



EDUCATION

PATHWAY: Early Childhood Education
COURSE: Human Growth and Development
UNIT: Toddlers



INTRODUCTION

Annotation:

The growth and development of a child from babyhood to the preschool years is dramatic. A one-year-old still moves with some uncertainty, needs help dressing, and eats messily. A three-year-old can run and jump, get dressed alone, and eat fairly neatly with a fork and spoon. Toddlers undergo many emotional changes and develop new emotions. Toddlers change from learning to make sense of the world to developing their own ideas and investigating the world.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 20 HRS

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Special Education Review: Lindsey Welborn

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-HGD-5 – Students will investigate the growth and development of the toddler.

- a. Analyze the physical, emotional, social, intellectual, and moral development of the toddler.
- b. Determine the role of play in a toddler's growth and development.
- c. Summarize strategies for optimizing the development of toddlers, including those with special needs.
- d. Determine developmentally appropriate guidance techniques for use with toddlers.

GPS Academic Standards:

- SSWG2
- SAP5
- ELA9RC2
- SSPBC3
- ELA10RL1
- ELA9RL5



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Toddlers do not grow as rapidly as infants.
- Toddlers' motor skills improve so they can run, jump, and balance.
- Toddlers are able to understand and say many words.
- Toddler's cognitive development focuses on three main areas: language comprehension skills, expressive skills, and math readiness skills.
- Toddlers can answer simple questions and follow simple directions.
- Socially and emotionally, toddlers are striving to be independent.
- Toddlers have temper tantrums.
- Toddlers play next to each other instead of with each other.
- Behavior needs to be guided by caregivers, who set limits that help toddlers learn self-discipline.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What are the major physical developments in toddlers?
- What are the signs of intellectual, emotional, and social growth in toddlers?
- Why are the toddler years sometimes particularly trying for children and adults?
- What kind of environment promotes sound emotional development?
- How does play impact social development?
- How do caregivers promote responsibility in toddlers?

Knowledge from this Unit:

- Vocabulary Terms
- Characteristics of toddlers
- Milestones of typical toddler
- Basics of brain development
- Characteristics of an toddler care program

Skills from this Unit:

- Identify and describe the signs of physical, intellectual, emotional, and social development in toddlers
Explain the relationship of nurturing to the growth and development of the newborn.
- Explain the role of play in a toddler's growth and development.
- Identify strategies for optimizing the development of toddlers.
- Describe developmentally appropriate guidance techniques for use with toddlers.
- Plan activities and interactions that help toddlers to develop physically, intellectually, emotionally, and socially.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☒ Unit test
- ☒ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☒ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☒ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☒ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.

Attachments for Assessment(s):

[Toilet Train quiz.doc](#)



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
 - Gender roles
 - toddler
 - developmentally appropriate
 - temper tantrums
 - socialization
 - parallel play
 - autonomy,
 - self-discipline
 - directed learning
4. Have students list ways toddlers differ from infants in terms of skeletal growth and motor development. (element: 5a)
5. Instruct students to get on their knees and walk around the room to identify as many obstacles or dangers as they could. Document and discuss. This can be facilitated with pairs or teams. Competition could be used. Possibly “set up” some obvious dangers such as an electrical cord or metal object by outlet....etc. (Object is to have the students think like a toddler.) (elements: 5b, c)
6. Set up a lab for students to simulate self-feeding. Give LARGE utensils such as serving spoons, mixing bowls, etc. Packing noodles work well to simulate pasta, water for soup, etc... (elements: 5a, b)
7. Participate in mirroring “games” to demonstrate how toddlers like to imitate much of what they see. Discuss why toddlers enjoy this. (element: 5a)
8. After showing a video (Elmo’s Potty Time or Once Upon a Potty), we discuss the issue of potty training toddlers. Then pair or group students to discuss creative ways they think might work to encourage toddlers to use the potty. Pairs/groups share with class. (element: 5c)
9. Show the “Potty Training” PowerPoint and have students complete the study guide. (element: 5c)
10. Instruct students to evaluate toilet-learning equipment in terms of the following categories: (a) ease of self-use by toddler, (b) ease of cleaning, (c) floor space required, (d) attractiveness of design, and (e) price. (element: 5c)
11. Have students create a pictorial chart showing the key physical developments of toddlers. Students may use their own art work or cut out pictures from old magazines. (elements: 5a, c)
12. Invite parents of toddlers to “Toddler Day.” Usually there are a few faculty members that would love to participate. Prepare room appropriately and have a class period of questions/answers. Parents usually just love to talk and talk about their children...but a prepared list of points to remember may be helpful. Ask

parents to talk about: hardest thing about raising a toddler, easiest, most rewarding, scariest, milestones, temperament, etc. You may also want to have students develop questions beforehand. (elements: a, b)

