

Ohio Early Learning and Development Standard (Birth to 5): Implementation Guide

Domain: Physical Well-Being and Motor Development

Introduction

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). Physical Well-Being and Motor Development consists of the following strands: Motor Development and Physical-Well Being.

The strategies in this guidance document are not designed to be specific activities or “storytime plans.” Rather, they represent broad approaches to implementation in each strand that may help storytime providers become more intentional to support the early learning domains in fun, creative and meaningful ways. These strategies are not comprehensive. You may think of other ways that you support the strands.

Strand <i>Topic</i>	Standard Statement The child will	Storytime Provider Strategies The storytime provider may
Motor Development <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"> • Offer playtime – Encourage parents to 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 Boppy pillow, side-lying, etc.). • Provide board books, shakers, scarves or other storytime items for infants to explore and discover. • Use songs and rhymes to focus on body parts and actions (e.g. <i>Pat-a-cake</i>, <i>Wheels on the Bus</i>, etc.). • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Large Muscle, Balance and Coordination</i>	<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"> • Offer playtime – include appropriate wheeled toys for pushing, pulling and riding. • Provide opportunities to use gross motor movements as part of books, to encourage participation and to support comprehension. • Provide opportunities to use gross motor movements to songs. • Provide music with different rhythms and dance using storytime items such as scarves, bean bags, musical instruments and bean bags. • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Large Muscle, Balance and Coordination</i>	<u>Older Toddlers</u> Use locomotor skills with increasing coordination and balance. Use a variety of non-locomotor body movements (hands in air, turn around, stand on one foot, stretching, bending, swaying, twisting, etc.) during play.	<ul style="list-style-type: none"> • Play games that encourage movement and balance (e.g.: Simon says, freeze dance, parachute play, red light green light, etc.) as well as non-locomotor body movements • Encourage movement and balance and non-locomotor body movements with books/stories that offer these opportunities (e.g. <i>Jump, Frog, Jump!</i> by Robert Kalan, <i>From Head to Toe</i> by Eric Carle) • Encourage movement, balance (e.g. <i>Head, Shoulders, Knees & Toes</i>, <i>Shake My Sillies Out</i>, etc.) and non-locomotor body movements when songs and rhymes provide such opportunities. • Use beanbags or scarves with songs or rhymes to encourage movement and balance. • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.

Infants = Birth to 8 Months, Young Toddlers = 6 to 18 Months,
 Older Toddlers = 16-36 Months, Pre-Kindergarten = 3 to 5 Years

Strand Topic	Standard Statement The child will	Storytime Provider Strategies The storytime provider may
Motor Development <i>Large Muscle, Balance and Coordination</i>	<u>Pre-Kindergarten</u> Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching, swaying, and twisting). Demonstrate spatial awareness in physical activity or movement	<ul style="list-style-type: none"> • Play games that encourage movement (e.g.: Follow the leader, Simon says, freeze dance, parachute play, red light green light, etc.) as well as non-locomotor body movements • Encourage movement and balance and non-locomotor body movements with books/stories that offer these opportunities (e.g. <i>Jump, Frog, Jump!</i> by Robert Kalan, <i>From Head to Toe</i> by Eric Carle) • Encourage movement, balance (e.g. <i>Head, Shoulders, Knees & Toes, Shake My Sillies Out</i>, etc.) and non-locomotor body movements when songs and rhymes provide such opportunities. • Provide opportunities to move to music with different rhythms and dance using storytime items such as scarves, bean bags and rhythm sticks using both locomotor and non-locomotor movements • Use photos or pictures books to illustrate spatial relationships vocabulary (e.g. <i>Rosie's Walk</i> by Pat Hutchins). • Use hula hoops to demonstrate terms such as inside, outside, beside, in the middle, etc. • Put words to movements to indicate spatial relationships, related to books, in songs, as part of transitions and explanations, as part of play. • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Small Muscle, Touch, Grasp, Reach, Manipulate</i>	<u>Infants</u> Transfer a toy from one hand to another by reaching, grasping and releasing	<ul style="list-style-type: none"> • Provide board books, shakers, scarves or other storytime items for infants to explore and discover. • Offer playtime – Encourage parents to place a toy in the infant's hand, using a variety of toys and watch to see which hand the infant favors. • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Small Muscle, Touch, Grasp, Reach, Manipulate</i>	<u>Young Toddlers</u> Use both hands together to accomplish a task	<ul style="list-style-type: none"> • Encourage use of hand motions with songs and rhymes that offer such opportunities (e.g. <i>Wheels on the Bus, Where is Thumbkin, Pat-a-Cake</i>, etc.). • Provide opportunities to use two-handed movements as part of books, to encourage participation and to support comprehension. • Offer playtime – include rattles for grasping, shape sorters, stacking/nesting cups, linking rings, etc. • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Small Muscle, Touch, Grasp, Reach, Manipulate</i>	<u>Older Toddlers</u> Coordinate the use of arms, hands and fingers to accomplish tasks.	<ul style="list-style-type: none"> • Use gross motor and fine motor skills that the children can imitate when songs, rhymes and fingerplays provide such opportunities • Expand on books by using motions that develop gross motor and fine motor skills that children can imitate. • Offer playtime – include toys with buttons, Velcro and zippers. • Include crayons at craft time and allow for marking on paper or other appropriate materials. • Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.

