Making Friends

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Visit www.macmillanmh.com for online games linked to Unit 2 key skills.
**Art**

**Objective** Express ideas through art  
**Materials** fingerpaints, paper

In this center, children will use art materials to help them safely express their feelings and represent the world in a symbolic way.

**Paint** Encourage children to create a design with paint that fills the page. Describe what you see. For example, *Look, you made a big, red shape.* Hang the dry paintings on the wall. Add signs with the children’s names below their paintings.

**Blocks**

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

Trace each block shape onto a piece of colored contact paper. Affix the shapes to shelves to help children clean up.

**Build It** As children work in the Block Center, ask questions to extend their work: *What other blocks will you use?*
Table Toys

**Objective** 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 work together and develop problem-solving skills.

**Let’s Explore** While children work with small connecting bricks, ask them to describe what they are making. Sharing materials is often difficult at first. The children may need your help to resolve conflicts.

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 2 games and activities.

**Game 1: Classroom Items** Children will find the items that belong in a classroom.

**Game 2: Clothing** Children will find the clothes named.

**Game 3: Colors** Children will match shapes of the same color.

**Game 4: Letters** Aa, Mm, Ss
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<th>Student Name</th>
<th>Alphabet</th>
<th>Writing/ Drawing</th>
<th>Library</th>
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Outdoor Play

Safety First (reaction time)
Explain to children that physical activities are a lot more fun if they are done correctly and safely. Then talk with children about safe ways to play. For example:

- Pay attention to where you are going. Do your best not to bump into people or things when you are walking, running, swinging your arms, or doing any other motion.
- When playing catch, always throw the ball at or below a person’s waist. Never throw a ball at a person’s head.

After discussion, have children demonstrate how to follow each safety rule. For example, you could have children:

- run and weave through a row of chairs while trying not to hit the chairs.
- play catch with a partner while aiming the ball at or below their partner’s waist.

(See Grow & Learn with Mister Rogers Bodies & Movement page 16.)

1-2-3 Red Light (reaction time and speed)
Guide children to line up on one side of the playground. You are the stop light on the other side of the playground. When you turn your back you say “Green Light” and children run to try to tag you. You quickly turn around and say “Red Light” and the children must freeze in place. Any child that moves has to go back to the starting line. The first child to tag you wins.

Jump Rope Jig (cardiovascular)
Demonstrate how to jump rope. Model jumping rope with both feet touching the ground at the same time and the skipping variation with only one foot touching as you skip. Pass out ropes and have children practice on their own. Then play a game of jumping rope with increasing numbers. Call out “one” and invite children to jump once, then stop. Continue counting up to five, then back down again. Offer this activity on additional days. Note how children’s skill improves with practice.
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.
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.)