

FREE WEBINAR SERIES!!!

EXECUTIVE FUNCTION SKILLS

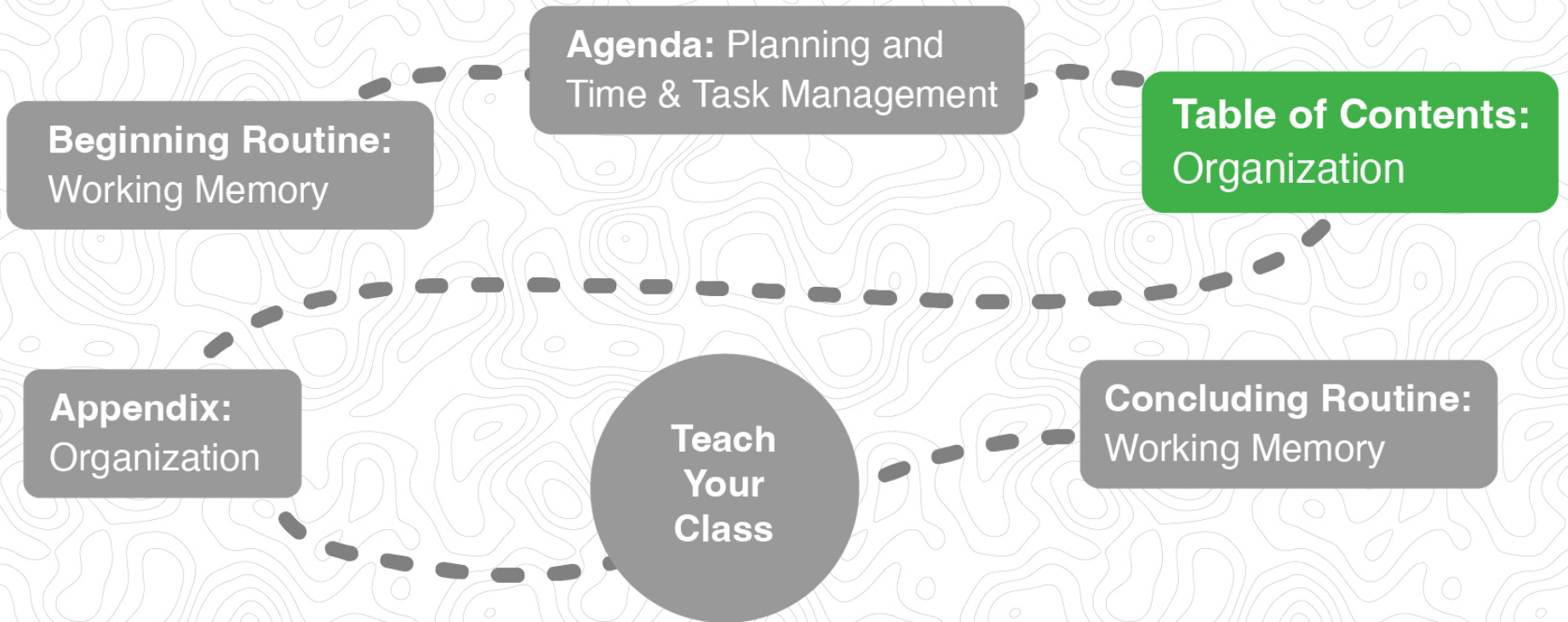
The first of 6 FREE webinars
on How To Teach Executive
Functions in Any Classroom!



Session 3: August 31 @ 2pm PST
Organization



Daily Routine



Takeaways

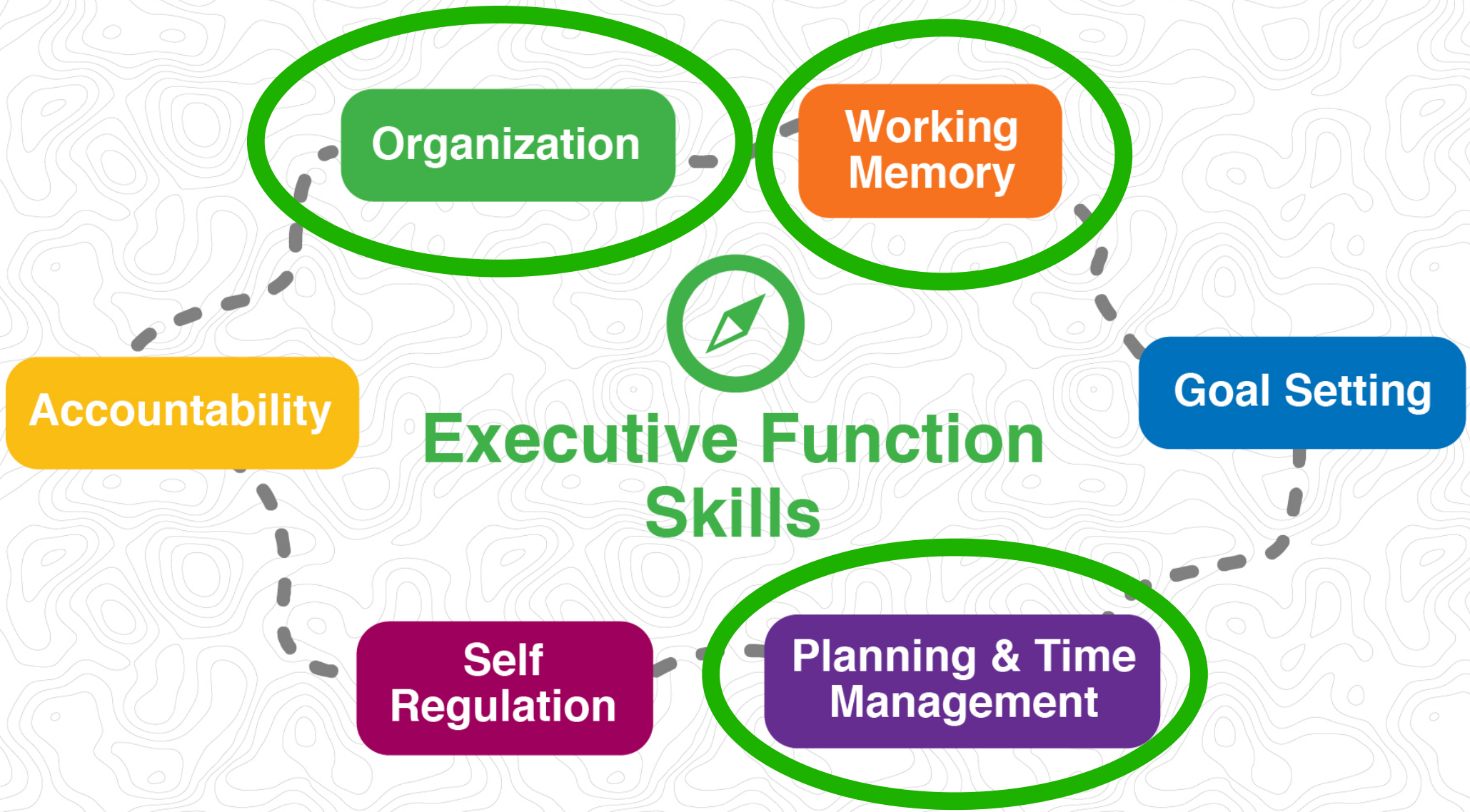
1. Predictable learning routines create safer learning environments.
2. Executive Functions (EFs) are the foundation for academic and workplace success.
3. EFs are best learned when seen modeled and they are practiced by engaging in a predictable learning routine!.
4. Shared learning routines don't have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





