

Monitoring Forms

Fine Motor Skills Checklist (5 to 6 years)*

Name: _____
 Child's name: _____
 Date: _____

Notes:
 (1) = independently performs skill
 (2) = needs encouragement
 (3) = unable to perform skill without assistance or modification

1. Separates all ten fingers and thumb together in separate pinch or other grasp.	
2. Uses some form of edge grasp to separate, pinch and release thumb, index, and middle finger from each other.	
3. Able to independently complete a simple drawing activity (see item 12) on a flat surface from an overhead position of weight and handwriting instrument.	
4. Can manipulate/hold cardboard L&L.	
5. Able to hold a string, string, paper, and recognizable picture of a person or face.	
6. Can use hand to stabilize an object and the other to separate a separate activity (such as unbuttoning a shirt, using an instrument).	
7. Able to independently hold a paper within the hand (see item 12) on a flat surface of the back up to the fingertips.	
8. Able to hold together 2 pencils (1) - holds overlapping pencils.	
9. Independently completes most activities included in check (writing, coloring, cutting, taping, hole punches, and hand string) on a flat surface starting with opening (handwriting) skill.	

* For details on the activities and descriptions for completed through last available observation, see the separate checklist and see the end of a 30-minute session for suggested length of the monitoring program.

Fine Motor Skills Checklist (5 to 6 years)
FORM1.pdf

Readiness Skills Observational Checklist (5 to 6 years)*

Name: _____
 Child's name: _____
 Date: _____

Notes:
 (1) = independently demonstrates behavior
 (2) = needs encouragement
 (3) = unable to demonstrate behavior

Readiness Skill	Rating	Comments
1. Displays appropriate level of attention to the task.		
2. Shows a clear way to the face with appropriate posture.		
3. Follows directions easily.		
4. Able to hear if needed.		
5. Works on activity independently when directions are given.		
6. Responds to verbal directions appropriately from the front.		
7. Responds readily to one and addresses the task.		
8. Demonstrates adequate attention and quality from front or back.		
9. Operates all, sometimes, and looks at all appropriate times.		
10. Interacts with other people routinely in a socially appropriate manner.		

* Reported observations may be used as a guide for future observations. It does not mean a child has not demonstrated other readiness behaviors. The intention that all demonstrated behaviors should occur every session of the Fingergym program.

Readiness Skills Observational Checklist (5 to 6 years)
FORM2.pdf

Sample Fingergym™ Program Progress Form

Name: _____ Date: _____ Week: _____
 Number of Fingergym™ Sessions: _____
 Session: _____ Group: _____
 Class or Skill level: _____
 Instructor name: _____

Notes:
 (1) = independently builds new skill/strategy by the end of the class
 (2) = needs encouragement/strategy and/or help for the duration of the class
 (3) = unable to perform activity for skills to perform without modification

Session	Activity (Skill)	Child Score and Rating				
		1	2	3	4	5
1	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5
2	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5
3	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5
4	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5
5	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5

Sample Fingergym™ Program Progress Form
FORM3.pdf

Blank Fingergym™ Program Progress Form

Name: _____ Date: _____ Week: _____
 Number of Fingergym™ Sessions: _____
 Session: _____ Group: _____
 Class or Skill level: _____
 Instructor name: _____

Notes:
 (1) = independently builds new skill/strategy by the end of the class
 (2) = needs encouragement/strategy and/or help for the duration of the class
 (3) = unable to perform activity for skills to perform without modification

Session	Activity (Skill)	Child Score and Rating				
		1	2	3	4	5
1	1					
1	2					
1	3					
1	4					
1	5					
2	1					
2	2					
2	3					
2	4					
2	5					
3	1					
3	2					
3	3					
3	4					
3	5					
4	1					
4	2					
4	3					
4	4					
4	5					
5	1					
5	2					
5	3					
5	4					
5	5					

Blank Fingergym™ Program Progress Form
FORM4.pdf

Awards and Rewards

Congratulations From Fidget the Frog™

Congratulations to _____
 From Fidget the Frog™
 Date: _____

Congratulations From Fidget the Frog™

Congratulations to _____
 From Fidget the Frog™
 Date: _____

Congratulations From Fidget the Frog™
AWARDS1.pdf

Congratulation From Mani the Mouse™

Congratulations to _____
 From Mani the Mouse™
 Date: _____

Congratulation From Mani the Mouse™

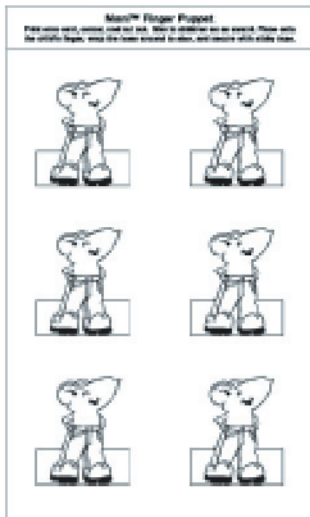
Congratulations to _____
 From Mani the Mouse™
 Date: _____

