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?
**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**

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**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**

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**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.