

Unit: Health Safety, and Physical Education-Fine and Gross Motor Skills

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

This unit will focus on the importance of the development of fine and gross motor skills in young children. These skills enable children to perform everyday functions which allow them to be active participants in the classroom.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Standards

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

HE.PK.2.4.1	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
HE.PK.2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
HE.PK.2.4.3	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Transfer

Essential Questions

- How can children develop their fine motor skills?
- How do fine/gross motor abilities impact everyday functions?

Essential Understandings

- A child's ability to maintain table top posture (upper body support) will affect their ability to participate in fine motor skills (i.e. pre-writing, drawing and cutting).
- Gross motor skills enable children to perform every day functions, such as walking, running, skipping, as well as playground skills (i.e. climbing) and sporting skills (i.e. catching, throwing and hitting a ball with a bat).
- Gross motor skills impact on your endurance to cope with a full day of school (sitting upright in a chair/at the table, navigating the classroom/hallways, carrying your school bag, etc.).
- With the development of fine motor skills, a child is able to complete important tasks such as writing, feeding oneself, buttoning and zipping.

Students Will Know

- Manipulate fine motor objects with their hands.
- How to perform gross motor movements.
- How to use various writing tools and imitate pre-writing forms.
- Physical activities and games are fun and can make them feel good about themselves.

Students Will Be Skilled At

- Climbing playground equipment
- Manipulating fine motor objects appropriately with their hands (i.e. puzzles, pegs and pegboards, links, nuts and bolts, etc.)
- Performing gross motor movements (i.e. jumping, marching, standing on one foot, etc.)
- Using their hands to imitate hand motions to songs and fingerplays.
- Using various writing tools to scribble, draw and color.

Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each

student based on their strengths and challenges.

- Children will be able to draw simple pre-writing forms such as vertical/horizontal lines, circle, square.
- Children will be able to perform specific gross motor movements (i.e. jump, stand on one foot, hop, kick, march and run independently).
- Children will climb playground equipment independently.
- Children will engage in fine motor activities of their choice, independently.
- Children will grasp and manipulate objects appropriately.
- Children will manipulate fine motor objects efficiently (i.e. placing pegs in a pegboard, assembling puzzles, lacing cards, stringing beads, twisting, connecting, rolling, etc.)
- Children will participate in gym class and OT group.
- Children will participate in pre-writing activities
- Children will snip with scissors, use paintbrushes, crayons, markers, etc.
- Children will use their hands and fingers to act out fingerplays and songs.

Learning Plan

- Facilitate activities that promote specific movement skills (i.e. crawling through a play tunnel, moving around the classroom without bumping into one another, etc.).
- Guide and support children in the development of gross-motor skills (ie. starting, stopping, turning, marching, jumping, running, etc.).
- Plan small/whole group activities with materials that promote the development of gross motor skills (i.e. movement games, dancing obstacles courses, and outdoor play)
- Plan and include physical activities in the daily routine and during group time.
- Plan individual and small group activities that promote the development of fine motor skills (i.e. tongs for picking up and sorting items, tools for working with playdoh, cutting materials with a wide range of resistance for cutting such as tissue paper, playdoh, and cardboard).
- Provide activities that teach children body awareness and personal space.
- Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills (i.e. puzzles, pegs and peg boards, tongs, zippers, snaps, buttons, playdoh, crayons, paint brushes).
- Provide multisensory activities to promote pre-writing skills (i.e. writing trays, shaving cream, rice, sand, etc.).

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1vp4_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit

- Continued one on one practice
- Extra Time
- Hand over hand support
- Incorporate accommodations and modifications of the students' IEPs
- Opportunities to explore manipulatives in their own way.
- Repetition
- Slant Board
- Visual aids/models of gross motor movements on the smart board.