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

Modeling

Routine



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

My Goal in

1st Term Goal _____

Sub-Goal _____

Daily Task _____

Did you accomplish your 1st Term Goal? Yes or No

Why? _____

2nd Term Goal _____

Sub-Goal _____

Daily Task _____

A: Goals

Weekly Lifeline

Date _____

Prompt _____

Response _____

Date _____

Prompt _____

Response _____

Date _____

Prompt _____

Response _____

B: Weekly Lifelines

Agenda

Week	In Class	Homework
Day		
Date		
Day		
Date		
Day		
Date		

Week	In Class	Homework
Day		
Date		
Day		
Date		
Day		
Date		

C: Agendas

Binder Check Schedule For Term:

Check 1 Date _____

Page 8 _____

Page 9 _____

Page 10 _____

Page 11 _____

Grade Received _____

Check 2 Date _____

Page 8 _____

Page 9 _____

Page 10 _____

Page 11 _____

Grade Received _____

Check 3 Date _____

Page 8 _____

Page 9 _____

Page 10 _____

Page 11 _____

Grade Received _____

Check 4 Date _____

Page 8 _____

Page 9 _____

Page 10 _____

Page 11 _____

Grade Received _____

Total Score /

D: Binder Check

Syllabus

E: Syllabus

Academic Toolkit
My List of Academic Tools

G1 _____

G2 _____

G3 _____

G4 _____

G5 _____

G6 _____

G7 _____

G8 _____

G9 _____

G10 _____

G11 _____

G12 _____

G13 _____

G14 _____

G15 _____

G16 _____

G17 _____

G18 _____

G19 _____

G20 _____

G21 _____

G22 _____

F: Academic Toolkit

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

1st Term Passes From _____ Classroom

First Pass Date _____ Time _____ Room # _____

The Bathroom Your Locker The Water Fountain The Office Another Classroom

Other _____ Teacher Signature _____

Second Pass Date _____ Time _____ Room # _____

The Bathroom Your Locker The Water Fountain The Office Another Classroom

Other _____ Teacher Signature _____

Third Pass Date _____ Time _____ Room # _____

The Bathroom Your Locker The Water Fountain The Office Another Classroom

Other _____ Teacher Signature _____

2nd Term Passes From _____ Classroom

First Pass Date _____ Time _____ Room # _____

The Bathroom Your Locker The Water Fountain The Office Another Classroom

Other _____ Teacher Signature _____

Second Pass Date _____ Time _____ Room # _____

The Bathroom Your Locker The Water Fountain The Office Another Classroom

Other _____ Teacher Signature _____

Third Pass Date _____ Time _____ Room # _____

The Bathroom Your Locker The Water Fountain The Office Another Classroom

Other _____ Teacher Signature _____

H: Passes (optional)



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*



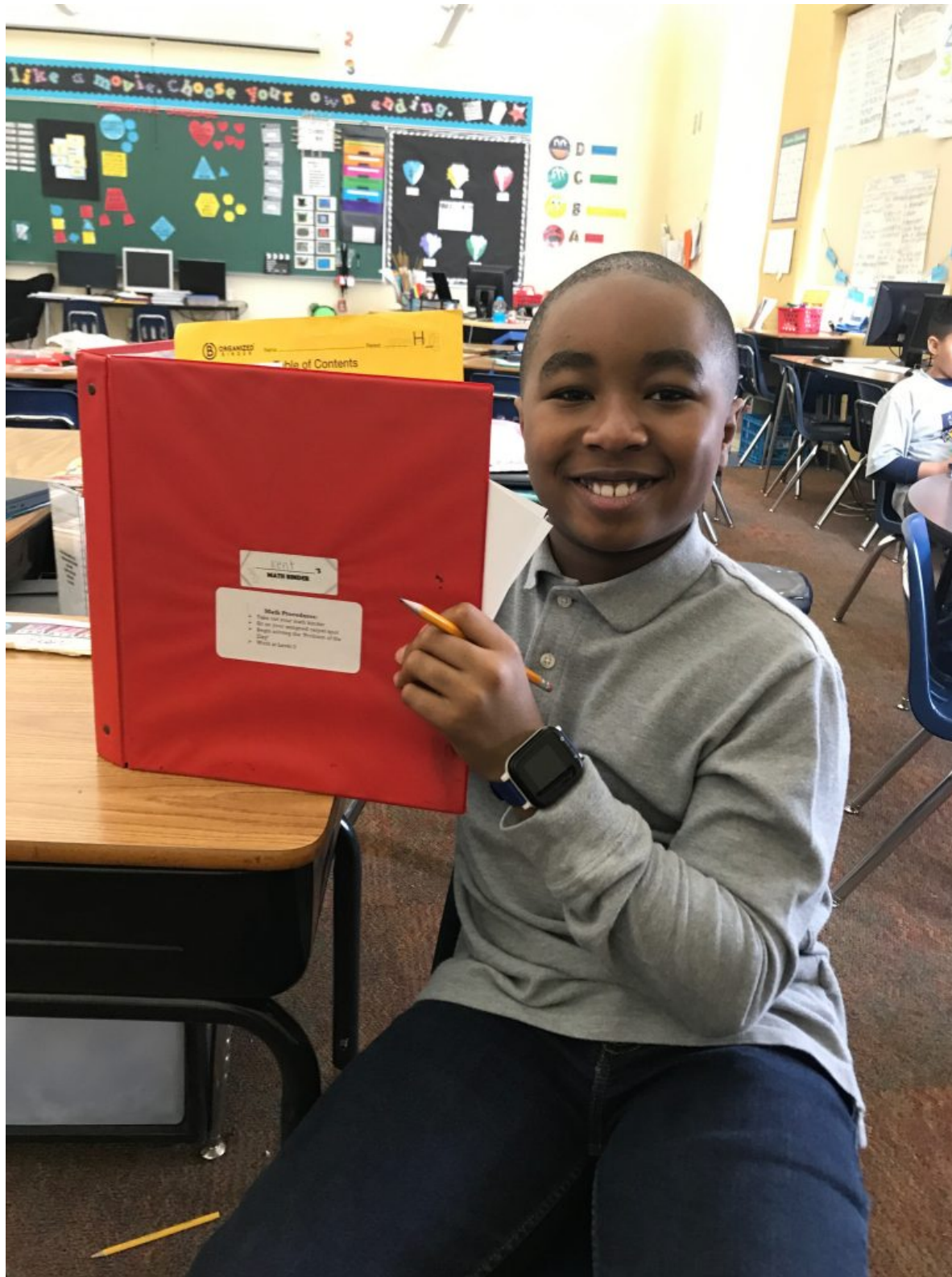


PROPERTY OF:
COURSE:


