

Cognitive Component for Teachers

Daily Components	Preparation/Implementation/Strategies																					
Teacher preparation	<ul style="list-style-type: none"> • Review the lesson plan and the progress monitoring reports. • Gather and prepare all necessary materials for activities on the lesson plan for the day, such as props, music, activities, books, paper, activity guidelines, lesson plan, markers, etc. • Prepare learning centers (place planned lessons (books, puzzles, games, activities) on the tables or in the centers.) • Add center activities on the table for children to choose. • Plan for large group story reading • Select an appropriate book. 																					
Arrival Routine (5-10 minutes)	<ul style="list-style-type: none"> • Greet parents and children. • Help children store and organize belongings (jackets, backpacks etc.) • Encourage children to sign in and move name on attendance chart. • Encourage children to select a puzzle, pegboard, game, book or writing activity. 																					
Transition (2-3 minutes)	<ul style="list-style-type: none"> • Sing a clean-up song to get the children to join you at the circle time. • Remind children to clean up their area and direct them to the circle time area. • Transition ideas to get to circle time: <ul style="list-style-type: none"> ▪ fly like an airplane ▪ walk in slow motion ▪ pretend to drive a car ▪ hop like a bunny rabbit 																					
Circle Time #1 (Maximum 20 minutes)	<ul style="list-style-type: none"> • Welcome and Opening Activity, Song/Music • Suggested activities: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">○ Music and movement</td> <td style="width: 33%;">○ Theme related poem</td> <td style="width: 33%;">○ Discuss events of the day</td> </tr> <tr> <td>○ Nursery rhyme</td> <td>○ Finger play</td> <td>○ Exercise</td> </tr> </table> • Teacher will implement 2-3 cognitive activities from below: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">○ Phonological Awareness</td> <td style="width: 33%;">○ Shared Reading</td> <td style="width: 33%;">○ Oral Language</td> </tr> <tr> <td>○ Letter Knowledge</td> <td>○ Mathematics</td> <td>○ Letter wall activities</td> </tr> <tr> <td>○ Shared Writing</td> <td>○ Modeled Writing</td> <td>○ Vocabulary</td> </tr> <tr> <td>○ Writing</td> <td>○ Social/Emotional concepts</td> <td>○ Theme related concepts</td> </tr> <tr> <td>○ Print Knowledge</td> <td></td> <td>○ Science</td> </tr> </table> 	○ Music and movement	○ Theme related poem	○ Discuss events of the day	○ Nursery rhyme	○ Finger play	○ Exercise	○ Phonological Awareness	○ Shared Reading	○ Oral Language	○ Letter Knowledge	○ Mathematics	○ Letter wall activities	○ Shared Writing	○ Modeled Writing	○ Vocabulary	○ Writing	○ Social/Emotional concepts	○ Theme related concepts	○ Print Knowledge		○ Science
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	<ul style="list-style-type: none"> ● Introduce Center Activities – Describe activities that are available in each center. “In the writing center you can write a letter to...” “In the block area you can build a ...” “In the math center you can sort and count the...” “In the library you can read the book about...” ● Transition children to centers (see Cognitive Transition Ideas below). ● <i>Optional/Not recommended:</i> <ul style="list-style-type: none"> ○ Reference rules chart and helpers chart (as needed). ○ Discuss the calendar and weather (not recommended). ○ Recite the pledge (not recommended). ● Note: Select circle time activities from the CIRCLE Activity Collection, CIRCLE Manual, the Texas PreK Guidelines and other state approved curriculum.
<p style="text-align: center;">Cognitive Transition (2-3 minutes)</p>	<ul style="list-style-type: none"> ● Plan for cognitive transitional activities and gather required materials. ● Have individual children to do a short cognitive activity before going to centers. ● Select cognitive transition activities that address phonological awareness, letter knowledge, math, oral language/vocabulary, etc. ● Cognitive transition ideas: <ul style="list-style-type: none"> ○ Clap the number of syllables in the child’s name. ○ Point to a specific letter on the letter wall. ○ Circle a particular letter on the letter wall or from the Daily News chart. ○ Match a lower case letter to an uppercase letter. ○ Identify a specific number on a chart or book. ○ Have children to identify numbers, letters, picture etc. ○ Say a word and allow children to select between 2 rhyming items. ○ Have the children to find an item that rhymes with a word. ○ Hold an item and have them to pick another word that starts with the same beginning sound. ○ Combine words to make compound words (cow-boy) ○ Describe an item and have children guess the item.
<p style="text-align: center;">Center Time/ Small Group Instruction Time (Minimum 60</p>	<ul style="list-style-type: none"> ● Centers are available 45-60 minutes in the morning and 45-60 minutes in the afternoon. ● Children select their own center, and the teacher will support, as needed. ● Children are allowed to move to other centers as they wish, using the classroom management system. ● All children will start in a center before going to a small group lesson.

