

FREE WEBINAR SERIES!!!

Provided by Organized Binder, Inc.

# EXECUTIVE FUNCTION SKILLS

The first of 6 FREE webinars  
on How To Teach Executive  
Functions in Any Classroom!



Session 1 of a 6 Part Webinar Series  
**Working Memory**



You are in the right place if...



Your students are struggling to  
engage and focus.



You want strategies to hone your  
class-time and behavior  
management.





You are seeking to develop a more consistent learning routine.



You have noticed that technology has not solved, and may even be exacerbating issues, resulting from the pandemic.



You are looking for new ways to  
engage families.





# Takeaways

1. Predictable learning routines create safer learning environments.
2. Executive Functions (EFs) are the foundation for academic and workplace success.
3. EFs are best learned when students get practice with these skills by virtue of engaging in a predictable learning routine!.
4. Shared learning routines don't have to infringe upon academic freedom.
5. Students with more engaged family members and/or parents are more successful.



A Digital Note...







# Why Are EFs Important Now?

- Foundation for success
- Students are more likely to develop agency
- Protecting against depression and anxiety
- Executive Functions and SEL





# A Universal Tier 1 Intervention



Executive Functioning Skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.





**“With training and practice**, children can learn to master memory, organizational, and other strategies that will serve to make them more independent learners and also help to level their academic playing field.”

Mark Katz - *Classroom Strategies for Improving Working Memory*



# 3 Strategies for Teaching EFs

Explicit

Routine

Modeling



# Explicit

“Ambiguity is the enemy. Any successful change requires a translation of ambiguous goals into concrete behavior. In short to make a switch, **you must script the critical moves.**”

Chip Heath and Dan Heath, *Switch: How to Change Things When Change is Hard*



# Organized Binder

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A: Goals

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B: Weekly Lifelines

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C: Agendas

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D: Binder Check

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E: Syllabus

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F: Academic Toolkit

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G: Table of Contents

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H: Passes (optional)



# Learning Routine

“One of the biggest ironies...is that many of the tools likely to yield the strongest classroom results remain essentially beneath the notice of our theories and theorists in education. **Consider one unmistakable driver of students’ achievement: Carefully built and practiced routines...**”

