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| **Emergent Curriculum Plan for Toddlers Week of:** |
| **Developmental Needs** (Copy, paste ELECT skill indicators to work on found below.)  **1. Social:**  **2. Emotional:**  **3. Communication:**  **4. Cognition:**  **5. Physical:** |
| **Construction**  **Creation**  **Table and Floor Play**  **Activities and Interactions**  **Interactions**  **Dramatic Play**  **Children’s Interests**  **1.**  **2.**  **3.**  **Sensory Play**  **Small Group Time (Music, Movement, Songs, Rhymes)**  **Activities**  **Story Time**  **Books**  **Outdoor Play** |

## Toddlers (14 months to 3 years) from ELECT document

### 1. Social

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| **Domain and Skills** | **Indicators of the Skill** | **Interactions** |
| **1.1 Social Interest** | * observing and imitating peers * beginning to play “follow the peer” games * observing and playing briefly with peers – may turn into struggle for possession * offering toys * engaging in short group activities | **Incorporate singing games into play and routines. Engage one child at a time where other toddlers can observe.**  Toddlers’ natural social interest in adults and children helps to focus their attention.  Observing the shared joy of the singing game will motivate involvement when a new game is being introduced. |
| **1.2 Perspective Taking** | * in simple situations beginning to take the point of view of others | **During snack routines, keep waiting to a minimum but use the brief periods of waiting to pair one toddler’s waiting with another toddler’s turn: “Prya, you’re waiting while Josh picks his fruit. It’s your turn next!”**  Engaging the waiting toddler supports her behaviour regulation while she waits. She also hears information that helps her understand the point of view of others balanced with her own viewpoint. |
| **1.3 Parallel Play** | * playing in proximity of peers with similar playthings without an exchange of ideas or things | **Set out duplicate materials in a play space large enough for two toddlers to play side by side – i.e., parallel play. When toddlers engage in parallel play, join them in play with your own materials.**  This provides context for toddlers’ social play where interest in others is expressed by being close and playing with similar materials. |

### 2. Emotional

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| **Domain and Skills** | **Indicators of the Skill** | **Interactions** |
| **2.1 Expression of Feelings** | * expressing aggressive feelings and behaviour * beginning to show self-conscious emotions (shame, embarrassment, guilt, pride) * expressing feelings in language and pretend play | **Respond to toddlers’ emotional experience with comments that affirm their emotional experience, for example, “Wow! You worked hard on your tower!”** Toddlers need adults who are emotionally available and who maintain their connection with them.  Sharing in the toddler’s emotional experience reinforces and elaborates the child’s emotions and motivation. |
| **2.2 Self-regulation** Emotion Regulation | * beginning to use language to assist in emotion regulation * beginning to recover from emotion in the presence of familiar adults * being overwhelmed and recovering * elevating positive emotions * seeking out adults as secure base | **Acknowledge the child’s feelings.  Adult: “I see you are sad. It’s hard when Mom goes to work.” Pause, look at the child.  “Mom always picks you up after snack in the afternoon.” Pause and look at the child. “I can play with you.”**  The empathy of acknowledging feelings can create a connection between the toddler and the adult and it also can absorb some of the toddler’s emotional energy. |
| Behaviour Regulation | * responding to cues to stop actions * showing emerging impulse control with peers * waiting for peers’ increases | **Move close to toddlers whose activity level is rising.**  Being close to toddlers may provide toddlers with the secure base that assists them in regulating their behaviour. |
| Attention Regulation | * attending may be interrupted by actions of others * attending distracted by several objects to focus on * focusing attention, making choices and avoiding distractions | **Participate in play and move your materials slowly into the toddler’s visual frame when she is distracted.**  This can slow the action down, enabling her to solve a problem or avoid distraction. |
| **2.3 Empathy** | * showing awareness of own feelings and the feelings of others * showing concern for others demonstrated with caring behaviour * beginning to recognize the rights of others | **Describe the facial expressions of toddlers as they happen. Match the facial expression with the associated feeling: “Look at Jessie’s big eyes and his wide-open mouth. He’s surprised to see the puppy.”** As the toddler’s awareness of his feelings is emerging, this draws his attention to important non-verbal information and the feelings that accompany them. |
| **2.4 Sense of Self** | * saying “no” in response to adult requests * seeing self as “doer” who is powerful * saying “good” and “bad” (shows emerging self-evaluation) * using name of self and others * recognizing self in mirror * pointing to parts of own body and the corresponding parts of others | **Place a box of self-help items in front of a wallmounted Plexiglass mirror. When a toddler pretends with a facecloth say, “You’re washing your ears.”**  Playing in front of a mirror allows the toddler to see what her body is doing.  When the adult “broadcasts” her actions (describes them aloud while they are happening), the language and actions reinforce the toddler’s understanding of herself and her body. |
| **2.5 Autonomy** | * initiating activities * setting own goals and persisting in achieving them * rejecting the intrusion of redirection, saying “no” and “I do” * seeking to control others, saying “mine” * making choices and avoiding distractions increases * distinguishing own intended actions from unintended ones | **Provide a building area with blocks and a collection of cans and boxes of different sizes and shapes. As a toddler builds, pay attention to his actions. When appropriate, describe his building.**  This provides an opportunity for the child to direct his own play, have choices and make decisions. The collection of cans and boxes requires more decisions to create a stable building.  Adult attention and comments help the child feel good about his achievements. |
| **2.6 Identity Formation** | * identifying self and in relation to others | **Use family photos to encourage story telling. Point to the toddler and then to others in the photo. Ask open-ended questions. “What did you do at the park?” “What did you do with your dad?”**  Telling stories about his family helps the toddler see his place in relation to others and to feel that he is an important member of his family. |

