

## Ohio's Early Learning and Development Standards (Birth to age5): Implementation Guide

### Domain: Physical Well-Being and Motor Development

The standards for physical well-being and motor development address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements to touch, grasp and manipulate objects and to engage in physical activity. These standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, be physically active, and learn more effectively (Bluemenshine and others, 2008).

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Standards Statements	Implementation Strategies
The child will	The teacher may:
<b>Motor Development</b> <i>Large Muscle, Balance and Coordination</i>	
<u>Infants</u>  Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	<ul style="list-style-type: none"> <li>• Watch and celebrate as each infant reaches developmental milestones on his/her own schedule.</li> <li>• Place infants in positions in which they are the freest and least helpless during their waking hours.</li> <li>• Provide materials and toys for infants to explore and discover.</li> <li>• Place infants in a variety of positions during waking hours so they can work on muscle development in all parts of the body without the use of equipment such as exersaucers and jumpers. (e.g., tummy time, supported sitting with a Boppy pillow, side-lying, etc.).</li> </ul>
<u>Young Toddlers</u>  Move with increasing coordination and balance, and with or without adult support and/or assistance.	<ul style="list-style-type: none"> <li>• Watch and celebrate as each child reaches developmental milestones on his/her own schedule.</li> <li>• Wait and see if the child can get out of the situation he/she has gotten into before going to his/her aid.</li> <li>• Offer a soft environment where children can roll, tumble</li> </ul>

	<p>and bounce around (e.g., firm pillows, mattresses, foam blocks and thick rugs indoors and grass, sand, pads and mats outdoors).</p> <ul style="list-style-type: none"> <li>• Offer opportunities for wandering, carrying and dumping.</li> <li>• Offer appropriate wheeled toys for pushing, pulling and riding.</li> </ul>
<p><u>Older Toddlers</u></p> <p>Use locomotor skills with increasing coordination and balance.</p> <p>Use a variety of non-locomotor body movements (hands in air, turn around, stand on one foot, etc.) during play.</p>	<ul style="list-style-type: none"> <li>• Use music, rhymes, dances and circle games from multiple cultures to encourage all children to move and have fun.</li> <li>• Play running and chasing games.</li> <li>• Take walks and examine things along the way.</li> <li>• Offer appropriate wheeled toys and rocking boats.</li> <li>• Offer opportunities for wandering, carrying and dumping.</li> <li>• Offer opportunities for climbing on age/developmentally appropriate equipment in a safe environment.</li> <li>• Offer appropriate wheeled toys for pushing, pulling and riding.</li> </ul>
<p><u>Pre-Kindergarten</u></p> <p>Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).</p> <p>Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</p> <p>Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).</p> <p>Demonstrate spatial awareness in physical activity or movement.</p>	<ul style="list-style-type: none"> <li>• Play “Follow the Leader.”</li> <li>• Use photos and children’s books like <i>Rosie’s Walk</i> to illustrate spatial relationships vocabulary for English language learners.</li> <li>• Set up obstacle courses.</li> <li>• Provide music with different rhythms and dance using objects such as scarves, bean bags and rhythm sticks.</li> <li>• Make equipment available both indoors and outdoors for throwing, catching, kicking and riding appropriate vehicles.</li> <li>• Play “Simon Says” with appropriate rules for prekindergarten (e.g., no trick statements). NOTE: English language learners will learn motions from observing peers but will need explicit instruction to learn the language used by the teacher to trigger actions.</li> </ul>

	<p>Confusing body parts with actions can be a problem for English language learners who lack the basic knowledge of English labels for either or both.</p> <ul style="list-style-type: none"> <li>• Use hula hoops to demonstrate terms such as inside, outside, beside, in the middle, etc., saying each word multiple times matching the action it represents at the same time for English language learners. Repetition and accompanying physical/visual cues are important for all children to make connections.</li> </ul>
<p><b>Motor Development</b>  <i>Small Muscle, Touch, Grasp, Reach, Manipulate</i></p>	
<p><u>Infants</u></p> <p>Transfer a toy from one hand to another by reaching, grasping and releasing.</p>	<ul style="list-style-type: none"> <li>• Place toy in the infant's hand. Use a variety of toys and watch to see which the infant favors.</li> <li>• Allow the developmental milestones to occur on the infant's own timeline.</li> <li>• Watch for the pincer grasp to develop as the infant is beginning to use thumb and forefinger to manipulate items.</li> </ul>
<p><u>Young Toddlers</u></p> <p>Use both hands together to accomplish a task.</p>	<ul style="list-style-type: none"> <li>• Play Patty-Cake.</li> <li>• Offer toys where they can pick things up and drop them into a container.</li> <li>• Provide objects and toys for exploring (e.g., rattles for grasping, shape sorters, stacking/nesting cups, linking rings, etc.).</li> <li>• Offer crayons in a controlled space and allow for marking on paper or other appropriate materials.</li> <li>• Offer activities using non-toxic finger paint.</li> <li>• Offer a variety of materials and toys that child can turn, push, poke, pull, shake, grasp, put together and pull apart.</li> </ul>
<p><u>Older Toddlers</u></p>	<ul style="list-style-type: none"> <li>• Offer simple items to dress and undress, button and</li> </ul>

