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| **The Right Stuff**  **Resources to Help Realize the**  **Promise of Each Vermont Child**  Colorful star |  |
| **Issue No. 5 January 2017**  **Featured Domain of the Vermont Early Learning Standards (VELS)**  **Growing, Moving and Being Healthy**  *Motor development and coordination are part of this domain. Look for large motor resources on page one and fine motor resources on page two.*  Large motor  **Pathways Awareness Foundation Motor Development Videos (birth-1)** [**https://www.youtube.com/user/PathwaysAwareness/videos**](https://www.youtube.com/user/PathwaysAwareness/videos)  *If you’re looking for excellent video footage that shows what development looks like for children who are typically developing and those who aren’t, these are a great instructional resource.*  **Rocking and Rolling: Learning to Move (birth – 2)**  [**https://www.naeyc.org/resources/pubs/yc/nov2016/learning-to-move**](https://www.naeyc.org/resources/pubs/yc/nov2016/learning-to-move)  *Traditionally, we have thought of motor development as coming with maturation and that one skill leads naturally to the next as the child grows. But actually, motor development is a constant learning process. This article highlights new discoveries about how and why infants and toddlers develop motor skills and offers ideas for how to support that development.*  **Moving Bodies, Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving Through Movement (3-5)** [**http://www.imagineeducation.com.au/files/CHCECE018022/8.pdf**](http://www.imagineeducation.com.au/files/CHCECE018022/8.pdf)  *This article explains how critical thinking and problem-solving skills can be developed in preschoolers through movement. It also offers strategies for executing these movement activities and considerations for children with special needs and connecting with families. Self-study questions, discussion prompts and action steps for using this article in professional development are* *at* [**http://www.naeyc.org/files/yc/file/201109/NEXT%20YC0911.pdf**](http://www.naeyc.org/files/yc/file/201109/NEXT%20YC0911.pdf)  **Connections Between Movement and Learning (3-9)**  [**http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/**](http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/)  *When children use their bodies in the learning process, it can have a big effect, even if it seems silly or unconnected to the learning goal at hand. For example, this resource shares how researchers have found that when students use their bodies while doing mathematical storytelling, it changes the way they think about math. “We understand language in a richer, fuller way if we can connect it to the actions we perform,” said Sian Beilock, professor of psychology at the University of Chicago.*  **What Is Big Body Play and Why Is It Important? (0-8)**  [**http://families.naeyc.org/learning-and-development/child-development/what-big-body-play-and-why-it-important**](http://families.naeyc.org/learning-and-development/child-development/what-big-body-play-and-why-it-important)  *Here’s a short article on big, boisterous play, why it’s important, and why it can make adults anxious.*  **20 Movement Activities and Games for Elementary Classrooms (5-9)**  [**http://gazette.teachers.net/gazette/wordpress/leah-davies/movement-games/**](http://gazette.teachers.net/gazette/wordpress/leah-davies/movement-games/)  *Physical activity throughout the school day is necessary for children to reenergize themselves and to be able to maintain focus on their school work. Being involved in movement positively affects children both cognitively and physically.* *This web article offers movement activities can be initiated by teachers throughout the day. Learn more about using songs and rhymes to reinforce listening and memory skills, as well as activities, games, seat-changes, role plays, and dance moves that can actively contribute to children developing basic timing, balance, coordination and concentration and reduce behavior problems.*  Fine motor  **Infants and Toddlers: A Video Collection (birth – 3)** [**http://toddlers.ccdmd.qc.ca/**](http://toddlers.ccdmd.qc.ca/)  *Want to see 38 examples of what fine motor development looks like for infants and toddlers? Go to* [***http://toddlers.ccdmd.qc.ca/***](http://toddlers.ccdmd.qc.ca/)*and type the phrase “fine-motor development” into the search box at the top of the page. You’ll see examples of many of the fine motor indicators mentioned in the VELS.*  **What is Happening to Fine Motor Development? (2-9)**  [**http://www.communityplaythings.com/resources/articles/2016/fine-motor-skills**](http://www.communityplaythings.com/resources/articles/2016/fine-motor-skills)  *In recent years a growing number of children are “arriving at school lacking in basic fine motor skills.” This is a huge problem because if the young student does not have the finger strength and coordination to hold a pencil, for example, they will struggle to master current kindergarten requirements. Like large motor development, fine motor skills develop progressively, beginning in the earliest years of childhood. Young children who spend too much time “swiping and tapping” electronic devices, instead of playing with manipulative toys or coloring with crayons, struggle with poor hand control and weak pencil grip in school. This article will help educators and family members to consider a return to the time-tested play materials of childhood—blocks, play dough, beads, and crayons—to best prepare children for school.*  **Practical Strategies for Developing Fine Motor Skills (birth – 7)**  [**http://connectability.ca/2011/03/21/practical-strategies-for-developing-fine-motor-skills/**](http://connectability.ca/2011/03/21/practical-strategies-for-developing-fine-motor-skills/)  *This article has lots of great ideas for integrating fine motor development and fun into every day learning opportunities. Don’t miss the fine motor development activity web at the end of the article.*  **Improving Fine Motor Skills with Occupational Therapy (4-5)**  [**https://pathways.org/print/video-handouts/**](https://pathways.org/print/video-handouts/)  *When Sylvie was 4 years old her teacher noticed she was having difficulty with activities such as drawing, cutting objects and writing her name. Sylvie’s pediatrician sent her for an occupational therapy evaluation which revealed Sylvie’s difficulties with fine motor activities due to decreased coordination, endurance, and muscle tone. This video and fact sheet, available in Spanish and English, highlight how occupational therapy can result in significant improvement with fine motor skill activities for children with different fine motor abilities.*  [**https://www.youtube.com/watch?v=E1ePJOWORkI**](https://www.youtube.com/watch?v=E1ePJOWORkI) (video in English with Spanish subtitles)  [**https://pathways.org/wp-content/uploads/2014/10/Improvingfinemotorskillswithoccupationaltherapy\_english.pdf**](https://pathways.org/wp-content/uploads/2014/10/Improvingfinemotorskillswithoccupationaltherapy_english.pdf) (fact sheet)  [**https://pathways.org/wp-content/uploads/2014/10/Improvingfinemotorskillswithoccupationaltherapy\_spanish.pdf**](https://pathways.org/wp-content/uploads/2014/10/Improvingfinemotorskillswithoccupationaltherapy_spanish.pdf)(fact sheet)  **Want more information about this domain?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) The Growing, Moving and Being Healthy domain starts on page 39.  **Want more free resources related to this domain?** An annotated collection of free resources related to growing, moving and being healthy is available at is [available](http://fpg.unc.edu/presentations/vels-institute)at[**http://fpg.unc.edu/presentations/vermont-instructor-resources**](http://fpg.unc.edu/presentations/vermont-instructor-resources)  Cover of VELS  It includes free evidence sources, print materials, videos, websites and more. | |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)  **The Right Stuff** is compiled by Camille Catlett. It is supported by a contract from the Vermont Agency of Education. Funding is provided through the Vermont Race to the Top Early Learning Challenge Grant.  To receive your copy of The Right Stuff each month, send an email **with no message** to  [**subscribe-the\_right\_stuff\_listserv@listserv.unc**](mailto:subscribe-the_right_stuff_listserv@listserv.unc)  To suggest resources, please contact Camille Catlett at [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu) | |