**Art**

**Objective** Express ideas through art.
**Materials** paints, drawing paper

If a child is beginning to use writing to accompany his or her drawings, create small blank books for the child to write in.

**Painting** Say: *We will paint today. Ask: What animal will you paint? What shape will you use for the body? The legs?*

**Blocks**

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

Help children work safely in the block area. Demonstrate how to hold long blocks so no one gets hit.

**Build It** As children work in the Block Center, help them to build a farm scene, including a barn and fence. Add toy farm animals to the center and observe and record children’s play dialogue.
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

Take time to play with the Table Toys yourself. You will discover more ways to use them. When children seem stuck, you can guide them to try some new ways of building and creating.

Let’s Explore Encourage children to explore the attribute blocks. Prompt them to create and describe patterns. Ask: What color/shape would come next?

Computer

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

Go to www.macmillanmh.com and click on the Unit 7 games and activities.

Game 1: Farm Animals Children will order animals from big to biggest.

Game 2: Baby and Adult Animals Children will match baby and adult animals.

Game 3: Sorting Letters Children will sort L and K by their sounds.
## 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>
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Outdoor Play

Simon Says (reaction time)
Simon Says is a great game to teach “personal space” because the children are standing in a group, but are encouraged to keep distanced from each other.

Explain to children that you are going to give them commands and that they are to follow a command only if you say Simon Says before you give it.

To begin, act as the leader and give children simple directions, such as Simon Says: touch your toes; stick out your tongue; pat your knees; blink your eyes.

As children get better at the game, make the directions more difficult. For example, you could say Simon Says: put your finger on your knees; stand on one foot; place your hands over your eyes.

(See Grow & Learn with Mister Rogers Bodies & Movement page 10.)

Hen and Chicks Tag (reaction time and speed)
Place two chairs far apart on the playground. Have children pretend to be baby chicks and stand grouped together behind one chair. You pretend to be Mama Hen and stand in the middle between the two chairs. Mama Hen calls out “Chicks come home” and the children run from behind one chair to behind the other chair. Mama Hen tries to catch as many chicks as she can. Once chicks are caught, they help Mama tag the other chicks when they run across the next time.

Doggy, Doggy, Where’s the Bone? (cardiovascular)
Guide the class to stand in a line. Invite a volunteer to be the “doggy” and have that person sit in a chair that faces away from the rest of the class. Place an eraser or large block under the chair. Doggy sits down and closes his or her eyes. The entire class runs up to tag the chair and returns to the line. One volunteer takes the bone and hides it on themselves. (Select the volunteer before they run.) Doggy stands and turns around as all the children chant:

Doggy, doggy, where’s your bone? Someone stole it from your home. Who stole the bone? Who stole the bone?

Doggy gets three guesses to find the bone. If correct, the person with the bone becomes the next “doggy.”
Outdoor Play

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, 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** (Galloping 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.)