### 3. Communication, language and literacy

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| **Domain and Skills** | **Indicators of the Skill** | **Interactions** |
| **3.1 Receptive Language** | * listening to stories * responding to names of body parts, commands and personal pronouns * responding to longer sentences and commands | **Broadcast the child’s actions while they are happening. Adult: “Bobby, you’re building so high!”**  Pairing language with the child’s actions provides a rich context for a toddler’s understanding of the spoken language. |
| **3.2 Expressive Language**  Words | * combining words * using common verbs and adjectives | **Invite a toddler to add to your description of a photo. “Look at Ned’s big hat.” Pause. “What else is he wearing?”** This invites the toddler to notice photo details and respond in expressive language. |
| Sentences | * using simple sentences * using compound sentences * engaging in pretend play that includes language | **Reflect back language and expand when a child misspeaks. For example: “Daddy wented away.” Adult response: “Your daddy went away.” (Reflecting back.) “Where did he go?” (Invitation to expand.)**  This provides a correct language model and encourages the toddler to continue to talk. |
| Vocabulary | * increasing vocabulary * identifying functions of household items | **Pair functions with nouns when describing play: “You’re talking to Mommy on the phone.”**  This increases understanding in a rich context of meaning and action. |
| Questions | * asking simple “what” and “where” questions | **During dressing routines take turns with the toddler in finding items of clothing.**  This give-and-take game gives him an opportunity to ask and answer questions. |
| Conversation | * observing and attempting to join conversations | **“Here’s Nelofer. She knows about birthday cakes.”**  This acknowledges a toddler’s interest in interaction and creates an opportunity for her to join in conversation. |

### 4. Cognition

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| **Domain and Skills** | **Indicators of the Skill** | **Interactions** |
| **4.1 Self-regulation**  Attention Regulation | * maintaining attention for increasing periods of time * ignoring distracting variables | **Offer toddlers materials with contrasting properties; e.g., add solid shapes to stacking rings.**  This will provide the challenge of ignoring forms with no holes when stacking rings. |
| **4.2 Problem Solving** | * setting goals and acting to achieve them * solving problems in actions by trial and error * seeking out adults to help meet goals * using objects as tools to solve problems * figuring out who is missing from a group by looking at those in attendance | **Use cognitive dissonance (violating expectation). For example, during play, place people figures in the garage and cars in the house. Ask: “What’s wrong? How can you fix it?”**  Dissonance promotes thought and problem solving and can be humorous to toddlers. |
| **4.3 Cause-and-Effect Exploration** | * responding with joy to the predictable outcomes of exploration * exploring the functions of objects; opening and shutting doors | **Invite exploratory actions with predictive questions. e.g., “What will happen when you drop the ball?” or “What would happen if you pushed the car?”** Be prepared for toddlers to answer with actions. Predictive questions promote the cause-and-effect explorations of toddlers. |
| **4.4 Spatial Exploration** | * exploring containment by putting objects in containers and by dumping them * putting things together and taking them apart | **When a toddler is scooping and dumping, you can scoop and dump objects of different sizes using identical containers. Ask him, “Will that toy fit into that cup?”**  Toddlers are parallel players and when you play alongside them at their level, you can reinforce and extend their explorations in an unobtrusive manner. |
| **4.5 Spatial Problem Solving** | * pushing obstacles out of the way * using tools to overcome barriers | **Move relevant materials, such as tools, close to where the toddler is playing.**  Movement attracts attention, and toddlers may not see some materials when they are busy at play. Moving tools that can expand play when a toddler is stuck, can encourage him to include those materials in his play, thereby expanding his exploration or problem solving. |
| **4.6 Temporal** | * using terms related to time: “tomorrow” and “yesterday” * understanding of “now” versus “later” emerges | **Match temporal terms with blocks of time that are part of the toddler’s daily life. “Later we will go outside, after snack.”**  This allows the child to connect temporal terms such as “later” with a sequence of time that he knows. |
| **4.7 Symbolic Thought, Representation and Root Skills of Literacy** Pretend Play | * using objects to stand for other things * acting out simple themes in pretend play: cooking, caring for babies | **Be a partner in pretend play by taking on a role. When the toddler is cooking and serving food, eat the food and say, “Such good food. Thank you for taking care of me.”**  When adults are partners in play, toddlers elaborate their pretend play themes and representation. |
| Representation | * identifying objects in photos * pointing to objects in books on request * identifying objects in books | **After looking at and pointing to pictures in books, invite the toddler to search back through the book: “Find the bear with his socks on his ears.”** This encourages her to identify and recall representations in books. |
| **4.8 Memory** | * increasing memory capacity * following routines * establishing rituals | **Establish routines. When routines are well established, ask the toddler while you are dressing him, “What comes next?”**  This requires his recall of repeated events in the context of the routine. |
| **4.9 Sorting** | * sorting and labeling objects by characteristics, such as hard and soft or big and small * matching items by function (e.g., spoon with bowl) | **Use simple open-ended questions that invite responses that can be actions, e.g., “What else can you add to the basket of flowers?”**  Open-ended questions allow the toddler to give a personally meaningful response, and when he can respond with actions, it allows him to communicate his thinking even when he may not use his expressive language. |