ORGANIZED
BINDER







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



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



Let's Get To It!



But first, let's review
Session 1-2



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

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 _____

LEARNING LOG

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

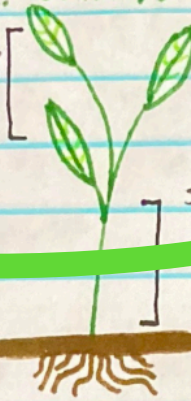
response _____



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 food 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 (small)
- Root hairs (allow roots to absorb)
- xylem **VOCAB** transports water & minerals from root to leaf
- transpiration **VOCAB** releases water from tree when its
- two parts: petiole (stem) & blade (photosynthesis happens)
- hold cuticles which help plants from losing

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.

Daily Routine





Agenda

Week	In Class	Homework
Day	-Chemistry review	Review notes (#2)
Date 9/14/22	-Molecule diagrams -Q&A 1-4 p. 405 (#4)	
Day	-Circulatory Notes	Review #4
Date 9/15/22	-Diagram and coloring of blood vessels	
Day	-Pre lab set up for heart dissection	Finish Write-Up
Date 9/16/22		
Day		
Date 9/17/22		
Day		
Date 9/18/22		

Week	In Class	Homework
Day		
Date 9/21/22		
Day		
Date 9/22/22		
Day		
Date 9/23/22		
Day		Review Lab Report
Date 9/24/22		
Day	Cardio Lab Report Due	
Date 9/25/22		



Planner

Tue Aug. 31st	Sep. 1 wed	Thur Sep. 2	Fri Sep 3.
• Earth Science - Introductory	• Honors English - Assignment 1	• Earth Science - Unit 1 Objectives	• Honors English - Lesson taking notes
• Honors English - Unit 1 Objectives	• Earth Science - flipgrid & notes	• Pe - Journal write	• Earth Science - Lesson 1 & notes
• Advocacy - introductory & check in	• Spanish	• Directed Project - Flipgrid	• Advocacy - Journal write
• Pe - introductory & Syllabus	• Advocacy - internet Slyberbully quiz	• Health - Pace guide & Journal write	• Pe - Fitness contract
• Directed Project - Syllabus & intro	• Pe - quizzes	• Math - navigation videos	• Spanish - Review to make sure all work is done
• Health - Syllabus	• Directed Project - Journal write	• Art@6	
• Math - Syllabus & Pace guide	• Health - course vocabulary		
	• Math - account setup		

2019-2020
PLANNER

PROPERTY OF:



ORGANIZED
BINDER



MONDAY
AUG 5

TUESDAY
AUG 6

WEDNESDAY
AUG 7

THURSDAY
AUG 8

FRIDAY
AUG 9

SATURDAY
AUG 10

8am		
9am		
10am		
11am		
12pm		
1pm		
2pm		
3pm		
4pm		
5pm		
6pm		
7pm		
8pm		

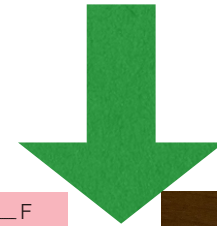
8am		
9am		
10am		
11am		
12pm		
1pm		
2pm		SUNDAY AUG 11
3pm		
4pm		
5pm		
6pm		
7pm		
8pm		



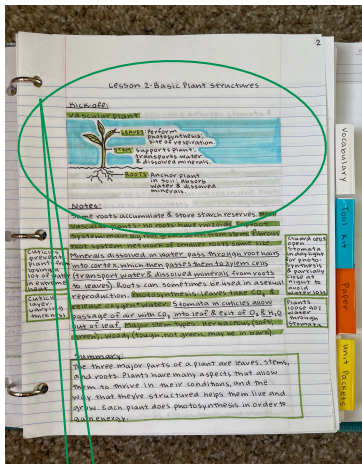
Organization



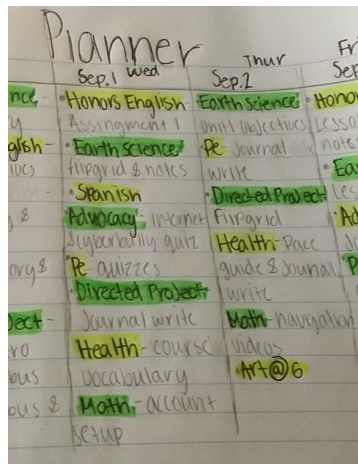
Daily Routine



Teach Your Class



B: Weekly Lifeline Working Memory



C: Agenda Planning & Time Management

Table of Contents

Unit: _____

Essential Question(s) for this Unit: _____

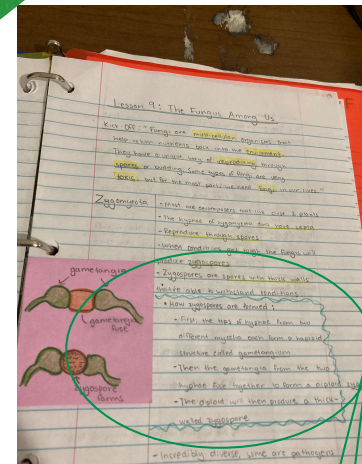
#	Assignment	Date	Score
1		/	/
2		/	/
3		/	/
4		/	/
5		/	/
6		/	/
7		/	/
8		/	/
9		/	/
10		/	/
11		/	/
12		/	/
13		/	/
14		/	/
15		/	/
16		/	/
17		/	/
18		/	/
19		/	/
20		/	/
21		/	/
22		/	/

