

## Activity Plan Form for Toddlers

\*adapted from NCDEE Activity Plan Form for Birth to 24 months: [https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/A/activity\\_plan\\_infant\\_toddler.pdf?ver=2019-05-08-161014-217](https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/A/activity_plan_infant_toddler.pdf?ver=2019-05-08-161014-217)

**Chil's Name: Gabby**

Using the information provided for each child, identify goals and developmental indicators for each developmental domain in NCFELD. Select goals and indicators for the child's ZPD (Zone or Proximal Development – remember from EDU 119 this is the area of development just slightly above the child's current abilities.) In other words, determine what the child has mastered for each domain and select goals and indicators for the next steps in development.

Child's Name & Age	Goal & Indicator APL	Goal & Indicator ESD	Goal & Indicator HPD	Goal & Indicator LD	Goal & Indicator CD
Gabby (12 Months Old)	<p><b>Mastered:</b> Gabby was holding an apple-tree-like toy and trying to make it stand on the edge of the corner space. This shows that she has reached a certain level of curiosity toward the outside world: <b>APL 1f</b></p> <p><b>Goal:</b> To enhance her interest in playing with objects and identifying colorful items, such as trees and flowers, while helping her explore the joy of artistic creativity. <b>APL-1h</b></p>	<p><b>Mastered:</b> Nicolas is a slightly older toddler than Gabby, and Gabby seemed to enjoy following him and playing with him. <b>ESD-4c</b></p> <p><b>Goal:</b> Arrange more activities for Gabby and Nicolas and enhance the engagement in cooperative play between the two kids. <b>ESD-4i</b></p>	<p><b>Mastered:</b> Gabby tried to put up the apple tree toy repeatedly, showing that she was learning to use her hands to manipulate objects. <b>HPD-5d</b></p> <p><b>Goal:</b> arrange more artistic activities, such as finger painting, clay, etc., to improve Gaby's fine motor skills. <b>HPD-5i</b></p>	<p><b>Mastered:</b> Gabby showed a very early stage of language development. When she was asked some simple questions about the apple tree toy, her response was minimal. <b>LDC-1e</b></p> <p><b>Goal:</b> Improve Gabby's language skills by encouraging her to express her needs and wants using simple words or signs. <b>LDC-1h</b></p>	<p><b>Mastered:</b> Gabby tried to explore the different spaces between the inside and outside of the corner space by crawling around. <b>CD-12c</b></p> <p><b>Goal:</b> Help Gaby to develop her sense of orientation, using simple words to describe positions (in, on, over, etc.) <b>CD-12e</b></p>

Continue the activity plan for each child by describing experiences in the different learning centers. These experiences should relate to the identified goals and developmental indicators AND support the child's development in mastering the identified goals and indicators.

Child's Name	Activity/Experience for APL	Activity/Experience for ESD	Activity/Experience for HPD	Activity/Experience for LD	Activity/Experience for CD
Gaby	Playing with colorful toys that resemble real-world objects. <b>APL-1h</b>	Help Gabby engage consistently in social interactions with a specific peer to develop positive connections. <b>ESD-4i</b>	Engage Gabby in artistic activities, such as finger paintings or painting with a large brush to improve her fine motor skills. <b>HPD-5i</b>	Engage Gabby in reading activities, such as simple animal tales, to spark her interest in basic words and help build her vocabulary. <b>LDC-1h</b>	Engage Gabby in a play with loose parts to spark her interest and help her recognize different shapes. <b>CD-12g</b>

#### Modifications and Enhancements for Classroom to meet goals identified for child (Lilly, Gabby, or Profit)

These are modifications or enhancements for the entire classroom. What materials will be added or what changes will be made to the classroom for this week? Make changes based on the goals and indicators for child.

Art/Creative Play	Books	Blocks	Manipulatives	Drama Play	Music & Rhythm	Science & Nature	Sand & Water	Gross Motor
More art-related material, like coloring tissue paper, watercolor paint with a large brushes, etc. <b>APL-1h</b>	More picture books with simple vocabulary. <b>LDC-1h</b>	Prepare some interesting-shaped loose parts, to develop motor skills and cognitive ability. <b>HPD-5i, CD-12g</b>	Prepare some safe clay, for artistic creativity, and for motor skill development. <b>HPD-5i</b>	Choose a very simple fairy tale and let children mimic-play. <b>CD-5</b>	Teachers select age-appropriate music and arrange a music time for children to enjoy music and dance. <b>CD-5k</b>	Arrange outdoor activities, explaining to children the simple difference between the artificial and the natural world. <b>CD-14d</b>	Arrange playing time with natural materials, such as sand, clay, water, etc., to discover the basics of the nature world. <b>CD-15f</b>	Make a fine and safe playground for kids' outdoor playing for physical activities to develop gross motor skills. <b>HPD-4j</b>

**KEY**

**APL = Approaches to Play and Learning**

**ESD = Emotional and Social Development**

**HPD = Health and Physical Development**

**LD = Language Development**

**CD = Cognitive Development**