



Your Library partners with families to prepare children for kindergarten

This week's theme is Physical Development

Early Learning Standard 2.1: Fine Motor Skills: Children perform increasingly more sophisticated actions requiring eye-hand coordination.

1. Kids can accurately string beads, turn book pages, open and close scissors using one hand, or glue collage pieces with some accuracy.

Parents can: Involve children in planned or daily activities, such as setting the table, preparing food, using zippers, and buttoning buttons.

2. Kids use a spoon or other utensil, pour liquid from a small pitcher into a cup, and put on and take off clothing.

Parents can: Provide opportunities and space for children to develop self-help skills, such as feeding, dressing, and hand washing.

3. Kids can draw, paint, or explore emergent writing with a variety of tools such as paint brushes, markers, crayons, pens, or pencils.

Parents can: Model writing and drawing in everyday activities, and provide a variety of supplies and opportunities for children to freely practice these skills. Parents can model proper handling of pencils/crayons to help kids master writing.



Standard 2.2: Gross Motor Skills: Children develop large muscle strength, coordination and skills.

1. Kids can throw or catch a ball, or swing a bat at a ball on a tee stand.

Parents can: Provide activities and opportunities that support using hands and arms in different positions, such as painting at an upright easel, kicking/throwing balls back and forth.

2. Kids can march, kick a ball, jump forward with feet together, hop, gallop, slide, skip, leap, or run with control.

Parents can: Provide kids daily outdoor time by visiting parks and playgrounds, and allowing child outdoor space with a variety of equipment which encourages movement of the entire body.

3. Kids can walk up/down stairs, walk backwards, stand or hop on one foot, or walk on a balance beam.

Parents can: Offer a variety of surfaces both indoors and outdoors for the child to use for balancing, such as walking on a line or walking on a curb.

Standard 2.3: Sensorimotor Development: Children can use all five senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.

1. Kids can demonstrate concepts through movement, such as imitating animals using drama, sound, movement, and dance.

Parents can: Play word games, such as “Charades” or “Simon Says” and sing songs that encourage full body movement and imagination.



2. Kids adapt movements to specific situations, such as bending knees when jumping to soften the landing, or moving quickly to avoid a moving obstacle.

Parents can: Create an obstacle course which allows exploration of movement, direction and surfaces.

3. Kids can demonstrate an awareness of her body in space, such as standing an appropriate distance from others (not too close or too far), and walking around objects without bumping into them.

Parents can: Provide opportunities to explore spatial relationships, such as climbing over and under things, and using spatial terms as they play (example: I can climb up the ladder, I can climb through the tunnel.)

4. Kids practice sensory integration, such as ability to pull/push a wagon, climb a short ladder, swing or spin around, roll, or do somersaults.

Parents can: Provide physical activities that integrate children's movements with all senses such as pulling a wagon kids have loaded with blocks, swinging, spinning, or finger/feet painting to music.

For more tips about what you can do to help your child get ready for school,
send “SIGNUP” to 406-204-3583 or ask a children’s librarian.