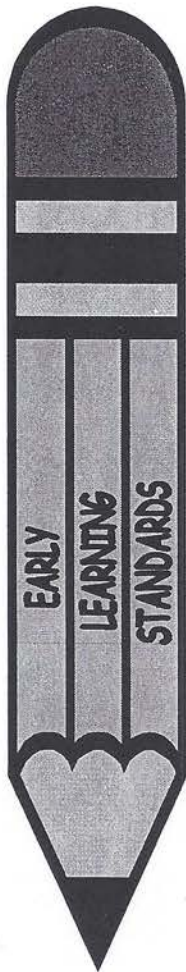
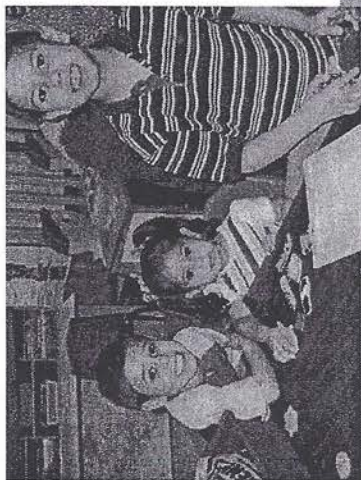


PHYSICAL-HEALTH



for Pre-Kindergarten



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Children's future health and well being are directly related to the development and strengthening of their gross and fine motor muscles. Young children must be given opportunities to experience active indoor and outdoor play during which they can use their bodies to explore the environment while they acquire muscle control, balance and coordination. Fine motor practice helps children develop eye-hand coordination, strength and control and skilled use of writing implements. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.

Standard: Develop gross motor coordination

Indicator	Examples	Supportive Practices
PH 1.1 Demonstrate control of large body movements	The child will:	The adult will:
PH 1.2 Exhibit developing balance, strength and stamina	<ul style="list-style-type: none"> Engage in large motor activities such as marching, hopping, running, jumping, and dancing Climb stairs using alternating feet Pull wagons or push wheelbarrows Ride a tricycle, using feet to pedal Use outdoor gross motor equipment such as swings, climbers and tunnels safely and appropriately Bounce, kick, throw, catch and roll a ball Use a large box or plank to move about or construct Play simple group games like "Simon Says" Participate in an obstacle course where s/he goes through tunnels, over or under equipment, etc Join in movement games such as Hokey Pokey, Head Shoulders, Knees and Toes, etc Perform motions to songs like Wiggle Fingers, Wiggle Toes or the Freeze Use props such as scarves or hoops to dance to music 	<ul style="list-style-type: none"> Provide space and opportunities for children to walk, run and climb every day Encourage both boys and girls to participate in active play Include toys and equipment that encourages active play, such as three and four wheeled steerable vehicles, balls, climbers and slides, ramps, balance beams Provide opportunities for children to engage in gross motor activities indoors, such as dancing and moving to music Model participation in gross motor activities by joining children in ball play or dancing Include activities such as bean bag toss, ring toss and Velcro mitts in the classroom Introduce motor games and songs such as Skip to My Lou or Simon Says Include large motor activities during transitional times, such as "hop to the table" or "jump five times while you wait to wash hands"
PH 1.3 Demonstrate spatial awareness		
PH 1.4 Demonstrate coordination of body movements		
PH 1.5 Combine large motor movements with the use of equipment		
PH 1.6 Combine a sequence of large motor skills		
PH 1.7 Perform a variety of movement skills alongside and with a partner		
PH 1.8 Engage in physical activity		

