Who We Are

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Visit www.macmillanmh.com for online games linked to Unit 1 key skills.
Art

Objectives  Express ideas through art
Materials  play dough, cookie cutters, plastic knives

Art activities help children develop fine-motor skills and express ideas and feelings using art materials. Play dough is a good material to begin with.

Play Dough  Have children make whatever they wish using the art materials. As children use the materials, say: I wonder what you are making. How did you make it so smooth? So long? As children clean up, help them to read shelf labels to properly store and return the play dough.

Blocks

Objectives  Begin to develop oral language and problem-solving skills
Materials  blocks of various sizes, shapes, and colors

Blocks enable children to recreate the world around them and to negotiate materials and space with their peers.

Build It  As children work in the Block Center, ask: Will you work alone or with a partner? What will you build? What color is that block? Is it bigger than the red block? In addition, encourage children to observe and describe one another’s work.
Table Toys

**Objectives** Begin to develop fine-motor skills

**Materials** assortment of table toys such as connecting bricks, stringing beads, pegs and peg boards, table blocks, puzzles, and attribute blocks with string

The Table Toys Center provides children with opportunities to create their own models as they build with construction toys and to solve problems as they work on puzzles.

**Let's Explore** Encourage children to explore the materials either alone or with a friend. As you talk to them, say: *Tell me what you made.* If you notice children are not engaged with the materials, start stringing beads and encourage children to join in.

Computer

**Objectives** Develop basic computer skills; review key unit skills

**Materials** computer

Go to [www.macmillanmh.com](http://www.macmillanmh.com) and click on the Unit 1 games and activities.

**Game 1: Body Parts/Five Senses** Children will match the body part with what it does (senses).

**Game 2: Colors** Children will match balloons of the same color.

**Game 3: Matching Same Letters** Children will match uppercase letters A, B, and C.
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<th>Alphabet</th>
<th>Writing/Drawing</th>
<th>Library</th>
<th>Dramatic Play</th>
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Obstacle Course (agility)
Set up an obstacle course on the playground. Model how to go through the course. Then guide children through the course multiple times. Invite them to give ideas about items to add to the course or ways to rearrange it.

Ideas for obstacles might include:
- a pretend tightrope made from a masking-tape or chalk line on the floor
- shoe boxes lined up far enough apart for children to step over
- a tunnel made from a large cardboard box with open ends to crawl through
- a line of hula hoops for stepping in and out of

(See Grow & Learn with Mister Rogers Bodies & Movement page 15.)

Bunny Hop (cardiovascular endurance)
Invite children to pretend to be bunnies and hop around the playground as you shake a tambourine. Stop playing the tambourine and call out a body part. Have them stop hopping and point to that body part. Continue in the same manner, calling out different body parts. Invite volunteers to take turns as the leader.

Ball Shoot (coordination)
Guide children to form a line. Stand in the middle of the line holding a hula hoop in the air. Ask all the children to face you. Have a child on your right throw a ball through the hula hoop to the child on the left of you, then that child throws it back to the next child. (Once each child has thrown the ball he or she goes to the back of their line.) Continue until all have had a chance to play.
Physical Fitness
Physical fitness is an important aspect of children’s development. It is made up of two key components: skill-related fitness and health-related fitness. Skill-related fitness includes agility, balance, coordination, power, reaction time, and speed. Health-related fitness includes cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

National Association for Sport and Physical Education (NASPE)
Guidelines for Preschoolers (3 to 5 years)
1. Preschoolers should accumulate at least 60 minutes daily of structured physical activity.
2. Preschoolers should engage in at least 60 minutes and up to several hours per day of daily, unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping.
3. Preschoolers should develop competence in movement skills that are building blocks for more complex movement tasks.
4. Preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.
5. Individuals responsible for the well-being of preschoolers should be aware of the importance of physical activity and facilitate the child’s movement skills.

See NASPE web site for more physical fitness information: http://www.aahperd.org

Fitness for a Lifetime: Tips
• Show enthusiasm for active movement. Children learn by watching important adults in their lives. They will adopt your attitude toward fitness.
• Make it playful and fun—a positive experience that they will want to try again and again.
• Ask questions and explain activities to guide children’s understanding, for example “Running really makes my heart pound. It’s healthy to do that sometimes. Did your heart go faster too?”
• Let children choose. Giving a choice fosters involvement and an enjoyment of movement.
• Don’t use physical activities as punishment.

IMPORTANT Children under the age of six are not ready for long, uninterrupted periods of strenuous activity as adults are. When playing organized, vigorous games always pay careful attention to children’s breathing and give plenty of rest breaks.
Pre-K Little Treasures

Morning Movement

Use “Morning Movement” CD 3:32 every day to help develop children’s physical fitness skills, endurance, strength, and flexibility. The sequence is 5 minutes long and each section is 30 seconds.

1. **Slow Stretch Warm-Up**  (Without moving your feet, slowly reach up and down, then side to side. Move cross-laterally touching your right hand to your left knee, then your left hand to your right knee. Wiggle, wiggle, wiggle.)

2. **Monkey Climb**  (Stretch high and pretend to climb a tree. Stretch higher to grab some “bananas.”)

3. **Elephant Swing**  (Form your elephant trunk by hooking your arms together. Walk swinging your arms with the music. Raise your trunk up and down. Pick up “peanuts” on the ground with your trunk.)

4. **Spider Crawl**  (Crawl quickly on your hands and feet, not knees and elbows. The pattern is step, step, hand, hand, step, step, stop.)

5. **Kangaroo Hop**  (Hop high like a kangaroo.)

6. **Gazelle Leap**  (Leap around the room stretching one arm out in front and one arm behind.)

7. **Horse Gallop**  (Gallop around the room.)

8. **Duck Walk**  (Waddle, squatting with your arms folded like wings. Flap your wings.)

9. **Stork Stand**  (Stand still on one leg as long as you can, then try the other leg.)

10. **Slow Stretch-and-Bend Cool Down**  (Raise each knee to touch your opposite elbow. Walk in place. Stop and stretch reaching left to right, then high and low.)

Macmillan/McGraw-Hill