Animals in the Wild

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 9 key skills.
Art

**Objective** Express ideas through art.
**Materials** shaving cream

Make sure you rotate materials in the Art Center to provide children with choices and a diverse set of materials to explore.

**Shaving Cream** Gather four children at a time. Spray shaving cream on a table in front of each child. Encourage children to make designs, pictures, letters, and numbers. Model speaking in complete sentences by saying, *I’m making a sun. What are you making?*

Blocks

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

If a child never chooses to work with blocks, suggest that he or she build something with you.

**Build It** As children work in the Block Center, have them build a zoo scene. Add toy wild animals and ask children to tell about each one. Ask: *What does it look like? Where does it live? What is special about the animal? Which is your favorite? Why?*
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 created a structure with connecting bricks and isn’t finished at clean-up time, place the structure on a saving shelf with his or her name on a card next to it. The child can complete the work the next day.

**Let’s Explore** Encourage children to explore the materials in combination. For example, have children count ten red beads and pegs or sort all the blue and yellow blocks and bricks.

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 9 games and activities.

**Game 1: Animals** Children will match animals to their habitats.

**Game 2: Animal Features** Children will sort animals according to number of legs.

**Game 3: Matching Same Letters** Children will match upper to lowercase letters V, J, and Q.
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<th>Library</th>
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Outdoor Play

Animal Play (flexibility)
Talk with children about animals and the different ways they move on land, in the air, and in the water. To demonstrate, you might encourage the children to:

- slither like a snake
- lumber like an elephant
- swing like a monkey
- swim like a fish

Let each child pretend to be an animal. Have the rest of the children try to guess what the animal is. If you wish, play some music and let children pretend to be animals while they move to the music.

(See Grow & Learn with Mister Rogers Bodies & Movement page 18.)

Monkeys in a Tree Tag (reaction time and speed)
Place squares of construction paper (one square for each child) around the playground to be “trees” in a jungle. You pretend to be a hungry alligator. Invite children to pretend to be monkeys and run and hop around the jungle until you shout “Here comes the hungry alligator!” Children have to hop on a tree to be safe. The hungry alligator tries to tag children who are not on a tree. When the hungry alligator goes away the children can come off their tree. As children are caught they become alligators and help catch the other monkeys. Continue to remove a square each time until there is only one square left. The last child caught gets to be the hungry alligator in the next round.

Jump Rope Jig (cardiovascular)
Remind children how to jump rope with either both feet or by skipping. Pass out ropes and have children practice on their own first. Play a game of jumping rope with increasing numbers. Call out “One” and ask children to jump once, then stop. Continue counting up to ten then back down again. Offer this activity on other days to help children’s skills improve.
**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.)