



Writing Activity Objectives for Caring for and Educating Infants and Toddlers

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Presenters:

MSU Students

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MSU Faculty Members

- ◆ Dr. Steven Reuter
- ◆ Dr. Elizabeth Sandell

Who is in the audience?

Teachers of infants

Teachers of toddlers

Center directors or administrators

Students

Faculty members

Presentation Outline

- ◆ **K,W,L**
- ◆ **Elements in the daily schedule**
- ◆ **Actions or competencies of caregivers**
- ◆ **Developmental milestones of infants and toddlers**
- ◆ **Assessment of developmental progress**
- ◆ **Putting it all together**
- ◆ **Small group reports**
- ◆ **Conclusion**

K – W – L Chart

KNOW	WANT TO KNOW	LEARNED

“Formula” for writing activity objectives

- ◆ When _____ A _____, the teacher will _____ B _____, so that the child will _____ C _____.
- ◆ Where A is the interactive activity or element in the schedule
- ◆ Where B is the actions or competencies for the caregivers
- ◆ Where C is the developmental achievement of the children

Developmental Domains (review)

- ◆ Cognitive Development
 - < Communication/ Language
- ◆ Social Development
- ◆ Physical Development
 - < Gross Motor
 - < Fine Motor
- ◆ Emotional Development

Academic Domains (review)

< Math

< Science

< Language Arts

< Art

< Health

< Literacy

Part A: the interactive activity or element in the schedule

Elements of a Daily Schedule

- ◆ **Morning Greeting/ Arrival**
 - < Child anticipates and looks forward to the day
- ◆ **Breakfast**
 - < Hand Washing
 - < Nutrition
- ◆ **Morning Diapering/ Toilet**
 - < Time for involvement and close connection

Elements of a Daily Schedule (cont)

- ◆ **Free Play - Centers Open**
 - < Time to learn about choices and options
 - < Table toys, puzzles, books
- ◆ **Outdoor/ Gym Play**
 - < Riding toys, balls, climbers
- ◆ **Story Time/ Circle**
 - < Finger plays
 - < Puppets

Elements of a Daily Schedule (cont)

- ◆ **Lunch**
 - < Hand-washing
 - < Nutrition and re-fueling
- ◆ **Mid-Day Diapers / Toilet**
 - < Builds trust
 - < Builds self-control and self-efficacy
- ◆ **Napping**
 - < Provides for relaxation and re-energizing

Elements of a Daily Schedule (cont)

- ◆ **Projects/Special (art/music) – Sensory Art time**
 - < Paint, color, cut, tear, glue
- ◆ **Snack –**
 - < Hand-washing
 - < Turn-taking
- ◆ **Afternoon Diapers / Toilet**

Elements of a Daily Schedule (cont)

- ◆ **Music / Movement**
 - < Active, dance, clapping
 - < Instruments, rhythm, singing
- ◆ **Choice Time**
 - < Dramatic play
 - < Collaboration
- ◆ **Outdoor / Gym Play**
 - < Scooters and riding toys

Elements of an Infant Schedule

- ◆ **Some activities that are often happening with infants are:**
 - < Rocking
 - < Cuddling
 - < Music
 - < Feeding
 - < Diapering
 - < Sensory Play
 - < Large motor (Climbers, etc.)

Part B: Actions or competencies of the caregivers

Design and implement learning environment and curriculum

- ◆ **Follows a daily routine**
- ◆ **Gives children choices**
 - ◆ **Supports and encourages children's participation in activities**
- ◆ **Maintains and monitors daily routine**
- ◆ **Engages children actively rather than passively**
- ◆ **Encourages children's learning through play**
- ◆ **Provides and uses materials that demonstrate acceptance of all children**
- ◆ **Designs and creates an effective & creative environment**
- ◆ **Plans and modified curriculum**
- ◆ **Works collaboratively**