<p>Coordinate the use of arms, hands and fingers to accomplish tasks.</p>	<p>unbutton, use Velcro and zippers. Model English words with accompanying physical actions matched to the items for English language learners.</p> <ul style="list-style-type: none"> <li>• Allow activities at mealtime where children are able to pass items, pour their own milk and clean-up after themselves.</li> <li>• Offer self-help opportunities whenever appropriate.</li> <li>• Place materials in the sensory table for pouring (e.g., sand and water).</li> </ul>
<p><u>Pre-Kindergarten</u></p> <p>Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</p> <p>Use classroom and household tools independently with eye-hand coordination to carry out activities.</p>	<ul style="list-style-type: none"> <li>• Use cooking, measuring, stirring, scissors and various writing utensils.</li> <li>• Use a variety of materials in learning centers such as play dough, clay and pop beads, stringing beads, access to paint and easels, Legos and other small building materials. Build English language learners' vocabulary by naming materials, modeling "action" language to go with types of activities initiated by the children.</li> <li>• Tear paper and make glue dots on a paper to attach the torn paper.</li> <li>• Provide access to iPads and computers.</li> </ul>
<p><b>Motor Development</b> <i>Oral-Motor</i></p>	
<p><u>Infants</u></p> <p>Use mouth and tongue to explore objects.</p> <p>Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.</p>	<ul style="list-style-type: none"> <li>• Offer appropriate toys and teething items for the infant to explore.</li> <li>• Play feeding games such as "airplane" to make the food available to the infant.</li> <li>• Allow time for the infant to clean spoon during spoon feeding.</li> </ul>
<p><u>Young Toddlers</u></p> <p>Take and chew small bites/pieces of finger food.</p>	<ul style="list-style-type: none"> <li>• Offer small bites/pieces of appropriate finger food in small amounts at one time.</li> <li>• Talk about the foods children are eating.</li> <li>• Encourage family and teachers to use similar feeding strategies.</li> </ul>

<p><u>Older Toddlers</u></p> <p>Take bites from whole foods and coordinate chewing and swallowing.</p>	<ul style="list-style-type: none"> <li>• Offer appropriate whole foods that will allow for taking bites to chew and swallow.</li> <li>• Engage the children in conversation as they eat.</li> </ul>
<p><u>Pre-Kindergarten</u></p> <p>Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.</p>	<ul style="list-style-type: none"> <li>• Use straws to blow bubbles in a glass of water.</li> <li>• Blow up balloons, blow cotton balls, blow whistles and use kazoo's.</li> <li>• Use rhymes and songs throughout the day in activities and routines.</li> <li>• Play with tongue-twisters, silly sounds and rhyming words. (Plan ahead. Beginning and pre-functional English skill level English language learners have a very limited rhyming "word bank"; anticipate words that might be used; have objects/pictures to match the rhyming words you model; pre-load some of the rhyming vocabulary when possible to increase English language learners' participation and make rhyming more comprehensible).</li> <li>• Rotate types of food served and provide food with a variety of textures.</li> <li>• Hold a piece of paper at the end of a straw while sucking on the straw.</li> </ul>
<p><b>Motor Development</b> <i>Sensory Motor</i></p>	
<p><u>Infants</u></p> <p>Uses senses and movement to explore immediate surroundings.</p>	<ul style="list-style-type: none"> <li>• Place infants within reach of a floor gym where they can bat at objects that make sound.</li> <li>• Provide "frolic play" (e.g., airplane, side-to-side swaying, etc.).</li> <li>• Provide objects over crib that infant can reach and hit.</li> <li>• Provide rattles and other toys that make sounds when held or touched.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide uncluttered areas that allow for movement.</li> <li>• Call infant's name. Show excitement when he/she turns his/her head.</li> </ul>
<u>Young Toddlers</u>  Coordinate senses with movement.	<ul style="list-style-type: none"> <li>• Play Hide and Seek with a toy</li> <li>• Offer nesting blocks that fit into each other.</li> <li>• Offer large spoons and mixing bowls for banging and exploring.</li> <li>• Roll a ball back and forth.</li> <li>• Provide accompanying rich descriptive English language for activities.</li> <li>• Offer simple musical instruments.</li> </ul>
<u>Older Toddlers</u>  Use sensory information to guide movement to accomplish tasks.	<ul style="list-style-type: none"> <li>• Place materials in the sensory table for scooping and pouring (e.g. sand and water).</li> <li>• Roll large plastic toys down different surfaces such as a ramp or a tube.</li> <li>• Play music with movement directions in it, modeling language to match movement directions.</li> <li>• Use musical instruments.</li> </ul>
<u>Pre-Kindergarten</u>  Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	<ul style="list-style-type: none"> <li>• Observe children's reactions to external sensory stimuli and make adjustments based on individual needs (turn lights down, turn music off, add natural light, and rearrange space).</li> <li>• Provide soft space where children can be away from the group when desired.</li> <li>• Have varied activities that include individual activities, small group and large group activities.</li> <li>• Break tasks down into manageable steps for children.</li> <li>• Reduce clutter and visual displays in the classroom.</li> </ul>
<b>Physical Well-Being</b> <i>Body Awareness</i>	
<u>Infants</u> Shows awareness of own body.	<ul style="list-style-type: none"> <li>• Move and name fingers, hands, toes, feet and head when changing diaper or washing hands.</li> </ul>

