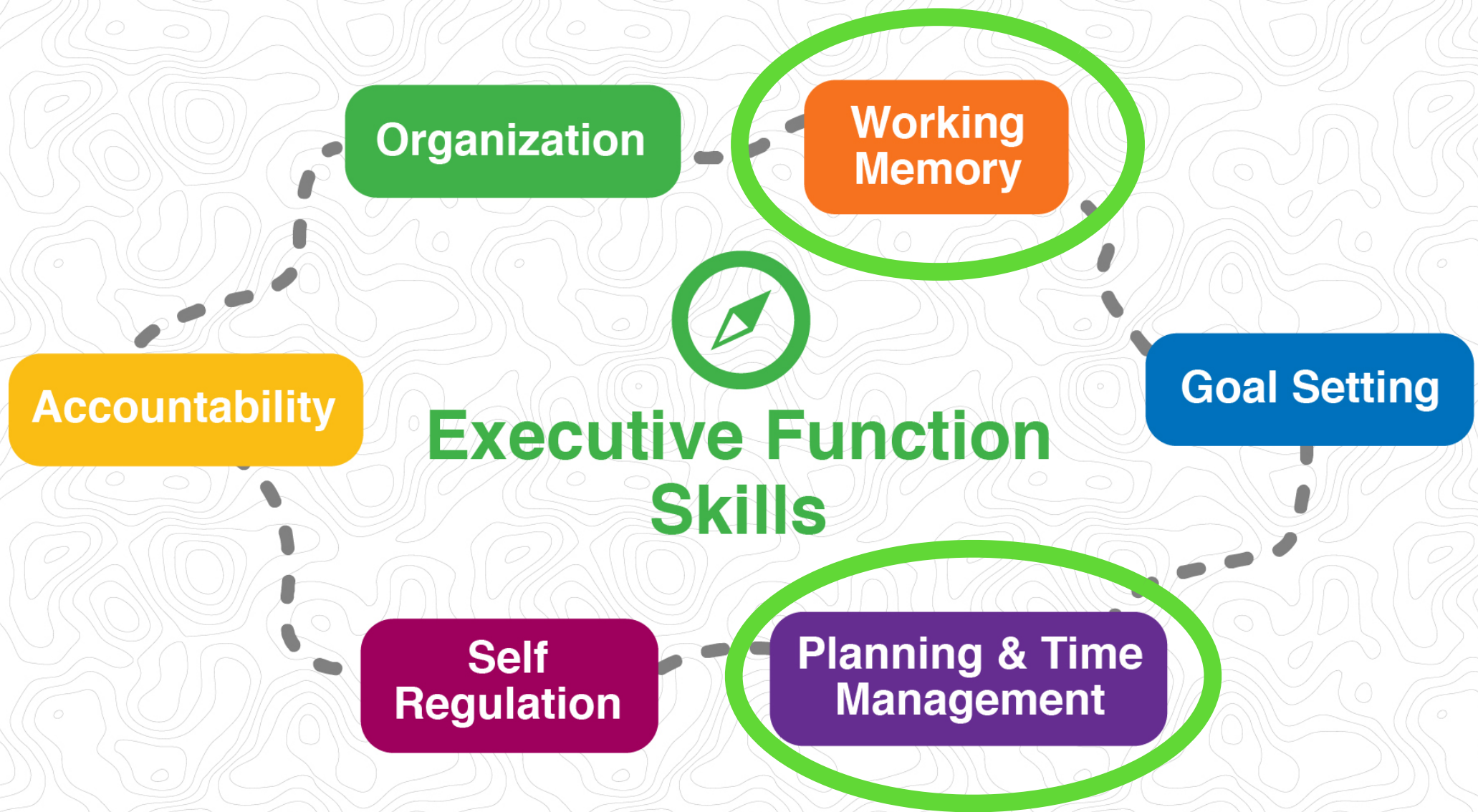


# **LEARN TO TEACH EXECUTIVE FUNCTIONS**

**A FREE 5 PART  
WEBINAR SERIES**

Provided by





Session 2: Planning and Time Management!