Promote physical development

- ◆ Actively participates in children's activities
- ◆ Spends time with children in "floor time"
- ◆ Supports children's needs to be active
- ◆ Introduces children to sensory experiences
- ◆ Provides space and equipment for formal and informal activities for large motor
- ◆ Provides safe structures
- ◆ Uses music, dance, and movement frequently
- ◆ Provides appropriate time and materials for small motor activities
- ◆ Includes movement as a teaching strategy
- ◆ Plans indoor and outdoor activities
- ◆ Works with families to encourage and reinforce parent-child activities that include physical activity and movement

Promote language and literacy

- ◆ Listens and responds to children verbally and non-verbally
- ◆ Encourages children to ask questions
- ◆ Talks to children
- ◆ Demonstrates expectations for children's understanding of speech
- ◆ Responds to children's communication in home language
- ◆ Shares books with children and asks questions
- ◆ Plays word and rhyming games
- ◆ Models appropriate handling and selection in books
- ◆ Asks open-ended questions
- ◆ Provides opportunities for drawing
- ◆ Models writing/printing of their name with pencil and marker

Promote creative and critical thinking

- ◆ Builds on children's interests to introduce new ideas
- ◆ Uses a variety of teaching techniques
- ◆ Provides models of writing
- ◆ Helps children learn about beginning concepts of literacy
- ◆ Talks of variety of topics and asks questions
- ◆ Expands among children's communication techniques
- ◆ Provides puppets, flannel board, and other props to act out stories
- ◆ Supplies many types of children's books
- ◆ Responds to language differences and literacy abilities to families in printed materials

Promote cognitive development - Math

- ◆ Encourages children to explore, group, & order objects and materials
- ◆ Provides conversation use with everyday words
- ◆ Discusses the sequence of daily events
- ◆ Provides opportunities to understand space
- ◆ Shares children's learning and progress with parents
- ◆ Provides opportunities to use simple strategies to solve math problems
- ◆ Encourages children's interest in measuring activities
- ◆ Describes simple parent-child activities with number and quantity
- ◆ Provides activities to sort objects, recognize simple patterns, order, compare & describe
- ◆ Facilitates children's use of several positional words

Promote cognitive development - Science

- ◆ Takes children on walks to observe natural objects
- ◆ Discusses objects
- ◆ Encourages children to ask questions
- ◆ Actively participates in sand & water play with children
- ◆ Shares children's progress with family
- ◆ Leads children to observe nature and natural phenomena and make predictions
- ◆ Asks questions to facilitate learning
- ◆ Provides more information
- ◆ Encourages parent-child activities in sensory experiences
- ◆ Creates simple charts & graphs to document information observed
- ◆ Arranges field trips

Promote cognitive development - Social Studies

- ◆ Talks about jobs people do in the family / community
- ◆ Discusses roles and duties
- ◆ Encourages children to describe & appreciate themselves
- ◆ Creates maps
- ◆ Incorporates photos, art, music, food, clothing, ect.
- ◆ Invites guest speakers
- ◆ Encourages children to see themselves as a larger part of the community
- ◆ Implements appropriate use of technology
- ◆ Facilitates family activities

Promote social - emotional development

- ◆ **Engages in everyday conversations**
- ◆ **Treats child as individual with their own strength and needs**
- ◆ **Shares children's excitement in activities and learning**
- ◆ **Confirms children's growing identity as an individual**
- ◆ **Works to ensure continuity of care**
- ◆ **Shows respect and a matter-of-fact attitude when doing tasks**
- ◆ **Handles children gently**
- ◆ **Avoids talking about children to other staff**
- ◆ **Helps children learn to communicate and get along with others**
- ◆ **Models appropriate expression of emotions and feelings**
- ◆ **Helps children through hard times**
- ◆ **Models curiosity and information seeking**

Promote social – emotional development (cont)

