Nature

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Visit www.macmillanmh.com for online games linked to Unit 8 key skills.
Art

Objective  Express ideas through art.
Materials  clay

Take photographs of the child’s clay work and place them in the child’s portfolio.

Clay  Have children make pictures of nature scenes out of clay. Have them place the clay objects on a large sheet of colored construction paper and tell about their work.

Blocks

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

If children don’t want to put away a block structure, take a photograph so they have a permanent record of their work.

Build It  As children work in the Block Center, ask questions to help them compare the length of objects built: Which is taller? Wider? Shorter?
Center Time

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

If a child has difficulty working with puzzles, provide puzzles with fewer pieces and help the child find shape, color, and image clues as he or she works.

**Let’s Explore** Continue to introduce puzzles. 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](http://www.macmillanmh.com) and click on the Unit 8 games and activities.

**Game 1: Seasons** Children will match the tree to the season.

**Game 2: Weather** Children will match weather with clothing worn.

**Game 3: Matching Same Letters** Children will match uppercase letters G, W, and X.
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<th>Writing/ Drawing</th>
<th>Library</th>
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Outdoor Play

Tightrope Walking (balance)
Explain to children that walking on a tightrope takes a lot of confidence, concentration, coordination, and practice. Explain that tightrope walkers have to keep on trying for a long time before they become good at their craft.

Make a “tightrope” by taping a piece of masking tape on the ground. Show children how to walk on the tightrope by placing one foot in front of the other, heel to toe. Children might want to hold your hand at first. They will probably do better with practice so you many want to return to this activity from time to time.

(See Grow & Learn with Mister Rogers Bodies & Movement page 13.)

Mother May I? (coordination)
Help children line up on one side of the playground. You stand at the other side and pretend to be “Mother.” Give each child a movement with a number such as “Juan, 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 to start over.

Don’t Spill the Beans Obstacle Course (balance)
Set up an obstacle course that children can step over or through. Use items such as blocks, hula hoops laid flat, string, or chalk. Have half the class line up at one end of the course and the other half line up at the opposite end of the course and play a relay race. Give the child that starts first a paper plate with some dried beans or uncooked rice on it. Each child goes through the course with the plate trying not to spill any beans. When he or she reaches the end of the course he or she passes the plate on to the next child in line. Continue until all have gone through the course. Encourage those who finish to cheer on the ones still going through.
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.)