Doug Lemov, *Teach Like A Champion*





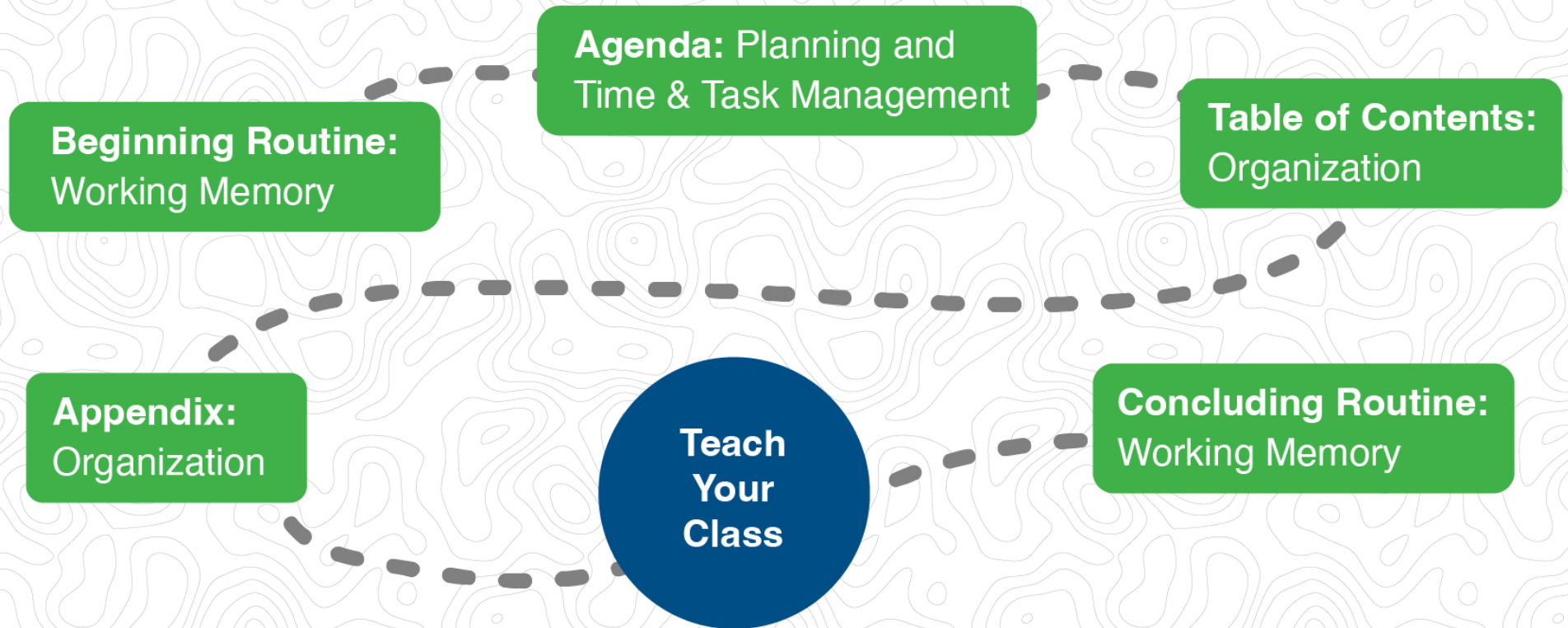
# Learning Routine

“The importance of repetition cannot be understated. In fact, it should be repeated that repetition is an essential learning aid. It allows a conscious skill to transfer into one's subconscious, freeing up working memory and allowing for further skills learning.”

*The Power of Repetition*



# Daily Routine



# Shared Routine & Cognitive Load

"Cognitive load" relates to the amount of information that working memory can hold at one time...since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

*Cognitive Load Theory* John Sweller, Paul Ayres, Slava Kalyuga



# Modeling

“In moving to college and career readiness for all, **we must now teach some skills formerly learned by students on their own. All students need lessons and modeling** of study and work skills like time and task management, note taking, and assignment completion strategies...”

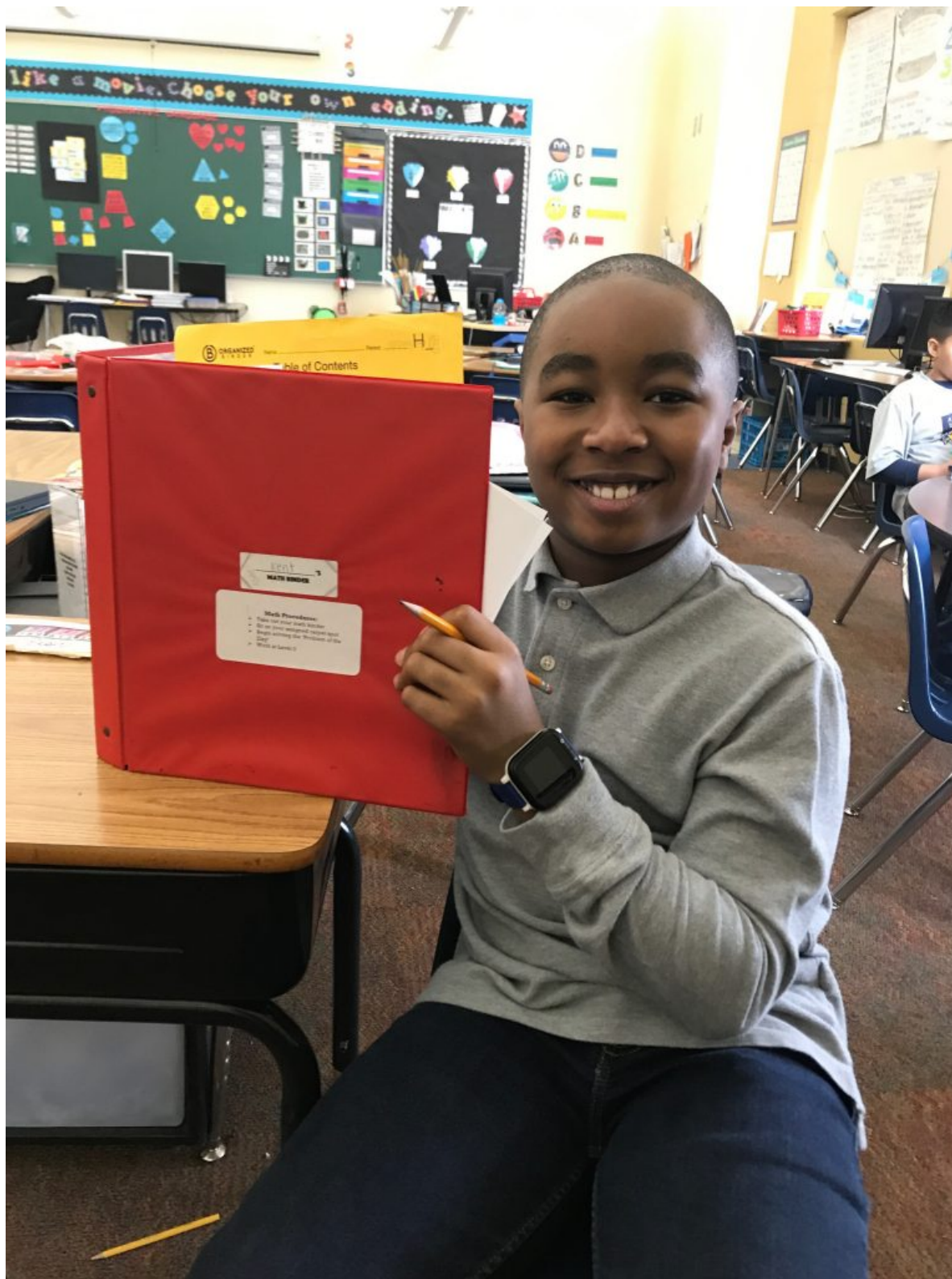
Robert Belfanz, *Putting Middle Grades Students on The Graduation Path*









