THE NATIONAL CENTER ON
Quality Teaching and Learning

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.

ACTIVITY MATRIX

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.

ACTIVITY MATRIX

	Mia	Addie	Carlos
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: Identifies the problem in a conflict with another child. 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: Identifies the problem in a conflict with another child. 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:	