

Implement 8

Isailia Cruz-Gravell
Duluth Junior Academy
dja3rdand4th@yahoo.com

Title: Fine Motor Skills
Subject(s): Physical Education
Intended Grade Level(s): High School

Description:

In this unit the students will research about fine motor skills activities and what muscles are involved. The different activities that can be helpful for their own development and enjoyment of the whole class. This unit will include learning how to search through the Internet, oral presentation, Art, and physical activities. We will enjoy some of the activities developed by the different groups.

Faith Integration:

The students will remember that the Lord created our body. Some verses that tell us about the body are:

**“The body of Christ has been given many gifts (Romans 12:3-6)
There are many parts, but one body (1 Corinthians 12:12-13)
Christians make up the body of Christ (1 Corinthians 12:27)
Christians of different nationalities form one body (Ephesians 3:6)
There must be unity in the body of Christ (Ephesians 4:3)
Different members of the body help each other grow (Ephesians 4:11-12)
Jesus is the head of the body (Colossians 1:18)”**

<http://www.oneyearbibleonline.com/whatthebiblesays.asp>

Curriculum Benchmarks:

“Technology Foundation Standards for Students

1 Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2 Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5 Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.”

<http://cnets.iste.org/>

Materials/Hardware/Software:

Journal
Computers-Internet
PowerPoint
Printer
Poster paper
Colors
Any other props or information desire to use for the presentation
Other books found in the library that could enhance the project

Teacher Preparation:

Make sure that I have as much knowledge and information to tell the students or guide them through the project. Make sure the computer lab and the library are available for the students to research. The student will have had the basic on the difference between gross and fine motor skills. Make sure I have a rubric so the students know what it is expected from them. (Attached on Excel format) Have all the worksheet ready for class. Take the students through a great activity of exploration.

Student Preparation:

The students will know how to research in the Internet. Done previous power point presentation. Also dialogue with team members on the design on the poster to achieve an activity that will develop great fine motor development. Know how to use Word and know how to copy and past from different programs. Have the list of what is expected from the oral presentation.

Power point tips:

- Uses the right PowerPoint design

- Designed and formatted appropriately for the audience
- Tightly focused on its subject
- Includes the right amount of text and appropriate font
- Uses artwork purposefully
- Uses graphs and charts rather than raw columns of numbers
- Uses sounds and video to create interest, but does not allow effects to dominate
- Uses animations and transitions if appropriate
- Offers audience handouts
- Concludes with Question & Answer Session

[Power point tips from the class different websites.](#)

Good Oral Presentation include:

- Organization
- Eye Contact
- Vocal Qualities
- Visual Aids
- Poise
- Motivation
- Content

[HJA Language book p333-336](#)

Activities/Procedures:

1. The students will develop (through the internet) a poster with an activity that helps develop fine motor skills from the information that they have learned about the fine motor muscles and movement. (Art and Computer)
They will use; <http://poster.4teachers.org/>

2. The student during Science will learn the muscles in the hand. This is an information sheet from the Internet that will show the different picture of the muscles in the hand. (The pictures are not showing.)

“Muscles and Tendons of the Hand

When the skin, palmar aponeurosis and flexor retinaculum are removed, the tendons of the flexor digitorum superficialis can be seen. Medial to the tendons is a group of muscles that act on the little finger, the hypothenar muscles. Lateral to the tendons is a group of muscles that act on the thumb (pollux), the thenar muscles. These two muscle groups are covered with deep fascia.

The intrinsic muscles of the hand can be arranged into three groups according to either to a region or to depth.

Regional groups of muscles are the thenar and hypothenar group. The thenar muscles are three in number and act on the thumb. The hypothenar group are three in number and act on the little finger.

The remainder muscles can be arranged from superficial to deep as shown in the diagrams below. Once the palmar aponeurosis is removed, the first layer is made up of the tendons of the flexor digitorum superficialis. This and the other layers are shown below.