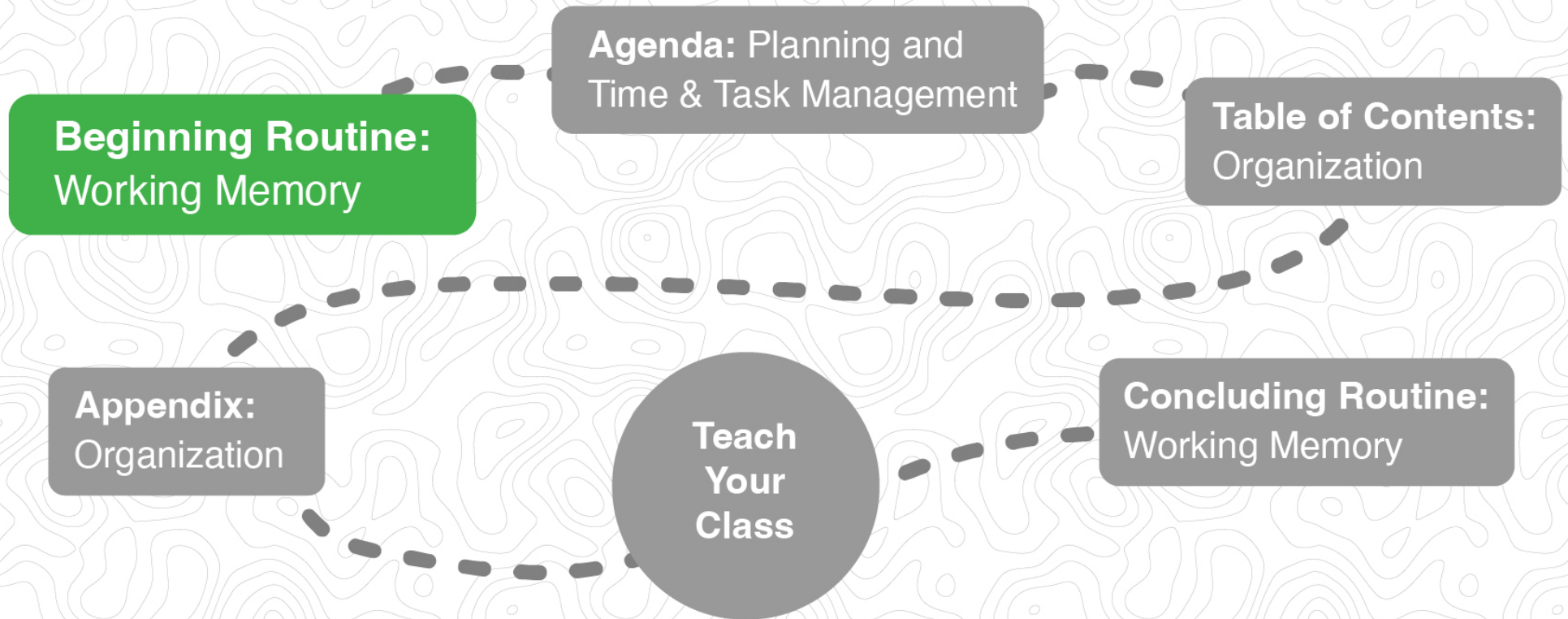


Let's Get To It!





# Daily Routine



# Daily Sequence:

## B (Kick-Off), C, G, F\*, and B (Learning Log)

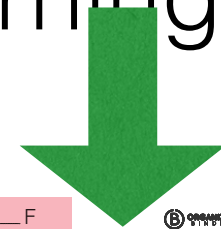
B: Weekly Lifeline

C: Agenda

G: Table of Contents

F: Academic Toolkit\*

B: Weekly Lifelines



Teach Your Class



Beginning  
Routine

Ending  
Routine

\*Page F: Academic Toolkit may not be used each day in class.



**Working Memory** can be described as the ability to utilize information held in memory to solve a problem or task. Students with weak working memories have more difficulties in the classroom.



