



3rd-5th Grade Lesson 5: FINE MOTOR

Overview

In this lesson, students will learn what fine motor skills are and how we use them. They will learn that fine motor skills use the smaller muscles of the forearms, hands, and fingers, to perform smaller tasks with accuracy, such as drawing, writing, or stringing beads. There are even fine motor skills of the feet and toes. Students will learn that a person must have good strength and control in the larger muscles, such as in the shoulders, tummy, and legs to hold the body steady to be able to have good fine motor skills. These skills will be reinforced with a clay activity.

Behavior Change Objective:

As a result of this lesson, students will improve their fine motor skills to increase their ability to perform precise tasks accurately and carefully, like writing, drawing, and throwing.

Learning Objectives:

Students will be able to:

- Know that fine motor skills use the smaller muscles of the forearms, hands, fingers, feet, and toes.
- Understand the importance of larger muscle groups in controlling the core of the body for fine motor skills to be performed.
- Know that motor plans are created for performing many fine motor tasks.

Keywords

Muscles, Control, Strength, Accuracy, Practice, Motor Plan

Educational Standards:

NJSLS for Comprehensive Health and Physical Education: 2.1.2.A.1; 2.1.2.C.3; 2.1.2.E.1; 2.1.2.E.3; 2.6.P.A.1; 2.6.P.A.2; 2.6.2.A.1; 2.6.2.A.2; 2.6.2.A.3; 2.5.2.A.1
NHES: 1.2.1; 2.2.2

Materials

- Videos:
 - Fine Motor Lesson Video – 3:32
 - General Warm-Up – 4:34
 - Floor work – 3:41
 - Optional: Play-Doh Video – 5:45
- Open floor space
- Table and chair
- Legos, tennis balls, cones
- Water, comfortable clothing, sneakers



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Before You Begin

- Review entire lesson
- Ensure students have enough space to move around
- Set up AV equipment and provide space for film viewing.
 - There are 4 short videos to be shown: see the list above
- TIP: It is helpful to have the instructor model movements in between circulating, coaching, and cuing students

Procedure

1. **Activate Prior Knowledge:** What does coordination mean? Can you remember any activities that require someone to be really coordinated? (Juggling, synchronized swimming, dancers, etc.)
2. **Introduce the Lesson:** Show video entitled, [Fine Motor](#) (Video 1).
 - a. Pre-Video Questions:
 - i. Can you think of some muscles in your body that are small?
 - ii. Can you think of any activities that require fine motor skills? (using a fork, holding a pencil, cutting with scissors, etc.)
 - iii. Why might it be important to have good control of our small muscles?
 - b. Post-video questions:
 - i. What are fine motor skills? Do you ever use them? (A: Any skills using our hands and fingers – eating, brushing teeth, writing, playing an instrument, etc.)
 - ii. Why do the large muscles in our tummies or shoulders need to be strong for fine motor skills? (A: To hold the body steady and give us good posture so we can control our hands better)
 - iii. Can we make our fine motor skills better? (A: Yes, by practicing, we create a motor plan and can have better accuracy. We can practice how to draw, how to write, how to throw a ball to do these things more carefully and accurately.)



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Procedure, cont.

3. Teaching/Skill:

- **Activity 1** - Stand Up If...Go through listing various movements – if the movement is a gross/large motor skill (running, jumping, sitting up) have the kids stand up. If the movement is a fine motor skill (turning pages of a book, coloring with a crayon), have them put their hands in the air and wiggle their fingers
- **Activity 2** – Lego Work or [Play-Doh](#) (Video 3) - Students will perform the activities demonstrated while seated to increase the strength and control of small muscles in the hands:
 - use the legos to make your initials
 - as a group, build a tower that can hold a tennis ball
 - as a group, make an animal that lives in the jungle
 - as a group, build a stick that you can use to knock over a ball on a cone 2' away
- Time permitting, **Activity 3** - [General Warm-Up](#) (Video 2) and [Floor Work activities](#) (Video 4): Guide students through a video of Floor Work activities such as bear crawl, crab walk, and frog jumps to improve core strength for better fine motor skills.

4. Cool Down - [Yoga](#) & [Meditation](#)



3rd-5th Grade Lesson 5: EXTENSION ACTIVITIES



String beads on pipe cleaners, string or wire to make decorations, a keychain, or jewelry while improving fine motor skills.



Play a stacking game, such as Jenga, that requires careful, controlled movements of the hand.



Do a jigsaw puzzle. This will help improve hand-eye coordination and fine motor skills.



Build something with Legos or other small blocks. Work on your fine motor skills and your imagination at the same time. The possibilities are endless!



3rd-5th Grade Lesson 5: EXTENSION ACTIVITIES



Ball pass with feet

- line the kids so they're at least an arm's width apart and have them sit on the floor
- give the kid at the start of the line a ball and ask them to pass it to the next kid using only their feet; then the second kid passes the ball to the third, etc.



Balloon Volleyball - No Hands

- Split kids into groups of 3-4
- Tell them to keep the balloon in the air without using their hands

Simon Says

- Give instructions such as:
 - pat your head with your left hand and pat your stomach with your right hand; now switch
 - pat your head with your left hand and rub your stomach with your right hand; now switch
 - tap your index finger to your thumb on each hand; now tap middle fingers to thumbs, etc
 - tap your hand to the opposite heel in front of the body; do other side
 - tap your hand to the opposite heel behind the body; do opposite side
 - hop on one foot while flapping your arms like a bird; hop on the opposite foot and flap arms
 - touch head, shoulders, hips, knees, toes; change up the combination

