

Activity Planning and Implementation Checklist for Use with Embedded Instruction

	I do this well	I want to do this better
All Activities		
1. I plan for and implement developmentally appropriate activities.		
2. I plan for and implement activities that build on children's interests.		
3. I plan for and implement engaging activities that are meaningful for children.		
4. I plan for and implement activities that include action components for children (what children will do or say).		
5. I use principles of universal design when designing activities.		
6. When necessary, I provide modifications and adaptations to support all children's access to and participation in activities.		
7. I structure activities to encourage peer interactions.		
8. I rotate materials regularly (e.g., at least every month) within and across activities.		
9. I teach children the expectations and sequences of activities.		
10. I plan for and implement a variety of types of activities each day.		
Teacher-Directed Large-Group Activities		
1. I plan for and implement large-group activities with respect to children's learning goals.		
2. I vary the structure and activities for large-group activities on a regular basis (e.g., vary based on themes, child).		
3. I provide opportunities for children to be actively involved in large-group activities.		
4. I provide opportunities for peer-to-peer interactions during large-group activities.		
5. I limit the duration of large-group activities to 15-20 minutes.		

6. I monitor children's engagement and modify the structure or activities when children lose interest in large-group activities.		
7. I use repetition during large-group activities to provide children with multiple learning opportunities.		
8. I design large-group activities so they have logical beginnings, middles, and ends.		
Teacher-Directed Small-Group Activities		
1. I plan for and implement small-group activities with respect to children's learning goals.		
2. I vary the structure and activities for small-group activities on a regular basis (e.g., vary based on themes, child interests, learning goals).		
3. I provide opportunities for children to be actively involved in small-group activities.		
4. I provide opportunities for peer-to-peer interaction during small-group activities.		
5. I limit the duration of a small-group activity to 15-20 minutes.		
6. I monitor children's engagement and modify the structure or activity when children lose interest in small-group activities.		
7. I use repetition during small-group activities to provide children with multiple learning opportunities.		
8. I design small-group activities so they have logical beginnings, middles, and ends.		
Child-Initiated Activities		
1. I provide access to a variety of materials during child-initiated activities and ensure materials are readily accessible for all children.		
2. I provide children with repeated opportunities to make choices during child-initiated activities.		
3. I effectively select, arrange, and use materials in child-initiated activities that promote child engagement and learning (e.g., preferred, novel, aligned with themes or projects, culturally relevant).		
4. I follow the child's lead and expand on child interests and preferences during child-initiated activities.		
5. I encourage peer-to-peer interactions during child-initiated activities through environmental arrangements and use of peer-mediated intervention strategies.		

6. I consider how to adjust child-initiated activities by adapting the materials and their access to promote embedded learning opportunities.		
7. When necessary, I provide individualized modifications and adaptations to support children’s access and participation in child-initiated activities.		

Routines		
1. I plan for and implement predictable routines.		
2. When necessary, I provide individualized modifications and adaptations to support children’s access and participation in routines.		
3. I plan for how to adjust routines by changing what children do in them (e.g., use snack time to embed instructional opportunities related to communication or social goals).		
4. I plan for and implement routines so they have clear beginnings, middles, and ends.		
5. I teach children the expectations and steps of the routine.		
Transitions		
1. I plan my schedule to minimize the number of transitions children have during the day.		
2. I plan for and implement short transitions (i.e., 5 min or less).		
3. When necessary, I provide individualized modifications and adaptations to support children’s access and participation during transitions.		
4. I plan for and implement instruction during transitions for some children.		
5. I plan for and implement transition “warnings” consistently throughout the day.		
6. I teach children the expectations and steps of a transition.		
7. I plan for and implement transitions so that children have something to do while they are waiting for other classmates or teachers.		