

# St. Peter's Preschool Newsletter

October 2022



## From the Director's Chair – by Rita Dai Wang

**Pizza & Popsicles Social:** Thank you again to all the families who joined us for this event! It was so nice to get a chance to hang out and chat. We hope you had a chance to reconnect with old friends as well as make new ones!

**St. Peter's T-shirt Sale:** We are sending home flyers for our annual T-shirt sale/fundraiser. Please return order forms and payment by Friday 10/14.

**Halloween Parties:** We are looking forward to our Halloween parties at the end of the month. We will end each party with a parade outside, which parents are invited to attend. More details will come home in the next few weeks. There will be no Lunch Bunch on Thursday 10/27.

**Flu Shots:** In this time when we are all worried about coronavirus, please don't forget to protect yourself and your children from the regular flu. We strongly encourage you to get flu shots for you and your children.

**Sun Shade Sail Poles:** As you may have noticed, we have upgraded our 3 wooden poles in the playground to 3 metal poles. They will be used to put up our sun shade sails when it gets hot again next spring.

**Playground Resealing:** We have also recently gotten our playground mulch resealed. This will help the mulch stick together so it doesn't flake off as well as keep our shoes (and hands and knees) from turning red 😊

**St. Peter's Church No-Price Rummage Sale:** During the second week in October, the Church always has a no-price rummage sale. If you have any items you would like to donate, please let me know. The sale officially opens at 8am on Saturday 10/8, but if you'd like an early peek sometime this week, let me know.

**Fine Motor and Scissor Skills:** Developing and strengthening the small muscles in the hand is something we work on every day here at school. Fine motor skills are crucial to learning to write, cut with scissors, and general success later on in school. See the attached flyers for more details and ways you can help your kids develop fine motor skills at home.

## Dates to Remember

10/4 Lunch Bunch starts – 2's

10/7 Yoga – 3's/4's

10/12 Mary's Land Farm field trip – all classes 9:45

10/14 T-shirt orders due

TBD Firefighter visit

10/21 Teacher Work Day – no school

10/27 Halloween Party – 2's, Parade at 11:45 (no Lunch Bunch)

10/31 Halloween Party – 3's/4's, Parade at 12:45



## Happy Birthday!

10/1 Clayton Radcliffe  
10/4 Peter Comberiate  
10/7 Ms. Lynn  
10/12 Sam Busch  
10/21 Lucia Lara  
10/22 Ellie Pham  
10/27 Ms. Melissa



## Clarification on Colds

As you are undoubtedly aware, we are seeing a lot of runny noses, congestion, and coughs these days. Before the pandemic, no one thought twice about having kids in school with colds. Now, however, everything is undergoing much closer scrutiny.

While we would love for everyone to be 100% healthy to come to school, the reality is that kids will get colds. As long as your child is feeling like themselves, has a negative COVID test, and is able to fully participate in school, you are welcome to send them to school. If you would prefer to keep them at home to rest, that is fine too.

If they are tired, not able to sleep/eat as normal, or not acting like their usual happy selves, then it would be better to let them rest at home until they feel better.

Please let me know of any symptoms your child is experiencing and share pictures of negative COVID results with me as needed. Thanks!



Are you trimming any trees in your yard? If so, Can you slice up some TREE COOKIES for our Nature Center? The kids love using them to cook with in the mud kitchen, stack in the sandbox, or roll along the ground. Thanks in advance!

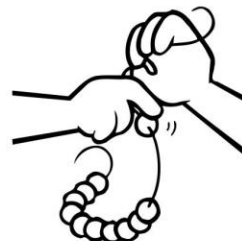


## Help Your Preschool Child Develop Fine Motor Skills

by Tara Calder, ORT/L

### What Are Fine Motor Skills?

Molly is working hard in her kindergarten classroom. She cuts out pictures from a magazine and glues them on paper. She colors and writes her name on her paper. During art, she strings beads to make a necklace. At snack time, she opens her milk carton. Later, before going to the playground, she buttons her coat. Throughout her entire school day, Molly uses fine motor skills.



Fine motor skills are activities that require the use of the small muscles in the hand. These activities include grasping small objects like beads, holding a pencil correctly, cutting, and buttoning. It is easy to see how critical fine motor skills are to every area of a child's life! Fine motor skills can directly affect a child's self-esteem and success at school.

### Why Do Some Children Have Problems with Fine Motor Skills?

With today's emphasis on technology such as video games and computer skills, children are spending less time playing with fine motor manipulatives. This leads to an underdevelopment of the small muscles in the hand. Underdevelopment of these muscles can lead to handwriting difficulties when your child enters school. Some children may show delays in fine motor skills due to developmental delays or medical diagnoses such as Down syndrome or cerebral palsy.