# **Caveat #1**

**I founded Organized Binder. We offer a course on teaching executive functions. We have live teacher workshops on the topic! Student samples are used through this presentation.**



# My Hope

If teachers want their students to be successful, then teachers must attend to students' engagement in class material and their coursework performance, not just their tested performance. To make this shift, educators need to understand how best to **help adolescents develop as learners in their classes**. This should not be framed as an additional task for teachers, though for many it may mean teaching in new ways.

UCHICAGO CCSR Literature Review, *Teaching Adolescents To Become Learners*





# Takeaways

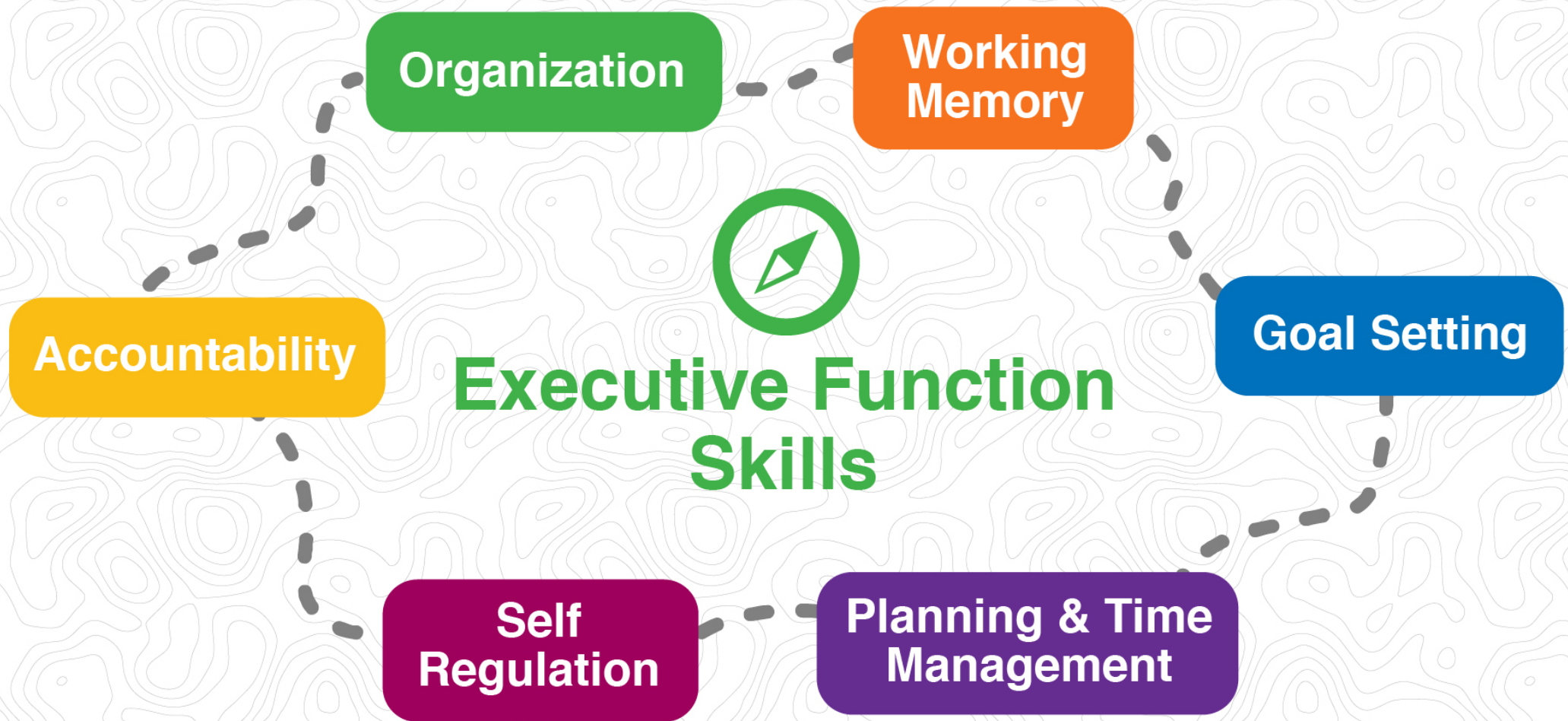
1. Predictable routines create safer learning spaces.
2. Executive Functions lay the foundation for success.
3. They are best learned with daily or routine practice.
4. Shared routines don't infringe on academic freedom.
5. Students with engaged families are more successful.





