



Infant-Toddler Specialist Network (ITSN)



Intentional Planning for Infants and Toddlers: Putting it All Together

Anna Nippert, M.S.

David P. Lindeman, Ph.D.

January 2018

Kansas Inservice Training System
University of Kansas Life Span Institute
2601 Gabriel, Parsons, Kansas 67357

620-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618

kskits.org/kccto-kits-infant-toddler-specialist-network



The KCCTO-KITS Infant-Toddler Specialist Network is a program of the Kansas Child Care Training Opportunities, Inc. and the University of Kansas Life Span Institute at Parsons and is supported through a grant from the Kansas Department for Children and Families' Child Care and Early Education Services. However, information or opinions expressed herein do not necessarily reflect the position or policy of the agency and no official endorsement should be inferred.



Putting it All Together—Creating Intentional Plans for Your Program

This is where the fun begins as you take everything you know about the children in your care and begin to put it all together to make intentional, cohesive plans for your program or classroom. Many people think that planning only involves the play activities or materials that will be available to children during routine play time, however, there is much more to consider when creating intentional plans for infants and toddlers. During this part of the planning process, you must consider all of the following:

- a. Creating engaging play activities
- b. Selecting appropriate materials
- c. Changes to the environment that support your activities and materials
- d. Identifying important interactions and teaching strategies
- e. Planning for transitions and routines

The challenge, then, becomes articulating what you know about the children in your care and syncing those thoughts your ideas on intentional plans throughout the day in all of the above areas. The forms on the following pages will help you organize your thoughts and can be used as tools to communicate with parents and colleagues about the plans you are creating for individual children. It will be important for you to determine how often you would like to plan. Are you creating weekly plans? Plans to last for two weeks? Monthly plans? Knowing the length of time you intend to plan for will help you define how long you have to accomplish your goals, how much variety in materials, activities and environmental arrangement you need, and the depth to which you can explore the chosen topics. The forms will also help you plan for both individual children and groups of children. These forms include:

- Telling the Child's Story
- Individualized Planning Form
- Weekly Web
- Weekly Activity Plan

Planning for Infants and Toddlers: Telling Their Story

Name	Observations	Relevant Developmental Skills	Child Interests
Think about these things:	Do you have specific, recent observations of the child that has started you thinking about areas of growth and support for this child?	What are the child's strengths that might help support her in other areas of growth?	What are her interests? What does she really enjoy? What makes her happiest during the day? What does she know a lot about? What can you use to create experiences that support growth in other areas?
Example: Hannah 2.5 years old	On the first day back after a week-long break when baby brother was born, Hannah wanted to show her friends her brother. She then sat by him while mom talked with the teacher. When mom told Hannah she was leaving and picked up the carseat, Hannah began to jump and cry, then held onto mom's legs. After mom left, Hannah cried in the rocking chair with Miss P. for 15 minutes, then began looking at books. No other tantrums or periods of distress noted for the rest of the day. This pattern continued for the 4 days she came to school this week.	<p>Prior to baby arriving, Hannah transitioned easily into the classroom, giving parents a kiss and waving out the window.</p> <p>Hannah remembers where her parents work and talks about what they are doing at work while she is at school.</p> <p>Hannah can relate past experiences to teachers and talk about what she did with her family.</p>	<p>Hannah loves to look at books.</p> <p>She is especially interested in telling stories about things she has done with her baby brother.</p> <p>Hannah plays in the dramatic play center every day.</p> <p>Hannah enjoys being a "helper" with the other children and teachers in the classroom.</p>
Example: Tony 6 months	Tony used two hands to hold a toy and bring it to his mouth while on his tummy. He kicked his legs while manipulating the toy.	<p>Tony reaches for and grasps toys, bringing them to his mouth while on his tummy.</p> <p>Tony squeezes toys repeatedly to create sounds.</p> <p>Tony pushes through his hands and arms and can lift his chest off the floor while on his tummy.</p>	<p>Tony enjoys making noises with toys, especially the ones with crinkle paper inside them or those that make music when squeezed. He squeezes the toys and laughs.</p> <p>Tony likes singing, especially Pop Goes the Weasel and Twinkle Twinkle.</p> <p>Tony enjoys being close to adults while on his tummy.</p>

★ Planning for Infants and Toddlers: Individualized Planning Form

Name	Goals—What would you like to see happen?	Activities/Materials/Changes to the Environment/Teaching Strategies/Routines and Transitions
------	--	--

