Observe one ELM large/small group activity offered during its typical time. Use the activity plan in the ELM curriculum as a reference for the observation. Use one Classroom Observation Checklist form for each ELM large/small group activity you observe. Observe at least 15 minutes of time devoted to child-initiated activities.

### Planning and Preparation

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<tr>
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<th>NA</th>
<th>No</th>
<th>Partial</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>1. The physical space for an ELM large/small group activity was arranged in advance of the session.</td>
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<td>2. Materials used in an ELM large/small group session and in the center activity were gathered in advance of the session.</td>
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<td>3. The ELM Planning Form for this week includes staff-determined adaptations of large/small group activities. (Adaptations on the planning form may not apply to the activity you observe.)</td>
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<td>4. The staff member’s implementation of the ELM large/small group activity suggested advance planning and preparation had been done. Evidence might include: activity notes (sometimes on a 3 x 5 card) prepared by staff member; staff member singing a song without hesitation; staff member’s book sharing suggests familiarity with the book.</td>
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**Notes:**
**ELM Large/Small Group Activity**

5. Staff member attempted to connect the content of the activity to children's experiences and/or current understandings.

6. Staff member frequently looked at and listened to children during the activity.

7. The activity seemed well matched to children's abilities, with the staff member making adaptations during the activity if it appeared children were confused or not sufficiently engaged.

8. Staff member used an appropriate range of instructional strategies, including questions, to facilitate children's participation and encourage learning.

9. The activity plan's goal and content were addressed during all or nearly all of the session (no significant “drift”).

10. During a book sharing, the staff member (a) offered child-friendly definitions of novel words, (b) acknowledged child questions or comments, (c) used his/her own words to describe and connect book illustrations to the book's story or information, and (d) facilitated children's discussion of book information.

11. Staff member used an engaging transition from the large/small group session to the next segment of the schedule.

**Notes:**
Child-initiated Activities

12. If you observe during center time: There is a center activity directly related to the content of the large/small group session you observed.

13. Staff member uses naturally occurring opportunities to mention a novel word or concept or information related to a large/small group activity (it may be a large/small group session you did not observe).

14. Staff member actively monitors children's efforts and asks questions or offers suggestions directly related to children's (or a child's) interests or actions without directing the activity.

15. Staff member encourages children to express their ideas.

16. Staff member is involved in a one-to-one exchange with a child. Examples: a brief back-and-forth conversation, a book, a response to a child question.

Notes: