

Daily Routine Overview

For Infants and Toddlers

Week 4 Learning Unit

Planning and Recall Times with Older Toddlers



Week 4: Planning and Recall Times With Older Toddlers

This week, you will explore:

- How to identify signs for when older toddlers are ready to start planning and recalling.
- Strategies for introducing planning and recall times with older toddlers.
- What adults and older toddlers do during planning and recall times.
- Implementing concrete strategies and props during planning and recall times with older toddlers.



Remember:

Guidelines for Organizing Daily Schedules and Caregiving Routines

Guideline 1: Create an overall daily schedule that is predictable yet flexible.

Guideline 2: Incorporate active learning, including adult support, into each event and caregiving routine.



Planning and Recall Times With Older Toddlers

What:

- Planning (thinking about what you are going to do before you do it) and recalling (remembering and reflecting on what you did after you did it) are intellectual processes that depend on the ability to imagine, to form mental images of materials, places, people, or actions.

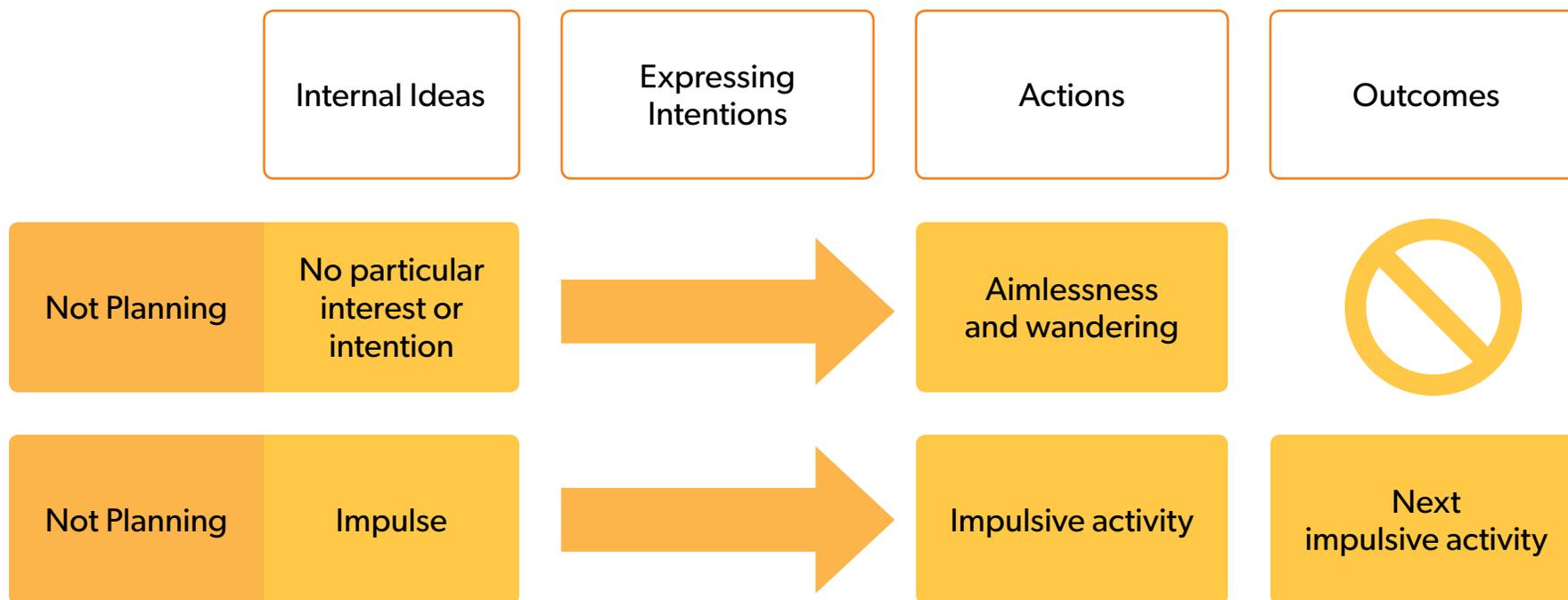
Why:

- Simple, brief periods of planning and recalling individually with older toddlers help them to call up mental pictures of what they would like to do or what they did, to connect their ideas with these actions, to communicate their intentions to others, and to begin to organize their past actions into a simple narrative.

