BUILDING AN ACTIVITY MATRIX

Activity Overview:

This activity is designed to help the learner become familiar with how to build an activity matrix. It will be completed over two periods of time during the training.

Directions:

1. On the next page you will find a blank activity matrix. Write your daily schedule, including transitions and outside times, down the left-hand column.
   a. If participants are in half-day programs, they can list meals (e.g., breakfast, lunch) as one activity. If participants are in a full-day program, it may be worth listing all meals separately in the schedule. With so many meals and snacks in full-day programs, teachers may choose to work on more objectives during these times.

2. Identify 1–3 children to build the activity matrix for. Write the name(s) of the child(ren) across the top row of the matrix.

STOP HERE UNTIL NEXT LEARNING ACTIVITY IN THE PRESENTATION

3. Now that you have your daily activities listed, as well as children who will be a focus for instruction, we will start to insert their learning objectives.
   a. A pencil may be helpful (so objectives can be moved, if necessary).
   b. Identify 1–3 learning objectives per child.
   c. Start putting objectives into activities that fit best. Then, if some parts of the day start to get too crowded, move the objectives to other activities. Repeated learning opportunities on learning objectives throughout the day are okay, and encouraged.
   d. Start small.
      » Begin with one child and place his/her objectives throughout the day or
      » Focus on more than one child, but just one time period of the day.
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For more information, contact us at: NCQTL@UW.EDU or 877-731-0764
This document was prepared under Grant #90HC00002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.
MAY 2012 V.1
PROVIDING THE RIGHT MATERIALS

Activity Overview:
This activity is designed to help the learner think intentionally about planning materials during daily activities to match learning objectives. In other words, materials that are available for the children to interact with should be useful for teaching targeted skills.

Directions:
Looking at the attached chart, think about the materials needed for the child to demonstrate knowledge of the learning objective. For example, if during free play the teacher wants Mia to talk about people or objects in view, what materials need to be available? Perhaps nothing more than the usual classroom materials, but if the teacher knows Mia really likes red blocks, the teacher might make plans to add red blocks to the block area in order to increase the likelihood that Mia will talk more.

1. There is a space in each box to write down suggested materials.

2. You may find that some activities do not require any materials, rather the teacher needs to plan for the availability of other children or adults in order for the child to gain adequate practice at their learning objective.
<table>
<thead>
<tr>
<th>Activity Matrix</th>
<th>Mia</th>
<th>Addie</th>
<th>Carlos</th>
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| **Arrival/Departure** | Responds when another child initiates an interaction.  
Materials: *Ask another child to say “hello” or greet Mia.* | | |
| **Free Play** | Talks about people or objects in view.  
Materials: | Invites another child to play.  
Materials: | Writes using pictures, squiggles, or letterlike forms.  
Materials: |
| **Circle** | | Labels an emotion.  
Materials: *Read “The Way I Feel” or “My Many Colored Days.”* | |
| **Outside** | Responds when another child initiates an interaction.  
Materials: | Invites another child to play.  
Materials: | Writes using pictures, squiggles, or letterlike forms.  
Materials: |
| **Meal** | | Labels an emotion.  
Materials: | |
| **Class Activity** | Sorts a collection by color.  
Materials: | | Writes using pictures, squiggles, or letterlike forms.  
Materials: |
| **Transitions** | Talks about people or objects in view.  
Materials: | Labels an emotion.  
Materials: | |