



KidBuilders Motoring to Literacy For Preschool and Kindergarten

KidBuilders is a comprehensive, year-long motor skills program written by Marilyn Bitsis and Margaret Schafer. It is designed to meet the needs of the motor skills teacher of young children. **KidBuilders workshops** can be customized to meet the needs of its audience—from sampler settings to 12-hour continuing education workshops. **KidBuilders** staff can train *your* motor skills teacher. If you are interested in learning more about the complete KidBuilders curriculum, please contact Marilyn Bitsis at (713) 306-9875. You may also go to www.houstonkidbuilders.com.

Motoring to Literacy is for Preschool and Kindergarten presentation is just a small sampling of our sequential skills, activities, suggested music and equipment. Today's session is prepared especially for participants in the Presbyterian Weekday Ministries Workshop, 2010, who teach preschool and kindergarten children ages **2 1/2 to six** years old.

Basic Skill #1: Non-Locomotor Movement

- Various body movements while remaining stationary-no locomotion. The body stays in one place. *This relates to reading skills as the basis of body awareness which is a building block to reading readiness.*
 - *Stretch, twist, roll shoulders, bend knees, jump in place*

Basic Skill #2: Locomotor Movement

- Basic body movements used to transport one's body from one place to another. *This relates to math skills through spatial awareness and the concept of one's body moving through space.*
 - *Walk, run, hop, jump, bear walk, crawl, walk backwards*

Basic Skill #3: Bilateral Movement

- Movement using both sides of the body simultaneously or in parallel movement. This relates to arithmetic, which *requires strong bilateral skills because it is a subject that involves mental visualization of concepts.*
 - *Bear walk, crab walk, jump*

Basic skill #4: Lateral (side) rolling

- Movement in both directions from back to front to back again while lying flat. *Laterality relates to one's ability to communicate and comprehend usage of vocabulary. It also assists postural strength.*
 - *Log rolls on a mat, roll down a hill or other incline*

Basic Skill #5: Body Image/Body Awareness

- The concept and knowledge of one's body and its parts; the structure of body parts, their movement and functions, and the position in relation to one another and other objects. *Body awareness relates to planning, timing, and sequencing, all needed in the acquisition of reading skills. It is also required for math skills.*
 - *"Head, Shoulders, Knees & Toes" song, Body Parts Squares game*

Basic Skill #6: Balance

- The ability to gain and maintain a body position against the force of gravity by working the muscles to keep the body on its base. *Balance originates in the vestibular system which is foundational to a sense of self confidence, one's ability to move through space and judge where the body is in space. Spatial relationships are closely related to math concepts. Balance is closely related to bilateral skills. Balance is also related to visual tracking and the ability of the eye to move left to right (pre-reading readiness).*
 - **Dynamic Balance:** Balance during locomotion
 - *Walking on the balance beam*

- **Static Balance:** Balance while remaining still
 - *Balance on one foot, "V" sit*

Skill #7: Jumping/hopping

- To spring free from the ground or other base by the muscular action of feet and legs (jumping) or one leg and foot (hopping). *Jumping and hopping involve balance and are closely related to balance and bilateral/unilateral abilities. Jumping and hopping help mature motor planning and sequencing skills needed for reading.*
 - *Kangaroo jumps as part of animal imitation; jumping from a low step or jump box, hopscotch; hopping on one foot to line up.*

Basic Skill #8: Directionality

- The projection of one's self in space and the understanding and knowledge of the direction (behind, in front-of, up, down, over, under) needed to achieve the desired movement. *Position words are prerequisites to basic Kindergarten skills. A firm grasp of directionality assists with spatial relationships (math) as well as sequencing (reading).*
 - *Obstacle course, scooters around cones in a pattern*

Skill #9: Push/Pull

- **Pull:** To press against with force
 - Sit in a circle with a large piece of stretch fabric and have the children pull back and forth.
- **Push:** To exert force upon so as to cause motion toward the force.
 - Line the children up against the wall and tell them to push as hard as they can with different body parts.

Pushing and pulling work to mature the proprioceptive system which governs muscle tone, posture, and even handwriting, all needed for academic performance.

Basic Skill #10: Unilateral Movement

- Movement using and isolating only one side of the body. *Isolating one side of the body is the forerunner to being able to cross the midline, a concept critical to reading and writing.*
 - *One-sided angel, hop on one foot*

Basic Skill #11: Tracking (Ocular Pursuit)

- The ability of the eyes to follow a moving object *Tracking is necessary to be able to read across a board, monitor screen or page and good tracking abilities in the early years indicates visual processing ability.*
 - *"Follow the Scarf" game, Bubbles*

Basic Skill #12: Eye-Hand Coordination

- Use of the eyes and hands together to accomplish a skill, *needed in writing and keyboard skills.*
 - *Bounce-catch (two-handed catch) a ball*

Basic Skill #13: Eye-Foot Coordination

- Use of the eyes and foot or feet together to accomplish a skill, *promotes tracking and timing.*
 - *Standing or walking kick of a ball or kicking jug*

Basic Skill #14: Cross-Lateral Movement

- Movement when both sides of the body are working in opposition to one another (walking with left foot forward and right arm forward), or crossing the mid-line of the body (right foot crosses over the left to step). *This shows the brain's ability to transfer information from one side to another, as in reading.*
 - *Zigzag walk over rope or on a grid*