

Features of High-Quality Activities with Reflective Questions

Features	Reflective Questions
Developmentally appropriate	<ul style="list-style-type: none">• Is this activity age appropriate?• Is this activity individually appropriate?• Is this activity culturally relevant?
Clear expectations and learning objectives	<ul style="list-style-type: none">• Do children know what do as part of this activity?• What do I want children to learn from this activity?
Dynamic and flexible	<ul style="list-style-type: none">• Does the activity integrate children's use of different skills?• How do I adjust the activity depending on the characteristics of and needs of the children?
Build on children's interests	<ul style="list-style-type: none">• What in this activity is interesting to most children?• What in this activity is interesting to specific children?• How are children's preferences incorporated?
Use authentic materials and interaction partners	<ul style="list-style-type: none">• Are the materials used appropriate for the children?• Are the materials used familiar to the children?• Do the children know their interaction partners?
Provide opportunities for social interaction	<ul style="list-style-type: none">• Who do children engage with in this activity?• Are their opportunities to play/work with peers?
Encourage children to make choices	<ul style="list-style-type: none">• What choices can children make in this activity?• How many opportunities for children to make choices?
Appropriately challenging, in the "zone of proximal development"	<ul style="list-style-type: none">• Is this activity too easy for children?• Is this activity too hard for children?• How much teacher support is needed for children to be successful and what are needs for individualization?

Reflective questions from:

Snyder, P., McLaughlin, T., & Bishop, C. (2018). Contextually relevant learning opportunities through embedded instruction. *DEC Recommended Practices Monograph Series Number 4 Instruction: Effective Strategies to Support, Engagement, Learning, and Outcomes*, 51-64.