	<ul style="list-style-type: none"> <li>Place infant in front of the mirror and touch and talk about body parts and image.</li> </ul>
<u>Young Toddlers</u> Point to basic body parts when asked.	<ul style="list-style-type: none"> <li>Identify fingers, hands, toes and feet when changing a diaper or washing hands.</li> <li>Ask children to point to the body parts of dolls during play.</li> <li>Play body awareness games such as This Little Piggy.</li> </ul>
<u>Older Toddlers</u> Name, point to and move body parts when asked.	<ul style="list-style-type: none"> <li>Incorporate music into circle time that causes children to identify their body parts (e.g., “Head, Shoulders, Knees and Toes”).</li> <li>Read and discuss appropriate information books that show simple body parts.</li> </ul>
<u>Pre-Kindergarten</u> Identify and describe the function of body parts.	<ul style="list-style-type: none"> <li>Incorporate music into circle time that causes children to identify their body parts (e.g., “Head, Shoulders, Knees and Toes”).</li> <li>Use questioning techniques such as, “Show me what you write with, eat with, walk with?” Make activity more comprehensible for early stages of English language acquisition by scaffolding actions and responses (e.g., Ask, “Show me what you walk with?” Actually walk and point to your feet. Model response, “I walk with my feet.”)</li> <li>Trace bodies and color/paint placing appropriate body organs and parts such as heart, fingers, toes, knees.</li> <li>Use correct names for body parts.</li> <li>Understand that it is normal and natural for children to be curious about their bodily functions.</li> </ul>
<b>Physical Well-Being</b> <i>Physical Activity</i>	
<u>Infants</u> Interact with adults in physical activities.	<ul style="list-style-type: none"> <li>Play games such as This Little Piggy.</li> <li>Tickle tummy and call it by name.</li> <li>Offer opportunities for crawling and pulling up on safe objects.</li> <li>Offer tunnels, foam and other soft objects to climb in and</li> </ul>

	on.
<p><u>Young Toddlers</u></p> <p>Use simple movement skills, participate in active physical play.</p>	<ul style="list-style-type: none"> <li>• Offer opportunities for crawling, pulling up, walking around things while holding on for balance and practice once walking.</li> <li>• Offer toys for pushing, pulling and riding.</li> <li>• Offer tunnels, foam and other soft objects to climb in and on.</li> <li>• Use songs and rhymes that encourage movement of body parts.</li> </ul>
<p><u>Older Toddlers</u></p> <p>Participate in active physical play and structured activities requiring spontaneous and instructed body movements.</p>	<ul style="list-style-type: none"> <li>• Sing “Head, Shoulders, Knees and Toes” and have children participate with the motions.</li> <li>• Offer opportunities for inside and outside walking, running and galloping exercises.</li> <li>• Offer safe indoor and outdoor riding toys that are appropriate for moving with feet before readiness to use pedals.</li> </ul>
<p><u>Pre-Kindergarten</u></p> <p>Participate in structured and unstructured active physical play exhibiting strength and stamina.</p> <p>Demonstrate basic understanding that physical activity helps the body grow and be healthy.</p>	<ul style="list-style-type: none"> <li>• Provide ample time and space indoors and outdoors for physical activity skills.</li> <li>• Offer materials to promote different types of physical activity skills.</li> <li>• Model activities with the children (e.g., play with the children).</li> <li>• Have coaches and players come to the classroom to talk about the importance of physical activity. Inform visitors ahead if you have English language learners and suggest ways they can encourage participation from English language learners during discussion time. Prepare all children prior to visit by introducing relevant, new vocabulary.</li> <li>• Have children point to body parts they use in an activity and discuss the muscles that are there.</li> <li>• Using pictures and actions, discuss nutrition and physical activity needed in order to be healthy. Encourage children to use their home languages and/or a combination of</li> </ul>