Muscles of the Hand From Superficial to Deep

Palmar aponeurosis

Flexor digitorum
superficialis

Lumbricals

Palmar interossei

Dorsal interossei

Muscles of the Thenar Eminence

Muscles of the Hypothenar Eminence

Flexor Retinaculum & Palmar Aponeurosis
Arteries of the Hand

Home

Table of Contents for Upper Limb & Back”

<http://mywebpages.comcast.net/wnor/lesson5mus&tendonsofhand.htm>

3. They will learn how important the body is because it is the temple of God.
Worksheet:

Match:

- 1.The body of Christ has been given many gifts (Colossians 1:18)
- 2.**There are many parts, but one body** (1 Corinthians 12:27)
- 3.**Christians make up the body of Christ** (1 Corinthians 12:12-13)
- 4.**Christians of different nationalities form one body** (Ephesians 4:3)
- 5.**There must be unity in the body of Christ** (Ephesians 3:6)
- 6.**Different members of the body help each other grow** (Ephesians 4:11-12)
- 7.**Jesus is the head of the body** (Romans 12:3-6)

4. The students will present their power point presentation and the activity chosen to develop fine motor skills.

Management Plan:

-The students will review the rules for proper computer use and etiquette and be expected to follow them. The rules that our school follows.

- Keep your hands off the keyboard and mouse until you know what we're doing. When kids start messing around as soon as they sit down, they invariably end up somewhere other than where they need to be, and they probably aren't listening to instructions.
- Spell-check and proofread before printing. Print to a color printer only when color is needed.
- Respect the hardware and software.
- Have all necessary applications open and active.
- Read the instructions on the computer screen before asking for help.
- Do not surf the Internet or read e-mail when you're supposed to be listening to the teacher or working on an assignment.
- Stay out of other people's files.
- Leave your workspace the way you'd like to find it. This means exit all applications, close the server connection, and put CDs where they belong.
- Log off when you're finished.

-Students will go to the computer lab and work in groups of three or four. The time that will be use for this project will be Science, Computer class, and library time.

Ethics Plan: How will you address at least one of the ethics issues covered in this course in your unit/school?

1.Copy Right Law:

U.S. Copyright Law {Title 17 U.S.C. Section 101 et seq., Title 18 U.S.C. Section 2319} Federal law protects copyright owners from the unauthorized reproduction, adaptation, performance, display or distribution of copyright protected works.

[Encyclopedia on the U.S. Law](#)

2.Plagiarism:

To steal and pass off (as the ideas or words of another) as one's own.

Dictionary

The students will receive the copyright laws and plagiarism. They will also review the way to properly give credit to information from the Internet.

Assessment/Evaluation:

The rubric is included on the next page. The students will have some worksheet for the Bible verses and the hand muscles. The poster will also be graded for creativity and originality. Each group will be assessed through observations, discussions, and the rubrics. The group projects will be evaluated on a group basis following the rubric design.

Follow-up Activities:

The students will post the posters in the gym. We will put together a small information book for the library of the different activities.

Rubric Made Using: **RubiStar** (<http://rubistar.4teachers.org>)

Research Report : Fine Motor Skills Activities

Teacher Name: **Mrs. Cruz-Gravell**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------|--|--|---|--|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and creative poster. | Information clearly relates to the main topic. It provides 1-2 supporting details and a poster. | Information clearly relates to the main topic. No details and/or simple poster. | Information has little or nothing to do with the main topic. |
| Internet Use | Successfully uses the internet links to find information and navigates within these sites easily without assistance. | Usually able to use the internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use the internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use the internet links and/or to navigate within these sites. |
| Diagrams & Illustrations | Poster and Power point presentation are neat, accurate and add to the reader's understanding of the topic. | Poster and Power point presentation are accurate and add to the reader's understanding of the topic. | Poster and Power point presentation are neat and accurate and sometimes add to the reader's understanding of the topic. | Poster and Power point presentation are not accurate OR do not add to the reader's understanding of the topic. |

Date Created: **March 14, 2006**