

Activities for Planning and Recalling With Older Toddlers

When adults see signs that older toddlers can participate in more formal planning and recalling, they can begin to do this in very concrete ways. This may play out in two different ways.

- **Option 1** — If it is at the beginning of the year and adults are working with a group of children that are mostly young toddlers, they can use planning and recall language as noted in this chapter (e.g., “What will you play with?” “What did you do with the blocks?”). Over time, adults read the toddlers’ cues and see that they are beginning to understand what is being asked and can participate in these conversations. Adults can then change the routine to regularly include planning and recall times and begin to plan with the children more formally in concrete ways (see below).
- **Option 2** — If the children are of mixed ages, adults can do formal planning and recalling with the older toddlers in one area of the room while the other children are involved in choice time or other parts of the day. As adults read the younger toddlers’ cues (as in option 1 above), they can be added to the group and included in the concrete planning and recall strategies.

The following is a list of concrete strategies for planning and/or recall that can be used with individual children and/or with a small group of children. Concrete means that children see and often touch the materials while they plan and the materials are also in front of them when they recall. Adults should *not* use strategies that are more appropriate for preschoolers, such

as providing abstract props (e.g., area signs), encouraging children to elaborate on their ideas, or using verbal strategies alone.

1. **Nonverbal pointing or touching (Planning and/or recall)**
 - Children point to an area. Adult models planning (or recall) language by describing where the children are pointing.
 - Children point to or touch an object in an area. Adult models planning (or recall) language by describing what children are pointing to.
2. **Get a toy (Planning and/or recall)**
 - Children bring something they plan to (or did) play with to the table. Each child tells what he or she plans to (or did) do with the object.
3. **Purse (Planning and/or recall)**
 - Children use a purse to collect something they want to (or did) play with.
4. **Riding toy (Planning and/or recall)**
 - Children drive a toy to the area they want to (or did) play in.
5. **“Feelie” box (Recall)**
 - Adult places objects that children used during work time in a box. Children take turns guessing objects by how they feel, naming the object, and recalling what they did with it.
6. **Boxes (Planning)**
 - Adult sets out boxes of different sizes. Each child finds an object from the interest area where he or she is planning to play that fits in one of the boxes.

Activities for Planning and Recalling With Older Toddlers (cont.)

7. Ball (Planning and/or recall)

- Children roll or bounce the ball into the area they want to (or did) play in.

8. Objects from areas (Planning and/or recall)

- Adult gets items that represent each area, and children choose the area they want to (or did) play in.

9. Train (Planning)

- Children line up behind adult and pretend to be a train. Train moves around to each area where adults and children talk about the materials in the area. If a child plans to play in that area, he or she “gets off” the train. Then the train goes to the next area.
- *Variation:* Instead of a train, the children pretend to move around the room on a boat, car, or truck, or they crawl or jump from one area to the next.

10. Rope (Planning and/or recall)

- Children and adult grasp the rope and move about the room like a train; each child “gets off” at the area in which he or she wants to (or did) play.

11. Paper towel tube (Planning and/or recall)

- I spy — Child looks through the “spy glass” at the area he or she is going to (or did) play in.
- *Variation:* Children use real binoculars.

12. Camera (Planning and/or recall)

- With a pretend camera, children point and take a picture of the area where they want to (or did) play and talk about what they will (or did) do there.

13. Flashlight (Planning and/or recall)

- Children spotlight the area they want to (or did) play in.

14. Tape measure (Planning and/or recall)

- As the adult holds one end of the tape measure, children take turns pulling the end of the tape to the area(s) they are going to (or did) play in.

15. Tape (Planning and/or recall)

- Children put a piece of tape on the object or area where they want to (or did) play.

16. Hats (Planning and/or recall)

- Children take turns pulling objects (that they have brought from different areas of the classroom) out of a hat. As children identify the area an object comes from, the adult asks who brought that particular object and what they will (or did) do with it.

17. Mystery bag (Recall)

- Adult gathers items that children played with, and children say what they did with them.