Transportation

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

Visit www.macmillanmh.com for online games linked to Unit 6 key skills.
Art

Objective Express ideas through art.
Materials shaving cream

If a child repeats the same design many times when he or she paints or draws, help the child brainstorm other ideas before beginning to work.

Shaving Cream Gather four children at a time. Spray shaving cream on a table in front of each child. Encourage children to discuss how the cream feels, then make designs, pictures, letters, and numbers.

Blocks

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

Provide guidance by discussing problems, such as What blocks could you use to connect two buildings?

Build It As children work in the Block Center, work with them to label and describe their creations. Record their descriptions and place them in the children’s portfolios.
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.

Gradually add more materials to the Table Toys Center. This will enable children’s work to become more elaborate and creative.

**Let’s Explore** While children work with small stringing beads, ask them to describe what they are making. Sharing materials is often difficult. 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 and click on the Unit 6 games and activities.

**Game 1: Transportation** Children will match vehicles to where they travel—air, ground, or water.

**Game 2: Number of Wheels** Children will count wheels.

**Game 3: Matching Same Letters** Children will match uppercase letters $R$, $E$, and $B$. 
### 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>
<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

Little and Big Exercises (muscle strength)
Alternating big and small movements help children develop self-control and the ability to manage body movements. These abilities contribute to self-awareness and a sense of body boundaries. First, encourage children to make up exercises that have really big movements, such as:
- windmill movements with arms
- kicking as high as possible
- lifting their knees and touching them with their hand

Then see if children can show you some exercises with small movements, such as:
- doing finger exercises
- opening and closing their jaw
- wiggling their toes while keeping their feet on the floor
- standing on their tiptoes

(See Grow & Learn with Mister Rogers Bodies & Movement page 14.)

Speedway Freeze Tag (reaction time)
Invite children to pretend to drive cars fast around the playground. Encourage them to add horn and car movement sounds. You are “it.” When you tag a child say “Out of Gas” and the child must freeze in the motion he or she was doing. They can be “unfrozen” when another driver tags them to “bring them some gas.”

Ball Bounce Relay (coordination)
Draw two stars three feet apart on the ground to mark two starting places. Then mark two squares about fifteen feet away from the stars to create the finish. Guide children to form two groups. Have half of each group line up behind a star and the other half line up behind a square. Give the two children starting at the star each a ball. Play a relay race with children bouncing the ball from the star to the square then passing the ball on to the next child. Continue until all children have gone through twice.
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.)