<p>Now put the information you know about the child into goals & activities</p>	<p>These are specific, short-term results you want to see in a specified period of time. These can correlate with how you choose to plan: weekly, bi-monthly, etc. The thought is at the end of that time, you will modify your goals based on the changes in the child over time.</p>	<p>This is where it all comes together: you think about the goals you have for the child, their strengths and their interests, and put it all together to create intentional, individualized plans for the child. When working with infants and toddlers, we must understand that intentional planning occurs during EVERY part of the day, so when planning we must consider:</p> <ul style="list-style-type: none"> ✂ Play Activities ◆ Materials ★ Changes to the Environment ♥ Relationship & Teaching Strategies ■ Routines & Transitions
<p>Example: Hannah</p>	<p>Hannah will tell mom and brother goodbye and wave out the window without crying.</p>	<ul style="list-style-type: none"> ✂ Babies and baby props in dramatic play—encourage Hannah to role play what she has seen and done with baby brother. Also role play taking a baby to school and talk about missing her and being excited to see her at the end of the day. ◆ Create a social story book to have on the bookshelf of a child saying good-bye to mom and baby. Encourage Hannah to “read” this book to other children as she becomes familiar with the story. ★ Make a wall of family pictures, especially of Hannah’s family doing activities that they are doing while Hannah is at school. Encourage parents to make sure Hannah knows what all of the pictures are and where they are taken (i.e. grocery store; doctor’s office; mom’s workplace, etc.) Post these pictures near the quiet spot by the waving window. ♥ Ensure staff availability for one-on-one time at drop-off. ■ Use “Your Family Loves You” song as transition from group to handwashing for lunch.
<p>Example: Tony</p>	<p>Tony will begin to army crawl to reach nearby toys.</p>	<ul style="list-style-type: none"> ✂ Introduce the musical path into the classroom. Lay Tony on the path on his tummy and activate the musical sounds through his hands. Stay near Tony and sing the songs with him as they begin to play. ◆ Crinkle animals, musical rattles, musical instruments, bolster roll ★ Remove the climbing mat and replace with the musical path mat. ♥ During tummy time, put toys just outside of Tony’s reach. Lay on the floor on your tummy facing Tony and model reaching for toys. As Tony begins to reach for toys, you can provide support at his feet so he can push off of your hands as he reaches. Use encouraging tone of voice, sing songs, and build on Tony’s interests to extend the length of time he is on his tummy.

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">■ During diapering, sing songs that are on the musical path so Tony hears these many times throughout the day to build interest. |
|--|--|--|



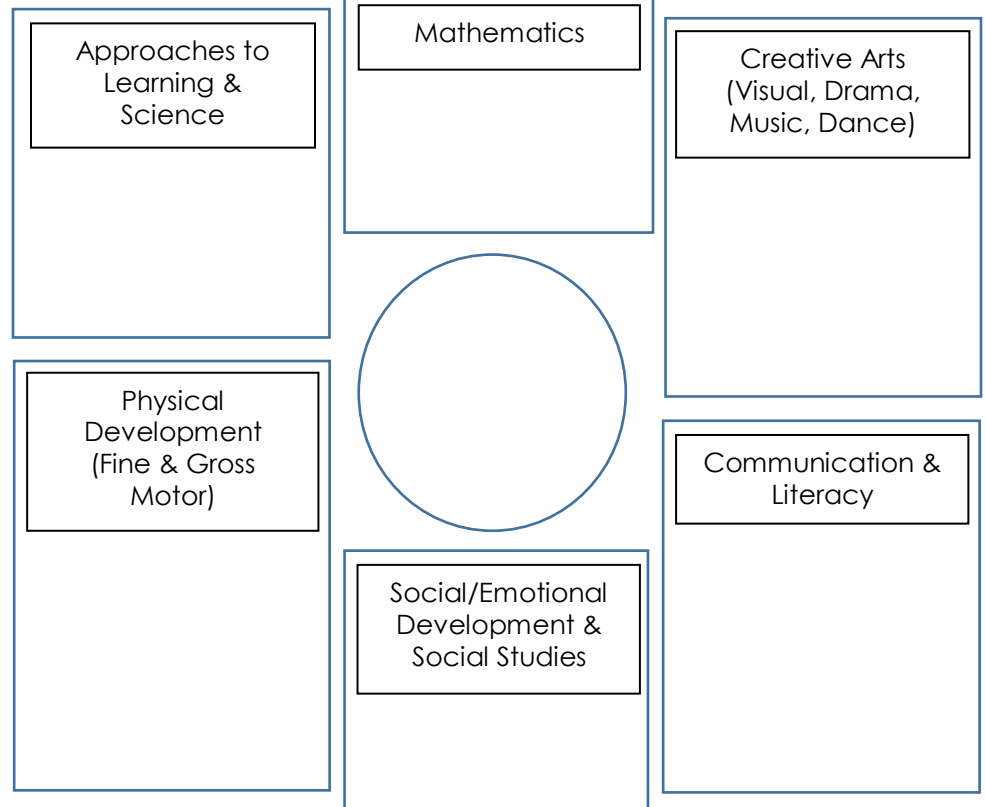


From Individualized Forms to Classroom Plans

The most important aspect of planning for infants and toddlers is to match what you know about the child to intentional activities, materials, changes to the environment, teaching strategies and routines. Once this is complete, you can choose to put that together into program or classroom plans. This can be organized in a variety of ways to meet the needs of your program staff and parents. The following are two examples with reasoning for why they may be a good choice for your program. Completed examples and blank forms can be found in the table of contents for this TA Packet.