	home languages and English to promote participation and self-esteem. Language peers (or bilingual staff) can assist in the process of two-way communications.
<b>Physical Well-Being</b>	
<i>Nutrition</i>	
<u>Infants</u> Use senses and movement to explore immediate surroundings.	<ul style="list-style-type: none"> <li>• Name and describe foods while feeding.</li> <li>• Talk to infants about the taste and smell of the food while feeding.</li> <li>• Describe foods as “yummy” or “good for you” or “delicious.”</li> </ul>
<u>Young Toddlers</u> Follow a regular eating routine.	<ul style="list-style-type: none"> <li>• Use songs and rhymes to identify when it is time to eat.</li> <li>• Establish a mealtime routine; describe the steps (e.g., “First we wash your hands, then we put on your bib, now we eat!”).</li> <li>• Talk with the children as they are eating.</li> <li>• Name and describe foods.</li> <li>• Refer to foods as “yummy” or “good for you,” etc.</li> </ul>
<u>Older Toddlers</u> Make simple food choices, show food preferences and demonstrate willingness to try new foods.	<ul style="list-style-type: none"> <li>• Establish meal and snack time routines.</li> <li>• Model healthy eating when sitting with children at the table.</li> <li>• Model good nutrition by storing food that may be consumed by staff out of classroom area (e.g., soda, chips, cookies, etc.).</li> <li>• Discuss favorite foods incorporating photos and pictures of food from a variety of cultures including those of English language learners. Encourage English language learners to participate in the conversation using home languages to name foods pictured.</li> <li>• Read a variety of multicultural books depicting different family groupings eating in authentic situations and settings.</li> </ul>
<u>Pre-Kindergarten</u>	<ul style="list-style-type: none"> <li>• Set up dramatic play area with paper copies of “Choose</li> </ul>

<p>Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.</p>	<p>My Plate” and have children use the toy foods to make choices about what should go on the plate.</p> <ul style="list-style-type: none"> <li>• Present a variety of snacks, including ethnic foods and all food groups.</li> <li>• Review the daily lunch/snack menu.</li> <li>• Do simple cooking activities and discuss the ingredients.</li> <li>• Graph healthy versus non-healthy foods.</li> </ul>
<p><b>Physical Well-Being</b> <i>Self-Help</i></p>	
<p><u>Infants</u></p> <p>Demonstrate emerging participation in dressing.</p>	<ul style="list-style-type: none"> <li>• Talk to the infant as he/she is being dressed. Discuss clothing pieces and colors of clothing.</li> <li>• Play a game such as Peek-A-Boo as a shirt or undershirt is being put over the infant’s head.</li> <li>• Encourage family and teacher to use the same strategies.</li> </ul>
<p><u>Young Toddlers</u></p> <p>With adult assistance, participate in personal care tasks (e.g., hand washing, dressing, etc.).</p>	<ul style="list-style-type: none"> <li>• Ask children to attempt basic hygiene practices with support (e.g., wipe nose, wash hands and attempt to pull-up pants).</li> <li>• Use music, rhymes and books to encourage personal care tasks.</li> <li>• Encourage parents to support these personal care tasks at home. Provide multilingual written support and/or pictures depicting care tasks so parents who are non-English speakers can share the experiences with their child at home.</li> </ul>
<p><u>Older Toddlers</u></p> <p>With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to attempt hygiene routines independently.</li> <li>• Use music, rhymes and books to encourage personal care tasks.</li> <li>• Provide props in learning centers to explore hygiene practices through play (e.g., washing dishes, doing laundry or cooking).</li> </ul>
<p><u>Pre-Kindergarten</u></p>	<ul style="list-style-type: none"> <li>• Discuss doctor and dental visits using picture books with</li> </ul>

<p>Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing, etc.).</p>	<p>simplified text, visuals and props to support English language learners.</p> <ul style="list-style-type: none"> <li>• Use songs or rhymes to assist with hand-washing, teeth-brushing, etc. Demonstrate for English language learners' parents, whose culture may be new to some of the personal care routines, so they can experience this with their children first hand.</li> <li>• Encourage independence, but always be available for help.</li> <li>• Encourage families in promoting independence at home.</li> </ul>
<p><b>Physical Well-Being</b> <i>Safety Practices</i></p>	
<p><u>Young Toddlers</u></p> <p>Follow adult intervention/guidance regarding safety.</p>	<ul style="list-style-type: none"> <li>• Provide verbal guidance and physical support, such as “nice touches” or “walk.”</li> <li>• Give clear directions about playing and working in a safe way.</li> <li>• Model and practice putting away toys and label shelves with pictures of toy placements.</li> </ul>
<p><u>Older Toddlers</u></p> <p>Cooperate and/or stop a behavior in response to a direction regarding safety.</p> <p>Use adults as resources when needing help in potentially unsafe or dangerous situations.</p>	<ul style="list-style-type: none"> <li>• Review and reinforce safety rules for classroom and playground using pictures, books, gestures, etc.</li> <li>• Elicit from and provide English language learners with feedback to check understanding of safety concepts. Encourage English language learners to communicate in either language and at their linguistic comfort level.</li> <li>• Form a bond with each child that helps them to feel safe in your presence.</li> </ul>
<p><u>Pre-Kindergarten</u></p> <p>With modeling and support, identify and follow basic safety rules.</p> <p>Identify ways adults help to keep us safe.</p>	<ul style="list-style-type: none"> <li>• Model and practice safety procedures.</li> <li>• Involve children in creating safety rules for the classroom and outside.</li> <li>• Be consistent in enforcing rules.</li> <li>• Invite professionals who help keep us safe (fireman, policeman) to come to the classroom and discuss safety</li> </ul>