Date 9/14/22**Weekly Lifeline**

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KICK-OFF

response \_\_\_\_\_

\_\_\_\_\_

LEARNING LOG

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Date 9/15/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KI

response \_\_\_\_\_

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LEARNING LOG

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Date 9/16/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KI

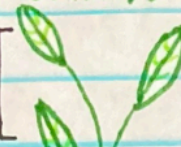
response \_\_\_\_\_

\_\_\_\_\_

## Lesson 2 Basic Plant Structures

Kick OFF "using color draw a vascular plant & label the AND describe their function: Leaves, Stem, Root

Leaves - carry out photosynthesis;  
site of respiration



Stem - support of gravity; transports and water

Roots - anchor in soil/get water & nutrients from it, & minerals)

### Answers / Notes

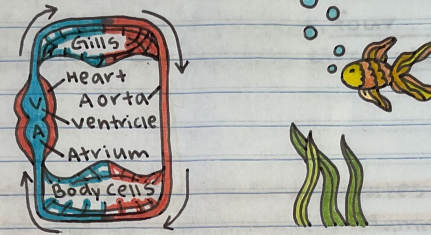
- they can not only anchor the plant & absorb but accumulate & store starch reserves
- plants without them have rhizoid **VOCAB** (most are one cell) → nonvascular & mosses
- two types of root systems: taproot (main) & fibrous (smaller)
- Root hairs (allow roots to absorb)
- xylem **VOCAB** transports water & minerals from root to leaf
- transpiration **VOCAB** releases water from tree when it's
- two parts: petiole (stem) & blade (photosynthesis happens)
- hold cuticles which help plants from losing



## Lesson 8: Reptiles and Birds

Kick off:

Circulation of Blood in Fish



Notes:

Reptiles - scaly skin retains moisture in body & other. Reptiles have lungs for respiration. They have legs under body & claws, reproduce on land with internal fertilization (amniotic eggs), ectotherms, most eat insects. Sense organs; can sense temp. change have sense of smell. Turtles - some aquatic, some live on land (tortoises), can swim long distances to return to their hatching place to lay eggs, have shells for protection. Lizards - mostly on land, adapted to anything except cold, some poisonous. Alligators & crocodiles - swamp/river, scales & webbed toes, crocodile spends more time in water. Snakes - long, flexible, no legs, forked tongue detects odor, swallow prey. Birds - fly, hind legs for walking & perching, wings for flying (sometimes swimming).

All birds have feathers, are endotherms and have beaks. 4 chambered heart & double loop circulatory system. Migrate

Reptiles - lizards, snakes, turtles, tortoises, alligators, crocodiles and dinosaurs.

Summary:

Reptiles are ectotherms and birds are endotherms. Snakes poison prey through fangs, wrap themselves around prey until it suffocates and swallow the prey whole. Not all birds fly, penguins swim.

Vocabulary

Tool Kit

Paper

Unit Paper











## LESSON 9 - REPRODUCTION IN FLOWERING PLANTS

Draw a flower (use color) and label the following

1. PEDALS
2. ANTHER
3. POLLEN
4. STAMEN
5. FILAMENT
6. COROLLA
7. SEPAL
8. CALYX
9. PISTIL
10. STIGMA
11. STYLE
12. OVARY
13. OVULE



### LESSON NOTES:

#### Fertilization ~

Pollen grain lands on stigma, the tube cell elongates to form pollen tube (which contains two sperm)

- 2 - The two sperm cells travel through pollen tube to the ovule and embryo sac. One cell is the haploid cell and another cell is the central cell.

- 3 - One sperm will fuse with the haploid egg cell to create the zygote that will develop into the embryo. The other sperm will ~~will~~ unite with the diploid cent that will develop into the endosperm. The process of two sperms fertilizing the different eggs is called double fertilization.

#### Seed Formation ~ Fruit Formation ~

After fertilization is complete, the flower begins to die. The seed now begins to develop. The wall of the ovule becomes the hard seed coat. The ovary will then develop the fruit. A fruit is the ripened ovary of a flower that contains the seeds of an angiosperm.



Date 9/14/22

## Weekly Lifeline

Check

KICK-OFF

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

response \_\_\_\_\_

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LEARNING LOG

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Date 9/15/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KI response \_\_\_\_\_

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LEARNING LOG

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Date 9/16/22

Check

A content specific prompt that reteaches and reviews the previous day's standards or accesses prior knowledge to look forward.