Congratulation From Mani the Mouse™
AWARDS2.pdf

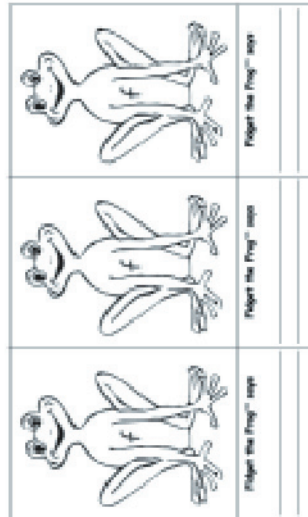
Fidget™ Finger Puppet

Print on cardstock, color and cut out. Place in children's bag or pocket. Place into the children's bag, along the home practice line, and reuse with daily bags.

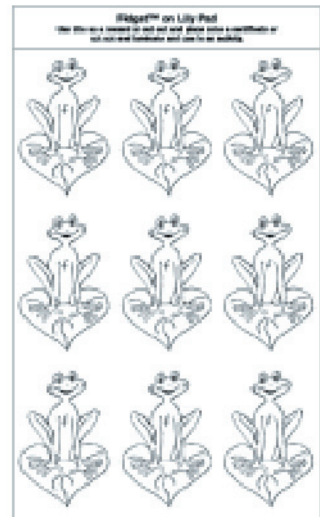
Fidget™ Finger Puppet
AWARDS3.pdf



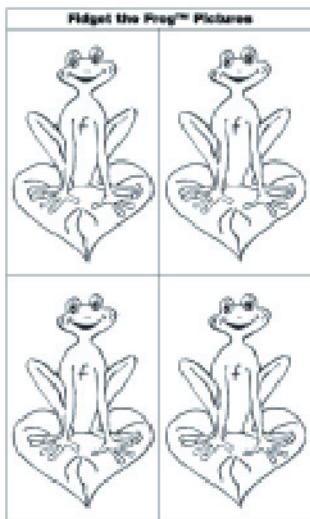
Mani™ Finger Puppet
AWARDS4.pdf



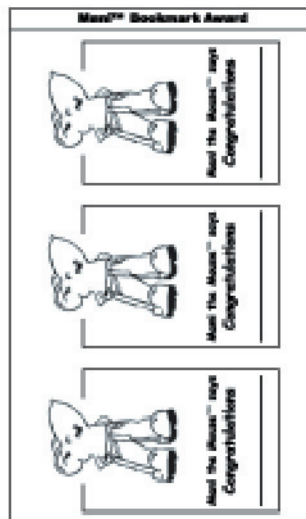
Fidget™ says
AWARDS5.pdf



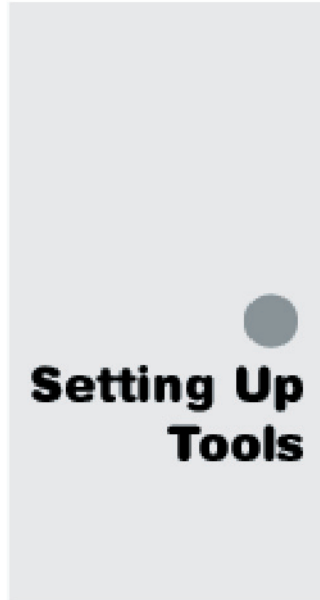
Fidget™ on Lily Pad
AWARDS6.pdf



Fidget the Frog™ Pictures
AWARDS7.pdf



Mani™ Bookmark Award
AWARDS8.pdf



24-Session Sample Fingerygm™ Program Schedule
(Small Group (Individual Rotation))

Session	Topic	Instruction	Assessment	Year level
1	Handwriting	Form and Function	Handwriting	Early
2	Handwriting	Form and Function	Handwriting	Early
3	Handwriting	Form and Function	Handwriting	Early
4	Handwriting	Form and Function	Handwriting	Early
5	Handwriting	Form and Function	Handwriting	Early
6	Handwriting	Form and Function	Handwriting	Early
7	Handwriting	Form and Function	Handwriting	Early
8	Handwriting	Form and Function	Handwriting	Early
9	Handwriting	Form and Function	Handwriting	Early
10	Handwriting	Form and Function	Handwriting	Early
11	Handwriting	Form and Function	Handwriting	Early
12	Handwriting	Form and Function	Handwriting	Early
13	Handwriting	Form and Function	Handwriting	Early
14	Handwriting	Form and Function	Handwriting	Early
15	Handwriting	Form and Function	Handwriting	Early
16	Handwriting	Form and Function	Handwriting	Early
17	Handwriting	Form and Function	Handwriting	Early
18	Handwriting	Form and Function	Handwriting	Early
19	Handwriting	Form and Function	Handwriting	Early
20	Handwriting	Form and Function	Handwriting	Early
21	Handwriting	Form and Function	Handwriting	Early
22	Handwriting	Form and Function	Handwriting	Early
23	Handwriting	Form and Function	Handwriting	Early
24	Handwriting	Form and Function	Handwriting	Early