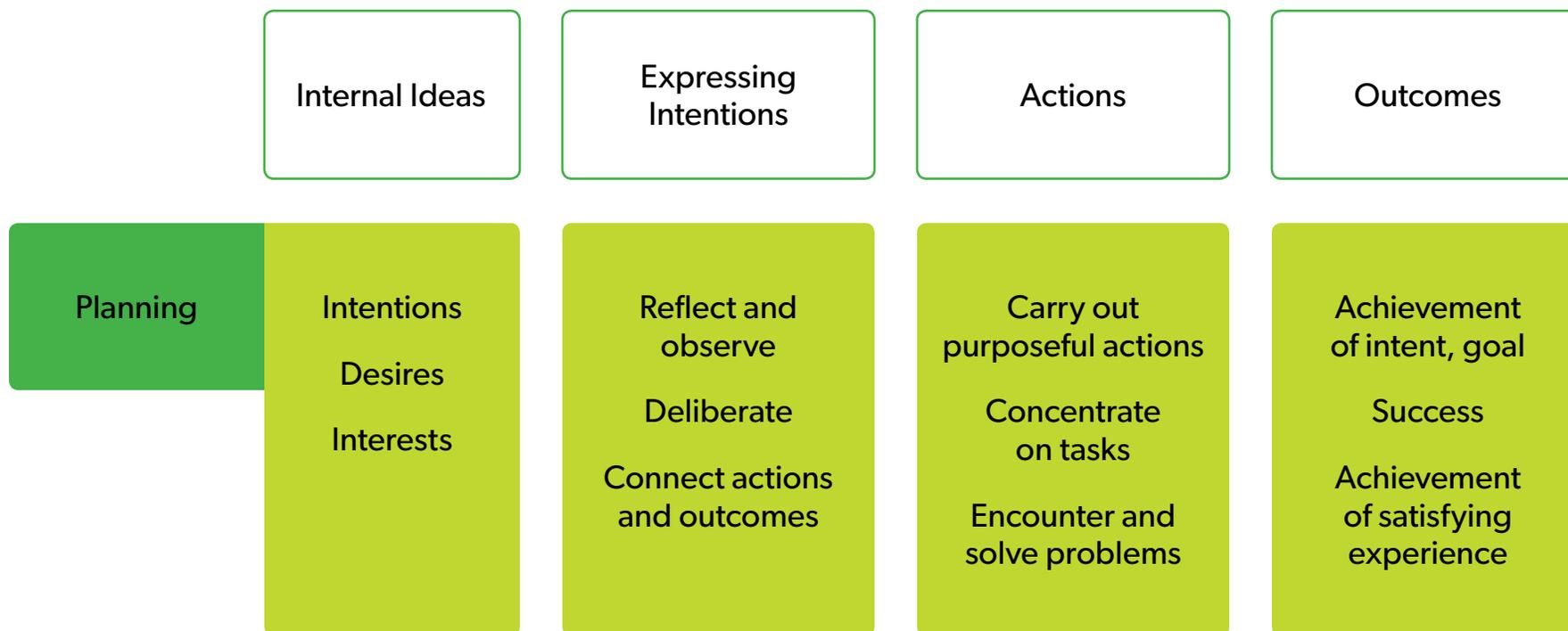


Planning and recalling are the hallmarks of executive function, two of the higher-order abilities that will later allow children to organize and complete tasks.

The Impact of *Not* Planning on Children's Actions



The Impact of Planning on Children's Actions



Planning and Recall with Older Toddlers

Determining When to Implement Planning and Recall Times With Older Toddlers

- As toddlers approach the age two-and-a-half to three, they are beginning to think about their own future and past doings and talk about and describe these thoughts.
- They communicate these intentions and recollections through a streamlined combination of gestures, actions, and key words.

Tip: Use your daily observations and child assessment data to determine readiness for implementing planning and recall with individual children (e.g., a child is at an initiative and planning level 3 in COR Advantage).



Planning and Recall With Older Toddlers (continued)

Other Signs Older Toddlers Might Be Ready for Planning and Recall Times

- The child's ability to form mental images.

For example, Teri, a toddler, realizes when settling down for naptime that she does not have her favorite blanket with her. From her position lying on her cot, she cannot see the blanket, but she has a mental picture of it lying on the floor between the couch and the wall in the book area where she last used it at choice time. Seeing that Teri can retrieve an unseen object by remembering its location, Teri's caregiver knows that the toddler can hold an experience in mind and therefore may be ready to indicate a simple plan before going into action at choice time.

- The child's spontaneous actions and pronouncements.

Examples:

Kevin brings his caregiver a book he has selected, plops down in her lap, and says "Read!" Through his actions and words, he lets her know that he has a pretty clear picture of what he (and his caregiver!) are about to do.