KI response \_\_\_\_\_

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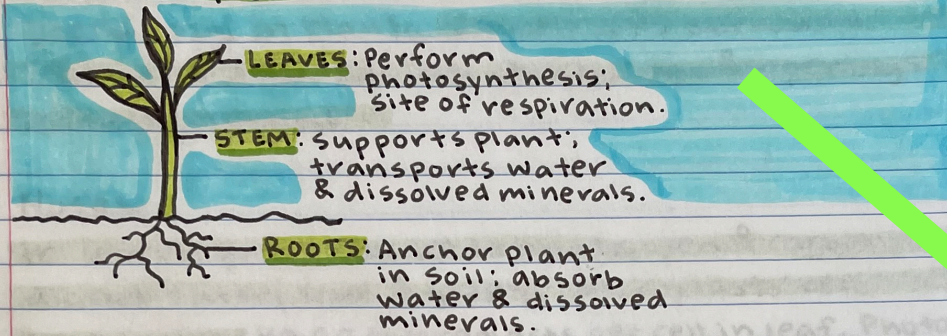




## Lesson 2-Basic Plant structures

### Kick-off:

#### vascular plant



### Notes:

Some roots accumulate & store starch reserves. **Non-vascular plants** - no roots - have rhizoids. **Taproot system** - main big root grows down from stem. **Fibrous root system** - network of smaller roots same size.

Cuticles prevent plants from losing a lot of water in extreme heat.

Cuticle layer - varying thickness

Minerals dissolved in water pass through root hairs into cortex, which then passes them to xylem cells (transport water & dissolved minerals from roots to leaves). Roots can sometimes be used in asexual reproduction. **Photosynthesis** - leaves take  $\text{CO}_2$  & release oxygen + water. **Stomata** in cuticles allow passage of air with  $\text{CO}_2$  into leaf & exit of  $\text{O}_2$  &  $\text{H}_2\text{O}$  out of leaf. **Major stem types**: **Herbaceous** (soft, green), **woody** (tough, not green, may be in bark).

Guard cells open stomata in daylight for photosynthesis & partially close at night to avoid water loss.

Plants lose 90% water through stomata.

### Summary:

The three major parts of a plant are leaves, stems, and roots. Plants have many aspects that allow them to thrive in their conditions, and the way that they're structured helps them live and grow. Each plant does photosynthesis in order to

Vocabulary

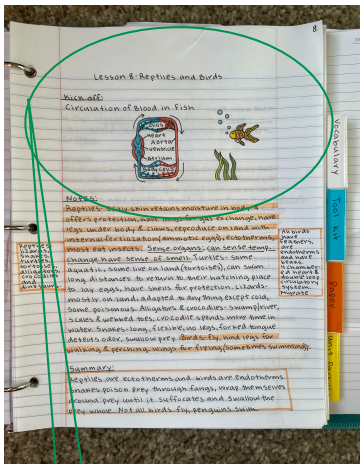
Tool Kit

Paper


Unit Packets



# Daily Routine



## B: Weekly Lifeline



**OZANNE'S**  
**STUDY**

Name \_\_\_\_\_ Period \_\_\_\_\_

C

## Agenda


Week	In Class	Homework
Day		
Circle		
Day		
Circle		
Day		
Circle		
Day		
Circle		
Day		
Circle		

Week	In Class	Homework
Day		
Circle		
Day		
Circle		
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Circle		
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Circle		
Day		
Circle		

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## C: Agenda



Organized  
BINDER

Name \_\_\_\_\_

Period \_\_\_\_\_

G. \_\_\_\_\_


## Table of Contents

Unit \_\_\_\_\_

Essential Question(s) for this Unit \_\_\_\_\_

#	Assignment	Date	Score
1			/
2			/
3			/
4			/
5			/
6			/
7			/
8			/
9			/
10			/
11			/
12			/
13			/
14			/
15			/
16			/
17			/
18			/
19			/
20			/
21			/
22			/

## G: Table of Contents



**ORGANIZED  
BINDER**

Name \_\_\_\_\_

Period \_\_\_\_\_

F

## Academic Toolkit

### My List of Academic Tools

D1
D2
D3
D4
D5
D6
D7
D8
D9
D10
D11
D12
D13
D14
D15
D16
D17
D18
D19
D20
D21
D22

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## F: Academic Toolkit\*

[illegible]

## Weekly Lifelines

## Teach Your Class

# Beginning Routine

## Ending Routine

\*Page F: Academic Toolkit may not be used each day in class.





# Daily Routine



LEARNING LOG

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Date

Check

Prompt

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KICK-OFF

Response

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LEARNING LOG

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Date

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Prompt

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KICK-OFF

Response

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LEARNING LOG

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**Learning Log Starters**

Your sentences may begin like the following examples or you can make up your own complete sentences.

- In class today I learned... • In this lesson I learned about... • I used to think....now I think...
- Although I learned about.....in class today, I am confused about.... • I wonder...

Weekly Grade

/

### Summary:

The three major parts of a plant are leaves, stems, and roots. Plants have many aspects that allow them to thrive in their conditions, and the way that they're structured helps them live and grow. Each plant does photosynthesis in order to gain energy.

