

Lesson 11

COGNITIVE FUNCTIONS

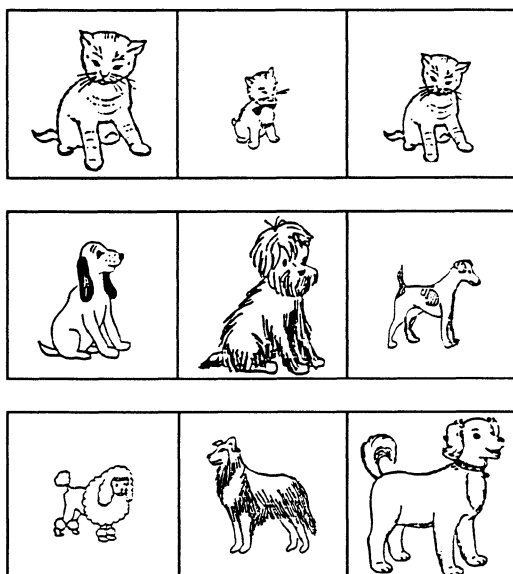
1. USING INTERNAL DIALOGUE
2. EXPLORING SYSTEMATICALLY
3. COMPARING

RATIONALE

The goal of this lesson is to teach the children the metacognitive strategy of asking and answering one's own questions or "thinking out loud." The "thinking out loud" strategy is very useful for the other BRIGHT START units and many other activities.

MAIN ACTIVITY

a. Copy and distribute Fun Sheet 1 on page 29, or use a similar arrangement of pictures on a chalkboard or flannel board.



b. Tell the children that they will learn a way of completing the Fun Sheet all by themselves. Ask them to help you think out loud first. Ask yourself the following questions, eliciting responses from the children:

1. What do I see first?... I see a _____.
2. What is the next thing I see?... a _____.
3. What next?
4. In what ways are these things alike or different?

c. Ask the children to mark, color, or touch the tallest or smallest animal in each row. Ask the children to do the other two rows by asking themselves the same questions you asked yourself.

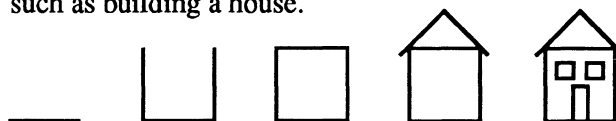
d. Discuss with the children whether doing the task is easier or harder when they ask themselves these questions systematically. Does it help them to figure out how to do tasks by themselves?

VARIATION

Have the children get ready for nap, snack, or some other activity by asking themselves: What do I need to do first? What do I do next?

GENERALIZING ACTIVITIES

a. Show the children a sequence of three to five pictures showing different parts of an activity or task such as building a house.



Elicit what the task may be. The children can ask themselves questions to find out which picture comes next. Have the children take turns putting the pictures into the right sequence by whispering the thinking aloud questions.

b. Have the group plan a field trip together. Model the thinking-out-loud questions that you ask yourself as the trip is planned. After each segment is planned, stop and summarize the questions.

BRIDGING DISCUSSION

Elicit and discuss with the children other times when they have to approach a task systematically by asking themselves how to do it. Two possible times are when putting on clothes in the morning or putting away toys. Discuss how thinking-out-loud may help them complete a task or figure out a problem.

OTHER BRIDGING DISCUSSION

School:

Home:

