

# I CAN DO IT TOO!

## Fine Motor

## Infant-Toddler

This story follows a child who uses their own two hands in activities with family and friends. It showcases using hand grip, fingers, and reach to accomplish tasks.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### MOVE



#### Children will:

- ◆ See ways their hands can coordinate and move to accomplish a task

#### Teachers will:

- ◆ Narrate or label use of fine motor skills

### TEACHING TIP

Reaching, grasping, tugging, picking up, and releasing - these are all skills that help us explore the world around us! Infants are new to these skills and need plenty of opportunity to practice. These fine motor skills are also linked to performing self-help skills as they grow into the toddler years. Allowing children to actively manipulate and explore the environment around them helps develop the abilities to use tools, coordinate hand-eye movements, and perform tasks with finger grip. Allow children to practice these skills all on their own!

### 1. INTRODUCE

- ◆ “There are so many things we use our hands to do every day. You use hands to pick things up, to play with toys, and to eat food! Today we’re going to read *I Can Do It Too*. The child in this book uses their hands all day long. Let’s see how hands can help us out.”

### 2. READ THE BOOK

- ◆ Pause occasionally to narrate the child’s actions, and narrate children’s actions if they imitate the illustrations.
- ◆ Label fine motor skills as they appear throughout the book.

### Narrate or Label Use of Fine Motor Skills

**Read:** “I can do it too!”

**Label:** “The child uses two hands to hold the juice carton.”

**Narrate:** “The child is using their hands to carefully tip the carton, so the juice pours into the cup! It’s okay if a little spills, keeping our hands steady can be tricky.”

**Read:** “...holds the book so I can see”

**Narrate:** “The child is helping hold the book but is also using their finger to point to the page! Pointing can help show someone what you’re interested in.”

**Read:** “...plays guitar and sings”

**Label:** “The uncle and child use one hand to strum the strings (*model strumming in the air*) and the other hand to hold to the guitar.”

**Narrate:** “They can use their hands and fingers to make music with a guitar! The way your hands and fingers move can change the sounds you make.”

### 3. REVIEW

- ◆ “The child’s hands and fingers were really helpful during their day. They helped the child hold things, play, eat and drink. Our hands can do so many different things for us!”

### 4. KEEP IT GOING

- ◆ Narrate children’s fine motor use throughout the day, noting when they accomplish a task on their own. Be there to provide support, when needed, and model your own fine motor skills. Actions to note can range from grabbing a toy, to playing with a zipper, to holding a cup up to their mouth.