Physical Development and Health

• Fine (Small) Motor Skills
• Gross (Large) Motor Skills

DOCUMEN T EXAMPLES UNDER THESE “WIDELY HELD EXPECTATIONS”. INCLUDE BRIEF DESCRIPTION, DATE, AND OBSERVER’S NAME.

Fine (Small) Motor Skills
Widely Held Expectations

• Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination
  ➢ Uses eye-hand coordination to perform a variety of tasks

* put the caps on the markers firmly 9/26/06
* dishes up fruit from serving dish to her bowl without spilling 9/26/06
* carefully removes puzzle pieces and places them next to puzzle. One by one she returns puzzle pieces to puzzle frame turning them precisely to fit. 10/3/06
* opens the outer caps on the easel paints and places paint brushes in the appropriate slots 10/3/06

  ➢ Develops fine (small) motor skills through participation in activities

* performs finger actions as she sings words for the “Princess Pat” song 10/3/06
* strings beads on a piece of yarn forming a repeating patterns 11/14/06
* constructs 15 piece robot creatures and multiple room, multiple story space station using Legos 2/6/07
* writes her name and “I Love You” as she creates a card for her parents 2/13/07

  ➢ Uses strength and control to perform simple tasks

* holds her paintbrush with the tripod grip and paints her name and her brother’s name 1/16/07
* uses paper punch to punch random holes in a paper 1/16/07
* uses a scissors to cut paper shapes 1/13/07

• Child explores drawing and painting materials

* represents parts of a zinnia accurately using brush and tempera paints 11/6/06
* picks out paint colors to use on The Mitten story prop and brushes each color as she explores the kinds of patterns she can create on the cloth 1/9/07
* represents the scene in The Mitten storybook using recycled cardboard, Styrofoam, paper and sticks to create an outdoor scene with a three dimensional freestanding house and trees 1/31/07

* uses a pencil to write her name on 3 items She has an appropriate grasp and controls the size of her letters to match the size of the paper 1/30/07
Gross (Large) Motor Skills

Widely Held Expectations

• Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities
  * creates a cycle of climbing, going down the slide, and running to race with other children 9/8/06
  * weaves around other children swinging and riding tricycles to run and play safely 2/6/07
  * jumps up and down and then hops during creative movement activities 2/13/06
  * enthusiastically volunteers to run while playing the Duck, Duck, Goose Game with her Cricket Friends. She is able to control her starts and stops without bumping into friends. 2/13/07

• Child develops gross (large) motor skills

  ➢ Coordinates both hands to manipulate large objects
    * demonstrates abilities to throw and catch a large ball with accuracy 1/30/07
    * able to pass the food platters and dish up her portions at lunchtime without spills 1/30/07
    * able to carry her dishes, scrape her plate and return them to the cart after lunch 1/30/07
    * rolls snow into a large balls and lifts snowballs to stack them to create a snow man 2/27/07

  ➢ Continues to develop body flexibility and coordination
    * able to dance to the rhythm using arm and leg movements 1/30/07
    * able to coordinate arm and leg movements performing the Tooty Ta Dance. 2/6/07
    * able to walk the balance beam with ease 1/30/07
    * able to coordinate arms and legs to slide down the structure pole safely 2/6/07

  ➢ Uses indoor and outdoor gross (large) motor equipment safely and appropriately
    * carries and stacks large blocks to create a space ship for dramatic play space exploration 11/7/06
    * able to use musical conductor’s wand, gestures and words to rhythmically direct peers and teachers in rhythm band and singing experiences 11/7/06
    * pushes to give rides to friends and teachers on large outdoor porch swing 9/26/06
    * uses her own legs to pump herself up on the swings 9/26/06
    * pulls her friends safely on the sleds 2/27/07

Examples to observe and document:

• Engages in gross (large) motor activities (marching, hopping, running, dancing, pulling wagons, pushing boxes, rolling, etc.)
• Engages in complex movements (climbing, going up and down steps, riding a tricycle, skipping, throwing, catching, bouncing a ball, etc.)
• Begins to identify body parts and words used in movement (eyes, arms, head, knees, etc.)
• Acknowledges and supports children's natural tendencies to move and be active throughout the day