### 5. Physical

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| **Domain and Skills** | **Indicators of the Skill** | **Interactions** |
| **5.1 Gross Motor** Balance | * standing on one foot * taking a few steps on raised surface | **Take advantage of toddlers’ enjoyment of carrying objects, marching and following others. Sing a parade song and make up lyrics that invite toddlers to march on different surfaces.** As toddlers move from one surface to another, they must adjust their balance. |
| Jumping | * jumping up and down on the spot * jumping down from short heights | **Include toddler-safe risers in outdoor and indoor environments. Support toddler’s emerging skills by standing as close as required and admiring her stepping up, jumping and confidence.** |
| Walking and Running | * balancing and coordination increase * stopping while running improves | **Play stop-and-start games in environments with enough space.**  Playful practice of running and then stopping improves the toddler’s increasing control of these skills. |
| Climbing | * climbing stairs one foot at a time * climbing on climbing equipment and furniture | **Admire toddler’s emerging skills, e.g., “Mark, you climbed up to the top!”**  This reinforces his accomplishments and encourages him to continue. |
| Riding Toys | * moving riding toys forward by pushing with feet | **Give toddlers a reason to ride tricycles forward by setting up play stations on the riding path. Then engage the toddler in riding.**  **“Marcus, drive to the store and buy some milk.”** This motivates the continued practice of riding skills. |
| **5.2 Fine Motor** Dressing | * doing up buttons * pulling up zippers | **During dressing, break down the job of doing up a zipper by attaching the sides of the zipper. Invite the toddler to pull up the zipper while you hold the bottom.**  This reduces frustration and supports the toddler’s active involvement in dressing. |
| Eating | * using utensils and cup independently | **Make suitable utensils available as the toddler’s skills emerge. Present them along with opportunities to eat finger foods.**  This provides choices for independence and promotes success. |
| **5.2 Fine Motor** Tool Use | * using toddler-safe scissors | **Introduce safe scissors for use with play dough. Sit with toddlers, roll a piece of play dough into a long cord and offer it to a toddler to cut.**  The soft texture of the dough and your involvement support the practice of tool use and independent cutting. |
| Making a Mark | * using palmar grasp to hold crayons and brushes and make scribbles * scribbling expands to include lines and shapes | **Sit beside toddler with a piece of paper and a crayon of your own. Describe his scribbles: “Your line is long and straight. I am going to make a line like yours.”**  This reinforces the toddler’s actions and shows him that marks can be repeated. |
| Pincer Grasp | * turning pages of book * adapting holding from palmar or pincer grasp | **Drop a toy into a container while a toddler watches. Invite her to take the object out. Use a variety of objects in containers with different-sized tops.**  The difference in objects and containers presents the possibility that the toddler will use different motor strategies to retrieve the objects. |
| **5.3 Senses**  Sensory Exploration | * using all senses in the exploration of properties and functions of objects and materials | **Add a small amount of food colouring to water when toddlers are pouring water from one container to another.**  This will make the movement of water more visible and the toddlers’ observations of water easier. |
| Sensory Discrimination | * using all senses to identify and differentiate properties and materials | **When toddlers are familiar with materials, make requests by using textures to identify the objects. “Can you find the bumpy one?”**  While the toddler feels objects, he learns the words for what he is touching. Language and touch together expand tactile learning. |
| Sensory Motor Integration | * coordinating senses with motor skills in increasingly complex ways * using eye-hand coordination to string large beads on a pipe cleaner, do simple puzzles, pour, dump and fill | **Take advantage of toddlers’ natural enjoyment of carrying objects, dumping and filling by placing buckets near toy shelves.**  This invites the coordination of sensory and motor skills.  The integration of sensory and motor skills is essential to learning. |