- ◆ Informs children what will happen next
- ◆ Works to create a community in the program
- ◆ Helps children learn and practice empathy for others
- ◆ Learns each child's schedule
- ◆ Develops positive relationships with families
- ◆ Fosters and models self control and regulation
- ◆ Guides children through problem solving and conflict resolution
- ◆ Listens constantly and reliably to children
- ◆ Provides environments that offer appropriate amount of stimulation

Promote creative arts

- ◆ Values creativity over the end product
- ◆ Encourages creative expression
- ◆ Provides opportunities for children to use a variety of media for creative activities
- ◆ Encourages use of unstructured materials
- ◆ Discusses and describes creative processes
- ◆ Makes sure all children have access to opportunities that allow for individual expression
- ◆ Shows respect for creative expression
- ◆ Provides time, materials, and space for experimentation
- ◆ Helps children develop their appreciation for creativity

Part C: Developmental milestones of the infants and toddlers

Developmental domains to consider:

- ◆ **Social/Emotional Milestones**
- ◆ **Cognitive Milestones**
- ◆ **Physical Milestones**
- ◆ **Language Milestones**
- ◆ From The Creative Curriculum for Infants, Toddlers & Twos © 2006 Teaching Strategies Inc. www.teachingstrategies.com

Social/Emotional Milestones: Infants

Behaviors Exhibited By Infants

Raises arm when walking towards crib

Smiles at parent

Smiles and babbles when held

Relaxes when rocked in a chair

Crawls to adult on the floor

Smiles and kicks when spoken to

Looks at adult face during feeding

Smiles back when adult smiles

Rolls over to watch other children

Sucks eagerly on offered bottle

Which objectives do these behaviors correspond to?

Relation to Creative Curriculum

Goal: Learn about self and others

Objectives:

1. Trusts known, caring adults
2. Regulates own behavior
3. Manages own feelings
4. Responds to others' feelings with growing sympathy
5. Plays with other children
6. Learns to be a member of a group
7. Uses personal care skills

Physical Milestones: Infants

Behaviors Exhibited By Infants

- Holds head up
- Reaches for toy
- Pulls self to standing position
- Sits without help
- Rocks back and forth on hands and knees
- Rolls over
- Crawls
- Toddles without support
- Holds sippy cup with one hand
- Walks across the room
- Opens hand and releases toy
- Picks up small food one by one
- Which objectives do these behaviors correspond to?

Relation to Creative Curriculum

Goal: Learn about Moving

Objectives:

8. Demonstrates basic gross motor skills
9. Demonstrates basic fine motor skills

Cognitive Milestones: Infants

Behaviors Exhibited By Infants

Turns head towards the sound of a familiar voice

Watches adults walk around the room

Reaches for pacifier and puts in mouth

Mouths soft toy

Makes a face for unpleasant tastes and turns face away from spoon

Bangs silverware on table

Watches someone squeak a toy and then squeezes it

Stares at others playing nearby

Slaps at water to make it splash

Beats pot with spoon, making sounds

Rubs finger over soft blanket or pillow

Indicates hunger and pain with different cries

Kicks foot when it becomes stuck

Relation to Creative Curriculum

Goal: Learn about the World

Objectives:

10. Sustains attention

11. Understands how objects can be used

12. Shows a beginning understanding of cause and effect

13. Shows a beginning understanding that things can be grouped

14. Uses problem-solving strategies

15. Engages in pretend play

Language Milestones: Infants

Behaviors Exhibited By Infants

Coos when spoken to
Watches face while spoken to
Smiles and squeals
Croons, “M-m-m-m”
Babbles combined sounds
Makes noise to get your attention
Points at something and look at you
Smiles and coos at other babies
Gurgles each time you pause
Sucks on pages of board book
Bangs book on floor
Smiles when sees cover of familiar book
Open eyes wide and laughs
Imitates kissing sounds
Glances at pictures in board books
Watches you write
Picks up crayon and holds in fist

Relation to Creative Curriculum

Goal: Learn about Communicating

Objectives:

16. Develops receptive language
17. Develops expressive language
18. Participates in conversations
19. Enjoys books and being read to
20. Shows an awareness of pictures and print
21. Experiments with drawing and writing

Social/Emotional Milestones: Toddlers

Behaviors Exhibited By Toddlers

Holds hands under faucet after diapering
Puts on slip-on shoes
Pulls blanket from cubby before nap
Asks for bottle after crying
Agrees to stomp in pile of leaves, but returns to other activity
Walks to you when new visitor arrives
Approaches a crying child
Comes to table when setting snack out
Kisses your finger when you say it hurts
Feeds self with fingers and spoons
Runs with another child
Scoops sand in a bucket next to another child
Gives a piece of play dough to another child
Moves over so another child can play
Protests, then joins in on cleaning up

Relation to Creative Curriculum

Goal: Learn about self and others

Objectives:

1. Trusts known, caring adults
2. Regulates own behavior
3. Manages own feelings
4. Responds to others' feelings with growing sympathy
5. Plays with other children
6. Learns to be a member of a group
7. Uses personal care skills

Physical Milestones: Toddlers

Behaviors Exhibited By Toddlers

- Begins to button large buttons
- Walks to ball and kicks it
- Places large pegs into pegboard
- Throws a ball overhand, using both arms, while standing
- Pours water from small picture into a cup
- Begins to use scissors
- Moves along an obstacle course
- Catches ball with straight arms

Relation to Creative Curriculum

Goal: Learn about Moving

Objectives:

8. Demonstrates basic gross motor skills
9. Demonstrates basic fine motor skills

Cognitive Milestones: Toddlers

Behaviors Exhibited By Toddlers

Scoots on ride-on toy and says, “My Car.”
Pushes an object when is unable to pick up
Looks up from toy when others switch activity,
but continues playing
Puts out an imaginary fire
Holds a baby doll and feeds him a bottle
Picks up a shovel to dig
Uses toy broom handle to free ball from corner
Turns faucet handle to make water start and
stop
Moves puzzle piece in various positions until it
fits
Says, “Again, again” when finish reading a book
Completes simple puzzle
Plays a simple matching game
Stacks wooden ring on a post
Places a blue block next to another blue box

Relation to Creative Curriculum

Goal: Learn about the World

Objectives:

10. Sustains attention
11. Understands how objects can be used
12. Shows a beginning understanding of cause and effect
13. Shows a beginning understanding that things can be grouped
14. Uses problem-solving strategies
15. Engages in pretend play

Language Milestones: Toddlers

Behaviors Exhibited By Toddlers

Recognizes popular logos
Says, "My doll" when asked
Holds crayon, moving hand across the paper
Touches nose when asked
Laughs when something silly happens in a book
Picks up a toy and names it
Says, "Go home now" when leaving
Asks for more juice at snack
Repeats word from refrain of a repetitive story
Picks up toy phone and carries on a conversation
Joins in on back-and-forth conversation at lunch table
Scribbles pictures and labels it
Looks for ball and says, "Where ball?"
Turns pages of book to find favorite pictures

Relation to Creative Curriculum

Goal: Learn about Communicating

Objectives:

16. Develops receptive language
17. Develops expressive language
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Assessment of Developmental Progress

“Formula” for reporting activity objectives

- ◆ When _____ A _____, the teacher _____ B _____, and the child _____ C _____.
- ◆ Where A is the interactive activity or element in the schedule
- ◆ Where B is the actions or competencies for the caregivers
- ◆ Where C is the developmental achievement of the children

Assessment Reports

ACTIVITY	CAREGIVER	DATE	CHILD PROGRESS
Story time - Friends	Shares books with infants and asks questions	Feb 23	Enjoys books and being read to
Riding toys - Scooter	Supports toddlers' needs to be active	Oct 14	Demonstrates basic gross motor skills

Putting It All Together

Small Groups Sharing

Thank you!!