24-Session Sample Fingerygm™ Program Schedule
SET-UP1.pdf

Blank Fingerygm™ Program Schedule
(Small Group (Individual Rotation))

Session	Topic	Instruction	Assessment	Year level

Blank Fingerygm™ Program Schedule
SET-UP2.pdf

The Positive Fingerygm™ Trainer

Praises every try success and finds something good to say as much of the time as possible, even in situations when the outcome of the activity has not been successful. Make use of the reward system, stamps, stickers, and an encouraging smile. Creating confidence is the key!

Responds quickly to a struggling child's requests and modifies the activity to make it easier if necessary.

Accomplishes anything that the child produces as a reward, provided they have been observed making an effort.

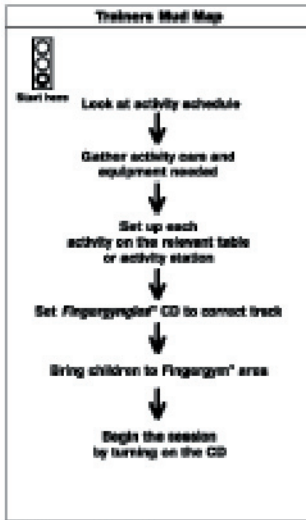
Implores the child to try and does not let the child stop so that the child needs to finish the Fingerygm™ session knowing that there was something they could do. To ensure success during the Fingerygm™ session, here is a range of skill-level activities available.

Supports the child in their areas of challenge and acknowledges and encourages areas of strengths.

Encourages the child to risk take and demonstrate independence in working out a new activity. Encourages the child to think of themselves as "training" their fingers at Fingerygm™ so that they will be strong and able.

Shares their own excitement and keeps a happy positive mood throughout the Fingerygm™ session.

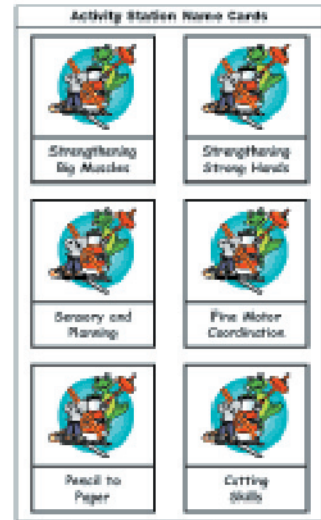
The Positive Fingerygm™ Trainer
SET-UP3.pdf



Trainers Mud Map
SET-UP4.pdf



Fingergym™ Program Set-Up Ideas
SET-UP5.pdf



Activity Station Name Cards
SET-UP6.pdf

Skill Sections Activity Lists

Strengthening Activities

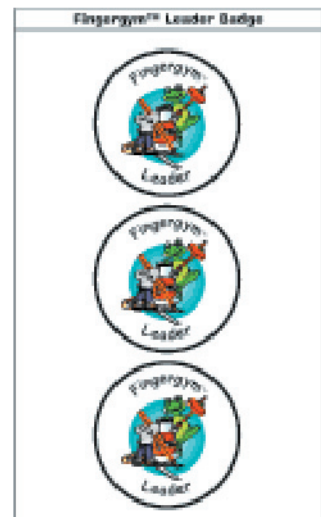
By Number

541	Open Food Jar
542	Teat Activities
543	Push/Pull Games
544	Buttons for
545	Coins Game
546	Balance Volleyball
547	Cuboid Car
548	Wool Knot
549	Big Wheel Pushing/Leaving
550	Ball Push/On
551	Transporter Truck
552	Train Game
553	Wool Cube Game
554	Shuttle Game
555	Matchmaker Game
556	Ball Shuttle/Bag
557	Ball Roll
558	New Toy Boat
559	Jeep Push, Pulling etc
560	Ball Big Ball
561	Ball Bowling
562	Handed Toy
563	Button Game

