

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION****GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>60 Months through Kindergarten</p>	<p>Manipulate materials in a purposeful way, planning and attending to fine details.</p>	<ul style="list-style-type: none"> ▪ Removes and replaces easy-to-open container lids. ▪ Folds paper and makes paper objects (airplanes, origami), with assistance. ▪ Cuts, draws, glues with near precision. ▪ Ties knots and shoe laces, with assistance. ▪ Prints letters and numbers (up to 20) with some legibility. ▪ Uses buttons on clothing and zips with minimum assistance. ▪ Pours, spears, spreads, spoons, and cuts simple foods with some precision. ▪ Tears tape off a dispenser without letting the tape get stuck to itself, most of the time. ▪ Puts together and pulls apart manipulatives with appropriate strength and precision most of the time. ▪ Designs shapes by using simple shapes to form larger shapes. 	<ul style="list-style-type: none"> ▪ Involve child in daily activities (setting a table, preparing food, or lacing shoes). ▪ Plays card games in which child must hold, pick up, and turn over cards (Memory, Go Fish). ▪ Engage child in returning blocks, toys, materials to shelves, boxes, or closets, with order and precision. ▪ Provide daily opportunities for child to use art supplies that support fine-motor skills (crayons, chalk, pencils, scissors, glue, stickers). ▪ Provide materials to manipulate such as building bricks, hammer and nails, or beads for stringing and sewing. ▪ Offer opportunity for children to serve themselves most items at mealtimes, using child-sized serving bowls and utensils. ▪ Offer spoons, forks, table knives, and child-sized pitchers at mealtimes. ▪ Offer opportunities to write numerals and letters in a variety of sizes and in a variety of ways (e.g. on blank paper, on lined paper, in a small tablet, with a paint brush on the easel, on a chalk board, on big sheets of paper, on a white board, in the sand, or on the playground blacktop). ▪ Provide time, support, and environments where children can dress and undress themselves (e.g. include time in schedules for children to put on their own coats, shoes, hats, gloves for outside play; offer

			child height hooks and cubbies for clothes; offer help for children as they get started dressing, then intervene only after they try themselves).
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