Health and Fitness

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Art

Objective  Express ideas through art.
Materials  cardboard, construction paper, paint, glue

Provide opportunities for children to describe what they’ve done. Record their descriptions and place them in the children’s portfolios.

Collage  Show children cardboard pieces that you have cut into long skinny rectangles and small squares. Say: Today we will make cardboard people.
As children work, help them overlap the pieces before gluing the body together.

Blocks

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

Guide children to plan together and work cooperatively to build a large and complex structure.

Build It  As children work in the Block Center, assist them to sort blocks by color, count blocks collected or used, and make color or shape patterns.
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

Have children explain what they built and how. Prompt them by saying, First you ____. Then what?

Let’s Explore  Encourage children to make a model of something using the table toys. As you talk to them, say: Tell me what you made. What is it used for?

Computer

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

Go to www.macmillanmh.com and click on the Unit 10 games and activities.

Game 1: Movement  Children will find the item named.

Game 2: Food Sort  Children will sort healthful and unhealthful foods.

Game 3: Matching Same Letters  Children will match upper to lowercase letters Y and Z.
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<tr>
<th>Student Name</th>
<th>Alphabet</th>
<th>Writing/ Drawing</th>
<th>Library</th>
<th>Dramatic Play</th>
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Outdoor Play

Let’s Dance (cardiovascular endurance)
Ask children if anyone has ever seen a dance performance. While children talk, ask questions such as:
• What kind of dance was it? Ballet? Jazz?
• Has anyone ever taken dance lessons? What kind? When?
• When are some other times that people dance?

Play some music for the children, and invite them to dance to it. Some of the children may feel comfortable dancing as soon as you turn on the music, others may need encouragement, and some might prefer to watch. As children dance, play music of several different tempos and styles so they have a chance to move in lots of different ways. While the music plays, you could suggest that the children:
• wave scarves or strips of cloth while they are moving
• pretend to be birds, butterflies, elephants, or other animals
• make up different kinds of dances to show different feelings

After children have danced individually, try a group dance.

(See Grow & Learn with Mister Rogers Bodies & Movement page 21.)

Apple, Apple, Banana (reaction time and speed)
Guide children to stand in a circle facing each other. You are the grocery shopper. Go around the outside of the circle gently tapping each child and saying “Apple.” When you tap a child and say “Banana,” you and the child race around the circle to see who can get back to the child’s place first. The first person back steps in the circle and the other person becomes the grocery shopper. Invite the new shopper to choose new fruits or vegetables if he or she chooses.

Hopscotch (coordination)
Use colorful chalk to draw a hopscotch pattern on the playground. Demonstrate how to play the game with children. Draw several more hopscotch outlines and have children write the numbers. Then play hopscotch.
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.)