Skill Sections Activity Lists
SET-UP7.pdf



Activity Photos
SET-UP8.pdf



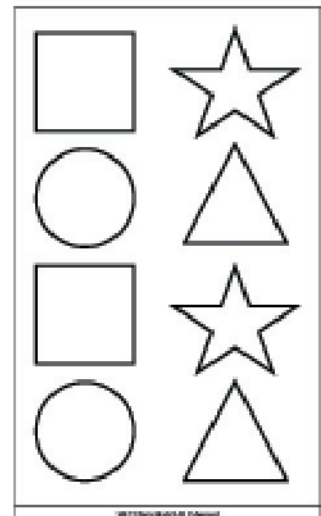
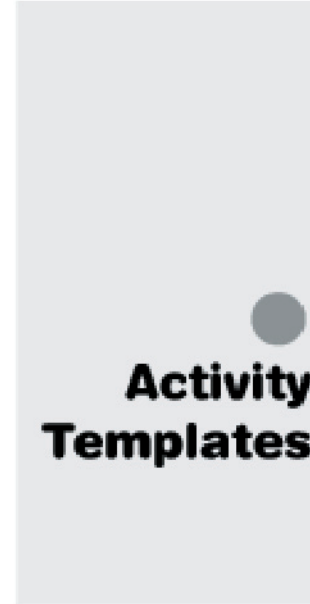
Fingergym™ Leader Badge
SET-UP9.pdf

Help Cards: Visual Cues for Children

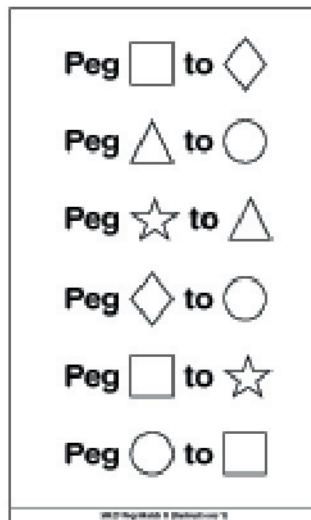
Use these cards as visual cues to children to help them to start or finish an activity independently with encouragement.
© 2006 Fingergym™. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system, without the prior written permission of Fingergym™.

 Think (How do I do this job?)	 Start (Start the job)
 Focus (Focus on the job)	 Stop (Finish off the job)
 Move (Go to the next job)	

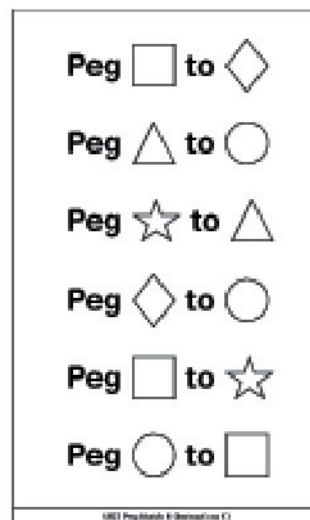
Help Cards: Visual Cues for Children
SET-UP10.pdf



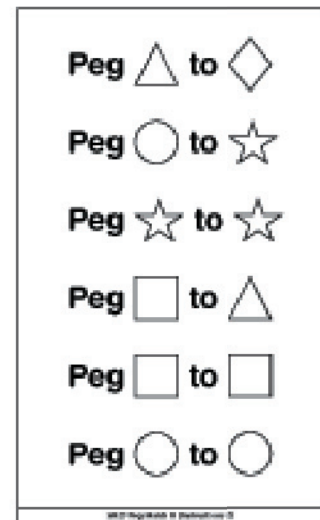
5H23 Peg Match It (Shapes)
TEMPLATES1.pdf



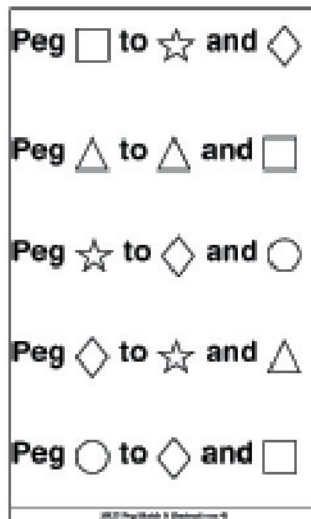
SH23 Peg Match It (Instructions 1)
 TEMPLATE52.pdf



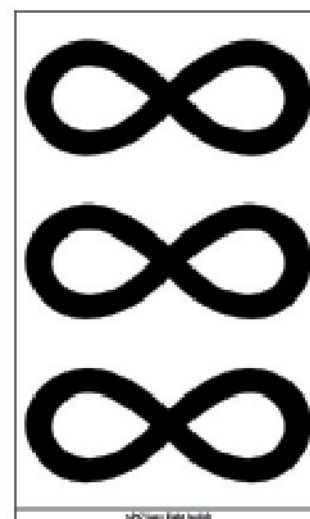
SH23 Peg Match It (Instructions 2)
 TEMPLATE53.pdf



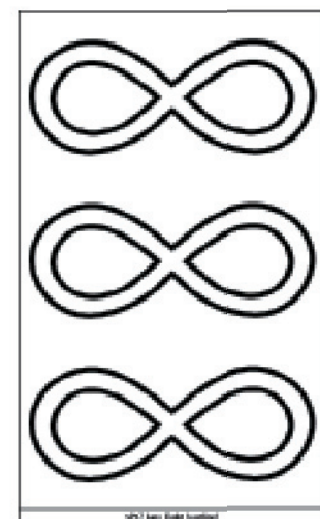
SH23 Peg Match It (Instructions 3)
 TEMPLATE54.pdf