Commercy  
Tollman  
Fairly  
CACHV CHIN  
Chen  
Capila  
Vila  
BREMMA  
AVA  
Vdia  
TEGV  
Murtaam  
Tangam  
Zaca  
PA.  
S. barella  
SIAN.





# Why EFs Have Not Been Taught Historically?

1. Time Crunch!
2. Zone of Genius!



# 3 Strategies for Teaching EFs

Clarity

Routine

Modeling



## **Caveat #2**

**Executive Functioning Skills are not taught in the traditional sense.**

**They are best learned when students get practice employing them!**



# 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*





# Repetition

“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*



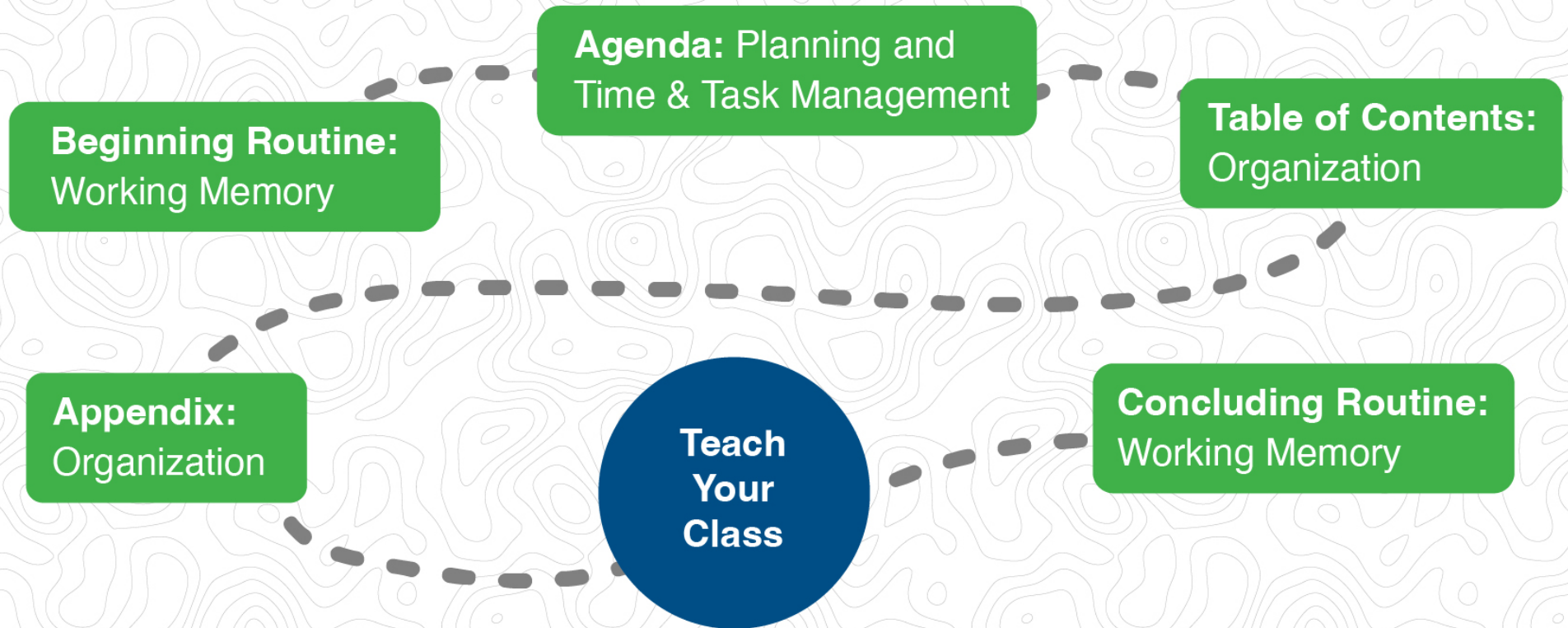
# Shared Routine

"Cognitive load" 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



# Daily Routine



# The Good News

“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*



# 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:

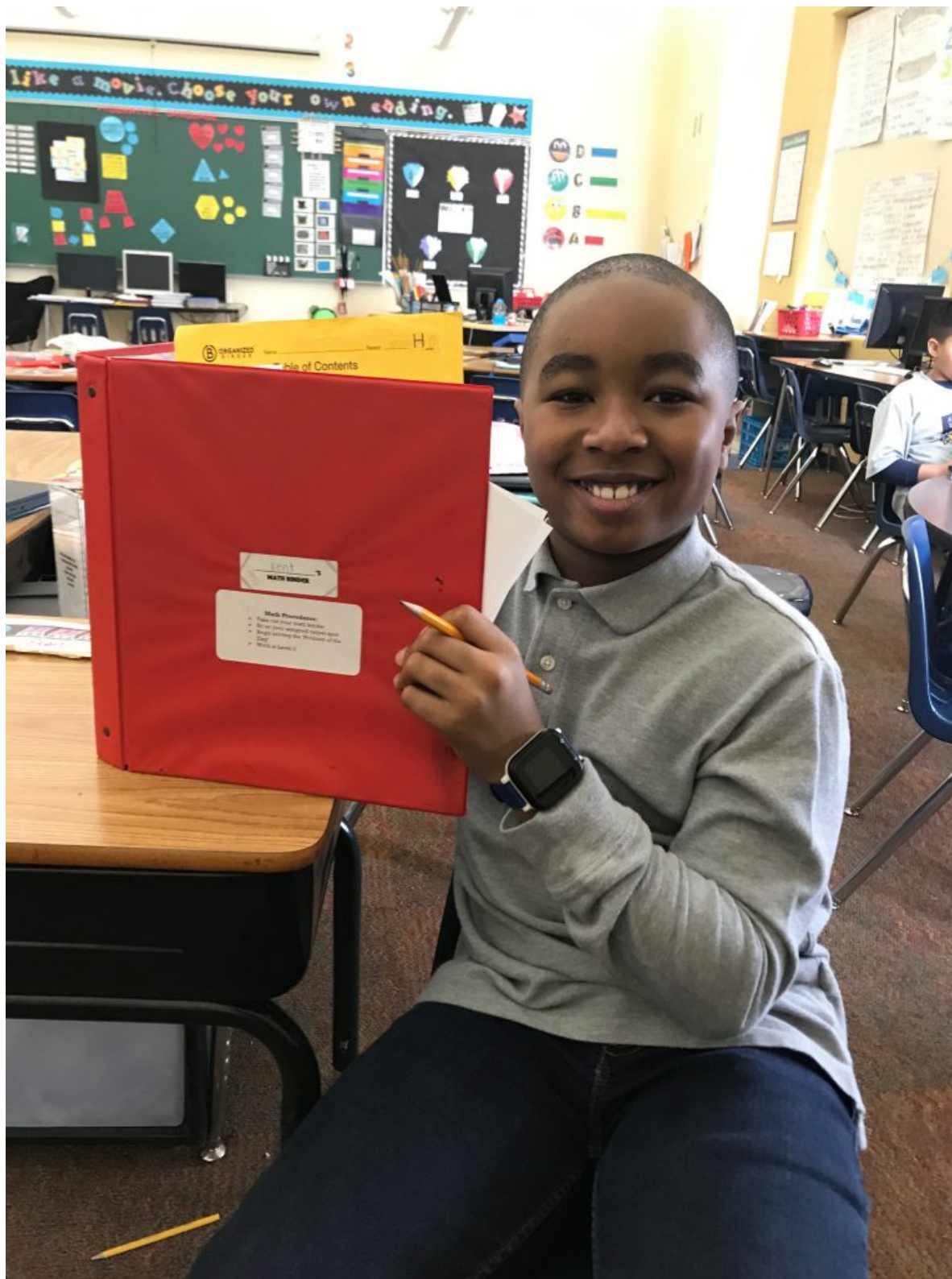
  
**ORGANIZED**  
BINDER











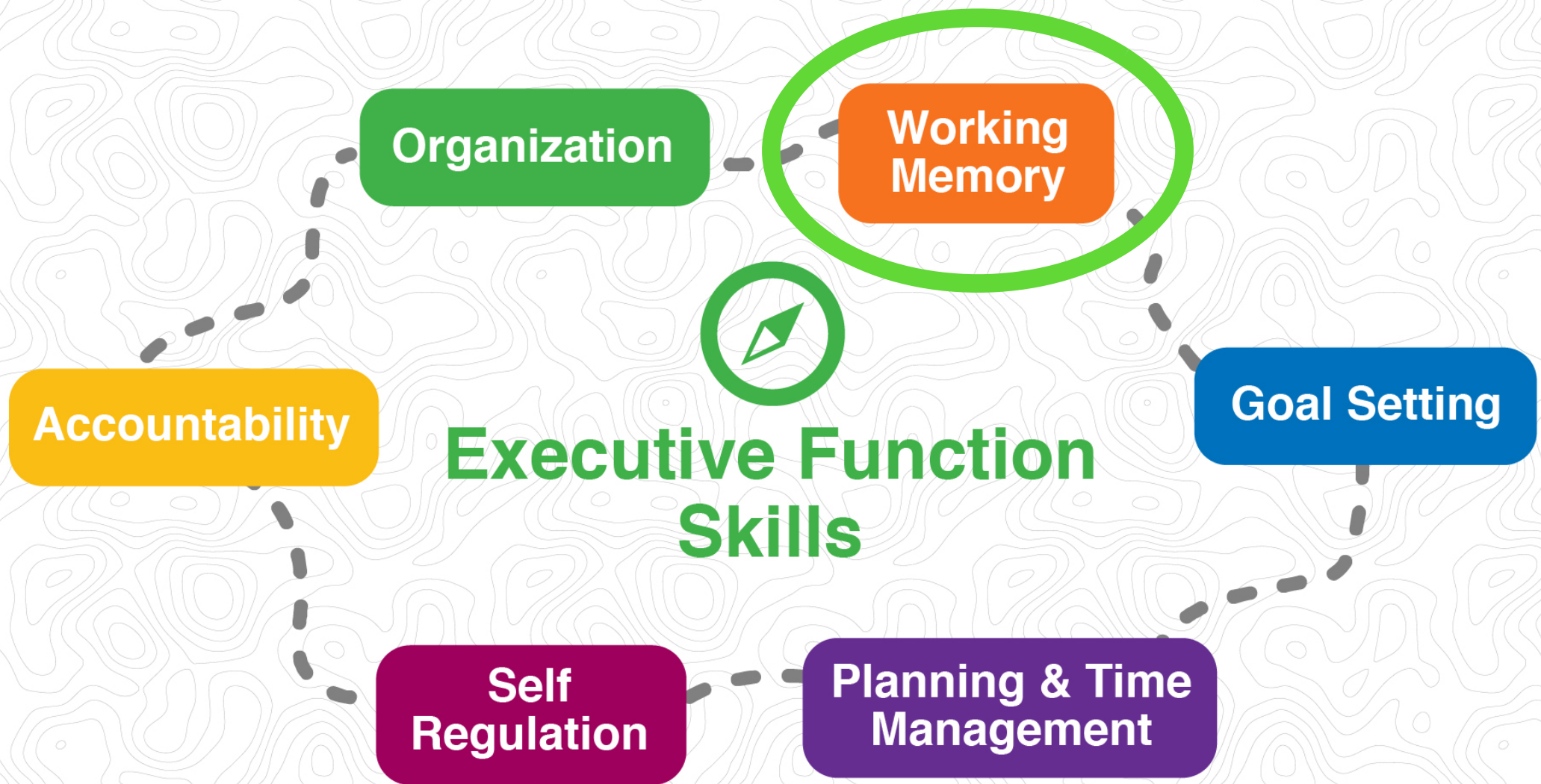
# A Universal Tier 1 Intervention



# Let's Get To It!

## First, let's review Session 1





## Session 1: Working Memory

# Daily Sequence:

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

Weekly Lifeline

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B: Weekly Lifeline

Agenda

Copyright © 2015 Organized Binder. All Rights Reserved. (0000116)

C: Agenda

Table of Contents

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G: Table of Contents

Academic Toolkit

My List of Academic Tools

Copyright © 2015 Organized Binder. All Rights Reserved. (0000118)