### How Can I Improve My Child's Fine Motor Skills?

Some important hand skills children need to develop include:

- Being able to cup their hands (palmar arching).
- Using the index finger and thumb to hold an item, and using the ring and middle fingers to stabilize the hand (hand side separation).
- Making a round shape with the thumb and index finger (an open web space).

### Activities for Developing Hand Skills

- **Vertical Surfaces** — Vertical surfaces help develop the small muscles in the hand and wrist as well as the larger muscles in the arm and back. The large muscles are necessary for providing stability while performing fine motor tasks. Think about how hard it would be to thread a needle on a rocking boat! Drawing and coloring on an easel or a piece of paper taped to the wall is the easiest way to use vertical surfaces. Other activities include drawing and playing with shaving cream on tile surrounding the tub/shower during bath time, "painting" your backyard fence with water and a paintbrush, or removing and placing magnets on the refrigerator. The only limit is your imagination.

- Tearing and Crumpling** — Tearing and crumpling paper develops the small muscles of the hand – the same muscles we use for handwriting. Have your child tear newspaper with his/her fingers and crumple it into balls to stuff craft projects (such as a scarecrow or a snowman), or simply toss it into the trash can to make a basket. Once your child masters this task, have him/her crumple paper with only one hand. Finally, have your child crumple tissue paper into a tiny ball using just the fingertips. Glue these tiny paper balls onto cardboard to make pictures. A similar activity is to have your child tear colored paper or tissue paper and glue onto various materials to make a mosaic picture. Glue tissue paper onto waxed paper to make pretty sun catchers.
- In-Hand Manipulation** — In-hand manipulation requires the use of all the fine motor skills outlined above. We depend on in-hand manipulation many times throughout the day. One example is when we place coins in a vending machine. We hold all the coins in the palm of one hand (palmar arching). As we place coins into the machine, we bring one coin out to the tips of the thumb and index finger, one at a time (web space), while at the same time keeping the extra coins secured in the palm of the hand with the ring and pinky fingers (hand side separation). Your child can work on this skill by placing coins into a bank. Make a game to see how many small items, such as coins, cotton balls, or small game pieces your child can manipulate into his/her palm. Moving items into the palm is easier than moving items out of the palm. Start with one item and increase in number as your child becomes more skilled.
- Drawing and Coloring** — Often children are using pencils, crayons, and markers before their hands are ready for these items. This can result in the learning of inefficient pencil grasps that may become problematic. To encourage the development of proper grasp patterns, give your child writing tools that promote the development of fine motor skills. Short crayons, no more than 2-inches long, require your child to use his or her skill side of the hand rather than the entire hand. Egg-shaped chalk (often available at drug stores in the spring) requires your child to use an open web space. Finally, coloring and drawing on a vertical surface places the wrist at the correct angle to promote palmar arching.



### Where to Go for Help

If your child appears to be having difficulties developing fine motor skills, an occupational therapist may be able to help. Visit the American Occupational Therapy Association at [www.aota.org](http://www.aota.org) for more information and a list of occupational therapists in your area.

### Resources

American Occupational Therapy Association, Inc. [www.aota.org](http://www.aota.org)

Mary Benbow (1999), *Fine Motor Development*, Columbus: Zaner-Bloser, Inc.

## Developing Coordination for Scissor Skills

By Tara Calder, OTR/L

Cutting accurately with scissors is a skill we sometimes take for granted. When we watch a child having great difficulty using scissors, we may scold them or insist that we "show" them how. Cutting, however, requires the coordination of many skills including fine motor coordination, bilateral coordination, and eye-hand coordination. Like many other skills, scissor skills develop sequentially and require appropriate instruction and practice to develop fully.

### Prerequisite Skills

Before a child learns to use scissors, he/she should be proficient with the following five skills.

- Use a fork or spoon.
- Open and close his/her hand.
- Use his/her hands together in a leader/assist fashion (e.g., one hand holding a jar while the other takes off the lid).
- Isolate the thumb, index, and middle fingers.
- Stabilize his/her shoulder, forearm, and wrist.

### Development of Scissor Skills

Once the child masters the above skills, he/she is ready to learn how to use scissors. Scissor skills develop in eight stages.

**Stage One:** The child learns how to hold the scissors (18-19 months). Initially, many children try to manipulate scissors using both hands to open and close the blades (see Figure A).

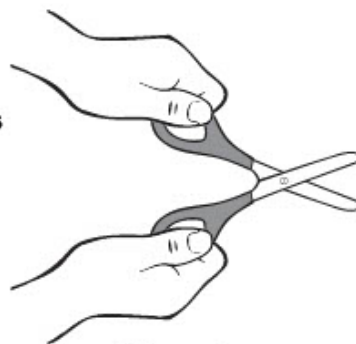


Figure A

Children will then attempt to place their fingers in the loops. Often children will place the index and middle fingers in the loops, but not the thumb (see Figure B).