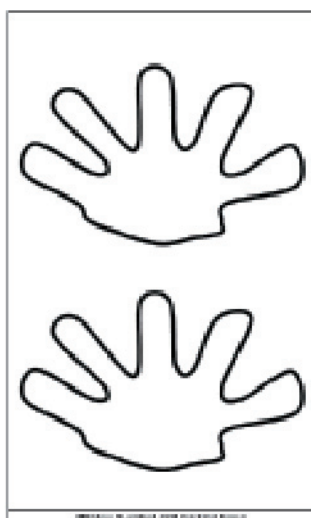
SH23 Peg Match It (Instructions 4)
 TEMPLATE55.pdf



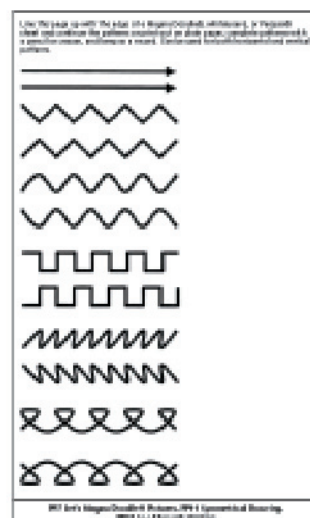
SP17 Lazy Eight (solid)
 TEMPLATE56.pdf



SP17 Lazy Eight (outline)
 TEMPLATE57.pdf



PP4 Show Your Hand; CS11 Quick
 Cut Fingers
 TEMPLATE58.pdf



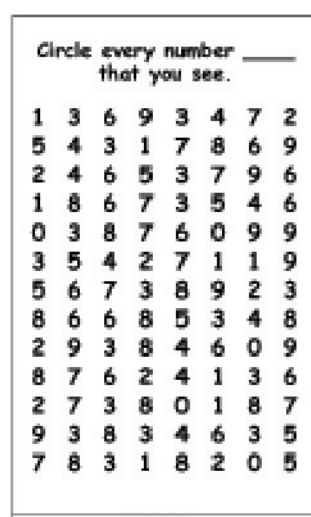
PP7 Lets Magna Doodle, PP11
 Symmetrical Drawing, PP12
 See-Through Writing
 TEMPLATE59.pdf



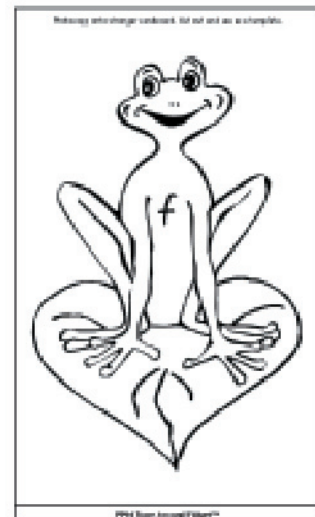
PP8 Letter Circle (upper case)
 TEMPLATE10.pdf



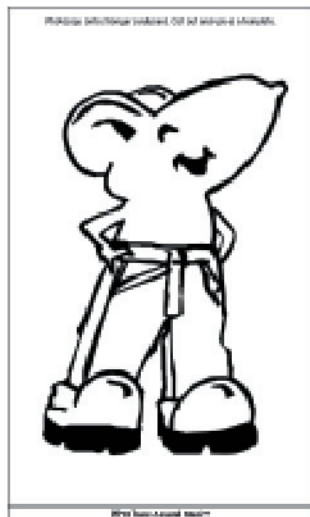
PP8 Letter Circle (lower case)
TEMPLATES11.pdf



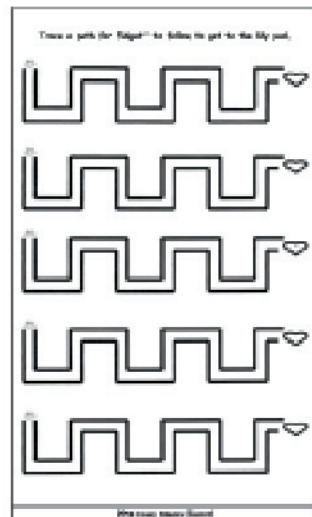
PP8 Number Circle
TEMPLATES12.pdf



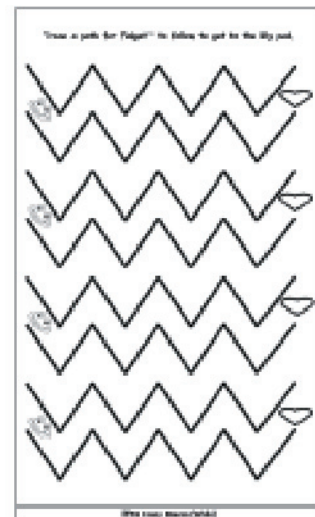
PP14 Trace Around Fidget™
TEMPLATES13.pdf