G: Table of Contents Get Organized

Academic Toolkit
My List of Academic Tools

G1	
G2	
G3	
G4	
G5	
G6	
G7	
G8	
G9	
G10	
G11	
G12	
G13	
G14	
G15	
G16	
G17	
G18	
G19	
G20	
G21	
G22	

F: Academic Toolkit*



B: Weekly Lifelines Working Memory

Beginning Routine

Ending Routine

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



Table of Contents

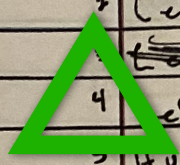
 Unit Cardiovascular and Respiratory Systems

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
1	KWL Chart on the C and R systems	9/14	/ 5
2	Notes on the Circulatory System	9/15	/ 5
3	Heart Diagram	9/15	n/a
4	Q and A 1-4 Page 405	9/16	/ 5
5	Coloring Blood Vessels	9/22	/ 5
6	The pathway of blood worksheet	9/22	/ 5
7	Heart Dissection	9/21	/20
8	Slideshow on a heart disorder	9/23	/15
9	Circulatory System Quiz	9/25	/15
10	Notes on the Respiratory System	9/25	/ 5
11			/
12			/
13			/
14			/
15			/
16			/
17			/
18			/
19			/
20			/
21			/
22			/



Ashley (Zetta) Bloom
The Amazing Human...



1	Lesson 1 - the amazing human body...	3/14/22
2	Lesson 2 - the skin and hair...	3/15/22
3	Lesson 3 - Human System Project - Skin and hair	3/15/22
4	Lesson 3 - bones and muscles	3/16/22
5	Human System Project - Skeletal System	3/21/22
6	Human System Project - Muscular System	3/22/22
7	Lesson 4 - Digestive and endocrine systems	3/23/22
8	Human System Project - Digestive System	3/23/22
9	Human System Project - Endocrine Systems	3/25/22
10	Lesson 5 - Urinary and respiratory systems	3/28/22
11	Lesson 6 - The Circulatory System	3/29/22
12	Lesson 7 Human System Project - Urinary System	3/31/22
13	Human System Project - Respiratory System	4/1/22
14	Human System Project - circulatory system	4/1/22
15	Lesson 7 - nervous system	4/5/22
16	Human System Project - The nervous system	4/7/22
17	Lesson 8 - The Senses	4/7/22
18	Lesson 9 - The reproductive systems	4/18/22
19	Human system Project - reproductive system	4/20/22
20	Unit 8 Vocabulary	4/20/22
21		
22		



#10

Name

Date

Period

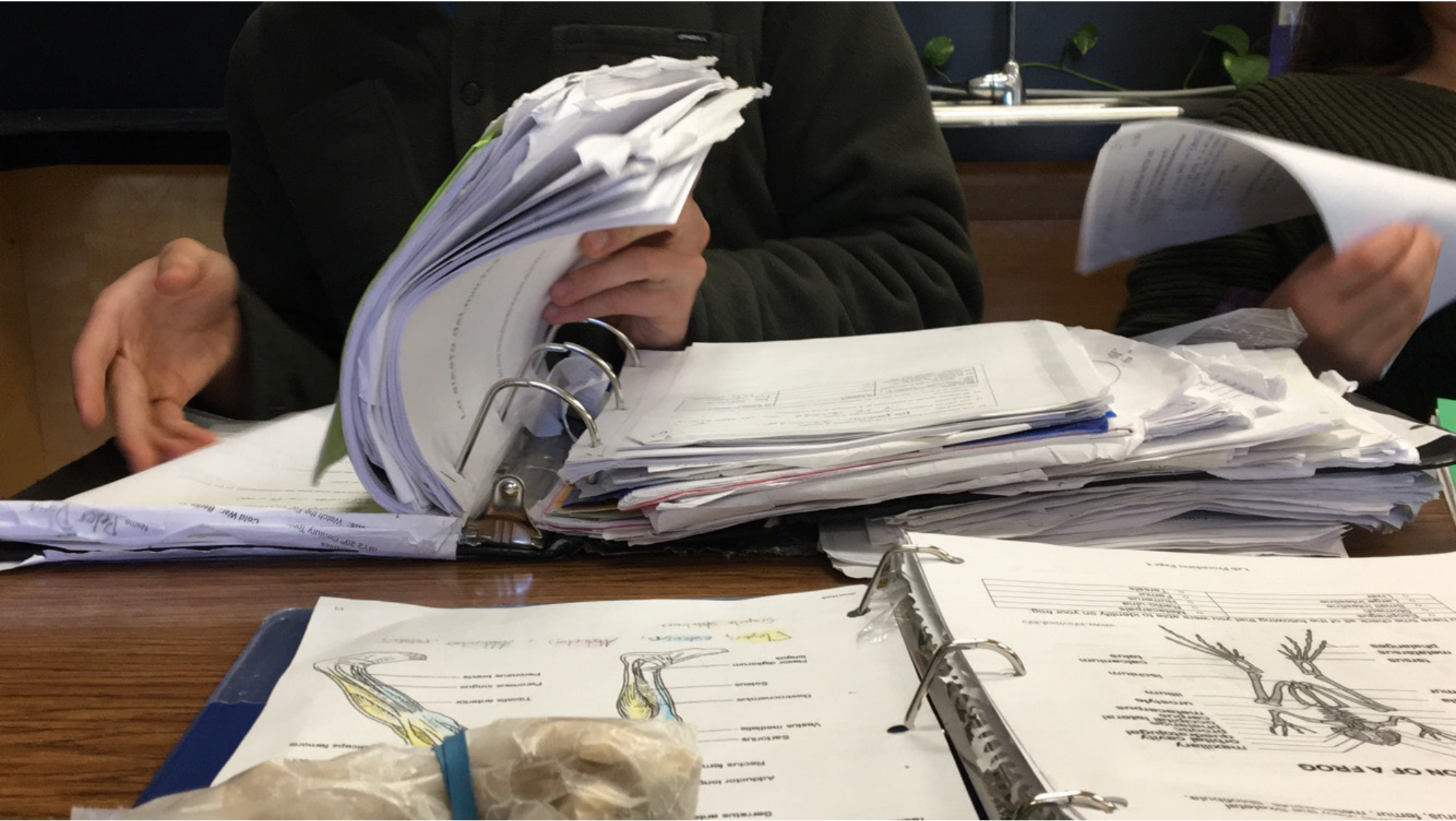
es?

sory neurons, interneurons, and motor

opens during a simple physical activity.

the time it takes to catch a falling ruler.