Figure B

The most efficient grasp is the thumb in the top loop and middle finger in the bottom loop (or middle and ring fingers, depending on the size of the hole). Placing the index finger below the bottom loop provides stabilization and directional guidance (see Figure C).



Figure C



If children do not have the necessary shoulder, forearm, and wrist stabilization, or if the scissors are too big for their hands, they will hold the scissors close to the knuckles of the hand rather than near the middle joints of the fingers (see Figure D).



Figure D

Holding the scissors near the middle joint of the fingers provides better scissor control (see Figure E).



Figure E

**Stage Two:** The child learns how to open and shut the scissors (20-23 months). Once children can hold the scissors correctly, they are ready to practice opening and shutting the scissors. At this point, children are not ready to use paper. Additional tools to practice opening and shutting include picking up items with tongs, using a small squirt gun or spray bottle, and using a small, hand-held hole punch.

**Stage Three:** The child learns how to snip paper (23-29 months). In this stage, children make random snips on paper. Cutting is not directional and there is no forward movement of the scissors. During this stage, children often open and shut the entire hand, which causes an exaggerated opening and closing of the scissors (see Figure F).

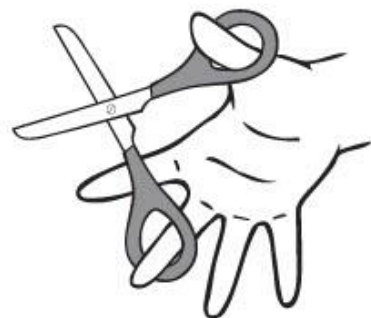


Figure F

**Stage Four:** The child learns how to snip paper (30-35 months). During this stage, children begin to push the scissors forward to cut across a piece of paper. To start, children often do well cutting a one inch strip of heavyweight paper (such as an index card). This allows the child to cut across the paper with one snip. Heavyweight paper provides additional stability, allowing the student to concentrate on manipulating the scissors rather than stabilizing the paper. As the child's ability progresses, increase the width of the paper.

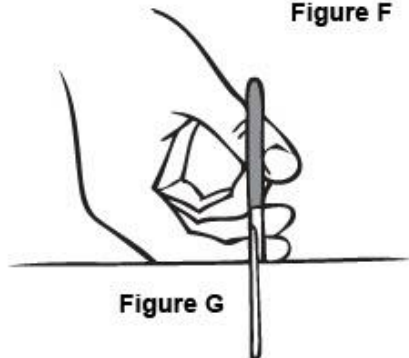


Figure G

**Stage Five:** The child cuts on a straight line (36-41 months). In this stage, children begin to manipulate the direction of the scissors to stay on a line. Manipulation of the paper is still limited mainly to stabilization. Scissors cut most efficiently when held at 90 degrees to the paper (see figure G). This requires forearm stability, as children must hold their hand with the thumb up and their arm in mid-position between pronation (palms down) and supination (palms up) (see Figure H).



Figure H

Children with decreased forearm stability often have a hard time keeping the scissors at 90 degrees to the paper which leads to the bending and tearing of the paper (see Figure I).

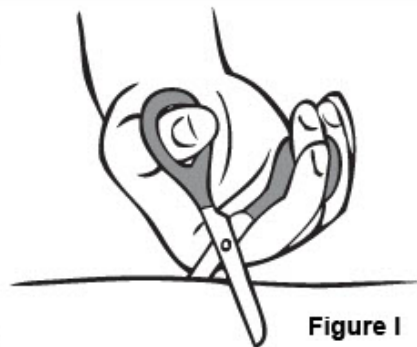


Figure I

**Stage Six:** The child cuts on a curved line (42-47 months).

Children are now learning to turn and manipulate the paper as well as the scissors to stay on lines. During this stage, children often have better control opening and shutting the scissors, generally only opening the scissors half way which provides a smoother, less jagged and more controlled cut (See Figure J).



Figure J

**Stage Seven:** The child cuts out simple shapes like circles and squares (42-47 months). Once children have mastered this stage, they are ready to cut various weights of paper and non-paper materials. Easiest to cut is heavy paper like index cards, then thinner paper such as copy paper, and lastly, non-paper materials.

**Stage Eight:** The child cuts complex shapes and figures (48-57 months).

### Help With Scissor Skills Mastery

If your child is having difficulty mastering scissor skills and/or the prerequisite scissor skills, please contact an occupational therapist for a screening or evaluation. An occupational therapist can assist your child in developing these skills. Additionally, many different types of adapted scissors exist — loop scissors to electric scissors. An occupational therapist can help you select the appropriate adaptations, if necessary, for your child.



### Resources

American Occupational Therapy Association, Inc. <http://www.aota.org>

Folio, M. Rhonda and Rebecca R. Fewell. Peabody Developmental Motor Scales, 2nd Edition. Austin: Pro-Ed, 2000.