Infants = Birth to 8 Months, Young Toddlers = 6 to 18 Months,
 Older Toddlers = 16-36 Months, Pre-Kindergarten = 3 to 5 Years

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Motor Development <i>Small Muscle, Touch, Grasp, Reach, Manipulate</i>	<u>Pre-Kindergarten</u> Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements Use classroom and household tools independently with eye-hand coordination to carry out activities	<ul style="list-style-type: none"> Encourage use of hand motions with songs and rhymes that offer such opportunities Expand on books by using motions that develop gross motor and fine motor skills. During craft time include writing utensils, scissor skills, string beads, play dough, paint. During craft/activity time include opportunities to tear paper and make glue dots on a paper to attach the torn paper. Offer playtime including materials such as Legos and other small building materials or use tweezers to move objects. Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Oral-Motor</i>	<u>Infants</u> Use mouth and tongue to explore objects. Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding	<ul style="list-style-type: none"> Oral-motor skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what oral-motor skills are and its importance for motor development and school readiness.
Motor Development <i>Oral-Motor</i>	<u>Young Toddlers</u> Take and chew small bites/pieces of finger food.	<ul style="list-style-type: none"> Oral-motor skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what oral-motor skills are and its importance for motor development and school readiness.
Motor Development <i>Oral-Motor</i>	<u>Older Toddlers</u> Take bites from whole foods and coordinate chewing and swallowing	<ul style="list-style-type: none"> Oral-motor skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what oral-motor skills are and its importance for motor development and school readiness.
Motor Development <i>Oral-Motor</i>	<u>Pre-Kindergarten</u> Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	<ul style="list-style-type: none"> Oral-motor skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what oral-motor skills are and its importance for motor development and school readiness.
Motor Development <i>Sensory-Motor</i>	<u>Infants</u> Uses senses and movement to explore immediate surroundings	<ul style="list-style-type: none"> Offer playtime – provide rattles and other toys that make sounds when held or touched. Include movement activities where parent/caregiver is providing “frolic play” (side-to-side swaying, airplane, etc.) Provide nametags, so that you can call infants by name. Show excitement when he/she turns his/her head. Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.

