



Kindergarten-2nd 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
 - Play-Doh Video – 5:45
 - Floor work – 3:41
- Open floor space
- Table and chair
- Play-Doh
- 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** – [Play-Doh](#) (Video 3) – Students will perform the activities demonstrated while seated at a table to increase the strength and control of small muscles in the hands:
 - roll a snake – how long can you make your snake without breaking it?
 - pancake press; after it's flattened and thin, try to roll it up like a burrito
 - roll it into a ball
 - hide a bean/bean into the ball, squeeze it in there, try to pinch it out
 - divide your clay into three pieces, roll them into snakes, try to make a three-ring chain link with the snakes
 - divide the clay into four pieces, make the first four letters of your name
 - divide the clay into six pieces (depends on how much clay they have) and roll the pieces into small balls; use your toes to pick up the ball and place it in the container
- **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](#)



Kindergarten-2nd Grade Lesson 5: EXTENSION ACTIVITIES



Encourage the child to place small items, such as buttons or pennies, on lines or simple designs on paper.



Using kitchen tongs, ask the child to move items from one container into another. (In this picture, the child is also matching the colors.)

You can use items found outside for this activity, too, like acorns, small rocks, or pine cones.



Ask the child to stretch rubber bands around a can. This builds strength in the fingers and hands which improves fine motor skills.



Press some clay onto a table and press uncooked spaghetti into it so the pieces stick out like in the picture. Ask the child to thread items with holes onto the spaghetti. You could use cereal or large beads for this activity that promotes fine motor control.



Place a colander upside down and encourage the child to poke straws, chop sticks, or uncooked spaghetti through the holes. This promotes accuracy and fine motor control.



Kindergarten-2nd Grade Lesson 5: EXTENSION ACTIVITIES

"Cat" Play



- pretend you're a cat and walk on your hands and knees
- arch your back to stretch like a cat
- pretend to paw at a hanging toy while on all fours
- from all fours, reach up high with both paws so that you're on your knees, then come back down to the floor
- gently swat a ball to other "cats" around you

Cone Bowling



- Set up cones as targets and have the kids roll the ball to hit the cone
 - try right arm, then left arm
 - increase the distance

Hand Clap Game



- Line kids up next to each other an arm's width apart on either side facing the instructor (close enough to each other so they can clap the hand of the kid next to them on either side with arms extended)
- demonstrate, then have them perform this pattern; do it very slowly until they can all do it; then speed it up
 - cross arms over chest to pat shoulders, pat your thighs, clap your hands, then extend arms to sides and clap with person on each side simultaneously
 - Once they get good at this, do double taps/claps, again starting slowly then increasing the speed