At naptime, Mimi sits on her cot, taking off her shoes and socks. She looks up and sees her drawing hanging on the wall. "Me do!" she says. When her caregiver sees what Mimi is looking at, she tries filling in the context for her story: "That's the picture you drew in the art area today." "Me draw!" agrees Mimi, making drawing motions with her arm. "You moved your arm back and forth to draw," comments her caregiver.

II. SCHEDULES AND ROUTINES

II-C. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p>In rooms with older toddlers</p> <p><input type="checkbox"/> Older toddlers do not converse with caregivers about their choices (plan) or talk about what they did (recall) at any time during the day.</p>	<p>In rooms with older toddlers</p> <p><input type="checkbox"/> Older toddlers sometimes converse with caregivers about their choices (plan) and/or talk about what they did (recall) at some time during the day.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Not all children in this age range are asked about their plans or what they did during the day. - Caregivers ask children what they want to do, but do not talk with them about what they did during the day. - Caregiver says, "Jerrica, you chose to play with the babies today." 	<p>In rooms with older toddlers</p> <p><input type="checkbox"/> Older toddlers converse with caregivers about their choices (plan) and talk about what they did (recall) during the day.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Caregivers converse with children as they select their activity at the beginning of choice time: "Zelda, what would you like to play with today?" - As caregivers clean up with toddlers, they comment on what they saw children using during choice time. - At lunch time caregivers ask each child what he or she played with at choice time. - At lunch time, caregivers talk with children about what they did at outside time. - Caregivers verbally plan and recall with 2-year-olds. Later in the year, when children are ready, a formal planning and recall time is added to the daily schedule. 	<p><input type="checkbox"/> Mark "N/A" if all children are younger than 24 months.</p> <p>CQ: How do you plan and recall with your older toddlers?</p>

It is important to plan and recall with older toddlers and teachers can do this in very simple concrete ways. This is evaluated in the *Infant-Toddler Program Quality Assessment (PQA)*

How Does Planning Time Occur?

- The caregiver can ask the child a simple question about their intentions at the beginning of choice time.
 - It should be a question the child can answer with an action, gesture, or word.

Examples of questions:

- “What will you play with, Jody?”
- “Can you show me where you will play, Amir?”
- “What will you do at choice time, Mimi?”



How Does Planning Time Occur? (continued)

Planning Time

What does the caregiver do?

Plans concrete activities to be used at planning time.

Kneels or sits on the floor next to the child.

Asks simple questions about the child's intentions or makes a comment about what they see the child doing (e.g., "Your plan is to work with the babies. I see you holding your baby.").

Translates the toddler's plan into a short verbal statement as a way of checking to make sure the child's intentions are understood.

Interprets children's nonverbal communication (pointing or moving towards an area/material).

What does the child do?

Communicates a plan by:

Using actions (pointing, nodding, looking at, or going to an object or place).

Saying a key word or two (naming a material, action, or possibly a peer already engaged in that activity or with whom they want to play).

How Does Planning Time Occur? (continued)

Concrete Experiences

Concrete Planning Activities:

- Concrete means that children see the areas and materials in the classroom. Often, children need to touch the materials while they plan.
- Concrete experiences connect children with the actual area they will work in or the materials they will use.
- Concrete experiences are the obvious choice for older toddlers based on their development and understanding.

Concrete Planning Activity Examples:

- Get a Toy: Child brings something they plan to play with to the table and tells what they plan to do with it.
- Riding Toy: Child drives a riding toy to the area they want to play in.
- Paper Towel Tube I Spy: child looks through the “spy glass” at the area he or she is going to play in.

How Does Planning Time Occur? (continued)

Planning Time — Concrete Activities and Props



During planning time, the caregiver asks the older toddler, “What are you going to play with today during choice time?” The child walks towards the art area shelf and points to the container of markers. The caregiver says, “Your plan today is to draw with the markers.” The child grabs the container of markers, takes them to the table, and the caregiver helps her get some paper to follow through with her plan.

How Does Planning Time Occur? (continued)

Planning Time — Concrete Activities and Props



During planning time, the caregiver encourages older toddlers to ride their bikes to the area they want to play in.



During planning time, this older toddler is using the binoculars to look at the area she wants to play in during choice time.

How Does Recall Time Occur?