“Students need a structured organization for the concepts they are learning. They also need to deepen their thinking by attaching context to the content through their own personal experiences. **Reflective closure activities can provide this opportunity.**”

Tyler Reese, *ACSD Education Update* - June 2014 | Volume **56** | Number **6**





KICK-OFF

Answer Type 1 is when the pancreas stops making insulin & type two is caused by overweight. Type ~~is more deadly b/c~~ they're both just as harmful

EARNING LOG

Hey Hey, today I learned so much about the Immune system. I loved the video. I knew that the Immune system took care of us but I never thought it did so much. It was helpful to see exactly which types of T-cells help in certain areas & how they work together. Another very interesting fact I learned was that the memory T-cells were able to recognize & remember the antigens for when they come back. That way we'll (immune system) will be fully prepared?

### Learning Log Starters

Your sentences may begin like the following examples or you can make up your own complete sentences.

- In class today I learned...
- In this lesson I learned about... *take them out*
- Although I learned about.....in class today, I am confused about.... *twice as fast.*

Weekly Grade

/

“*Retrieval practice* - recalling facts or concepts or events from memory - is a more effective learning strategy than review by rereading.”

“...if you practice *elaboration*, there's no know limit to what you can learn. Elaboration is the process of giving new material meaning by expressing it in your own words and connecting it with what you already know.”

Brown, Roediger, McDaniel, *make it stick - The Science of Successful Learning*



“Liberating education consists in acts of cognition not transferrals of information.”

Paulo Freire, *Pedagogy of the Oppressed*





“Based on a century of research, in order to transform learning, we must focus on getting information out - a strategy called retrieval practice.”

*Agarwal and Bain, Powerful Teaching - Unleash the Science of Learning*



“The complete sentence is the battering ram that knocks down the door to college. To help your students succeed require complete sentences and proficient grammar every chance you get.”

Doug Lemov, *Teach Like A Champion*



“Teachers should find ways to expose students to details multiples times - at least three - ....ideally no more than two days apart.”

Marzano, *Classroom Instruction That Works*





FREE WEBINAR SERIES!!!

