Our Neighborhood

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Visit www.macmillanmh.com for online games linked to Unit 5 key skills.
Art

**Objective** Express ideas through art.

**Materials** boxes, paint, markers

If a child avoids the art materials, make sure he or she uses a variety of manipulatives to develop fine-motor skills. Make sure you rotate materials in the Art Center to provide children with choices and a diverse set of materials to explore.

**Constructions** Have children make buildings out of boxes, then paint or color them. Help them think about details to add, such as windows and doors.

Blocks

**Objectives** Begin to develop oral language and problem-solving skills

**Materials** blocks of various sizes, shapes, and colors

Ask questions to extend children’s thinking, such as *How will you make the building taller?*

**Build It** Use tape to create a “roadway” down the middle of the block area. Have children build a model of their neighborhood around the road.
**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, comment on children’s work by describing what they did. For example, Look, you made a pattern with the pegs. What peg will you use next?

**Let’s Explore** Have children make their own designs by using the pegboard. If children need help to stay focused, suggest they follow your lead and copy the pattern you are making.

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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 5 games and activities.

**Game 1: Community Places** Children will match workers to their workplace.

**Game 2: Community Tools** Children will match tools to the workers who use them.

**Game 3: Matching Same Letters** Children will match uppercase letters \( F, H, \) and \( D \).
## Center Time Record Sheet

<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>
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Outdoor Play

Bowling (coordination)
Invite children to name games in which people use balls, such as basketball, tennis, soccer, baseball, football, and bowling. Explain to children that ball games are played all over the world by people of all ages.

Then set up a game of bowling. Help children put ten plastic soda bottles or clean milk cartons in a triangle shape to make “bowling pins.” Place a piece of masking tape or use chalk to show children where to stand. Demonstrate how to roll a soft ball toward the pins to knock them down.

Have each child take a turn. Write on a piece of paper the number of pins each child knocks down. Two or three children can set up the pins after each turn. Invite children to take several turns. Have children look at their scores and talk about whether they improved with practice.

(See Grow & Learn with Mister Rogers Bodies & Movement page 20.)

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 who moves has to go back to the starting line. The first child to tag you wins.

Double Obstacle Course (agility)
Set up two obstacle courses side-by-side using boxes, chairs, hula hoops, and blocks. Have half the class line up at one end of the first course and the other half line up at the opposite end of the second course. Have children go through one course then get in line to go through the second course. Continue until all have gone through both courses. Encourage those who finish to cheer on the ones still going through.
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.
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.)