<p>With modeling and support, identify the consequences of unsafe behavior.</p> <p>With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</p> <p>With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</p>	<p>with the children. Prepare visitors in advance that you have English language learners and suggest ways that they can encourage participation. Encourage them to provide bilingual materials if available.</p> <ul style="list-style-type: none"> <li>• Help children identify ways they can keep themselves safe.</li> <li>• Inform families of safety practices and encourage families to establish rules/practices at home. Elicit help from staff and/or community safety workers who speak the same language as the English language learners to assist with this. Obtain safety pamphlets, etc., in families' home languages.</li> <li>• Explain reasons for safety rules in child-friendly ways.</li> <li>• Practice fire and tornado drills at varying times of the day.</li> <li>• Learn safety vocabulary in English language learners' home languages, role play prior to actual drills, use visuals, language peers and adults who are bilingual whenever possible—prepare students for types of noise “cues” that accompany each type of safety drill (e.g., buzzer, strobe lights, etc.).</li> </ul>
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### Support for Differentiation

1. Accept children's approximations and attempts and elaborate/expand on these as appropriate.
2. Scaffold each learner in his zone of proximal development.
3. Use assistive technology when appropriate. Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. For more information on specific strategies visit: <http://www.newton.k12.ks.us/at/examples.htm>.
4. Resources based on the *Universal Design for Learning* principles are available at [www.cast.org](http://www.cast.org).

### Support for English Language Learners

- Use multimedia such as videos, pictures and concrete objects to create connections with vocabulary words.
- Use gestures and body language.
- Speak slowly and enunciate clearly. Do not raise your voice.
- Repeat information and review. If a child does not understand, try rephrasing in short sentences and simpler syntax.
- Try to avoid idioms and slang words.
- Try to anticipate words that might be unfamiliar and give explicit meaning to them.
- Make use of the excellent language learning that occurs among children by supporting play and small-group activities.
- Show children how much you enjoy them and appreciate their efforts to learn a new language.

Adapted from Cecil, N.L. (1999) *Striking a balance: Positive practices for early literacy*. Scottsdale, AZ: Holcomb Hathaway.

#### Resources:

Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. California Department of Education. (2009). <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>.

*Guidelines for Addressing the Needs of Preschool English Language Learners*. Ohio Department of Education, Lau Resource Center. [http://education.ohio.gov/getattachment/Topics/Special-Education/Limited-English-Proficiency-\(1\)/About-the-Lau-Resource-Center/Guidelines-for-Addressing-the-Needs-of-Preschool-English-Language-Learners-\(1\).pdf.aspx](http://education.ohio.gov/getattachment/Topics/Special-Education/Limited-English-Proficiency-(1)/About-the-Lau-Resource-Center/Guidelines-for-Addressing-the-Needs-of-Preschool-English-Language-Learners-(1).pdf.aspx).

*Principles of Second Language Development*. Ohio Department of Education, Lau Resource Center. <http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/Research/Principles-of-Second-Language-Development-in-Teach#.Ukm8lvkzFC8.gmail>.

McGlothlin, Barry (1995). *Fostering second language development in young children: Principles and practices*. <http://www.escholarship.org/uc/item/23s607sr#page-1>.

Espinosa, L. (2008). Challenging common myths about young English language learners. The Foundation for Child Development. <http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf>.

## Additional Resources and Glossary

<b>Strand: Motor Development</b> <b>Topic: <i>Large Muscle and Coordination</i></b>
<b>Print Resources</b> Carlson, F. (2011). <u>Big body play: Why boisterous, vigorous, and very physical play is essential to children's development and learning.</u> Washington, DC: NAEYC. Pica, R. (2014). <u>Moving and learning with toddlers: A physical education curriculum.</u> St. Paul, MN: Red leaf Press. Pica, R. (2014). <u>Moving and learning with Preschoolers and Kindergarteners: A physical education curriculum.</u> St. Paul: MN: Redleaf Press.
<b>Websites</b> <a href="#">Resources for Physical Development</a> <i>Head Start Body Start.</i> National Center for Physical Development and Outdoor Play. <a href="#">Physical Activities</a> <i>Activity Downloads: Ages 3-5.</i> National Center for Physical Development and Outdoor Play. <a href="#">Yoga for Kids</a> <i>Yoga for Kids,</i> Marsha Wenig <a href="#">Brain Gym Resources</a> <i>Moving with intention promotes brain development.</i>
<b>Strand: Motor Development</b> <b>Topic: <i>Small Muscle: Touch, Grasp, Reach, Manipulate</i></b>
<b>Websites</b> <a href="#">Small Motor Development</a> <i>Small Motor Development for Infants and Toddlers,</i> High Reach <b>Fine Motor</b> <i>Ideas for improving fine motor skills in Pre-K/ Preschool children.</i> <a href="#">Handwriting without Tears</a> <i>Handwriting Without Tears</i> (for preschool)
<b>Strand: Motor Development</b> <b>Topic: <i>Oral-Motor</i></b>
<b>Websites</b> <a href="#">Developmental Milestones</a> <i>Oral Motor Developmental Milestones,</i> Megan-Lynette Richmond, M.S., CCC-SLP <a href="#">Oral-Motor Exercises</a> <i>Oral-Motor Exercises: Tips and Tricks,</i> Andrea Simpson, School Health

**Strand: Motor Development****Topic: Sensory-Motor****Print Resources**

*Sensory and Art*. DVD Redleaf Press. Enhance developing senses.

