

Why Focus on Fine Motor Development?

- Each year more and more students are coming to school with weak fine motor development
- Often times these same students have difficulty coordinating eye and hand movement, holding a crayon or playing with puzzles
- Their hands are weak and underdeveloped and tend to avoid fine motor tasks.
- They may experience frustration when writing their name, zipping their coat, opening milk cartons, or putting on boots or opening their backpacks
- Kindergarten is a good target age to promote fine motor development

Hand Strength Scoring Rubric

Score	Pre-School	Kindergarten	1 st Grade
1	student is unable to squeeze the ball with much strength	student attempts punch a hole in the paper and is unsuccessful	student attempts to punch 1-2 holes and struggles
2	student can squeeze the ball only about half way	student is able to punch 5-7 holes in the paper and struggles easily	student is able to punch 10 or more holes and struggles
3	student can squeeze the ball with ease in the palm of their hand	student is able to punch 20 or more holes in the paper with ease	student is able to punch 20-30 holes with ease

Funatic-Doh Fun!

Activities:

Treasure Hunt
Play-Doh Snip
Funatic-Doh Exercises

Materials:

- 1 Play dough Container
- 10 pony beads
- Scissors
- Activity Cards



Instructional Options

- Fine Motor Development Centers
- Parent Volunteers
- Take Home Fine Motor Kit (at risk students)
- Finger Funatics Take Home Tote (at risk students)
- Peer Tutoring Program
- Work Completion Activity
- Gross Motor and Fine Motor Stations

Section XI

Hearing and Recording Sounds

Rationale

This assessment helps teachers understand specifically what individual children know about hearing and recording sounds in words in order to establish instructional priorities for each child in the early stages of literacy development.

Assessing the child's recording of a dictated sentence can determine if the child hears individual sounds buried within words and represents sounds with appropriate written symbols. **Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.**

Definition

Hearing and recording sounds in words are behaviors that indicate the child's ability to hear individual phonemes and then record them as letters.

Assessment Guidelines

Materials

The directions and scoring guide for administering and assessing Hearing and Recording Sounds are needed. Choose lined or unlined paper for students to use. The choice of paper should reflect the developmental needs of the students and should be consistent with typical classroom practice.

Procedure

1. The assessment area should be quiet and free from major distraction. Students can be tested individually or in small groups. Teachers should select the most appropriate format.
2. Preview the instructions for Hearing and Recording Sounds.
3. Selected stories have equal value for assessing sounds. Issues of tense, person, and phonetic features have been considered.
4. Assess the student's ability to record sounds. *Note:* Do not score the child's writing and letter formation.
5. Any of the three stories may be used for repeated assessment.
6. Score one point for each correct response as demonstrated in the scoring guide.
7. Record any other observations, such as close approximations, significant comments made by the child, and how the child responds to print.

Analysis

Analysis of the student's performance on this assessment is useful for instruction when considered in relationship to the phonemic awareness assessment, the isolation of sounds, and symbolic representation in a writing sample.

Directions for Administering

Hearing and Recording Sounds in Words

Prompt:

I am going to read you a story. When I have read it through once, I will read it again very slowly so that you can write the words of the story. (Read through the sentences at normal speed.) Some of these words you may not know. Say them slowly and think how you would write them.

Dictate the sentences slowly, word by word. If the child has difficulty, say, **You say it slowly. How would you start to write it? What can you hear? What else do you hear?** If the child cannot complete the word, say **We'll leave that word. The next word is . . .**

1. I see a big cat in the sun. He is
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
playing with a red ball.
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

2. I am going to ride to school
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
on a yellow bus. I will have
18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33
fu n!
34 35 36

Scoring: Total Points 36

3. His mom and dad will go to
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

get me a little fu zzy do g.
 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

Scoring Guidelines

Score one point for each sound (phoneme) the child has recorded. Count only the numbered letters. Extra letters added by the child do not affect scoring. Since this task involves **sound** analysis, accept any letter(s) which represent the same phoneme; for example, accept the following kinds of substitutions even though the spelling is incorrect.

<u>ce</u>	<u>se</u>	<u>cee</u>	<u>kat</u>	<u>cun</u>	<u>plai<u>ng</u></u>	<u>pla<u>eng</u></u>	<u>bal</u>
see	see	see	cat	sun	playing	playing	ball

<u>scool</u>	<u>skol</u>	<u>schul</u>	<u>yelow</u>	<u>wil</u>
school	school	school	yellow	will

<u>hiz</u>	<u>git</u>	<u>litl</u>	<u>fuz<u>y</u></u>	<u>fuz<u>e</u></u>
his	get	little	fuzzy	fuzzy

Note: Be sensitive to the individual child's dialect.

Name _____
Teacher _____
Date _____

Teacher_____

Date _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Conferences-Drawing

Name: _____



Date	Noticing	Goals	Comments
		<input type="checkbox"/> Details <input type="checkbox"/> Colors <input type="checkbox"/> Accurate Picture <input type="checkbox"/> Labeling/Beginning Sounds <input type="checkbox"/> Story Telling <input type="checkbox"/> Real Life Topics <input type="checkbox"/> Varied Topics	
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Writing Standards K-5

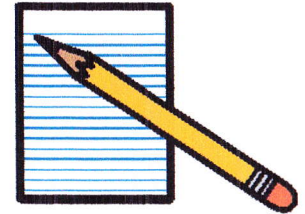
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The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Checklist

My idea is _____

☐

My idea is not about a movie, t.v. show, or video game

☐

My story really happened

* Too much talking in a story is hard for my reader to understand.
I can explain what happened without having people in my story talk.



Topic Sentence: _____

☐

Who

☐

What

☐

Where

☐

When

Need to check at least 3 boxes

Transition words I used (circle 3 or more)

first

next

finally

after that

later on

then

in the end

Hearing and Recording Sounds

Step 1: Count the number of words in your sentence.



Step 2: Write in lines with a marker for the words you want to write.



Step 3: Use tools to help sound out each word.



Step 4: Reread your sentence to see if it makes sense?



Writing Conferences

Name: _____



Date	Noticing	Goals	Comments
		<input type="checkbox"/> Spacing <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Hearing & Recording Sounds <input type="checkbox"/> Sight Words <input type="checkbox"/> Ideas/Details <input type="checkbox"/> Organization/Sequence <input type="checkbox"/> Sentence Fluency <input type="checkbox"/> Word Choice <input type="checkbox"/> Voice	
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LIST OF RELATED CITATIONS

“EMERGING WRITERS”

PRESENTED BY STAFF DEVELOPMENT FOR EDUCATORS (SDE)

SHANNON SAMULSKI

Hannaford, C. *Smart Moves: Why Learning Is Not All in Your Head*. New York: Midpoint Trade Books, Incorporated, 2005.

Hieronymus, B. & Moomaw, S. *More Than Letters: Literacy Activities for Preschool, Kindergarten, and First Grade*. Redleaf Press, 2002.

Jensen, E. *Teaching with the Brain in Mind*. Oregon: Association for Supervision & Curriculum Development, 2005.

Samulski, S. *Finger Funatics: A Fine Motor Development Program*. Michigan: Samulski Consulting,, 2010.