

## Cognitive Component for Teachers

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

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

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<b>Cognitive Transition</b> (1-2 minutes)	<ul style="list-style-type: none"><li>• Plan for cognitive transitional activities as previously described.</li></ul>
<b>Circle Time Large Group Meeting</b> (20 minutes maximum)	<ul style="list-style-type: none"><li>• Review cognitive lessons/activities from previous Circle Time/Large Group Meetings.</li></ul>
	End of the day Prepare for the next day
<b>Special Notes</b>	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**