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Motor Development <i>Sensory-Motor</i>	<u>Young Toddlers</u> Coordinate senses with movement.	<ul style="list-style-type: none"> Facilitate fingerplays that include “hiding” your hands behind your back (e.g. <i>Two Little Blackbirds</i>, <i>Where is Thumbkin</i>) Use musical instruments, beanbags, scarves, rhythm sticks or other storytime items with songs or rhymes and directed movement. Offer opportunities in playtime to roll a ball back and forth, play with nesting blocks, and other items that require coordinated movements. Describe actions that are taking place during these activities. Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Sensory-Motor</i>	<u>Older Toddlers</u> Use sensory information to guide movement to accomplish tasks.	<ul style="list-style-type: none"> Play music/sing songs with movement directions in it. Use musical instruments, beanbags, scarves, rhythm sticks or other storytime items with songs or rhymes that include directed movement. Model language to match movement directions. Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Motor Development <i>Sensory-Motor</i>	<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"> Adjust the storytime environment to enhance ability to focus on storytime content. Accommodate individual needs when possible. Explain more complex activities step-by-step to enable more participation. Play music with movement directions in it, modeling language to match movement directions. Use musical instruments, beanbags, scarves, rhythm sticks or other storytime items with songs or rhymes and directed movement. Articulate to parents/caregivers what you are modeling and the importance of these activities for motor development and school readiness.
Physical Well-Being <i>Body Awareness</i>	<u>Infants</u> Shows awareness of own body.	<ul style="list-style-type: none"> Talk about body parts and connect to child’s own body when sharing books that provide such opportunities (e.g. <i>Where is Baby’s Belly Button?</i> by Karen Katz). When fingerplays, songs, and rhymes provide opportunities, name body parts and model parents to move the body part when named (e.g. <i>This Little Piggy</i>) Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.
Physical Well-Being <i>Body Awareness</i>	<u>Young Toddlers</u> Point to basic body parts when asked.	<ul style="list-style-type: none"> Talk about and point to body parts when book content or illustrations offer such opportunities (e.g. <i>Ten Tiny Toes</i> by Caroline Jayne Church) When fingerplays, songs, and rhymes provide opportunities, name body parts and model parents to move the body part when named (e.g. <i>Head, Shoulders, Knees and Toes</i>, <i>This Little Piggy</i>) Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.

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Physical Well-Being <i>Body Awareness</i>	<u>Older Toddlers</u> Name, point to and move body parts when asked.	<ul style="list-style-type: none"> • Talk about and point to body parts when book content or illustrations offer such opportunities (e.g. <i>Ten Tiny Toes</i> by Caroline Jayne Church) • When fingerplays, songs, and rhymes provide opportunities, name body parts and model parents to move the body part when named (e.g. <i>Head, Shoulders, Knees and Toes, This Little Piggy</i>) • Share factual books (or excerpts) on the body. • Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.
Physical Well-Being <i>Body Awareness</i>	<u>Pre-Kindergarten</u> Identify and describe the function of body parts	<ul style="list-style-type: none"> • Talk about and point to body parts when book content or illustrations offer such (e.g. <i>Go Away Big Green Monster!</i> by Ed Emberley) • When fingerplays, songs, and rhymes provide opportunities, name body parts and model parents to move the body part when named (e.g. <i>Head, Shoulders, Knees and Toes, Hokey Pokey</i>) • Share factual books (or excerpts) on the body. • Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.
Physical Well-Being <i>Physical Activity</i>	<u>Infants</u> Interact with adults in physical activities	<ul style="list-style-type: none"> • Facilitate action songs/games like <i>Peek-a-Boo</i> between parents/caregivers and infants. • Expand books by adding physical movements that parents/caregivers can do on or with infants. • Offer playtime – include tunnels, foam and other soft objects to climb in and on. • Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.
Physical Well-Being <i>Physical Activity</i>	<u>Young Toddlers</u> Use simple movement skills, participate in active physical play.	<ul style="list-style-type: none"> • Provide fingerplays and action songs that encourage body movement. • Provide music with different rhythms and dance using storytime items such as scarves, bean bags, musical instruments and bean bags that encourage active movement • When reading, encourage children to mirror movements in the book (e.g. “let’s crouch like the frog, get ready to jump!”) • Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.
Physical Well-Being <i>Physical Activity</i>	<u>Older Toddlers</u> Participate in active physical play and structured activities requiring spontaneous and instructed body movements	<ul style="list-style-type: none"> • Play games that encourage movement (e.g.: Simon says, freeze dance, parachute play, red light green light, etc.) • Encourage movement with books/stories that offer these opportunities (e.g. <i>Jump, Frog, Jump!</i> by Robert Kalan, <i>From Head to Toe</i> by Eric Carle) • Encourage structured and/or spontaneous movement with movement songs and rhymes (e.g. <i>Head, Shoulders, Knees & Toes, Shake My Sillies Out</i>, etc.) • Use beanbags or scarves with songs or rhymes to encourage physical activity • Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.