Jenny Clark Brack, J.C., (2004). Learn to Move, Move to Learn! Sensorimotor Early Childhood Activity Themes. Autism Asperger Publishing Company (October 1, 2004)

*Songames for Sensory Processing*, CD. Aubey Lande, MS, OTR, Bob Wis, Lois Hickman & Friends  
Feldman, J. (1996). *Transition Time: Let's Do Something Different!* Lewisville, NC: Gryphon House

**Websites**[Rhymes for Transitions](#)

*Nursery Rhymes for Transition Times*

[Meeting the Sensory Needs of Young Children](#)

*Meeting the Sensory Needs of Young Children*, Stacy Thompson & Jill Raisor, Young Children May 2013, NAEYC

**Strand: Physical Well-Being****Topic: Body Awareness****Websites**[Body Awareness](#)

*Ages and Stages: All About Body Awareness*, Carla Poole, Susan A. Miller, EdD, and Ellen Booth Church, Early Childhood Today, Scholastic.

[Body Awareness Activities](#)

*Body Awareness Activities*, Occupational Therapy: Skill Builders Online

[Body Awareness for Preschoolers](#)

*Good Activities to Promote Body Awareness in Children*, Victoria Thompson

**Strand: Physical Well-Being****Topic: Physical Activity****Print Resources**

Rawlinson, A. (2013). Creative yoga for children: Inspiring the whole child through yoga, Songs, literature, and games. North Atlantic Books.

Smith, C.J., Hendricks, C. & Bennett, B. (2013). Fitness and Nutrition. St. Paul, MN: Redleaf Press.

Bergen, S. & Robinson, R. (2012). Healthy Children, Healthy Lives The Wellness Guide for Early Childhood Programs. St. Paul, MN: Redleaf Press.

**Websites**[Infant Massage](#)

*Infant massage: Promoting attachment and emotional intelligence*. *Infant Massage Institute* (NOTE: While this resource contains interesting, important information, please remember that infant massage is accomplished by trained personnel.)

[Children's Booklist - Nutrition](#)

Michigan "Team Nutrition Booklist": an annotated list of over 400 books with positive food, nutrition and physical activity messages for children grades K-2.

[Yoga for Kids](#)

Yoga for Kids

[Resources for Physical Activity](#)

Resources for physical activity.

[Music and Movement](#)

Music and Movement; How Music and Movement Promote Development, Teaching Strategies, Inc.

**Strand: Physical Well-Being**

**Topic: Nutrition**

**Print Resources**

Jenkins, K.S. & Austin, D. (1982). Kinder-Krunchies: Healthy snack recipes for children.

Thomson, R. (2001). Why can't I just eat candy? And other questions about my body. North Mankato, MN: Thameside Press.

Hodges, S. (1995). Multicultural snacks. Everett, WA: Warren Publishing House, Inc.

USDA (1997). Food and me: An integrated approach to teaching nutrition.

**Websites**

[Food and Nutrition for Preschool](#)

*Food and Nutrition Fun for Preschoolers*, USDA (March 2013).

[My Plate](#)

*Choose My Plate: Nutrition education program*, USDA

[Infant Nutrition](#)

*Infant Health and Nutrition Resource List*, USDA (November 2013).

[Infant/Toddler Nutrition](#)

*Resources on infant/toddler nutrition.*

[My Plate - Preschool](#)

*Health and nutrition information for preschoolers.* USDA

[Try New Foods](#)

*The Food Friends Encouraging Preschoolers to Try New Foods*, Laura Bellows and Jennifer Anderson. Beyond the Journal, May 2006, NAEYC.

**Strand: Physical Well-Being**

**Topic: Self-Help**

**Print Resources**

Luckenbill, J. (2013). *From the Farm to the Table: An Emergent Curriculum Encouraging Healthy Eating in Spotlight on Infants and Toddlers* by Derry Koralek, NAEYC, & Linda Groves Gillespie, ZERO TO THREE, eds. Washington, DC: NAEYC.

**Websites**

[Self-Help](#)

*Self-confidence 12-24 months.* (Self-help). ZERO TO THREE

[Infant/Toddler Care](#)

*Caring for Infants and Toddlers in Groups,* J. Ronald Lally, EdD. ZERO TO THREE

**Strand: Physical Well-Being**

**Topic: Safety Practices**

**Print Resources**

Smith, C.J., Hendricks, C. & Bennett, B. (2013). *Safety.* St. Paul, MN: Redleaf Press.