F: Academic Toolkit\*

Weekly Lifeline

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B: Weekly Lifelines



Teach Your Class



Beginning  
Routine

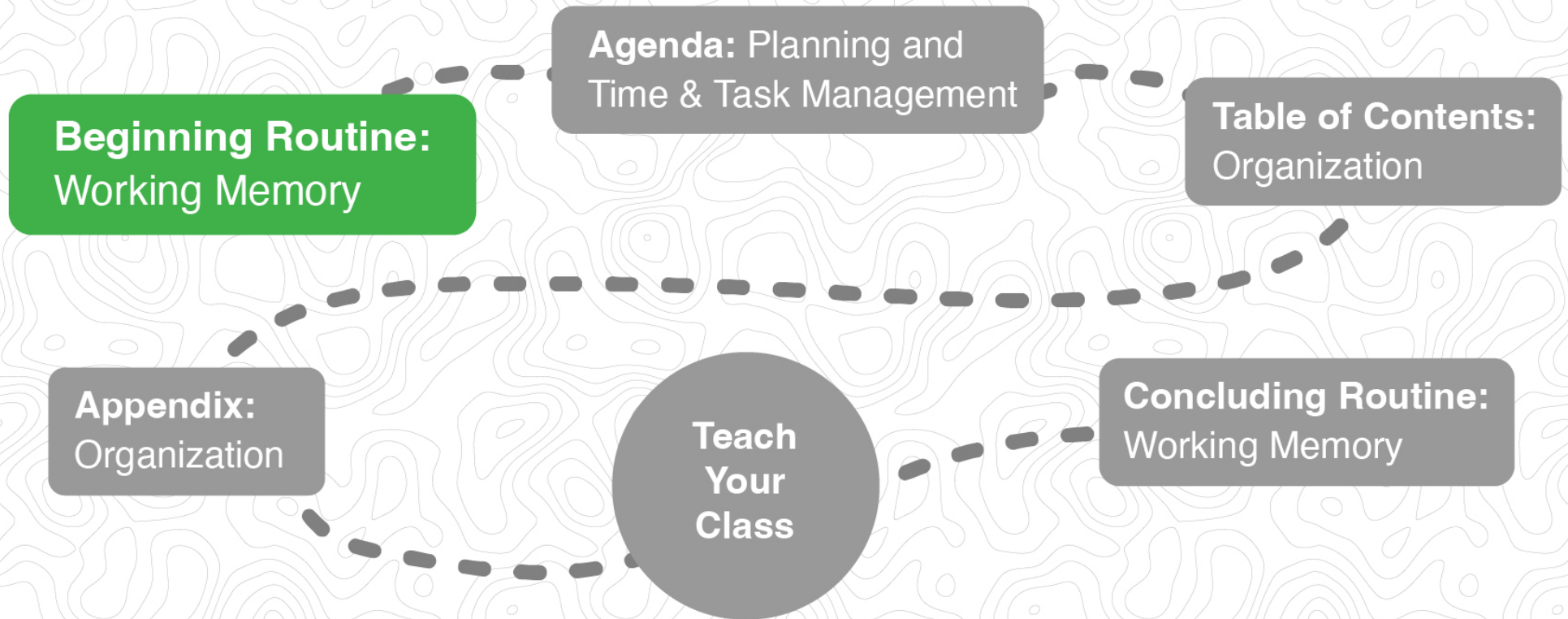
Ending  
Routine

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





# Daily Routine



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

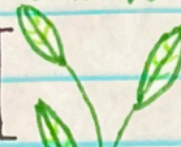
response \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 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 respiration



Stem - support of gravity; transports and water

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

### Answers / Notes

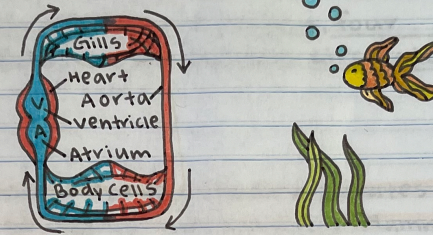
- they can not only anchor the plant & absorb but accumulate & store starch reserves
- plants without them have rhizoid **VOCAB** (most are one cell) → nonvascular & mosses
- two types of root systems: taproot (main) & fibrous (small)
- Root hairs (allow roots to absorb)
- xylem **VOCAB** transports water & minerals from root to leaf
