UNIT 3

Families

Centers ........................................ 2-3
Center Time Student Record ........ 4
Center Time Student Sheet ........... 5
Outdoor Play ................................. 6
Outdoor Play Guidelines .............. 7
Morning Movement ...................... 8

Visit www.macmillanmh.com for online games linked to Unit 3 key skills.
Art

**Objective** Express ideas through art  
**Materials** modeling clay

In this center, children will learn how to work cooperatively with others by sharing materials. Create special files for drawings, each labeled with the child’s name. Ask: *Would you like to take this one home, or do you want to add it to your portfolio?*

**Modeling Clay** Introduce clay to the whole class. Discuss what children can make and how clay is different from play dough. Observe how children use the clay and describe what you see them doing.

Blocks

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

Take photographs of children’s block structures. Place the photos in children’s portfolios.

**Build It** Assist children in building problem-solving skills during the Block Center by guiding them to choose appropriate blocks and commenting on their attempts. Help children make a sign for their finished buildings.
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 an important first step in building a caring classroom community.

Let’s Explore  Continue to introduce puzzles with simple images and few pieces. Remind children that puzzles have pieces; when put together, they make a picture. When children discover where a piece goes, reinforce this by saying: Look, you found where the ____ goes!

Computer

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

Go to www.macmillanmh.com and click on the Unit 3 games and activities.

Game 1: Family Members  Children will find the family member named.

Game 2: Household Items  Children will find the items that belong in a bedroom.

Game 3: Matching Same Letters  Children will match uppercase letters P, T, and I.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Alphabet</th>
<th>Writing/ Drawing</th>
<th>Library</th>
<th>Dramatic Play</th>
<th>Science</th>
<th>Social Studies</th>
<th>Math</th>
<th>Other</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outdoor Play

Balance the Ring (balance)
Ask children if they have ever been to a wedding. If so, encourage them to tell what it was like. Show children wedding photos and point out the ring bearer. Be sure to explain that “ring bearer” is another way of saying “ring holder.” A ring bearer is usually a child who carries the wedding rings on a pillow down the aisle during a wedding. Explain that balancing something on a pillow while walking takes a lot of concentration and balance.

Give each child two small aluminum foil “rings” and a napkin to use as a pillow. Ask children to place their rings on their napkin and try to walk from one side of the playground to the other without dropping the rings.

For another balancing activity, have each child make a large foil ring to balance on his or her head like a crown. Have children practice walking with a crown on their head. After some practice, ask children which was harder to balance—the small rings or the crown.

(See Grow & Learn with Mister Rogers Bodies & Movement page 23.)

Mother May I? (muscular strength)
Help children line up on one side of the playground. Stand at the other side and pretend to be “Mother.” Give each child a movement with a number such as “Lisa, take four giant steps forward.” The child must respond “Mother May I?” before he or she moves. If he or she does not ask permission and moves anyway, he or she must go back to the starting line.

Clap and Bounce (coordination)
Help children form two circles. Give each group one medium-sized ball. Guide children to say the name of someone in the circle, toss the ball to him or her, then clap once saying “one” after they toss the ball. Increase the number of claps with each toss.
Outdoor Play

Guidelines

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.
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.)