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Physical Well-Being <i>Physical Activity</i>	<u>Pre-Kindergarten</u> Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy.	<ul style="list-style-type: none"> • Play games that encourage movement (e.g.: Follow the Leader, Simon says, freeze dance, parachute play, red light green light, etc.). • Encourage movement and balance and non-locomotor body movements with books/stories that offer these opportunities (e.g. <i>Jump, Frog, Jump!</i> by Robert Kalan, <i>From Head to Toe</i> by Eric Carle) • Encourage structured and/or spontaneous movement with movement songs and rhymes (e.g. <i>Head, Shoulders, Knees & Toes, Shake My Sillies Out</i>, etc.) • Provide music with different rhythms and dance using storytime items such as scarves, bean bags and rhythm sticks to encourage physical activity • Articulate to parents/caregivers what you are modeling and the importance of these activities for physical well-being development and school readiness.
Physical Well-Being <i>Nutrition</i>	<u>Infants</u> Use senses and movement to explore immediate surroundings	<ul style="list-style-type: none"> • Nutrition skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what nutrition skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Nutrition</i>	<u>Young Toddlers</u> Follow a regular eating routine	<ul style="list-style-type: none"> • Nutrition skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what nutrition skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Nutrition</i>	<u>Older Toddlers</u> Make simple food choices, show food preferences and demonstrate willingness to try new foods.	<ul style="list-style-type: none"> • Nutrition skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what nutrition skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Nutrition</i>	<u>Pre-Kindergarten</u> Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	<ul style="list-style-type: none"> • Nutrition skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what nutrition skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Self-Help</i>	<u>Infants</u> Demonstrate emerging participation in dressing.	<ul style="list-style-type: none"> • Self-help skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what self-help skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Self-Help</i>	<u>Young Toddlers</u> With adult assistance, participate in personal care tasks (e.g. hand washing, dressing, etc.)	<ul style="list-style-type: none"> • Self-help skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what self-help skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Self-Help</i>	<u>Older Toddlers</u> With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.)	<ul style="list-style-type: none"> • Self-help skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what self-help skills are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Self-Help</i>	<u>Pre-Kindergarten</u> Independently complete personal care tasks (e.g. toileting, teeth-brushing, hand-washing, dressing, etc.)	<ul style="list-style-type: none"> • Self-help skills are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what self-help skills are and its importance for physical well-being development and school readiness.

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Strand <i>Topic</i>	Standard Statement The child will	Storytime Provider Strategies The storytime provider may
Physical Well-Being <i>Safety Practices</i>	<u>Young Toddlers</u> Follow adult intervention/guidance regarding safety	<ul style="list-style-type: none"> • Safety practices are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what safety practices are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Safety Practices</i>	<u>Older Toddlers</u> Cooperate and/or stop a behavior in response to a direction regarding safety. Use adults as resources when needing help in potentially unsafe or dangerous situations.	<ul style="list-style-type: none"> • Safety practices are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what safety practices are and its importance for physical well-being development and school readiness.
Physical Well-Being <i>Safety Practices</i>	<u>Pre-Kindergarten</u> With modeling and support, identify and follow basic safety rules. Identify ways adult help to keep us safe. With modeling and support, identify the consequences of unsafe behavior. With modeling and support, demonstrate ability to follow emergency routines (e.g. fire or tornado drill) With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	<ul style="list-style-type: none"> • Safety practices are best developed outside of a storytime setting. Be able to articulate to parents/caregivers what safety practices are and its importance for physical well-being development and school readiness.