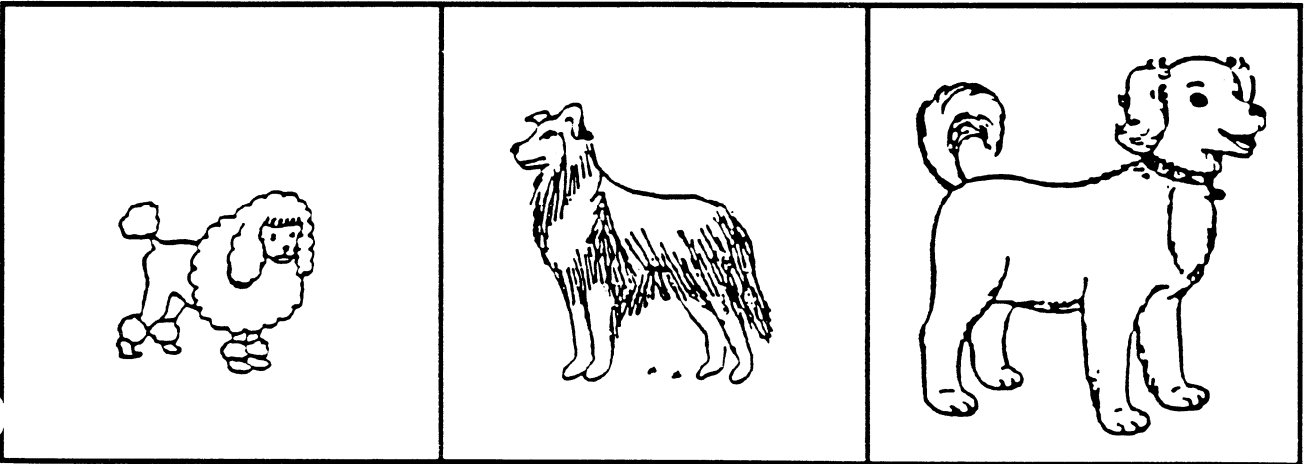
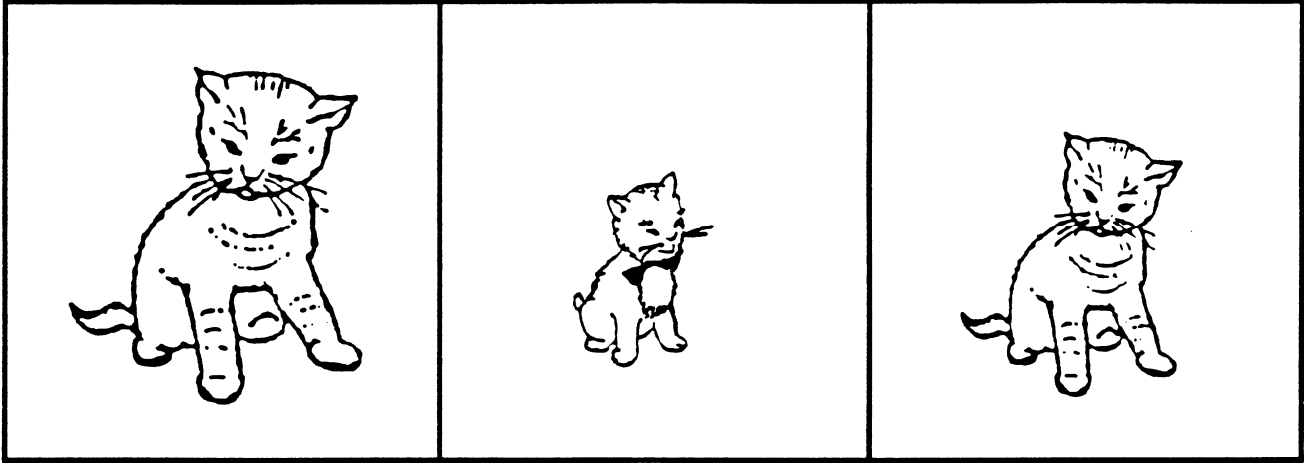
Peer group:

Other:

COGNITIVE MASTERY CRITERION

Given an easy task such as building a tower of blocks, each child should be able to ask at least one thinking aloud question and provide an answer for it.





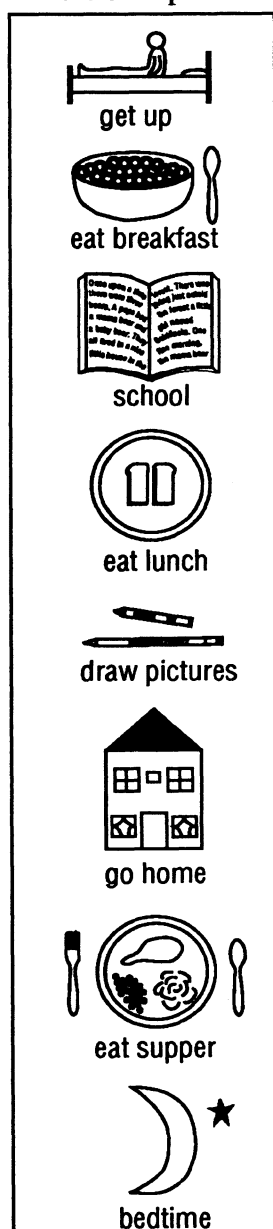
Lesson 25

RATIONALE

The purpose of this lesson is to introduce the children to a way of showing time passing or events happening by using a clock-like display. Such an exercise may help bridge the gap between time as represented on a clock and the experience of time passing.

MAIN ACTIVITY

a. Start the lesson with a discussion of what a sequence is. With the children, construct a routine, daily sequence. Represent the sequence on a strip of paper as shown in the example.



COGNITIVE FUNCTIONS

1. SEQUENCING EVENTS
2. COORDINATING TIME AND SPACE

The children could make this sequence strip as a group using the chalkboard or as individuals. Take the strip and glue it in a circle. Make dividers that indicate morning, afternoon, and evening. Discuss other activities that the children do at each of these times. Emphasize the recurrent sequence, going around the circle each time.

b. To make this concept easier to grasp, repeat the discussion for several days. Explore different time slots such as morning activities, starting with getting up. Either use a flannel board with pictures of activities or have the children paste pictures of the respective activity in its time slot on sequence strips.

GENERALIZING ACTIVITY

Discuss with the children times when they look at a clock. Show them different times on a clock and help them name an activity done at each time or things that happen at the same time each day.

BRIDGING DISCUSSION

Discuss the lives and schedules of other persons such as their parents, older or younger siblings, bus drivers, pilots, nurses, or trash collectors. Discuss how clocks are used by other people.

OTHER BRIDGING DISCUSSION

School:

Home:

Peer group:

Other:

COGNITIVE MASTERY CRITERION

Each child should be able to tell two things that happen at a regular time every day.