13. Show the video “Laughing, Learning, Loving: Toddler Brain Development” DVD and, then discuss brain development in toddlers. (element 5a)
14. Students research brain games for toddlers to demonstrate for the class or in small groups. These games can also be incorporated into “Toddler Day.” (elements: 5a, b, d)
15. Group students. Give each group a toy that would be appropriate for toddlers. Students identify and share the benefits and educational properties of the toy. (elements: 5a, b)
16. Group students. Instruct groups to design and create a toy/game from recycled junk materials. Discuss the pleasure toddlers get from creative playing...not necessarily from purchased toys. (elements: 5a, b)
17. Student pairs are given “typical” toddler scenarios, including tantrums, display of independence, desire for power, need for attention or affection, etc. Role play appropriate reactions or techniques to handle these scenarios. (elements: 5a, c, d)
18. Display several clothing items, eating utensils, and grooming items available for toddlers. Ask students to study the items and identify those that would develop the toddlers’ self-help skills and those that would not. Discuss how the items differed. Discuss other ways in which caregivers can help toddlers to develop self-help skills. How are developing a sense of responsibility and a sense of autonomy related? (elements: 5a, c)
19. Students interview parents and caregivers of toddlers to learn rules appropriate for this age group. What behaviors do the rules address? How are the rules stated so toddlers will understand? How does the statement of rules for toddlers differ from the statement of rules for older children? Students summarize their findings in a one-page report. (elements: 5a, d)
20. Student volunteers find photographs of themselves at two years of age. Each student presents or writes a description of his or her physical appearance at that age. (element: 5a)
21. Students design a pamphlet for parents describing ways to encourage self-help in young children. The pamphlet might address putting away toys, meals and snacks, dressing and personal grooming. (elements: 5a, d)
22. Students prepare finger foods that would be appropriate to serve to toddlers. (elements: 5a, c)
23. Students develop an activity to try with a two- or three-year-old. The student should make arrangements to try the activity with three different children of the same age. Students should write a paper including a description of the activity, the interactions with the children, and an evaluation of the activity. (element: 5a)
24. Students survey parents of toddlers to find out their goals and concerns for their children. Then have the students discuss how they, as caregivers, might react to these goals and concerns in the daily care of children. (elements: 5a, d)
25. Have students discuss moments when they have seen toddlers act inappropriately. Ask students to describe the behavior and what the parents or caregivers did about it. (element 5d)
26. Have students think about what makes them frustrated and how they cope with this emotion. Make comparisons between the behavior of a teen and a toddler when dealing with frustration. Ask students how looking at their own lives helps them understand children’s behavior better. (elements: 5a,d)
27. Have students demonstrate do’s and don’ts of dealing with young children’s misbehavior. Discuss the effectiveness of such techniques as time outs and talking about feelings. (elements: 5d)
28. Have students discuss ways to avoid using the word “no” excessively with toddlers. Challenge students to think of ten ways to tell a child without saying “no” that he cannot: have ice cream for breakfast, ride his tricycle in the house, or climb up on the roof of the garage. (element: 5d)
25. Show the PowerPoint “Toddler Tips” as a review. (elements: 5a-d)
26. Invite a pediatrician to talk with the class about the transmission of illnesses among toddlers in child care facilities. (element: 5a)
27. Panel discussion: Invite three to five fathers who care for and play with their toddlers to speak to the class. Panelists should address the following questions: What care do you provide? How do you play with your toddlers? Do you feel that playing with and caring for toddlers will help your parent-child relationship in the future? (You may have students write other questions for the panelists.) (element: 5b)

Attachments for Learning Experiences:

[Potty Training.ppt](#)

[Toilet Training Study guide.doc](#)

[toddler brain dev.doc](#)

[Toddler Tips.ppt](#)

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



UNIT RESOURCES

Materials & Equipment:

- “Laughing, Learning, Loving: Toddler Brain Development” DVD, Ball State University, The Child Care Collection
- *Elmo’s Potty Time* or *Once Upon a Potty* video
- Magazines
- Toddler toys
- Large utensils, mixing bowls, packing noodles

Textbooks:

The Developing Child 10, 11 12

Foundations of Early Childhood Education 11

Child Care Professional 5

Working With Young Children 5, 6, 29

Suggested Videos/Software for this Unit:

- “Learn the Signs. Act Early” CD, CDC, www.cdc.gov/actearly
- “Ages & Stages” MB&A Training on Demand CD, 877-655-7139
- “Time With Toddlers” video
- “Tantrums” DVD, KCED Infantly More Education, 813-835-1681

Professional Readings/Resources for Instructor:

<http://www.uen.org/Lessonplan/LPview?core=20>

What 21st Century Technology was used in this unit?:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker