

## **Early Childhood Boeing Grant Lesson Guide**

### **Standards/Position Statements**

This lesson's main focus is the development of fine motor skills (physical domain). This lesson can be used for parent workshop to build an understanding about the importance of fine motor development.

### **Children Input / Purpose**

This lesson will provide the importance of fine motor development in children of many different languages. This lesson will provide support for children at home in order to continue developing skills. This lesson will encourage students by providing an opportunity to work with parents at home and build a relationship around an activity they engage in at school.

### **Theme/Main Goals**

Goals for this lesson:

- to strengthen the bond between school and home
- to help parents support their children in their learning and development
- to encourage parents to help their children with activities
- to help parents understand why fine motor skill development is important

Children will be engaging in play dough, cutting, writing, and beading. This experience will benefit the children by providing more practice in manipulating the objects in the container, thereby, increasing their ability and strength in their hands and fingers.

### **Small Group Opportunities**

In a classroom setting these materials can be used in the art area, however, these materials can also be used in a designated area outdoors. At home, these activities can be used to spend quality time with the child and allowing time to bond and talk about their day at school.

### **Individual Opportunities**

At home, perhaps the child can choose what activity they are interested the most. This will allow the parent to recognize their child's interest and abilities. Parents will also be working closely with an educator in order to share experience and abilities presented in the classroom. Adding new and different activities to the container, as the skill of the child is refined, for example, hole punchers and letter stamps.

### **One on One - Teacher/Child Opportunities**

This activity will easily provide more one on one opportunity for the child because the activity can be taken home with teacher approval.

### **Materials/Organization**

Scissors, play dough, beads, crayons, and markers will be accessible to children at home, school, or workshop. Additional items may be added at the teacher/parents discretion and as the child's skill is developed.

### **Assessment**

#### **Growth and Development of the children in your care:**

It is important to continue observation in the classroom and take anecdotal notes or pictures to support the growth in the child. Having a good relationship with the parent(s) is also helpful in collecting evidence for further assessment.

# Parent Workshops

There are several questions to keep in mind when presenting a workshop to parents:

- \*Will this workshop support the parents' needs?
- \*How will this support the student?
- \*How can the teacher create a positive learning experience for the parent(s)?

Once the need is established, create a hands-on experience for the parents, set a time to present, and then just have fun.

For example, parents are asking for help in supporting their child's literacy development. The teacher will plan an active learning activity (making a book from magazines); however, before beginning the activity the teacher encourages parents to share their concerns, questions, or early memories about their learning. Once the activity is presented and completed, the teacher can ask for feedback from the parents. Activities can be taken home to further the experience with their children. These types of meetings or workshops will help support a positive relationship with the families, which are important for the child's success and the program's future.

This activity can be used for a parent workshop- recreate or adding material to support the main idea will be essential.

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