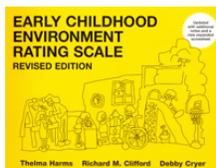


Fine Motor

ECERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> Fine motor materials must be accessible for a substantial portion of the day. <p>Definition: Substantial portion of the day – One-third of the program’s daily operating hours. Operating hours begin with the earliest time children are allowed to arrive and continue until the latest time children are allowed to stay in care.</p> <p>Definition: Accessible – Children don’t have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> Good eye-hand coordination is very important as preschool children learn self-help skills and also become ready for many academic tasks they will meet in the future, such as writing. Appropriate fine motor materials that match a child’s skill level should be available throughout the day and be easily accessible to the child to help foster this development.
<ul style="list-style-type: none"> There must be at least three examples of each type of fine motor material- including <i>small building toys</i> such as interlocking blocks and Lincoln logs; <i>art materials</i> such as crayons and scissors; <i>manipulatives</i> such as beads of different sizes for stringing, pegs and pegboards, sewing cards; and <i>puzzles</i>. Materials must offer different levels of difficulty for children at different stages of fine motor development. 	<ul style="list-style-type: none"> Appropriate fine motor materials that match a child’s skill level should be available throughout the day and be easily accessible to the child to help develop these skills. Since children’s fine motor skills will vary, it is important to have a variety of materials, so children are not frustrated with difficult-to-use materials or uninterested in materials that are too easy. For example, children should have puzzles accessible that meet their needs. Some children are just beginning to use puzzles and need the bigger knob puzzles while other children have the skills needed to complete large floor puzzles.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Materials need to be rotated monthly to provide variety. 	<ul style="list-style-type: none"> 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.



SOURCE: *Early Childhood Environment Rating Scale (ECERS)*