



**Ready...**

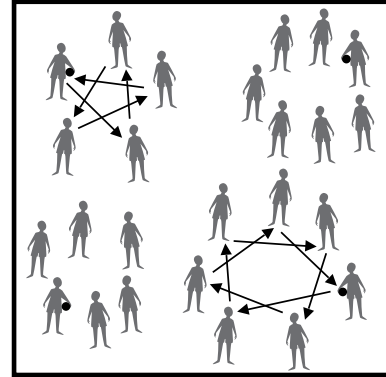
- 1 ball or other small manipulative per group of 5-7

**Set...**

- Students in circles of 5-7, scattered within boundaries.
- Each group with ball/manipulative.

**GO!**

1. The object is to cooperate with others in the group by passing a tossable object in sequence.
2. Play begins with a toss across the circle to anyone not next to you.
3. Passing continues until everyone has received a pass and the ball returns to the 1st person. Repeat, using same sequence.
4. Once you have successfully passed in sequence 3 times, add a 2nd ball. When you are successful with 2, try it with 3 balls simultaneously.



COOPERATIVES

**CHALLENGES**

- ★ How quickly can you get the ball back to the 1st player 5X?
- ★ How many tossable objects can your group use without dropping?

**CUES**

- ★ No one can catch it twice, until everyone in your group catches it once.
- ★ Remember who passes the ball to you, and who you pass the ball to.
- ★ Hands up, ready to receive a pass.
- ★ Keep your eyes on the person who passes to you.

GRADES 3-6

## GROUP JUGGLING

### Modifications for Students with Specific Learning Disabilities

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#### Considerations

- Students with specific learning disabilities have difficulty understanding language and listening to directions. Many students also show symptoms of ADHD (Attention Deficit Hyperactive Disorder), which include inattention, hyperactivity, and impulsivity. Use a multisensory teaching strategy: have the student watch a demonstration, describe the task to be performed, and provide physical prompts to help perform the movements
  - Students with specific learning disabilities have trouble taking in more than one direction at a time, so keep instructions simple and don't give too much information at once
  - Students with specific learning disabilities may have difficulty with transitions, so provide transition signals or give a 2-minute warning prior to a change in activity
  - Movements are often clumsy and inefficient, so give the student extra time to practice at their own pace. Let the student with specific learning disabilities observe others performing the activity before they try
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#### Ready

- Use directional arrows and/or numbered spot markers or signs as visual cues to remind student who to throw the ball to
  - Use a larger, softer ball that is easier to catch
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#### Set

- Students with specific learning disabilities may have sensitivity to sights and sounds, so remove unnecessary noise and distractions or allow student to wear headphones
  - Provide a quiet place for student to relax when over stimulated
  - Provide learning stations for students to get extra practice throwing and catching at their own pace
  - Decrease the size of the circle
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#### GO!

- Have the student with the learning disability practice in a group of three. Use the same peers that the student will be throwing the ball to and receiving the ball from during the group juggling activity
  - Assign an aide or peer tutor to provide extra prompts
  - Select a skilled thrower as the person that will be throwing to the student with the learning disability
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