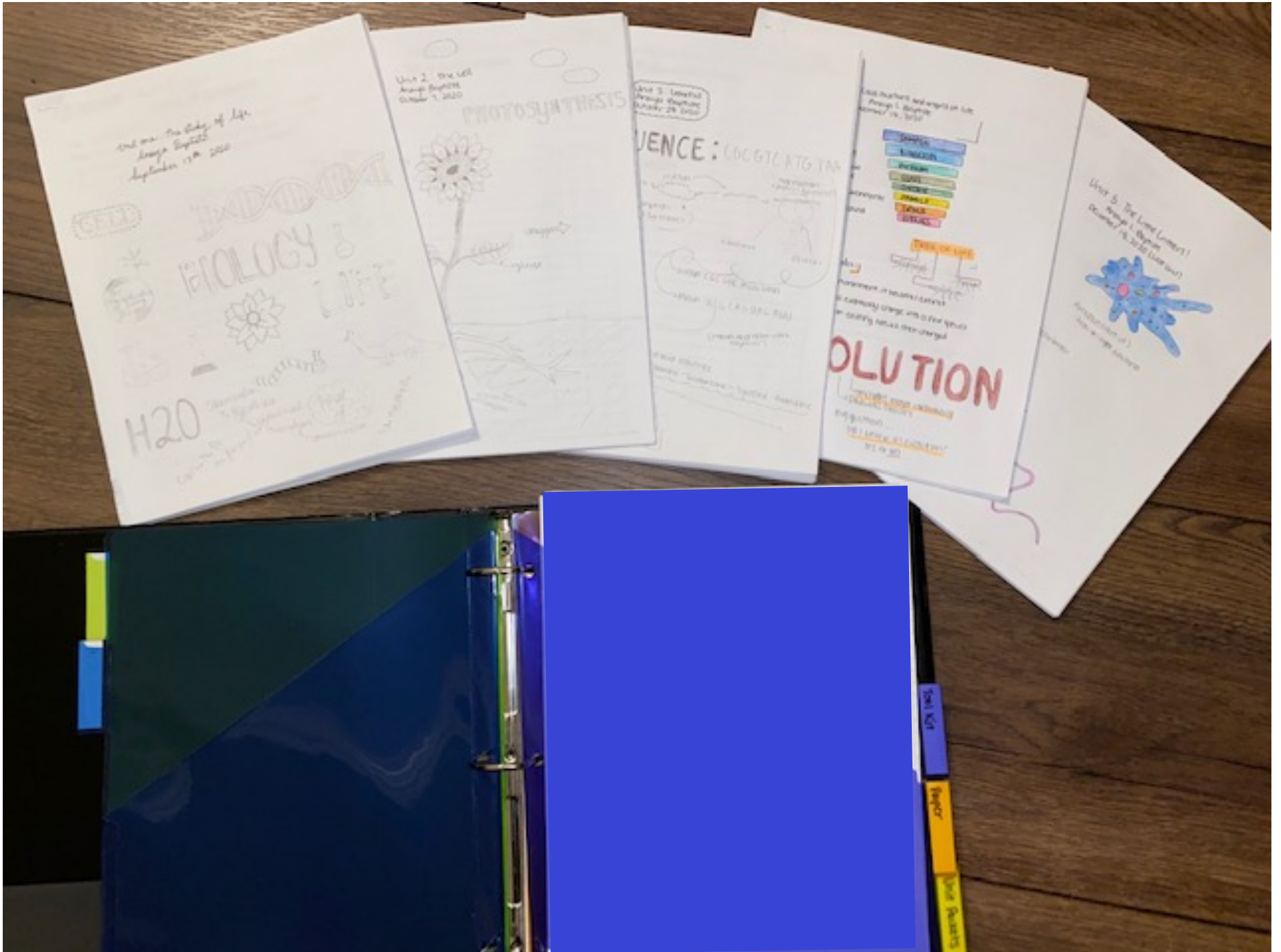
My Goal in
ORGANIZED BINDER
Name

Weeks 1-4 Goal

Sub-Goal

Daily Task





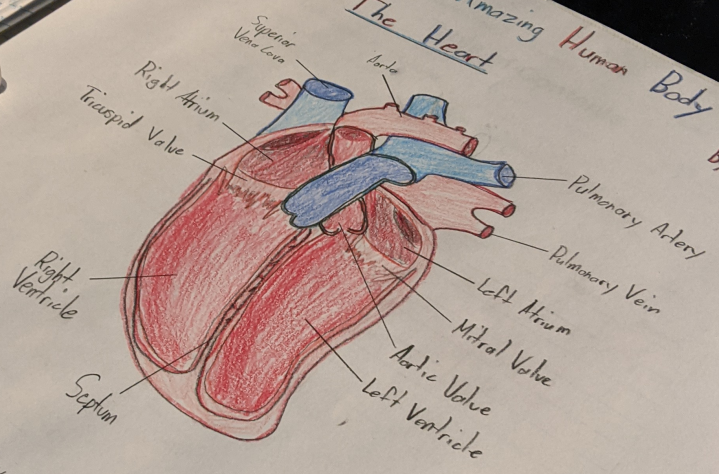





ORGANIZED
BINDER

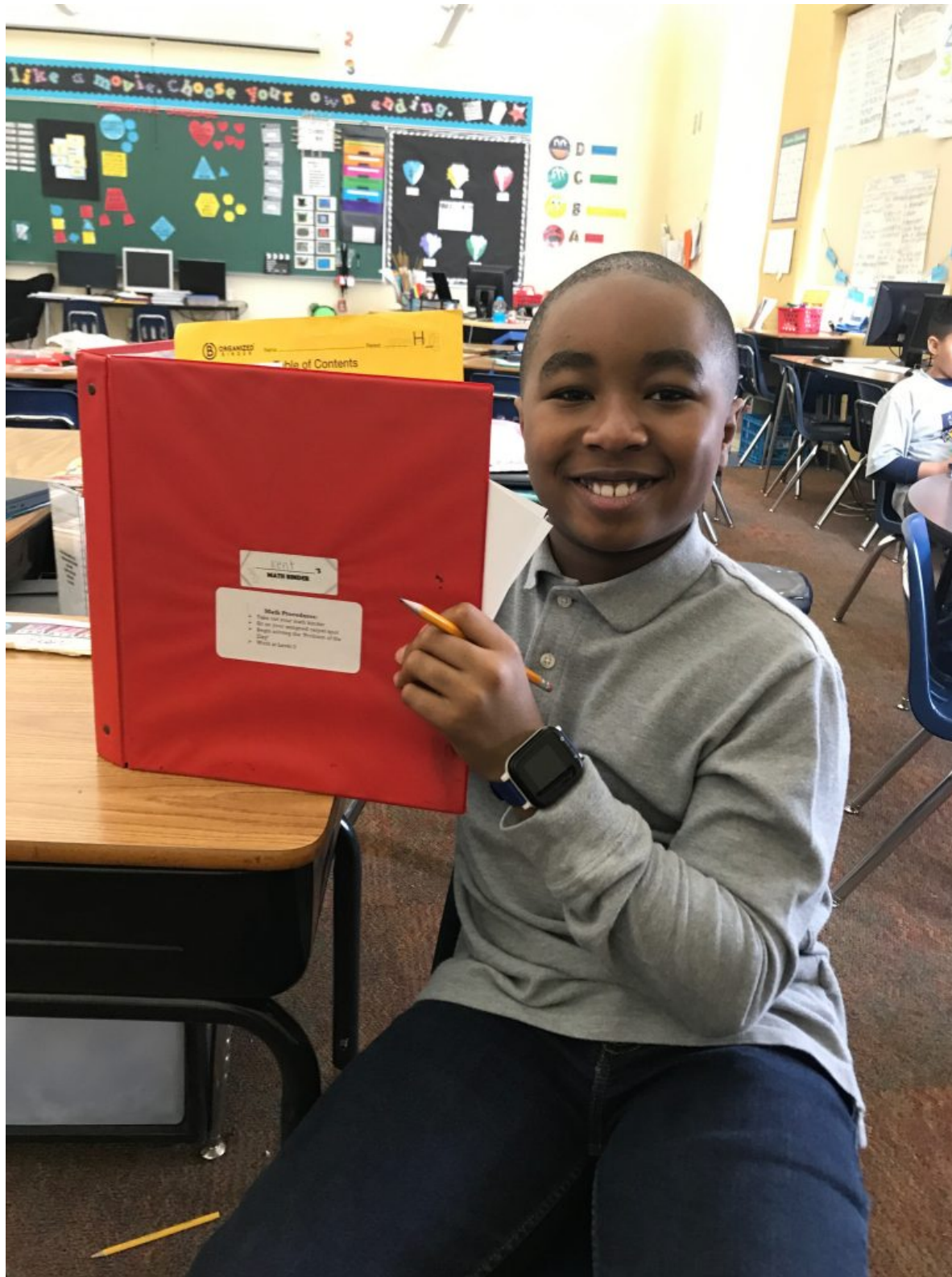


Unit 8: The Amazing Human Body
The Heart
By Edward To



-The heart helps provide oxygen to the rest of the body to help keep everything functioning. Even without the brain it is possible to keep the rest of the body alive and functioning.



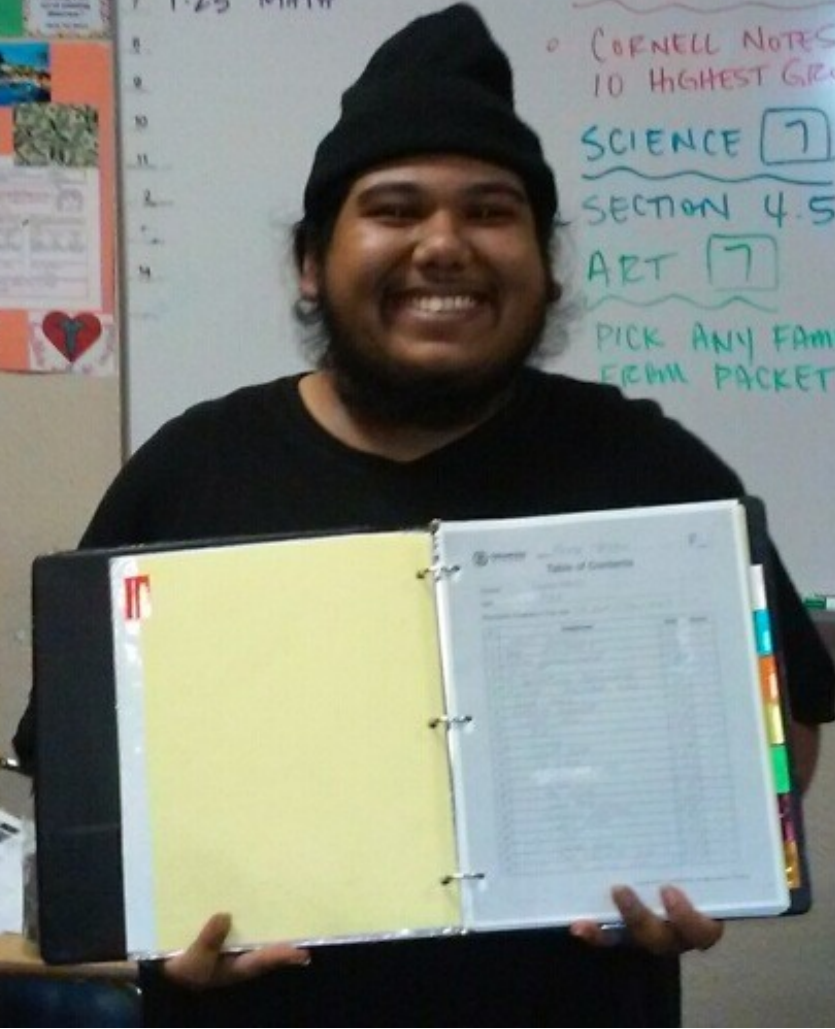