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minutes)	<ul style="list-style-type: none"> • The teacher will spend about 10 minutes to get children engaged in center activities (See Teaching Strategies). <p>Suggested Center Time/Small Group Instruction Schedule:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>Activity</u></th> <th style="text-align: left; padding: 5px;"><u>The Teacher's Role</u></th> <th style="text-align: right; padding: 5px;"><u>Time</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Center Time</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Support all children to be engaged in center activities. </td> <td style="text-align: right; padding: 5px;">10</td> </tr> <tr> <td style="padding: 5px;">Small Group #1</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Invite the first group of children to the small group activity. • 2-4 children should participate in small group activities based on progress monitoring results. • Facilitate a small group lesson. • Explain to the whole class children that small groups are about to start. • Use something to indicate to children that teacher is facilitating a small group lesson, such as a hat, scarf, button, or sign. • Release the small group to go back to the centers. • Note: Allow children to keep their place in a center. </td> <td style="text-align: right; padding: 5px;">7-9</td> </tr> <tr> <td style="padding: 5px;">Centers</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Support all children to get engaged or refocused in center activities. • Guide children to new activity or new center, as needed. • Scaffold children's learning, as needed. </td> <td style="text-align: right; padding: 5px;">10</td> </tr> <tr> <td style="padding: 5px;">Small Group #2</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Repeat directions from Small Group #1 (See above). </td> <td style="text-align: right; padding: 5px;">7-9</td> </tr> </tbody> </table>	<u>Activity</u>	<u>The Teacher's Role</u>	<u>Time</u>	Center Time	<ul style="list-style-type: none"> • Support all children to be engaged in center activities. 	10	Small Group #1	<ul style="list-style-type: none"> • Invite the first group of children to the small group activity. • 2-4 children should participate in small group activities based on progress monitoring results. • Facilitate a small group lesson. • Explain to the whole class children that small groups are about to start. • Use something to indicate to children that teacher is facilitating a small group lesson, such as a hat, scarf, button, or sign. • Release the small group to go back to the centers. • Note: Allow children to keep their place in a center. 	7-9	Centers	<ul style="list-style-type: none"> • Support all children to get engaged or refocused in center activities. • Guide children to new activity or new center, as needed. • Scaffold children's learning, as needed. 	10	Small Group #2	<ul style="list-style-type: none"> • Repeat directions from Small Group #1 (See above). 	7-9
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<p>Cognitive Transition (2-3 minutes)</p>	<ul style="list-style-type: none"> • Provide a 5-minute warning for clean-up time. • Sing a clean-up song and support the children with cleaning and organizing the centers. • Have all of the children to join you in the circle time area for a book reading or circle time #2. 	
<p>Book Reading (20 minutes maximum)</p>	<ul style="list-style-type: none"> • Select appropriate book. • Gather materials: puppets, props, flannel board etc. • Introduce the book (title, author, and illustrator). • Give the children a reason for listening. • Ask open and closed ended questions. • Use voice to enhance the reading of the story. • Show pictures. • See read aloud section of the COT for additional book reading strategies. 	
<p>Cognitive Transition (2-3 minutes)</p>	<p>Teacher will provide a cognitive strategy before releasing children to centers. See suggested activities above.</p>	
<p>Outside Time (20-30 minutes)</p>	<ul style="list-style-type: none"> • Plan for cognitive outdoor activities. • Link indoor activities to outdoor experiences (books, blocks, music, art etc.) • Gather materials (balls, swings, riding toys, jump ropes etc.) • Include materials that encourage children to balance, climb, crawl, push, pull, walk, run etc. • Select activities from the Quick Teaching Strategies List. • Scaffold children’s learning. 	

Cognitive Component for Teachers

Cognitive Transition (1-2 minutes)	<ul style="list-style-type: none">• Plan for cognitive transitional activities as previously described.
Circle Time Large Group Meeting (20 minutes maximum)	<ul style="list-style-type: none">• Review cognitive lessons/activities from previous Circle Time/Large Group Meetings.
	End of the day Prepare for the next day
Special Notes	This schedule does not include: nap/rest time, meal/snack time, brushing teeth, bathroom time etc.

Daily Schedule should be followed in the afternoon for Full Day Programs