**Websites**

[Infant/Toddler Care](#)

*Caring for Infants and Toddlers in Groups,* J. Ronald Lally, EdD. ZERO TO THREE

[Resources for Health and Safety](#)

National Resource Center for Health and Safety in Child Care and Early Education

[Tips for Safety Practices](#)

*Safe Kids Worldwide: Resources and tips for safety practices.*

[Fire Safety](#)

*Sesame Street Fire Safety Station Preschool Curriculum,* US Fire Administration & FEMA

[St. Jude Trike-a-Thon](#)

St. Jude's Trike-A-Thon Safety Curriculum (NOTE: The Trike-a-Thon is a *fundraising* project containing an appropriate safety curriculum. Participation in the fundraising is not an expectation for including this resource.)

**Glossary\***

*Balance:* Having competence and control of the body while performing a physical skill

*Body Mass Index (BMI):* Formula used to calculate a person's body fat content based on his or her weight and height

*Cephalo-caudal:* Child's development from head to toe, beginning by moving their head, using their necks, lifting themselves up, etc.

*Coordination:* Skillful and effective interaction of the body's movements such as throwing, catching, kicking, and stretching

*Large motor:* Child's ability to control their body movements as they move their body through space

*Proximal-distal:* Theory that asserts that the head and trunk develop before the arms and legs, and the arms and legs before the fingers and toes

*Pincer:* One of the four stages that make up small motor development (whole arm, whole hand, pincer, and pincer control); A grasp pattern whereby a small object is held between the thumb and index or middle finger

*Pincer control:* The final stage of fine motor development; the fine motor coordination skill that allows the thumb, index, and middle fingers to act as a tripod, supporting the writing utensil and enabling small, highly coordinated finger movements

*Small motor:* Ability to control and coordinate the small muscles of the wrist and hand

*Spatial awareness:* Ability to use one’s own body as a reference point when locating/relating to people/objects in space (For example, as children explore how their bodies occupy space, they become conscious of the different ways their bodies can move and the range of motion of each body part.)

*\*Adapted from the Center for Family Studies, WestEd for Early Childhood Ohio Professional Development Physical Well-Being and Motor Development.*

### Children’s Literature Selections to Support Physical Well-Being and Motor Development

Infant/Toddler	Pre-Kindergarten
<p><b>Strand: Motor Development</b>  <i>One Two Three Jump</i> by Penelope Lively  <i>From Head to Toe</i> by Eric Carle  <i>Where is Baby’s Belly Button?</i> by Karen Katz  <i>Five Little Monkeys Jumping on the Bed</i> by Eileen Christelow  <i>Going on a Bear Hunt</i> (song &amp; book)  <i>I Can Do It Too</i> by Karen Baicker  <i>Pat the Bunny</i> by Dorothy Kunhardt  <i>Where is Baby’s Belly Button</i> by Karen Katz  <i>Baby Bear, Baby Bear, What Do You See</i> by Bill Martin, Jr.  <i>Look, Look!</i> By Peter Linenthal</p> <p><b>Strand: Physical Well-Being</b>  <i>Where is Baby’s Belly Button?</i> by Karen Katz  <i>My First Body Board Book</i> by DK</p>	<p><b>Motor Development</b>  <i>Going on a Bear Hunt</i> (song &amp; book)  <i>Wiggle, Giggle, Shake</i>, Rae Pica  <i>Hit the Ball Duck</i> by Jez Alborough  <i>Ready, Set, Skip</i> by Jane O’Connor  <i>The Cheerios Counting Book</i> Barbara Barbieri McGrath, Frank, Jr. Marrola and Robert C. Bolster  <i>Duck on a Bike</i> by David Shannon  <i>I Can Do It Too</i> by Karen Baicker  <i>My Crayons Talk</i> by Patricia Hubbard  <i>Brown Bear, Brown Bear</i> and other books by Bill Martin Jr.            Dr. Seuss books that play with language            Nursery Rhymes  <i>Sesame Street – Zoe’s Dance Moves</i>  <i>Interrupting Chicken</i>, Ezra Stein</p>

*Sesame Street – Zoe’s Dance Moves*  
*Little Yoga: A Toddler’s First Book of Yoga* by Rebecca Whitfield  
*Head, Shoulders, Knees and Toes*  
*This Little Piggy*  
*My First Body Book* by DK Publishing  
*Yummy Yucky* board book by Leslie Patricelli  
*The Very Hungry Caterpillar* by Eric Carle  
*Eating the Alphabet* board book by Lois Ehlert  
*Mealtime (Toddler Tools)* board book by Elizabeth Verdick  
*Oh, David! A Diaper David Book*, by David Shannon  
*Look, Look!* by Peter Lenenthal  
*The Grouchy Ladybug Board Book* by Eric Carle  
*I Can, Can You?* by Marjorie Pitzer

**Music and Movement**

*Itsy Bitsy Yoga for Toddlers and Preschoolers: 8-Minute Routines to Help*  
*Your Child Grow Smarter, Be Happier, and Behave Better* DVD by Helen Garabedian