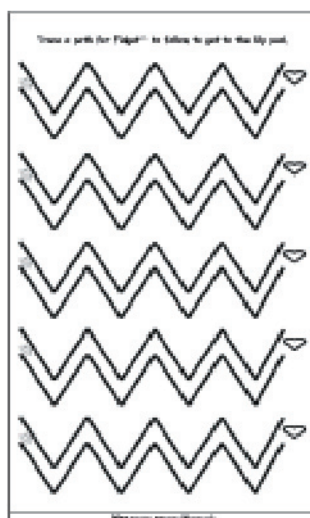
PP14 Trace Around Mani™
TEMPLATES14.pdf



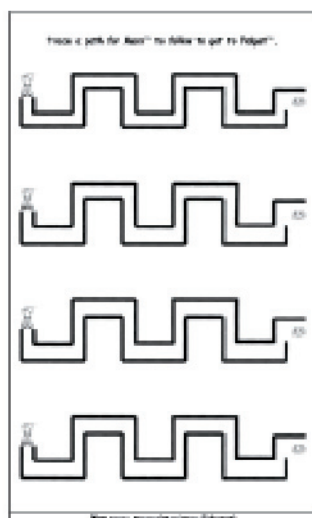
PP18 Crazy Mazes (Turret)
TEMPLATES15.pdf



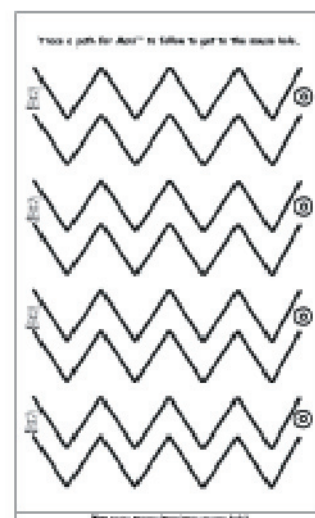
PP18 Crazy Mazes (Wide)
TEMPLATES16.pdf



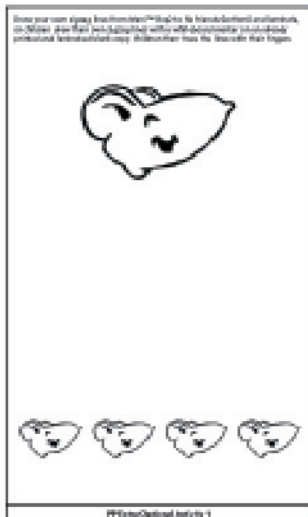
PP18 Crazy Mazes (Narrow)
TEMPLATES17.pdf



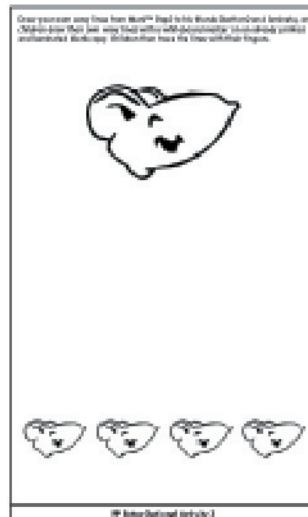
PP18 Crazy Mazes (Mani™ to
Fidget™)
TEMPLATES18.pdf



PP18 Crazy Mazes (Mani™ to
mouse hole)
TEMPLATES19.pdf



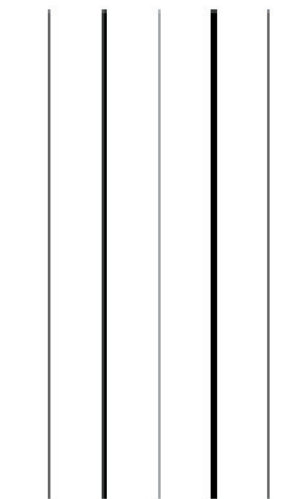
PP Extra Optional Activity
TEMPLATES20.pdf



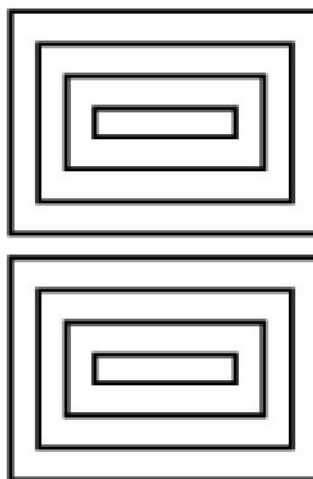
PP Extra Optional Activity 2
TEMPLATES21.pdf