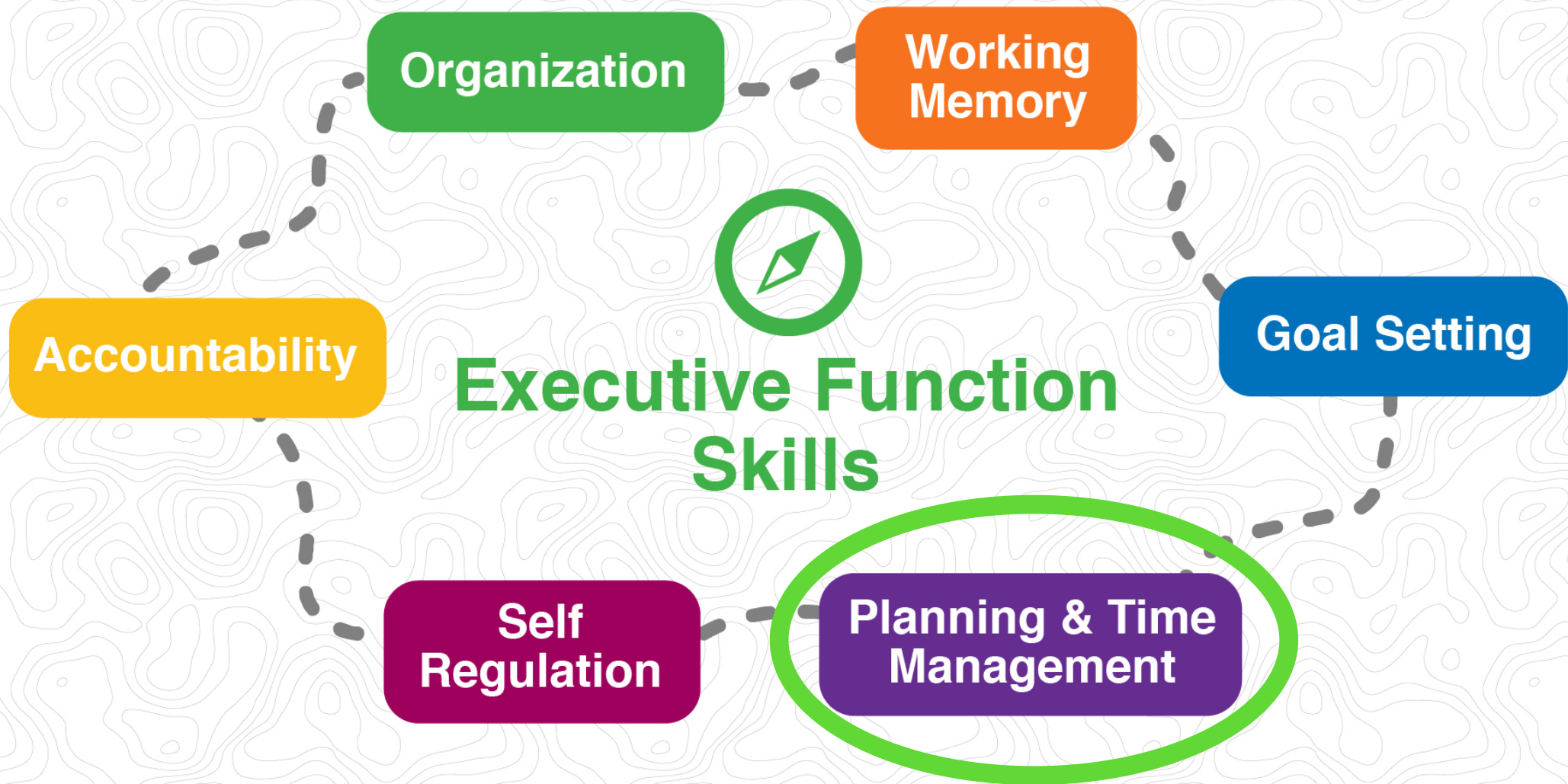
# EXECUTIVE FUNCTION SKILLS

The first of 6 FREE webinars  
on How To Teach Executive  
Functions in Any Classroom!



Session 2: August 17 @ 2pm PST  
**Planning & Time Management**





# Daily Routine





# Your #1 Takeaway?



# Contact and Updates

- [success@organizedbinder.com](mailto:success@organizedbinder.com) (Sharing)
- [mitch@organizedbinder.com](mailto:mitch@organizedbinder.com)
- [www.organizedbinder.com](http://www.organizedbinder.com)
- [@organizedbinder](#)



“...simply raising standards in our schools, without giving students the means of reaching them, is a recipe for disaster. It just pushes the poorly prepared or poorly motivated students into failure and out of school.”

Carol Dweck *Mindset: The New Psychology of Success*



A special just for you...





## How To Teach Executive Functions In Any Classroom

\$199.00

ADD TO CART

Category: Courses

[organizedbinder.com/go](https://organizedbinder.com/go)  
use code: EF (07.22.202)