*The Little Engine that Could*, Watty Piper  
*Corduroy*, Don Freeman

**Strand: Physical Well-Being**

*From Head to Toe*, Eric Carle  
*Head, Shoulders, Knees and Toes* Song  
*My Amazing Body: A First Look at Health and Fitness*, Pat Thomas  
*The Busy Body Book*, by Lizzy Rockwell  
*The Very Hungry Caterpillar* by Eric Carle  
*Everybody Cooks Rice* by Norah Dooley  
*Cloudy with a Chance of Meatballs* by Judi Barrett  
*Green Eggs and Ham* by Dr. Seuss  
*Jamberry*, by Bruce Degen  
*Eating the Alphabet*, by Lois Ehlert  
*Havoc at the Hillside Market* by Melissa Halas-Liang  
*Oliver’s Milk Shake* by Vivian French  
*Gregory the Terrible Eater* by Mitchell Sharmat  
*Bread, Bread, Bread*, Ann Morris  
*Ella Sarah Gets Dressed* by Margaret Chodos-Irvine  
*I Can Do It* by Sarah Albee  
*All By Myself!* by Mercer Mayer  
*Froggie Gets Dressed* by Jonathan London  
*Be Careful and Stay Safe*, Cheri J. Meiners M.Ed.  
*Arthur’s Fire Drill*, Marc Brown  
*Firefighters A to Z*, Chris L. Demarest

**Music and Movement**

*Shake Something*, Getting to Know Myself, Hap Palmer  
*Kids in Motion*, Greg and Steve  
*The Hokey-Pokey* Song  
*Action Songs for Preschoolers* (CD) Stewart, G. Kimbo

## Materials to Support Physical Well-Being and Motor Development

Infant/Toddler	Pre-Kindergarten
<p><b>Strand: Motor Development</b></p> <p>Toys and equipment that support standing, walking, pushing and riding  Movements props such as scarves and ribbons  Large balls  Pillows, cushions, cardboard boxes, hula hoops, pool noodles for obstacle course  Exercise gyms  Mobiles for reaching  Tracking toys  Puzzles, shape-sorters, blocks, nesting blocks or cups  Toy keys, toy phone, toddler musical instruments  Art materials like clay or play-dough  Tunnels to crawl through  Rhythm instruments  Duplos ®  Rattles, teething aids  Baby-sized spoons  Appropriate eating utensils  Cause and effect toys such as busy boxes  Musical toys</p> <p><b>Strand: Physical Well-Being</b></p> <p>Silk scarves to swing to music  Tunnel to crawl through  Baby gym  Casual games that call for running, stopping, jumping, throwing etc.  Parachute, balls, Hula Hoops, tunnels, bean bags, riding toys  Fingerfoods  Cups and toddler-size utensils  Photographs of children washing hands, flushing the toilet  Appropriate size sinks and toilets to enhance independent use  Dress-up clothes that is easy to put on and take off</p>	<p><b>Strand: Motor Development</b></p> <p>Movement props such as scarves and ribbons  Large motor equipment to support a variety of skill levels and interests (i.e., climbing, throwing, riding, push/pull, jumping)  Pillows, cushions, cardboard boxes, hula hoops, pool noodles for obstacle course  Balance beam  Puzzles with differing levels of difficulty  Interlocking building toys  Art and writing supplies/tools  Rhythm instruments  Tongs and tweezers of different sizes for picking up items  Open-ended materials for sorting, building, patterning  Child-sized eating and serving utensils  Electronics for touch such as iPad  Different types of clay and homemade dough for manipulating  Duplos® and Legos® and other small blocks  Mirrors  Instruments requiring children to blow through their mouths  Straws of different sizes for drinking  Bubbles and different wands  Child-sized eating utensils</p> <p><b>Strand: Physical Well-Being</b></p> <p>Puzzles of simple body parts  Mirrors  Skeletons and X-rays  Dramatic play props (doctor, nurse kits, baby dolls and adaptive equipment for dolls such as wheelchairs and crutches  Cameras  Puzzles of simple body parts  Realistic foods and empty food boxes for dramatic play  Posters of serving sizes, food groups and/or nutritious choices of food</p>

<p>Toys and materials that are accessible to support independent choice</p> <p>Rebus chart steps for self-help tasks (e.g., handwashing, toothbrushing)</p>	<p>Photographs of children completing self-help tasks</p> <p>Photo charts with steps for handwashing, toothbrushing, toileting, etc.</p> <p>Play area with choices of materials, toys, activities to support independence</p> <p>Scales</p> <p>Photographs of children washing hands, flushing the toilet</p> <p>Appropriate size sinks and toilets to enhance independent use</p> <p>Dress-up clothes that is easy to put on and take off</p> <p>'Community Helpers' books, puzzles</p> <p>Emergency and safety vehicles in block area</p> <p>Road signs for both block area and outdoor riding toys</p> <p>Photos of community helpers (NOTE: Please ensure the photos reflect diversity and not gender stereotyped.)</p> <p>Dress-up uniforms (e.g., firefighters, police officers, medical professionals, etc.)</p>
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