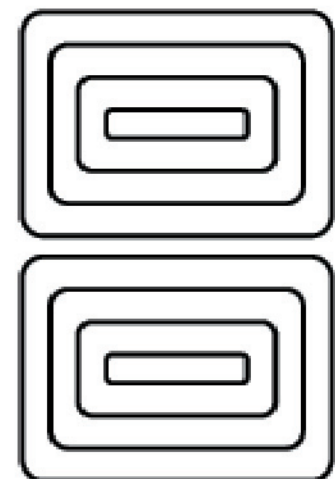
CS5 Down the Busy Road (Short)
TEMPLATES22.pdf



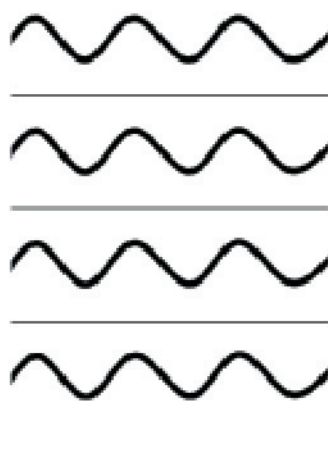
CS5 Down the Busy Road (Long)
TEMPLATES23.pdf



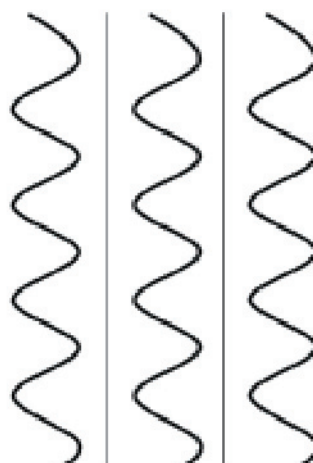
CS6 Cut the Corner (Sharp)
TEMPLATES24.pdf



CS6 Cut the Corner (Curved)
TEMPLATES25.pdf



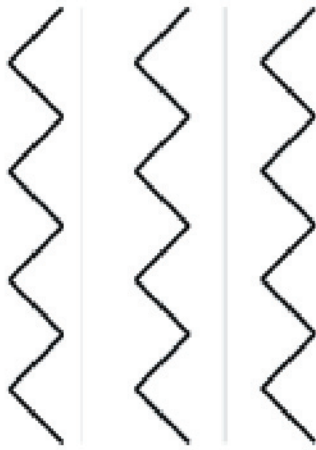
CS8 A Walk in the Park (Wavy Line
Cutting — Short)
TEMPLATES26.pdf



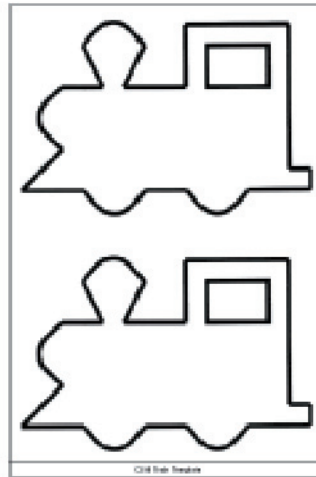
CS8 A Walk in the Park (Wavy Line
Cutting — Long)
TEMPLATES27.pdf



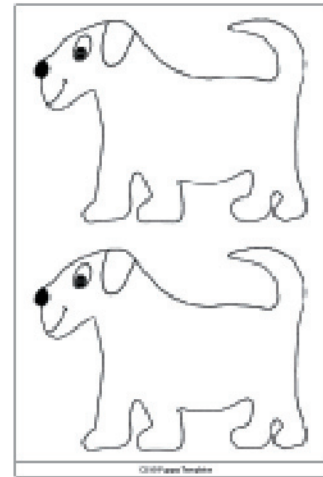
CS8 Climbing Monkeys (Zigzag
Cutting — Short)
TEMPLATES28.pdf



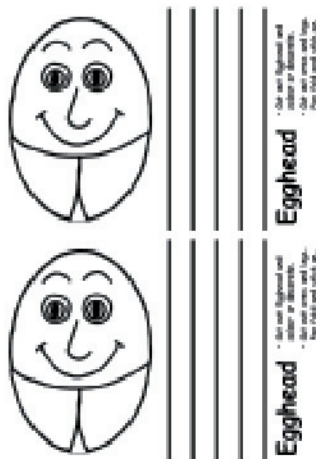
CS9 Climbing Monkeys (Zigzag Cutting — Long)
 TEMPLATES29.pdf