11:09 ART/COMPUTERS
12:02 LUNCH BREAK
12:32 ENGLISH
1:23 MATH

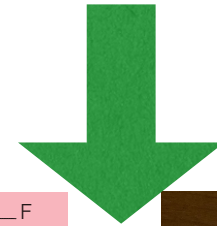
11:09 ART/COMPUTERS
12:02 LUNCH BREAK
12:32 ENGLISH
1:23 MATH

AMERICAN VISION BOOK
CHAPTER 1, SECTION 1
WORK/SENIOR PROJECT [7]
CORNELL NOTES
10 HIGHEST GROSSING MOVIES
SCIENCE [7]
SECTION 4.5
ART [7]
PICK ANY FAMOUS PAINTING
FROM PACKET

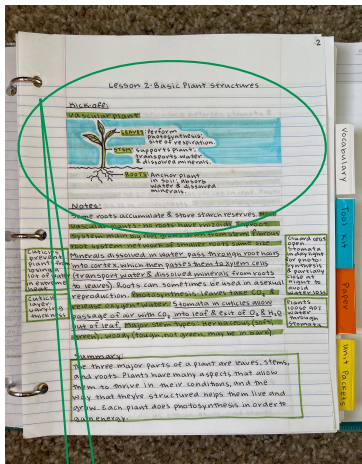
CHAPTER
WORK [8]
CORNELL NOTES
10 BIGGEST
SCIENCE [8]
SECTION
ART [8]
PICK ANOTHER
PAINTING FROM