- transpiration **VOCAB** releases water from tree when 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. Reptiles 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

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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





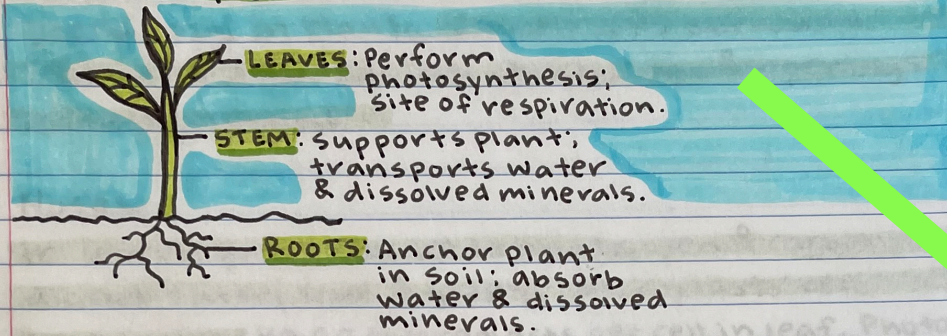




## Lesson 2-Basic Plant structures

### 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

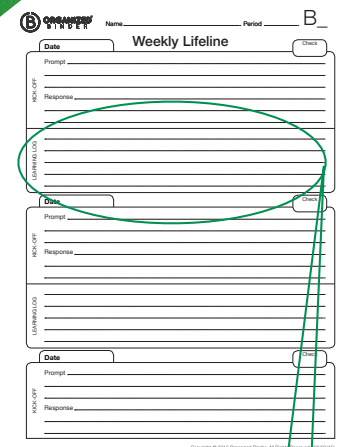
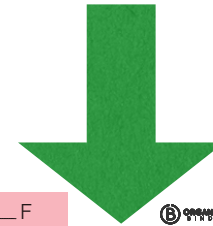
Tool Kit

Paper

Unit Packets



# Daily Routine



## B: Weekly Lifeline

## C: Agenda

## G: Table of Contents

## F: Academic Toolkit\*

## Weekly Lifelines

# 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

---

---

---

---

---

Date

Check

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

/



KICK-OFF

Answer Type 1 is when the pancreas stops making insulin & type two is caused by overweight. Type 1 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 twice as fast.
- Although I learned about.....in class today, I am confused about....

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.

“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.”

