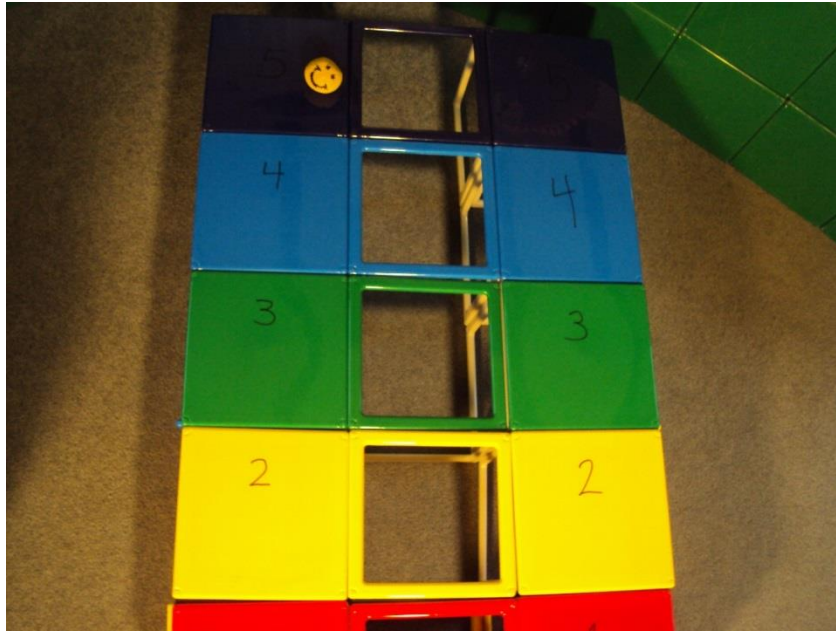




### Bean Bag Toss #3



#### NAEYC Standards:

Day 30

**2.C.04 P-K** Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- a. stimulate a variety of skills.
- b. enhance sensory-motor integration.
- c. develop controlled movement (balance, strength, coordination)
- d. enable children with varying abilities to have large-motor experiences similar to those of their peers.
- e. Range from familiar to new and challenging.
- f. help them learn physical games with rules and structure.

Games with rules and structure include turn-taking and other expected behaviors (for example, Hokey Pokey or Simon Says or an activity invented by the children themselves). Evidence for this indicator may also be seen in lesson plans or photos, or indicated by game equipment such as bean bags, bowling sets, or hopscotch squares.

**2.F.05** Children are provided varied opportunities and materials that help them understand the concept of measurement by using

- a. standard units of measurement  
Evidence includes such things as rulers, yard sticks, tape measures, measuring cups and spoons, and displays of measurements of children's heights.
- b. non-standard units of measurement.  
Evidence includes use of things such as unit blocks, rods, counting manipulatives, squirt bottles, pitchers, or displays of cutouts of children's feet used to count as units of measurement.

## HighScope KDIs:

### C. Physical Development and Health

**16. Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.

**17. Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.

**18. Body awareness:** Children know about their bodies and how to navigate them in space.

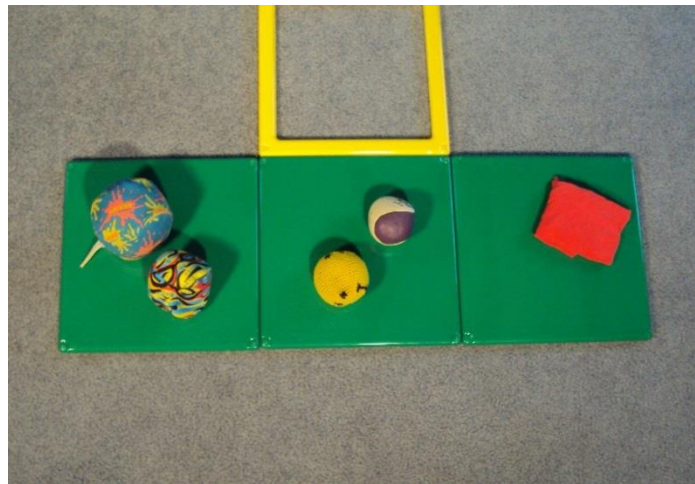
### E. Mathematics

**32. Counting:** Children count things.

**37. Unit:** Children understand and use the concept of unit.

## Guidance:

This is a more advanced version of Bean Bag Toss game #2 that provides scaffolding on the above referenced Physical Development and Counting standards. It uses either bean bags, hacky-sacks or any type of light-weight balls. The target is set up as five colored rows in which the center boxes are open and the others are covered with solid panels (see fig.) The rows of solid panels are numbered 1 – 5 using a dry-erase markers. One or two window blocks are placed at one end and a row of solid blocks form a “line” in which the children stand behind when tossing the bean bags.



## Materials:

For each child:

- ❖ 16 solid Panels
- ❖ 34 to 40 open windows
- ❖ 3 bean bags (foam balls or other light weight objects can be substituted)
- ❖ Optional: Score sheet and pencil



## Directions and Practice Round:

- Have the children form a line behind the green line of panels.
- Explain that the goal is to earn points for tossing the bean bag into the colored Panelcraft boxes.
- Points are earned as follows:
  - 1 point for red,
  - 2 points for green
  - 3 points for blue.
- Tell them that the first round is a practice round and that each person will get turns tossing bean bags at the Panelcraft target.

## Round 1:

- With two window spaces between the target and the (green) line ask the children to count how many units are between them and the red, yellow, green, blue and purple rows of boxes (answer; 3, 4, 5, 6, 7). Then, give each child a turn tossing the bean bags at the target.

## Round 2:

- Ask the children if the game would be more challenging if we increased the distance to the target. Add an additional window unit between the target boxes and the line. Again, ask the children to count how many units are between them and the red, green and blue boxes (answer; 4, 5, 6, 7, 8). Give each child another turn.



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### **Round 3:**

- Add another window unit between the target boxes and the line. Again, ask the children to count how many units are between them and the red, green and blue boxes (answer; 5, 6, 7, 8, 9). Give them another turn.

### **Final Round:**

- Give children notice that they will get one final toss. After each child has had one final toss, ask them to go to the next part of the daily routine.