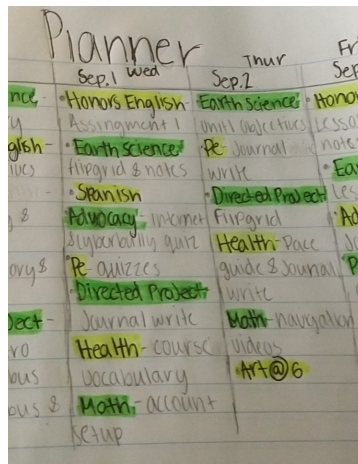
Daily Routine



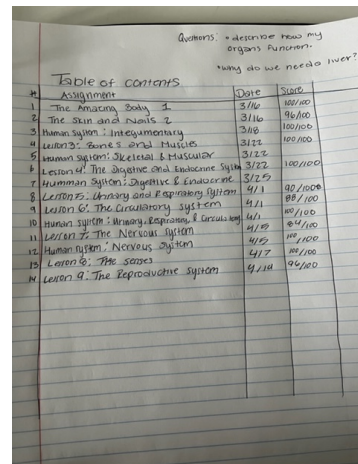
Teach Your Class



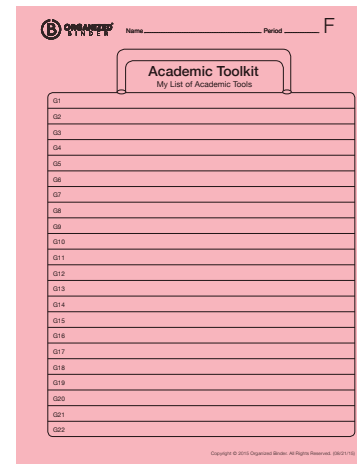
B: Weekly Lifeline
Working Memory



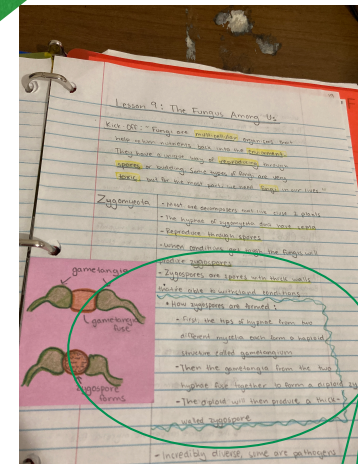
C: Agenda
Planning &
Time Management



G: Table of Contents
Organization



F: Academic Toolkit*
Build My Toolkit



B: Weekly Lifelines
Working Memory

Beginning
Routine

Ending
Routine

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



Daily Routine



Academic Toolkit

My List of Academic Tools

F1 The Scientific Method

F2 Academic Vocabulary

F3 Metric and Scientific Conversion

F4 How to Write a Lab Report

F5 How to submit an assignment using Google Docs

F6 How to create an iMovie

F7 How to upload to docs to Canvas & Google Classroom

F8

F9

F10

F11

F12

F13

F14

F15

F16

F17

F18

F19

F20

F21

F22



Academic Tool Kit
My list of Academic Tools

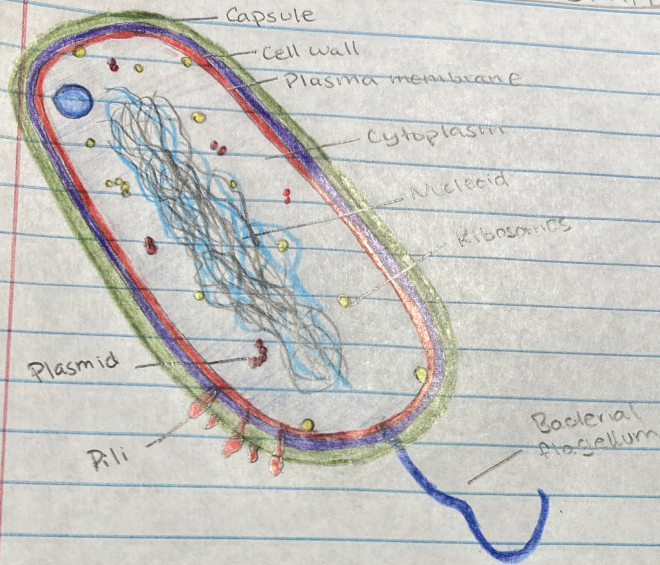
F

- F1 The Scientific Method
- F2 The Study Cycle
- F3 Characteristics of Living Things
- F4 Ladder Method for Metric Conversion
- F5 Photosynthesis vs. Cellular Respiration
- F6
- F7
- F8
- F9
- F10
- F11
- F12
- F13
- F14