- Recalling with toddlers often begins quite spontaneously as children share home stories with their caregivers.
 - When he arrives in the morning, Kamari runs to his caregiver, saying “Puppy, puppy!” “Oh, Kamari,” exclaims his caregiver, “you saw a puppy?” “Puppy Nama’s,” he explains. His mom nods, backing up his story. “You saw a puppy at your Nama’s house?” asks his caregiver. “Lick me!” says Kamari, “And the puppy licked you!” responds his caregiver.
- **During choice time**, a caregiver may encourage a child to recall with a simple statement or question.
 - As Jody finishes playing with the doll buggy to play with the puzzles the caregiver says, “You’re done playing with the doll buggy and now you plan to use the puzzles.”
- **At the end of choice time**, a caregiver may encourage a child to recall with a simple statement or question.
 - As Amir is putting away some blocks, his caregiver asks, “What did you do with the blocks, Amir?”

How are you becoming familiar with your families’ home lives (e.g., relatives and pet’s names, living circumstances, vacations or outings) to be able to extend and communicate with the child as they recall things from home and about their lives?

How Does Recall Time Occur? (continued)

Recall Time

What does the caregiver do?

Plans concrete activities to be used at recall time.

Kneels or sits on the floor next to the child.

Asks simple questions about what the child did or makes a comment as the child finishes their play (e.g., “You planned to work with the blocks and now you are finished so you are putting the blocks away.”).

Repeat and restate child’s description of what they did as a way of checking to make sure the child’s communication is understood.

Interprets children’s nonverbal communication (pointing or moving towards an area/material).

What does the child do?

Recalls what they did by:

Using actions (pointing, nodding, looking at, or going to an object or place)

Saying a key word or two (naming a material, action, or possibly a peer they engaged with during choice time)

How Does Recall Time Occur? (continued)

Recall Time — Concrete Activities and Props



During recall time, the caregiver encourages older toddlers to put materials they played with during choice time into their individual purses.



During recall time, older toddlers crawl through the tunnel and into the area that they played in during choice time.

How Does Recall Time Occur? (continued)

Recall Time — Concrete Activities and Props



At recall time, older toddlers use individual cars and drive to the area they worked in to get the materials they played with at choice time.



During recall time, older toddlers use the giant magnifying glasses and go to the area that they worked in to find the materials they played with.

How Does Recall Time Occur? (continued)

Concrete vs. Abstract Activities

Concrete

Concrete means the materials are in front of them when they recall.

Concrete experiences connect children with the actual area they worked in or the materials they used.

Concrete experiences are the obvious choice for older toddlers based on their development and understanding.

Abstract

Abstract experiences require children to hold mental images of their plans or what they did at work time in mind.

Children must remember the areas, the symbols that stand for the areas, and the materials in the area in order to make their plans or recall.

Adults should **NOT** use abstract activities that are more appropriate for preschoolers, such as providing abstract activities and props (e.g., area signs, maps of the classroom, drawing of their plan), encouraging children to elaborate on their ideas, or using verbal strategies alone.

Planning and Recall Times: A Summary

- Brief, intimate, one-to-one interaction.
- Provides children with the opportunity to think about what they are going to do and what they have done.
- Children express their thoughts in their own particular blend of actions and words.
- Each child needs individual support from an attentive caregiver.
- Children have the freedom to get started on his or her plan right away.

How are you supporting each individual child, ensuring that each older toddler is getting your individual, responsive attention during planning and recall times? How are you respecting children's individual developmental levels as it relates to their planning and recall skills?

Planning and Recall Times: A Summary (continued)

Planning and Recall Times as Toddlers Approach Three Years Old

- Planning and recalling generally takes place one-on-one with older toddlers, however as children are approaching three years of age, planning and recalling in small groups may be appropriate.
- Planning and recalling processes might take place with a group of two to four children.
 - This initiation into small-group planning and recall time provides an early experience in:
 - Listening and sharing (communication, language, and literacy).
 - Develops a sense of participation in group routines (social and emotional development).
 - Develops peer relationships (social and emotional development).



The caregiver noticed the children using the bunny during choice time and planned for recall time that they would take the bunny with them to “help” get the item(s) they worked with and bring it back to the table.

Planning and Recall Times: A Summary (continued)

Incorporating Planning and Recall Times Within The Daily Routine

As you begin to implement planning and recall times with your older toddlers:

- Revisit your daily routine.
 - Does the daily routine need to be adjusted to account for planning and recall times?
 - Make note of times when this can be implemented, individually and/or as a smaller group.
 - Intentionally plan for how to encourage children to think about what they want to do or have done during choice time.

After implementing planning and recall at choice time, you can intentionally think about implementing those same planning and recall activities during other parts of the day.

- For example, as a child enters the sandbox at outside time, the caregiver asks, “What materials are you planning to use in the sandbox?”