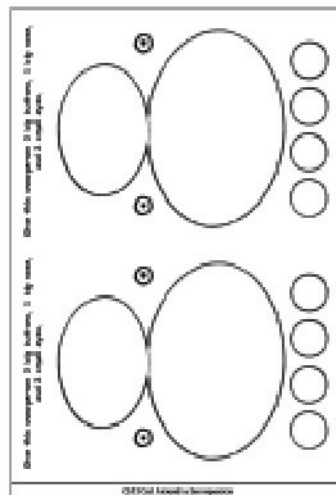
CS10 Train Template
 TEMPLATES30.pdf



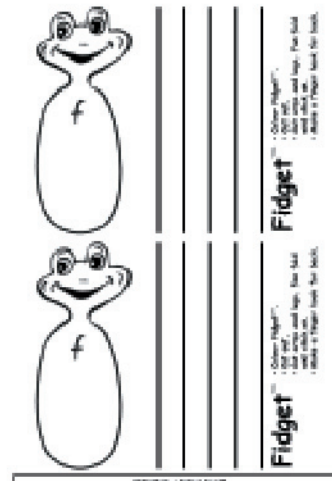
CS10 Puppy Template
 TEMPLATES31.pdf



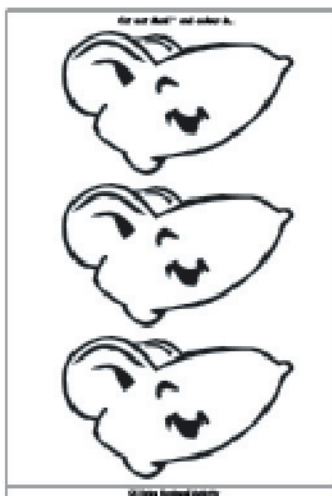
CS12 Cut Around Egghead
 TEMPLATES32.pdf



CS13 Cut Around a Snowperson
 TEMPLATES33.pdf

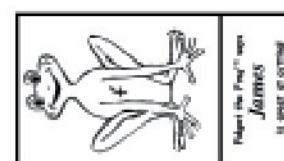
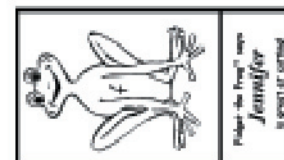
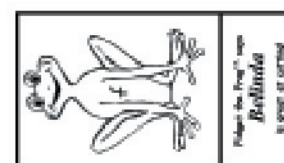


CS14 Make a Fidget Frog™
 TEMPLATES34.pdf



CS Extra Optional Activity
 TEMPLATES35.pdf

Customisable Documents



Fidget the Frog™ says
 AWARDS.doc

Parent Information Letter

Dear Parent(s)/Guardian(s),

RE: The Fingert™ (Finger) Skills School Readiness Program

Your child _____ has been selected to take part in the Fingert™ program.

Children who benefit from participating in Fingert™ are those who need to develop fine motor skills, writing skills, and skills in social, personal, and organizational skills, and activities that are designed to strengthen attention, hand, and finger muscles.

Fingert™ can address attention skills, organizational skills, and:

- organizing materials and time
- writing and drawing skills
- handwriting skills
- organizational skills

Fingert™ provides an opportunity for children to learn and practice:

It is our hope that your child will benefit from the Fingert™ program, and we would be pleased to provide you with information and support to help your child succeed in school. _____ is your choice.

Yours sincerely,

Parent Information Letter
LETTER1.doc

Parent Permission Letter

Dear Parent(s)/Guardian(s),

As part of the Fingert™ program, we will be implementing activities for your child's program called "Fingert™ Fine Motor Skills School Readiness Program." This program is designed to develop your child's hand and finger skills through fun and engaging activities. Fingert™ activities provide activities opportunities to strengthen fine motor, organizational skills, attention, and organizational skills, and skills in social, personal, and organizational skills, and activities that are designed to strengthen attention, hand, and finger muscles.

It will also be important to discuss with your child's teacher how to use the Fingert™ program and how to use the Fingert™ program in the classroom. We will be providing you with information and support to help your child succeed in school. _____ is your choice.

Fingert™ can address attention skills, organizational skills, and:

- organizing materials and time
- writing and drawing skills
- handwriting skills
- organizational skills

Fingert™ provides an opportunity for children to learn and practice:

It is our hope that your child will benefit from the Fingert™ program, and we would be pleased to provide you with information and support to help your child succeed in school. _____ is your choice.

Yours sincerely,

Parent Permission Letter
LETTER2.doc

Volunteer Request Letter

Dear Parents, Guardians, Organizers, and Other Stakeholders,

I am writing to request that you consider volunteering for the Fingert™ (Finger) Skills School Readiness Program.

Volunteering will involve participating in all aspects of the program, including the use of materials for activities, and providing the structure and support for the program. We will be providing you with information and support to help your child succeed in school. _____ is your choice.

I will be providing you with information and support to help your child succeed in school. _____ is your choice.

If you are able to help with the Fingert™ program, we would be pleased to provide you with information and support to help your child succeed in school. _____ is your choice.

If you are unable to help with the Fingert™ program, we would be pleased to provide you with information and support to help your child succeed in school. _____ is your choice.

Thank you so much.

I would be pleased to have you as a volunteer for the Fingert™ program. We would be pleased to provide you with information and support to help your child succeed in school. _____ is your choice.

Thank you so much.

Volunteer Request Letter
LETTER3.doc