Food

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Visit www.macmillanmh.com for online games linked to Unit 4 key skills.
Art

Objective  Express ideas through art.
Materials  art materials, glue

In this center, children will develop the ability to appreciate and comment on another child’s work.

Collage  Model how to tear paper into small pieces and create a picture by gluing the pieces to a larger background. Prompt children to describe their pictures and the colors they chose.

Blocks

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

Block play gives children the opportunity to exchange ideas and jointly solve problems.

Build It  As children work in the Block Center, have them create models of objects they have seen at home, such as items in the kitchen and bedroom.
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

During the Table Toys Center, ask questions that prompt children’s thinking, such as *What did you do to make it so tall?*

**Let’s Explore** Encourage children to explore the materials with a friend. As you talk to them, say: *Tell me what you made. What else could you make together?*

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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 4 games and activities.

**Game 1: Kitchen Tools** Children will match the tool to its outline.

**Game 2: Foods** Children will match half a food to its whole.

**Game 3: Matching Same Letters** Children will match uppercase letters N, C, and O.
### Center Time Record Sheet

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<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>
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Outdoor Play

Beanbags (coordination)
Place a basket in an area that is free of breakable items. Attach a piece of masking tape or use chalk, approximately 3’ from the basket. Demonstrate how to stand behind the tape and toss a beanbag into the basket. It could be helpful to miss the basket the first time and say something such as “Nobody get the beanbag in the basket every time.” That lets children know that it is okay to miss the basket, too. Give children plenty of opportunities to make a basket.

Next, let children do other activities such as:

• balance a beanbag on a body part, such as the head, hand, or foot.
• toss a beanbag in the air and catch it. For a challenge, have children spin around while the bag is in the air and try to catch it.
• line up and pass a beanbag from hand to hand as quickly as possible.

(See Grow & Learn with Mister Rogers Bodies & Movement page 19.)

Apple, Apple, Banana (reaction time and speed)
Guide children to stand in a circle facing each other. You are the grocery shopper. Go around the outside of the circle, gently tapping each child and saying “apple.” When you tap a child and say “banana,” you and the child race around the circle to see who can get back to the child’s place first. The first person back steps in the circle and the other person becomes the grocery shopper. Invite the new shopper to choose new fruits or vegetables.

Looby Loo (coordination)
Review the song “Looby Loo” CD 1:9 in class. Once on the playground, form a circle and sing the song adding the motions. When you sing “Here we go Looby Loo” walk in a circle clockwise. Change walking to another movement with each verse such as hopping, skipping, or running.
Outdoor Play

Guidelines

Physical Fitness
Physical fitness is an important aspect of children's development. It comprises of two components: skill-related fitness and health related fitness. Skill related incorporates agility, balance, coordination, power, reaction time and speed. Health related incorporates 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 towards fitness.
- Make it playful and fun so it brings a positive experience that they will want to try again and again.
- Ask questions and explain to guide children's understanding of movement such as “Running really makes my heart pound. It’s healthy to do that sometimes. Did you heart go faster too?”
- Let children choose. Giving a choice to children 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.)