Standard: Develop fine motor control

Indicator	Examples	Supportive Practices
PH 2.1 Demonstrate control, strength and dexterity to manipulate objects	<p>The child will:</p> <ul style="list-style-type: none"> Manipulate dough and clay by squeezing, pounding, rolling, etc Use tongs or tweezers to pick up objects Tear paper with skill Use a wet sponge to wipe the table, squeezing out excess water 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide sensory experiences such as water and sand play where children can pour, fill and empty Include a variety of sand and water toys such as turkey basters, pitchers, measuring cups and spoons, egg beaters, buckets and pails
PH 2.2 Demonstrate spatial awareness	<ul style="list-style-type: none"> Act out finger plays and songs, using hands and fingers Use scissors to snip Hold pencils, crayons and markers in a functional grasp String beads or noodles onto a yarn or string and/or laces 	<ul style="list-style-type: none"> Provide a variety of art and writing materials and experiences that offer manipulative experiences, such as finger painting, play dough, paint with brushes, large crayons, markers, pencils and paper, collage materials and safety scissors
PH 2.3 Demonstrate eye-hand coordination	<ul style="list-style-type: none"> Manipulate pegs into a pegboard Build with small blocks such as legos, tinker toys or bristle blocks Complete simple puzzles 	<ul style="list-style-type: none"> Establish a manipulative learning area where children can engage in play that includes stringing beads, magnetic boards, duplo or legos, small blocks, puzzles of varying difficulty Include finger plays and songs with hand motions as a regular part of circle time Support children's attempts to fasten clothing, including zippers, buttons, and snaps
PH 2.4 Demonstrate increasing control with writing and drawing implements	<ul style="list-style-type: none"> Complete self help skills such as zipping, snapping, buttoning Pour water or sand Pour milk from a lipped pitcher 	<ul style="list-style-type: none"> Provide opportunities for children to actively participate in food preparation, such as spreading butter or jelly on bread, and pouring milk, juice or water

Standard: Engage in healthy and safe practices

Indicator	Examples	Supportive Practices
PH 3.1 Demonstrate positive body image	The child will:	The adult will:
PH 3.2 Demonstrate good hygiene	<ul style="list-style-type: none"> Seek adult assistance when injured or feeling ill Identify basic feelings such as sad, happy or mad Identify potential hazards at home, school and community Cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, hand-wash after toileting or nose-wipes Demonstrate tooth-brushing and hand-washing skills Use the toilet independently Explain the role of doctors, nurses and dentists in our lives Explain the roles of fire fighters, police, ambulance drivers, etc Engage in doctor/nurse play in the dramatic play area Identify healthy and non-healthy foods Try new foods Recognize similarities and differences in food types, such as apples, strawberries and peaches are fruits 	<ul style="list-style-type: none"> Routinely check the environment to ensure that healthy and safe practices are followed Include time in the daily schedule for completion of routines as a way of building self help skills Plan for and include children in transitions Survey the classroom to make sure the space is child-friendly Label children's feelings during conversation Model, demonstrate and assist children with self-help skills such as washing hands, toileting and putting away toys Label shelves and toy baskets so children can independently clean up Display dressing forms or dolls that allow children to practice buttons, snaps and zips Review safety rules before taking walks, playing on the playground or transitioning inside Model healthy eating habits, including sitting at the table during meals Serve a variety of nutritional foods and talk about their value
PH 3.3 Demonstrate basic disease prevention skills		
PH 3.4 Demonstrate an awareness of healthy lifestyle practice		
PH 3.5 Understand the roles of health care and safety providers		
PH 3.6 Demonstrate increasing responsibility for self help tasks		
PH 3.7 Identify and avoid risk taking practices		
PH 3.8 Recognize and follow basic safety rules		
PH 3.9 Exhibit knowledge about foods and nutrition		
PH 3.10 Demonstrate awareness of good nutritional practices		

Standard: Engage in healthy and safe practices (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> • Identify basic body parts • Return toys to appropriate locations after play • Put on coat, hat, mittens and shoes • Identify unsafe practices such as playing with matches, crossing streets without looking, or talking to strangers 	<p>The adult will:</p> <ul style="list-style-type: none"> • Provide cooking and food experiences such as making applesauce, spreading butter or cream cheese on bread, washing fruit, or baking bread • Arrange a field trip to the grocery store • Include ethnic foods in the menu, such as bagels, tortillas, lasagna, black-eyed peas or chili • Include discussions about health care workers and arrange for field trips and visitors to demonstrate their jobs • Talk with children about harmful objects and substances