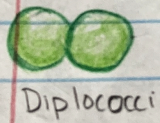


BACTERIA BASICS AND SHAPES

F9



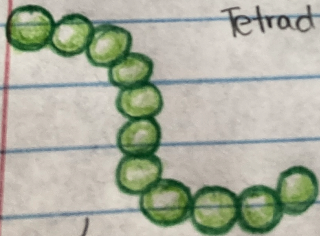
Cocci



Diplococci

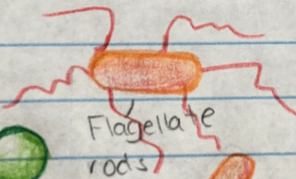


Tetrad

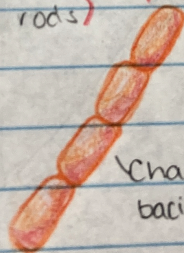


Streptococci

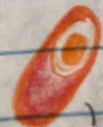
Bacilli



Flagellate rods

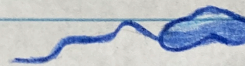


Chain of bacilli

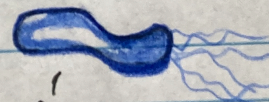


Spore-former

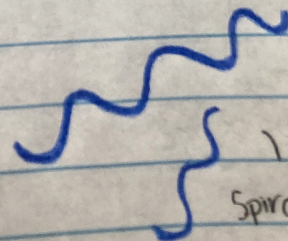
Spirals



Vibrios

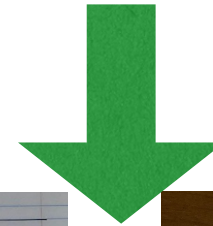


Spirilla

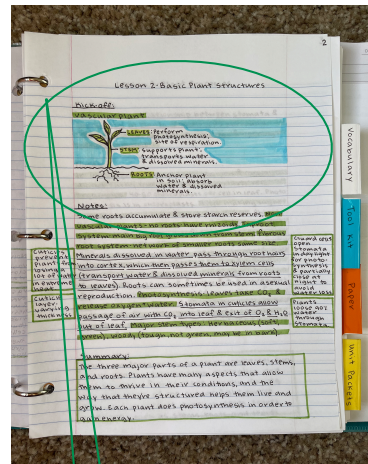


Spirochetes

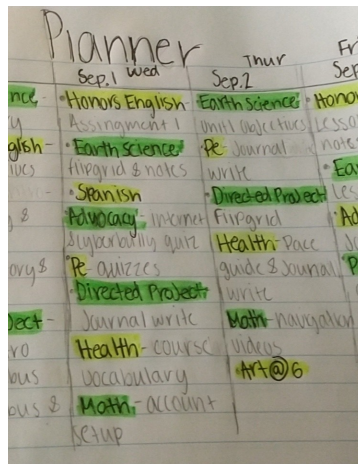
Daily Routine



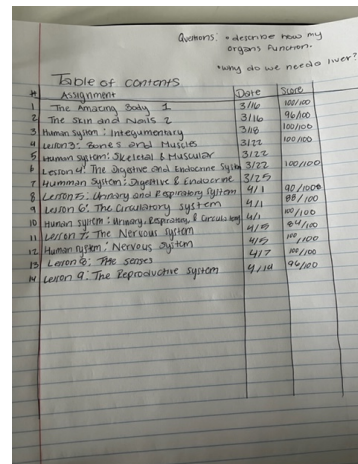
Teach Your Class



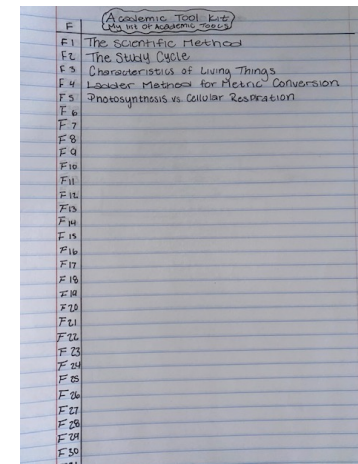
B: Weekly Lifeline Working Memory



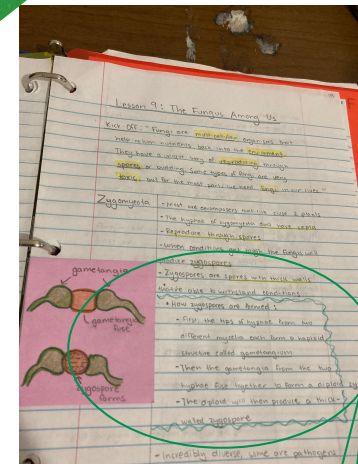
C: Agenda Planning & Time Management



G: Table of Contents Organization



F: Academic Toolkit* Organization



B: Weekly Lifelines Working Memory

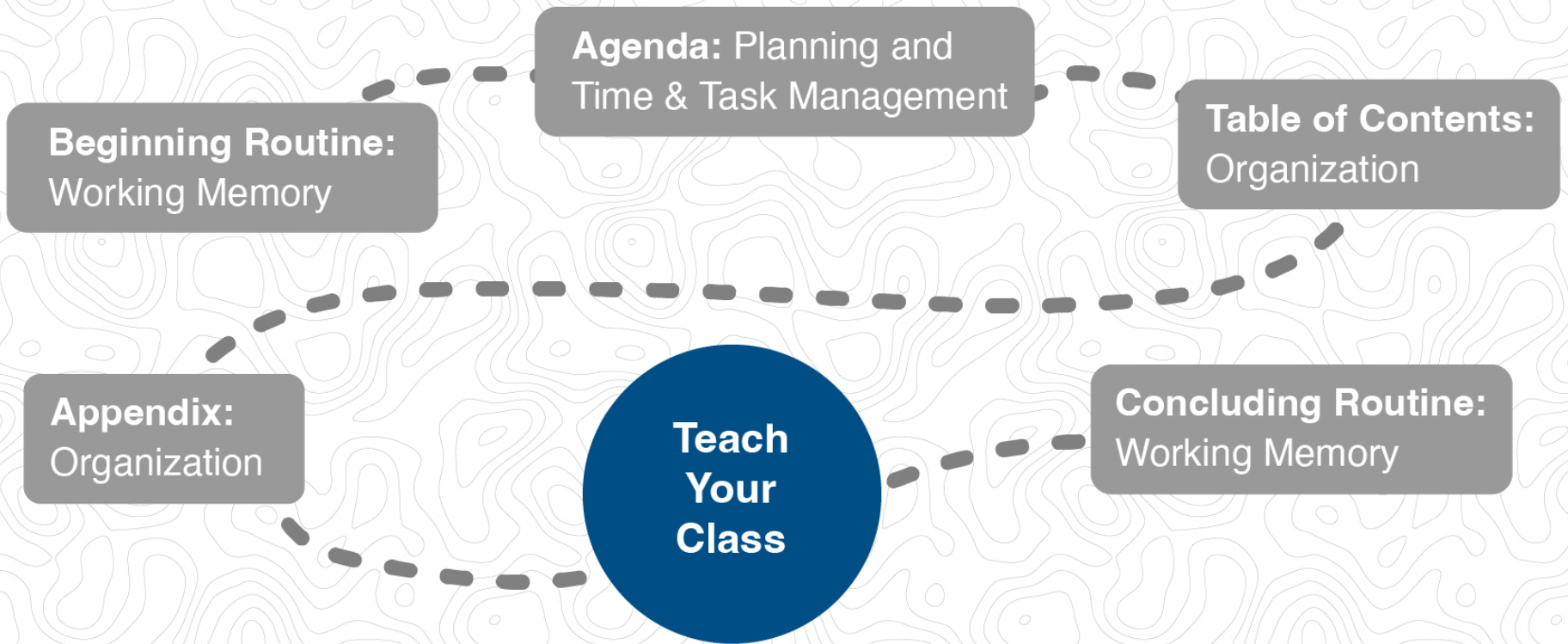
Beginning Routine

Ending Routine

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



Daily Routine



“...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*



Your #1 Takeaway?



Contact and Updates

- success@organizedbinder.com (Sharing)
- mitch@organizedbinder.com
- www.organizedbinder.com
- [@organizedbinder](#)



FREE WEBINAR SERIES!!!

EXECUTIVE FUNCTION SKILLS

A FREE 6-Part webinar series
on How To Teach Executive
Functions in Any Classroom!



Session 4 Sept28 @ 2pm PST
RSVP: www.organizedbinder.com/ef

Goal Setting



A special just for you...



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



How To Teach Executive
Functions In Any
Classroom

\$199.00

ADD TO CART

**FREE 1 Hour Follow-Up
Session with Mitch**

50% Discount!



$$\begin{array}{r} \$199 \\ + \$500 \\ \hline ~~\$699~~ \\ \$99 \end{array}$$

organizedbinder.com/go

use code: EF50

(expires Saturday 9/3)

