Ready
• 1 spot marker per child
• 4 cones for activity area boundaries
• 1 ball per child (7”)
• 4 hoops to hold balls
• Musical ASAPs #23 and #10
• SPARK EC Music CD and player

Set
• Create activity area.
• Scatter spot markers within area.
• Place hoops outside activity area and fill with balls.
• Send children to stand on spot markers.

GO!
1. “Boogie Down And Cruise” (Teach Musical ASAP #23.)
2. Kicking (Shadowing – without a ball.)
   • How quickly can you stand behind your spot? Let’s pretend to kick a ball.
   • Shake the foot you want to kick with first. The other foot is your “stepping foot.”
   • Follow me! Step forward with your “stepping foot.” Tick! Kick with your kicking foot. Tock! Let’s practice! (Repeat several times with each foot. Help those in need.)
3. Ball Selection and Exploration (Allow 2 minutes for exploration time.)
   • When you hear the color of your home, gallop to get a ball, then gallop home.
   • When the music starts, play safely with your ball.
   • When it stops, hold your ball between your feet. Don’t let it roll away!
4. Kicking for Distance (Create a circle with children facing out.)
   • Hold your ball between your feet. Let’s see how far your ball goes when you kick it.
   • Use the inside of your foot to kick the ball. (Point to the inner arch of the foot.)
   • On “Kick!” kick your ball far in front of you and freeze.
   • Do 2 things when you hear, “Get your ball!” Gallop AND get your ball.
   • (Repeat with other foot. Vary locomotor skills. When finished, have children gallop home.)
5. Ball Return (Send children to return balls by spot color and gallop home.)
6. “Gallo” (Teach Musical ASAP #10.)
7. Wrap It Up
   • When you rolled the ball, you used the inside of your foot. Did you use the same part to kick it? (Yes.)
Kicking for Distance

Adaptations

Limited Space

* Place 2 cones 2 paces in front of an obstacle-free wall. Send children to stand between the cones to practice kicking against the wall.

Variation


Inclusive Strategies

* A child having difficulty timing the step-kick might be given a verbal cue or taught to self-talk the steps (i.e., “Step--Kick!”).
* A child with dyspraxia may not understand the concept of shadowing a movement. In that case, bypass the shadow practice and go directly to ball practice.

• If indoors, use balloons, fluffballs, or beach balls to enhance safety.
• Increase the level of activity by using more vigorous locomotor skills (e.g., galloping, side-sliding, or hopping) when children retrieve their balls during Kick for Distance.
• Simplify and reduce language (i.e., Tick! Step. Tock! Kick).

Objectives

✓ Kicking
✓ Visual tracking
✓ Auditory discrimination
✓ Balance

Academic

Nutrition
Read Two eggs, please, by Sarah Weeks. Lead a discussion about the many ways to cook eggs.

Family Fun

Kicking
Ask your child to teach you how to kick a ball. First, pretend to kick without a ball. When you are both ready, choose a safe, soft object, like a balloon, for indoor kicking.

Teacher Tips

- If indoors, use balloons, fluffballs, or beach balls to enhance safety.
- Increase the level of activity by using more vigorous locomotor skills (e.g., galloping, side-sliding, or hopping) when children retrieve their balls during Kick for Distance.
- Simplify and reduce language (i.e., Tick! Step. Tock! Kick).

Notes

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YOUR STATE STANDARDS

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