# CERTIFICATE OF COMPLETION



## Executive Functioning Skills

*This Certificate Acknowledges*

**Mitch Weathers**

*Has Completed*

**How To Teach Executive Functions in Any Classroom**

*An Organized Binder Course*

March 14, 2022, 4:02 pm

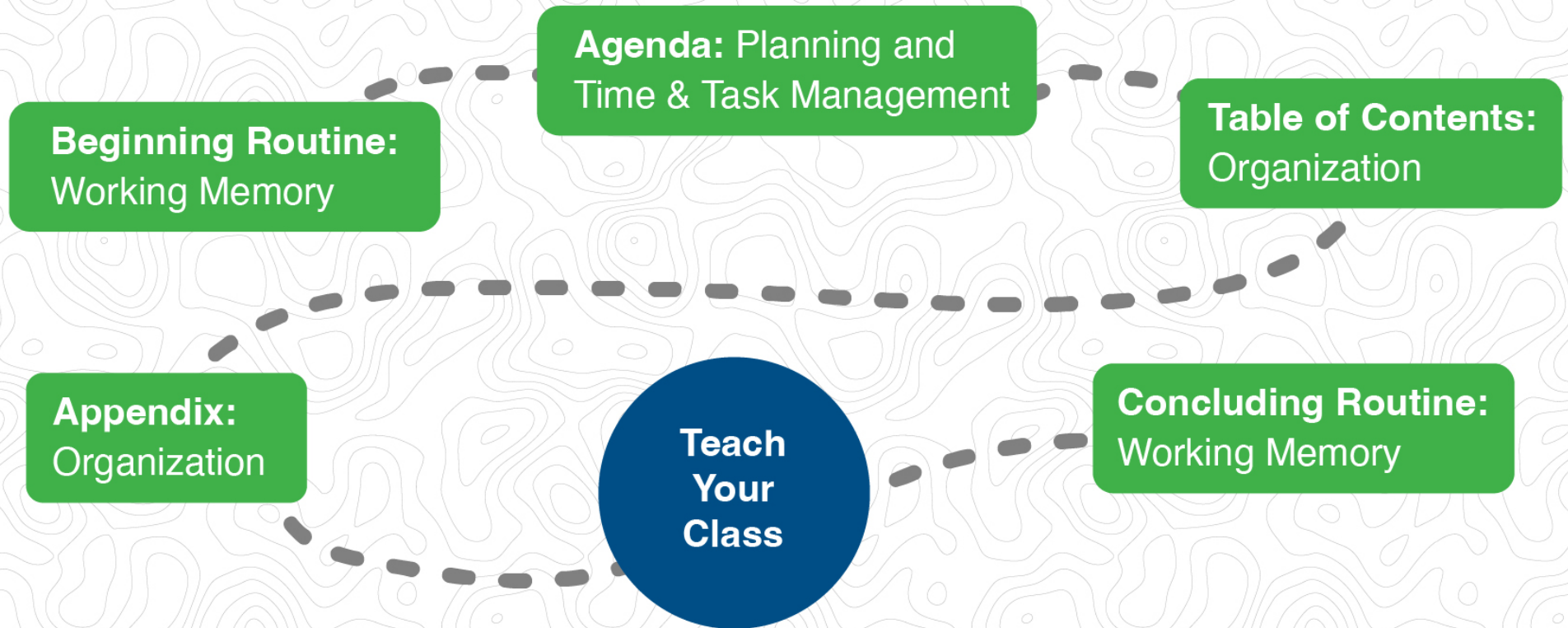
Date



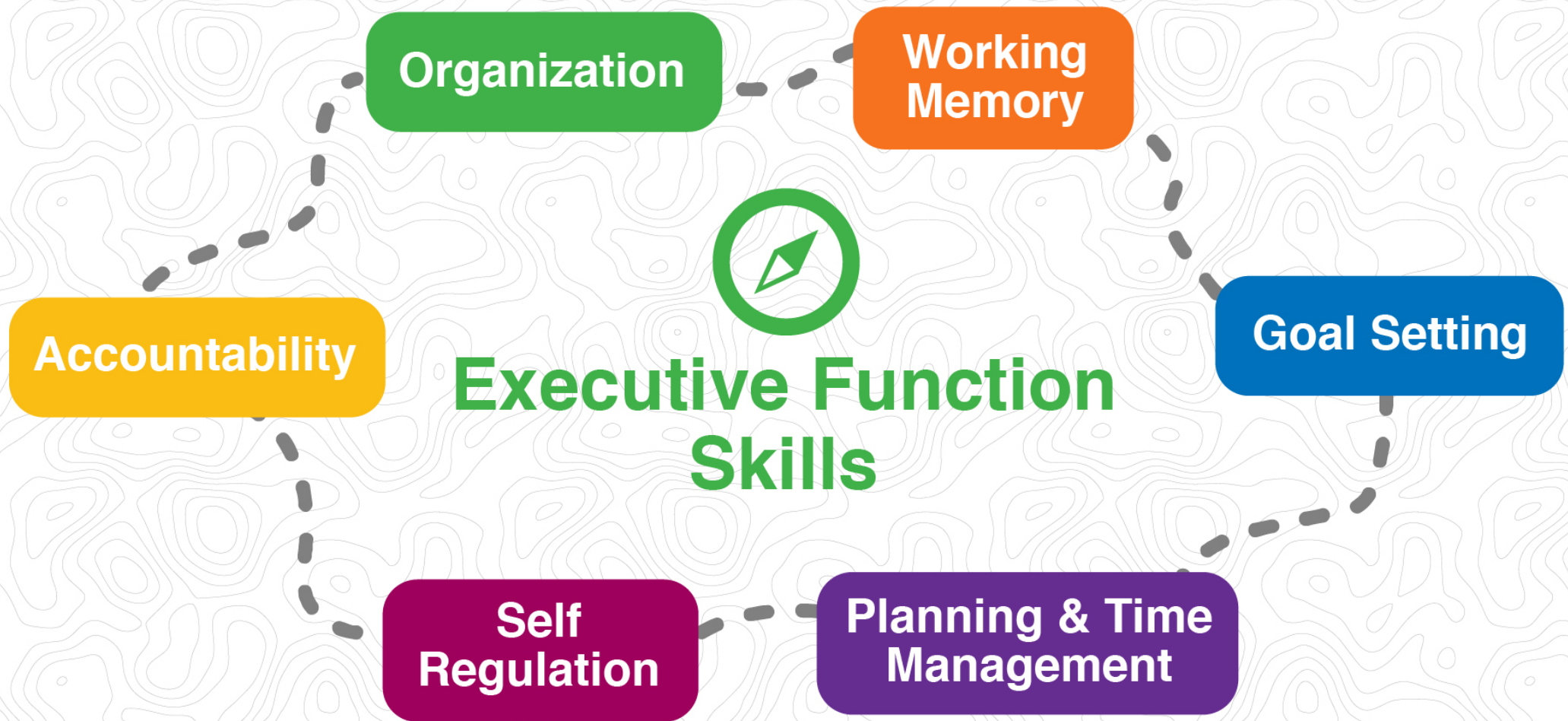
Mitch Weathers  
Organized Binder | Founder



# Daily Routine







# **1 Hour Group Debrief with Mitch!**





**organizedbinder.com/go**  
**use code: EF (07.22.202)**

