

Infant/Toddler-MELDS

Domain: Cognitive Development

This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.

Domain	Goal Topic	Indicators- Birth-8 months	My Planning	Indicators- 6-18 Months	My Planning	Indicators- 16-36 Months	My Planning
Cognitive Development	Exploration and Inquiry	Displays reflexes that set the stage for sensory exploration toward intellectual development: - turns head toward nipple - grasps finger of caregiver when placed in palm		Manipulates, visually inspects, feels and mouths things in the environment: - moves toward toy - bangs on table with toy - fingers and inspects object		Independently explores the immediate environment to investigate what is there: - asks about a new toy or explores different textures in the natural environment - searches for a specific toy	
		Directs attention towards caregiver’s face or voice: gazes at caregiver’s face during feeding		Takes time to investigate and may protest when play is interrupted.		Tries new activities, materials and equipment: - unfamiliar art materials - different musical instrument - joins in new song or finger play	
		Directs attention toward objects: - reaches and grasps for objects or stares at them - reacts to new objects, voices, sounds and touch		Can use several senses at once to explore the environment: - mouths, then holds toy at a distance - shakes and then throws ball		Uses multiple senses to determine properties of things: - lifts, shakes and listens - smells, tastes and	

		by becoming more active or quiet		Looks at and explores how a material reacts when acted upon: - water added to the sand table - popping bubbles with hands and feet		inquires of caregiver about the item	
Cognitive Development	Concept Development and Working Memory	Uses sight, hearing and touch to examine an item to learn about it: mouths, bangs, grasps, releases and re-grasps		Remembers location of favorite object: - asks for objects out of sight - persists in search for a desired object when it is hidden		Uses familiar objects in combination: uses spoon in bowl, doll in bed, and person in car	
		Looks for or orients toward dropped object: looks down when drops toy from a table		Remembers games and toys from the previous day.		Engages in make believe play acting out simple dramatic play themes with others: - “You baby, me momma” - pretends to be an animal	
		Repeats a pleasing sight, sound, or motion to show enjoyment and a desire to continue: looks towards a musical toy to continue interaction		Anticipates people’s return, time for nap, etc. within context of daily routine.		Recognizes that the words “two, three, four, etc.” are numbers: - recites numbers with prompting or adult cues - uses some number words during play or activity: “I want two”	

		Repeats a previously successful sound or motion: - kicks or swats mobile and repeats over days and week - continues to bang an object to repeat a sounds		Imitates actions across a change in context; beginning of ability to fantasize and role-play: - imitates mom on the phone when at child care setting - uses another object or person as a tool: - asks to be picked up to reach something - rolls toward a toy to reach it		Imitates counting rhymes: One, Two Buckle My Shoe, Three Little Monkeys	
		Imitates sounds and gestures.		Understands “more” in reference to food or simple play: responds appropriately when asked if child wants more crackers		Shows some understanding of daily time sequence: time for nap, lunch, outdoor play	
		Finds hidden objects: uncovers a partially hidden toy under a blanket or cloth		Begins to think about actions before doing them: - chooses a toy, book, or doll from a group - enjoys taking things out of a container and putting them back		Begins to solve simple problems in his or her head: - moves a toy to get to another object - stands on block or another object to reach an item	
Cognitive Development	Reflection and Problem-Solving	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.		Begins to focus attention on one activity or toy for a short period of time.		Engages in activities for longer periods of time, including make believe play.	

		Anticipates being lifted and moves body accordingly: - stiffens body in preparation for being lifted - stretches arms up toward caregiver - tries to lift head toward caregiver		Explores how to make something happen again or how something works by doing actions over and over again: repeatedly filling a container and emptying it out		Tries several times to solve more challenging problems, often using a combination of actions or behaviors: determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher	
		Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.		Tries different solutions to everyday problems until discovering one that works.		Uses experimenting to figure out solutions to everyday problems, including in social situations: two children both want to fit into a small car and agree to take turns	
				May try the same strategy multiple times even if it is not working.		Begins to develop ability to find a solution using mental representation.	
Cognitive Development	Mathematical Thinking	Observes and feels the sequence of simple daily routines: - rocking to sleep - riding in a stroller - listening to an adult voice reading or singing		Follows simple directions related to position: puts toys “in” basket after prompted		Verbally Counts (not always in the correct order): says “one, two, six”	
		Explores special relationships with objects: picks up different sized balls		Uses simple nesting or stacking toys: - nests three or four cups - stacks three or four cups or foam blocks		Recognizes and names a few numerals: notices numbers within the environment and	

						identifies a few by name	
		Places shapes into shape sorter (not always in the correct space)		Groups a few objects by shape, color or size: finds two or three toys that have the same simple shape, color		Follows simple directions related to proximity: set your shoes "beside" your cot for naptime	
		Demonstrates understanding of simple number concepts: - uses sign language to ask for "More" of something - takes two crackers when prompted, "Take two crackers"		Understands time words such as "after," "before": - "Before we go outside, we have to put on your coat." - explores spatial relationships: Attempts to fit own body in boxes, tunnels		Makes comparisons between two objects: identifies the larger object when shown	
		Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells.		Solves simple manipulative problems: crawls or walks around a toy		Shows interest in simple patterns in the environment: points to pedestrian crosswalk and says "white, black, white, black" Shows interest in patterns and sequences: - attempts to follow a pattern with large beads and string or on a peg board - plays matching games	

						Classifies, labels, and sorts objects by characteristics: - heavy vs. light y color - hard vs. soft - large vs. small	
						Arranges objects in lines: y makes a row of blocks Matches simple shapes: using form boards or puzzles -circle, square, triangle	
Cognitive Development	Scientific Reasoning	Explores properties of items by mouthing them: explores large pop beads by putting them in their mouth		Investigates new phenomena: - reaches out to touch rain - stops play to watch a novel element in the environment		Fills and empties containers with sand, water, or small toys.	
		Uses senses to investigate the natural environment around them: looks outward and watches leaves blowing in the wind		Shows basic awareness of cause and immediate effect: opens and closes, presses button to make sounds		Begins to ask “Why” questions to understand specific concepts.	
		Begins to look for objects that are “hidden” or become “out of sight”.		Uses trial and error method effectively: - successfully pushes buttons on a pop-up toy - uses shape sorter with some success		Begins to notice differences and similarities: - kiwi is sweet and a lemon is sour - cows and dogs both have four legs	

						<p>Uses simple tools in exploration and inquiry:</p> <ul style="list-style-type: none"> - magnifying glasses - hammers - tweezers 	
						<p>Explores different mediums and their properties: y mixing sand and water cornstarch and water</p>	
Cognitive Development	Social Studies Learning	Engages in immediate and deferred imitation of facial expressions:		<p>Demonstrates knowledge about self:</p> <ul style="list-style-type: none"> - begins to show preference towards adults - recognizes items that belong to them (bottle, blanket, etc.) 		Shows basic understanding of people and how they live: imitates example of mother nursing younger sibling	
		Begins to notice differences in faces or adults.		Reacts and responds to new environments (i.e. falls asleep in car and wakes up in a shopping mall).		Notifies differences between people – gender, skin color, etc.	
		Begins to notice new items in the environment.		Shows curiosity and points to new items in the environment.		Seeks opportunities to label new items in the environment.	
				Reacts and responds to changes in familiar adults (i.e. mom cuts hair, dad shaves beard, etc.).		<p>Asks questions about new people, materials and places in the environment.</p> <p>Recognizes and seeks familiar places (i.e. stores, doctor's office etc.).</p>	

						Shows interest in “helpers’ in the community (fire, police, mail carriers, etc.).	
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