



## Fine Motor

FCCERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> <li>• Many and varied appropriate fine motor materials for each age group accessible for much of the day.</li> <li>• There must be 10 varied and appropriate fine motor toys available for infants and toddlers, and at least 3 different appropriate materials from each of the 4 types (manipulatives, interlocking building toys, puzzles, art). Some may be appropriate for more than one age group.</li> </ul> <p>Definition: <b>Much of the day</b> – is associated with the children's access to materials typically used indoors (books, art materials, and fine motor or dramatic play toys). It means that most of the time that any child is awake and able to play. No wait times or inactive times longer than 3 minutes. They must have access to materials for Much of the Day.*Observation note* If any child is prevented from reaching and using materials for a total of 20 minutes during the 3 – hour observation much of the day cannot be given credit.</p> <p>Definition: <b>Accessible</b> – children don't have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> <li>• Developing good eye-hand coordination is one of the major tasks that infants and toddlers work on. Fine motor materials help children practice the skills required to handle/manipulate small objects with their fingers. Appropriate fine motor materials that match a child's skill level should be available throughout the day and be easily accessible to the child.</li> <li>• Remember that immobile infants can't get to materials by themselves. A variety of fine motor materials need to be brought to them in order to be considered accessible.</li> </ul>
<ul style="list-style-type: none"> <li>• Materials/toys need to be accessible and varied in skill level– see page 204 in the All About ITERS-R book for examples.               <ul style="list-style-type: none"> <li>○ Some challenging and some easy.</li> <li>○ Grasping, shaking, turning, pushing, pulling, poking, and putting together.</li> <li>○ Consider children with disabilities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor materials should meet the developmental need of the children. Toys of different size, shape, color, texture, sound, and action will require different skills. Because the children in your group will have a wide range of skills, it is important to provide different levels of difficulty in your fine motor selection. This ensures that children won't be frustrated with difficult-to-use materials or lose interest in materials that are too easy.</li> </ul>
<ul style="list-style-type: none"> <li>• Items need to be well organized. Each of the fine motor materials should be stored with all of its pieces in an area designated for its use so that children know where to find the materials they need.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are more likely to play with a puzzle if all of the pieces are there. It is frustrating for children to want to play with a set of materials but not have all of the pieces needed. Children will not necessarily think to go find the chalk board when it is not placed right next to the chalk.</li> </ul>

<ul style="list-style-type: none"><li>• Materials need to be rotated monthly to provide variety.</li></ul>	<ul style="list-style-type: none"><li>• Fine motor materials should be rotated so that children can practice different skills, find new interests, and use toys that they have used before, but in a new way. Rotating toys keeps children from becoming bored with the choices they can make for play and adds new learning opportunities.</li></ul>
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SOURCE: Family Child Care Environment Rating Scale (FCCERS)

