

Indicator #29
Control and Coordination – Fine Motor

Student demonstrates coordination, strength and muscle control when manipulating small objects or tools.

Research

The development of children's fine motor skills is an important building block for achieving other important skills such as writing, drawing, and self-help. By entry into kindergarten, children have gained control of their small muscle movements. They also begin to refine tasks such as using scissors, drawing, and writing. Children who have strong fine motor skills also tend to have more success in the classroom since they are more comfortable to write and draw. As children learn to master these fine motor movements they are also strengthening neural networks in the brain that support cognitive performance. As children develop, their fine motor skills are essential precursors to the development of early literacy, numeracy, and self-help skills such as independent dressing and toileting. Children who have more and more well-developed fine motor abilities at a younger age are able to navigate and manipulate their environments, as well as gain a greater range of experiences earlier in life which set the stage for greater academics.

Owens, A. (2018, December). Supporting children's development. *Putting Children First*, (28), 3-5. Retrieved June 06, 2016, from http://ncac.acecqa.gov.au/educator-resources/pcf-articles/Supporting_children's_development_fine_motor_skills.pdf

Strength Coordination and Muscle

10.5.PK.A

Use hands, fingers and wrists to manipulate objects.

Eye/Hand Coordination

10.5.PK.B

Coordinate eye and hand movements to perform a task.

The learner will:

- Explore and manipulate smaller objects using hands, fingers and wrists

The learner may also:

- Practice manual self-help skills (e.g. zipping, snapping, buttoning)
- Practice using scissors
- Use tongs or tweezers to pick up objects
- Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads)
- Act out finger plays with hands and fingers
- Use scissors to cut on a straight line
- Use tools to pour (e.g. funnels, basters, and pitchers)

Effective Practices:

- Encourage and allow the time for children to dress independently
- Provide opportunities to use scissors
- Supply tweezers and tongs to grasp objects
- Provide a variety of smaller objects to manipulate
- Teach and encourage children to participate in finger plays
- Provide opportunities for children to pour water or milk and to serve their own foods

ACTIVITIES

Activity:

Materials:

Paper, Pencils

Within the first week of school, give the students lined paper and a drawing box. Have students write their name on the line and then draw a picture of themselves.

Activity Prompts:

If a student hesitates - prompt "look at your name tag" try your best to write your name and draw a picture of you.

Extension Activity:

Have children write their last name.

Evidence Collection Strategies:

- Teachers will observe and document students' ability to use the writing utensil correctly.

Home School Connection:

- Encourage families to engage with their child in writing at home. Families can keep a writing journal at home. Children can pick a household object write the name of the object and draw it in their journal.

Activity:

Materials:

Scissors, a strip of paper with lines and stickers

Take a strip of paper and draw lines about two inches apart. Place stickers in the middle. Have the child place their thumb of the holding hand on the sticker and cut on the lines.

Activity Prompts:

If a child hesitates - prompt "show me where we put our thumbs when we hold our scissors and how we hold the paper." Cutting Rhyme - "Open, shut, Open, shut. That's the way we cut, cut, cut. Fingers on the bottom, thumb on top. Do not let the paper drop. Open, shut, open, shut. That's the way we cut, cut, cut."

Extension Activity:

To move hand along when cutting vertically. Space out stickers along the edge of a paper and instruct to cut and move non-dominant hand one sticker at a time from bottom to top.

Extension Activity:

Prompt "Where will you put your finger next?"

Evidence Collection Strategies:

- Teachers will observe and document students' ability to use strength and muscle control to cut on the line.

Home School Connection:

Encourage families to engage their child in fine motor skills at home:

In the kitchen:

- Opening cartons
- Opening things
- Cutting out coupons and pictures from magazines

Outside:

- Cutting playdoh
- Cutting flowers

Activity:

Collage activity: Have children cut pictures out from magazines and glue them on construction paper.

Assessing: cutting and gluing

Activity Prompts:

Make your own collage, choose whatever pictures you would like to cut out and add to your collage.

*State a minimum of pictures to cut out or if needed a maximum number of pictures.

Evidence Collection Strategies:

- Check list: Use emerging, evident and exceeds for checklist indicators: Large objects, smaller objects, exceeds: Shows

dexterity and control

- Picture of work

Home School Connection:

<https://www.teacherspayteachers.com/Product/Tracing-Cutting-Practice-Worksheets-Activities-971661>

<https://www.teacherspayteachers.com/Product/Trace-and-Cut-Practice-for-Motor-Skills-745140>

Activity:

Materials:

Clothing (dressing doll)

Observe the students practicing buttoning, zipping, and snapping their clothing or the clothing of a doll or dressing frame.

Extension Activity:

Use a timer to play a game with partners or have a relay race to see who can beat the timer to dress the doll.

Extension Activity Prompt:

Prompt “Now that you are able to zip your coat well let’s see how fast you can do it.”

Evidence Collection Strategies:

- Teacher will use observation and activity checklist with several different self-help skills.

Home School Connection:

- Encourage families to engage their child in self-help skills at home.
- Help your little sister or brother get their coat on.