KELS Classroom Form:

This planning form is based on the sections of the Kansas Early Learning Standards. Using a form similar to this gives you the opportunity to articulate to parents that you are addressing all areas of the Kansas Early Learning Standards on a daily basis. To use this form, you would take the individualized activities for each child and put their activities into the corresponding section of the program/classroom form. Using the form in this way also helps you, as the teacher, ensure that you are planning for each child in all content areas. The next page has a completed example for a program serving toddlers.



Approaches to Learning Science

Goop—Cornstarch & Water w/small African animals

White glue creations—monitor drying process

Physical Development (Fine & Gross Motor)

Fine Motor:

Drawing with purpose—holding crayons, wrist movements, copying observed movements, tracing

Lacing Cards & Stringing Beads

Puzzles

Gross Motor:

Trucks & Airplanes

Climbing Mats

Balancing objects while walking

Mathematics

Grouping animal families (African animals with unit blocks)

Large Foam Shape Blocks

Grouping similar animals: cats, dogs, antelope

Week of:

Nov 30-Dec 4

Focus Area(s):
Literacy—Retelling events from a story

Social/Emotional Development

Caring for stuffed animals

Pictures from Africa

Where in the world is Africa?

Creative Arts (Visual, Drama, Music, Dance)

Visual—Library Paste Sculpture

Clay Dough Sculptures

Ink Pad Exploration

Drama—African Animal Puppets

Animal Capes

Slings for Babies

Music & Dance—Gathering Drum

Animal Action

Rainsticks

Communication & Literacy

Flannel Board Stories—Retelling familiar stories and songs

African Fables—How the Elephant Got His Trunk; How Rhino Got His Baggy Skin; How Giraffe Became So Tall

Vocabulary—New animal names

Daily/Weekly Activity Plan: This planning form is arranged by day or week, depending on how frequently the activities are changed. This form clearly articulates to parents and staff the activities that will be offered and your plan for specific teaching strategies or targeted activities. This form is helpful when you have new staff or frequent rotating staff, as you can write instructions as specifically as you see necessary.

Routine	Time	Activities
Free Play	7:30-10:15	<p>Sensory Table—Goop & Small African Animals—Mix cornstarch & water in tubs in the sensory table. Add small animals. You can use small containers of water to encourage the children to help mix the cornstarch and water. It should be a consistency that you can pick up, but then it oozes out into the tub. If it is too dry, add water. If it is too wet, add cornstarch. This is messy, so move sensory table to the windows by the sinks. It will dry on children’s clothes and just brush off, so no worries about smocks unless the children are okay wearing them.</p> <p>Art Table—Library Paste—3D sculptures—Use boxes and collaging materials to make a 3D sculpture with the children. Help them understand that heavier objects require more library paste than lighter objects. The sculptures will be saved to be painted later in the week.</p> <p>Science Table—Legos—Help children use their fine motor skills to connect the Legos. Encourage building up and out...model different ways to connect the blocks to expand the children’s abilities.</p> <p>Dramatic Play—Crocheted food—this will hopefully help the children keep the play food out of their mouths. Slings for the babies—help the children tie blankets and use them as slings to carry the babies in. Experiment with different blankets, towels, etc. Baskets—Baskets will be used to attempt to carrying things on their head (balance). There will also be new dress-up clothes and shoes for pretend play. Encourage the children to do as much as they possibly can independently, but be there to assist as needed.</p> <p>Block Area—African animals & Large Wooden Trucks. Encourage the children to transport animals. This should be a gross motor activity...children can push/pull/ride on large trucks</p> <p>Manipulatives—Stringing beads; puzzles—Make sure the children finish a puzzle if they get it out. Don’t expect them to do it independently—sometimes the puzzles are too hard—but they should be expected to stay with you and work together until the puzzle is finished and it is put back on the shelf.</p> <p>Other—Loft—Flannel board stories and songs; Under loft—African animal puppets—Encourage singing and retelling of familiar songs or stories with the flannel boards and puppets. The focus this week is to retell stories with prompts. Help start a story, or add words to help the children remember what comes first, next, last.</p>
Snack	9:00-9:30	
Toileting	9:30-10:00	
Group	10:15-10:30	<p>Welcome—Hello song; Stand Up Song; Jump Up & Down</p> <p>Discussion—New African Animal Names (printed pictures)</p> <p>Activities—What’s missing? Animal guessing game—old animals; maybe new pictures</p> <p> Show & Share Art</p> <p> Gathering Drum & Dancing</p> <p>Dismissal—Gathering Drum Rhythm</p>
Outside	10:30-11:30	<p>Animal Capes (if the ground is dry outside)</p> <p>Balancing objects on their heads</p> <p>Trikes—encourage use of pedals</p>