

CHLD 201: Child Development Practicum I

Developmentally Appropriate Infant/Toddler Activity

Learning Outcomes	2. Evaluate student strengths and challenges, teaching resources and materials, and evidence-based instructional practices to plan, implement, and assess curriculum appropriate for diverse children within the context of the Illinois Early Learning Standards and other relevant frameworks. 4. Demonstrate the knowledge and ability to design, implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate.
DEC Recommended Practices	C8 A variety of appropriate settings and naturally occurring activities are used to facilitate children’s learning and development.
NAEYC Standards	4C Using a broad repertoire of developmentally appropriate teaching / learning approaches 4d Reflecting on their own practice to promote positive outcomes for each child 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child.

Although many activities are child-initiated within an infant toddler classroom, teachers still provide a balance of intentional teacher-initiated activities. Careful planning allows for these to fit within naturally occurring routines, and each planned activity needs to be developmentally, individually, and culturally appropriate. In this assignment, you will plan, implement, and evaluate an activity that is developmentally, individually, and culturally appropriate in the area of art, music, movement, math, or science.

To prepare for this activity:

- Get to know the target (small group) children.
 - Complete the “Early Childhood Classroom Interests Tool” for infants and toddlers. This is the first of two forms at this website.
 - Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *Early Childhood Classroom Interests Tool*. North Carolina: Orleana Hawks Puckett Institute. Available from http://www.earlyliteracylearning.org/ta_pdf/ec_classrm_ints_tool.pdf
 - Review the children’s portfolios looking for information about each individual child (general development/family’s home language/culture).
 - Discuss the children’s strengths and challenges with the cooperating teachers.
- Plan the activity for a small group of children.
 - Ask the teachers for direction in planning an activity appropriate for a small group of children that fits a current project the teachers are working on.
 - Reflect on previous learning about developmentally, individually, and culturally appropriate practices for infants and toddlers.

- Use the “**Heartland Community College Lesson Plan Form**” to plan an activity based on your knowledge of the children and effective practices. Use the “**Heartland Community College Lesson Plan Guidelines**” and “**Heartland Community College Lesson Plan Grading Rubric**” to clarify how you are expected to complete the form.
- Share the plans with the classroom teachers and make changes according to their recommendations.
- Gather and prepare any materials/props that will be needed.
- Practice!

Conducting the Activity:

- Provide the supervising teacher a copy of the lesson plan before you begin. Make sure it contains all 4 components of an effective lesson
 - Opening
 - Body
 - Closure
 - Transition
- Entice a group to participate with one of these methods:
 - Join the already occurring play. This may help you determine the appropriate time to transition them into your activity.
 - Bring your materials into the room or out on to the playground in a conspicuously large or colorful container/bag/decorated box. Curiosity will bring the children to you.
 - The Drop and Do technique can be effective. (Set your materials/props up on a blanket/low table/appropriate site and start playing alone or interacting with interested onlookers. Others will be motivated to join.)
 - Arrive in an appropriate costume. (Mother Goose if you are doing Nursery Rhymes / Chef’s hat and apron if you want them to cook, etc.)
 - Invite targeted children to join the play. Give them an object, prop or toy to hold and become instantly involved.
- Attempt to follow your plans but remember that good teachers always are willing to monitor and adjust as the situation evolves.
- Watch for any children who are less engaged and attempt to include them.
- Be prepared to repeat the activity several times as the children say, “Do it again” or other children get interested and join in.
- This activity will be evaluated (by your supervising instructor or your cooperating teacher) with the “**Evaluation of Teaching Activity Form.**”

After you complete the teaching activity:

- Meet with your supervising instructor for some immediate feedback.
- Debrief with your cooperating teachers to receive verbal feedback when time and the situation allows.

After you leave the center:

Write your **evaluation** (consequences or outcomes for the children) on the reflection section

of your lesson plan. Include –

- In what ways the activity was developmentally, individually, and culturally appropriate?
- Were all of the children able to participate in the activity?
- How you can adapt this activity in the future to improve the outcomes for each child?
- Did you notice any variations in engagement? What factors contributed to this variation?

Write your reflection. Focus on your teaching performance this time. Reflect and self-assess if you met your expected outcomes and include the following items:

- Appropriateness of your choice/s
- Your verbal and nonverbal skills (volume, clarity, effectiveness)
- What did you feel were the strengths of your implementation?
- What adaptations could you make to increase engagement?
- What could you have done better to gain full participation from any of the children with special needs?
- What could you have done to increase the participation of any dual language learners?

After you complete the teaching activity:

- Meet with your supervising instructor (if present) for some immediate feedback.
- Debrief with your cooperating teachers to receive verbal feedback when time and the situation allows.

Submit a copy of:

- a. your lesson plan
- b. your evaluation
- c. your reflection
- d. the “Evaluation of Teaching Activity Form” if completed by someone other than your instructor