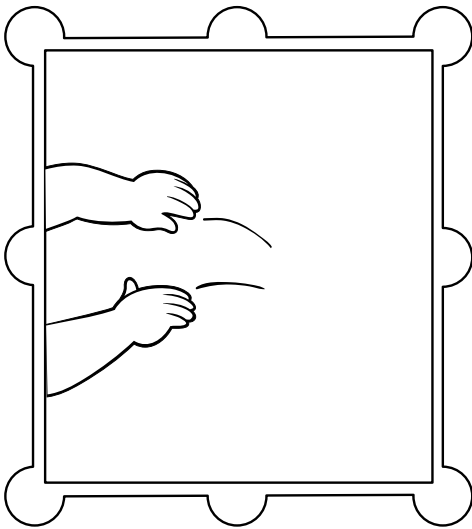
1

The ball goes in.



Color the ball.

Draw the ball.



I can throw a ball.

3

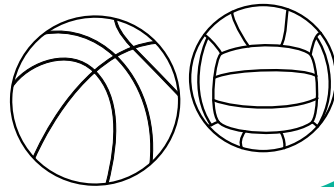
Let's Practice & Play

's

Name _____

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.