 “So Now What?” Series

**Fine Motor Activities for Preschoolers**

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| **Training Content** | **So Now What?** | **How TECTA Can Help** |
| Developmental Milestones | Young children/preschoolers develop at different rates; teachers can use resources like CDC and KidCentral to plan accordingly. | We can observe your classroom and children and review your lesson plans to give feedback as to how you are meeting children’s developmental milestones. |
| Materials | Different types of materials provided different opportunities for children to engage their fine motor muscles. Open-ended materials, such as playdough/clay, collage materials, sand, and chalk encourage creativity. | We can observe your classroom and materials and brainstorm additional ideas on how you can bring in more open-ended materials into your classroom. |
| Schedules/Transitions | Developmentally appropriate practice when creating a schedule/transitions includes allowing children ample time to maninuplate, think creatively, and engage in complex ideas. | We can review your schedule and observe your trasitions and provide feedback and suggestions on developmentally appropriate practice as well as transition songs and chants. |
| Fine Motor Development | Remember that fine motor development is having the ability to coordinate the small muscles in fingers, hands, and wrists. How are you providing opportunities for children to ‘work’ these muscles? | We can observe and brainstorm ideas on what fine motor development looks like. We can help you document fine motor development in the children in your class. |
| Foundation/Stages of Writing | Children need foundation before they begin writing; prechoolers are still developing the skills necessary to form formal letters/words. What are some ways you are helping children build their foundation for writing? | We can help you find resources to help famiies understand the importance of foundation and the stages of writing and how they can also support their preschooler. |
| Activities | Open-ended materials, hand-eye coordination activities, and vertical/horizotal surfaces provide opportunities for children to enhance their skills. Some examples might be: painting freely on a verticle easel, using tongs/tweezers in an “I spy” sensory table, or using a q-tip to “erase” lines/letters on a dry erase board. | We can provide ideas on varoius activities you can provide as well as help write a letter to families asking for simple donations, such as recyclables, paper, etc. |

A close up of a newspaper

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This series is designed to follow an educator’s completion of a TCCOTS training. The information and ideas presented in the series will suggest concrete strategies for putting into action content learned in individual TCCOTS trainings. Learning is best achieved by doing; let us support putting learning into action.