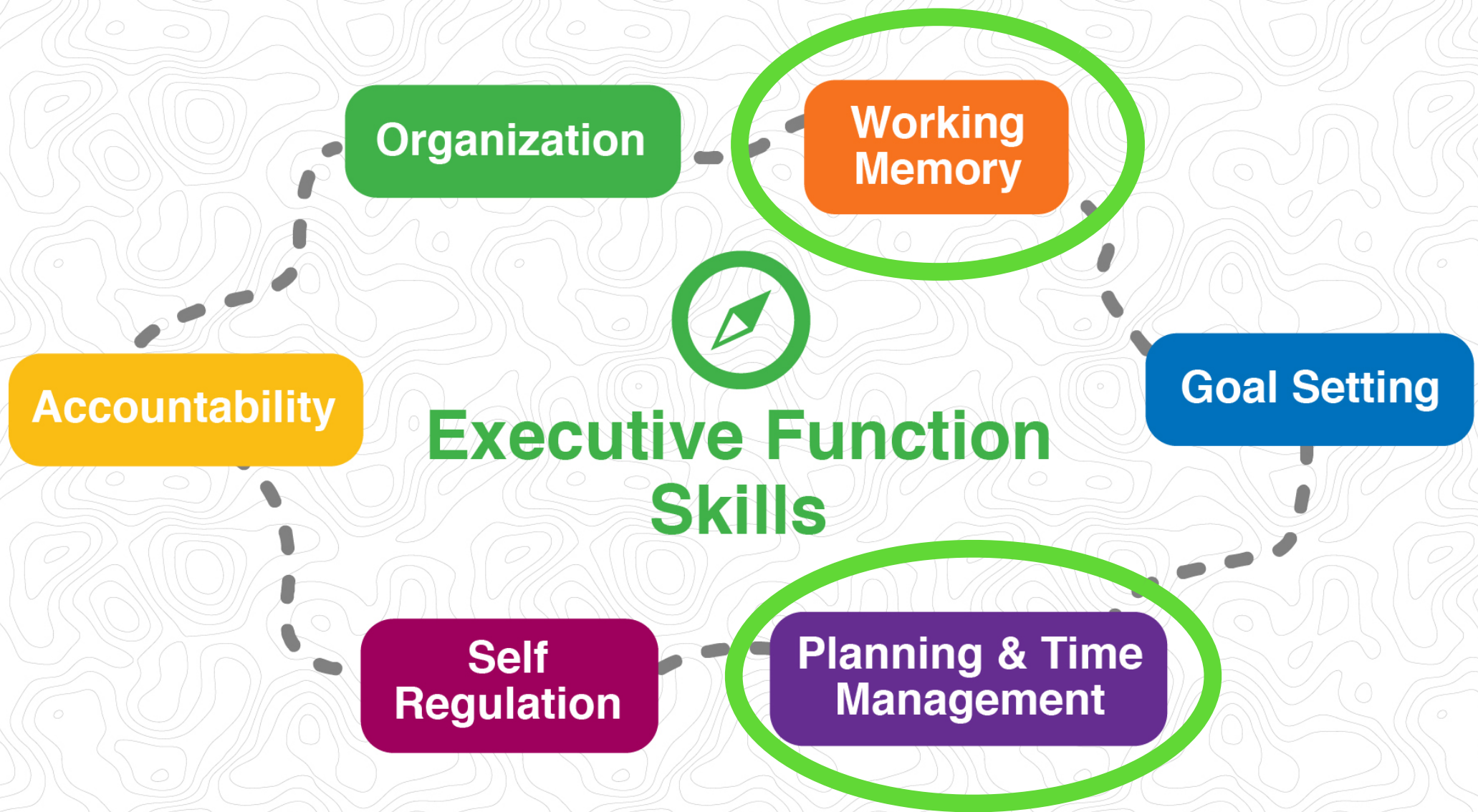
*Agarwal and Bain, Powerful Teaching - Unleash the Science of Learning*



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

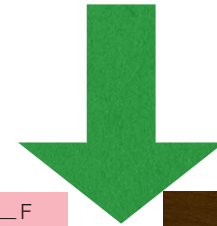
Marzano, *Classroom Instruction That Works*



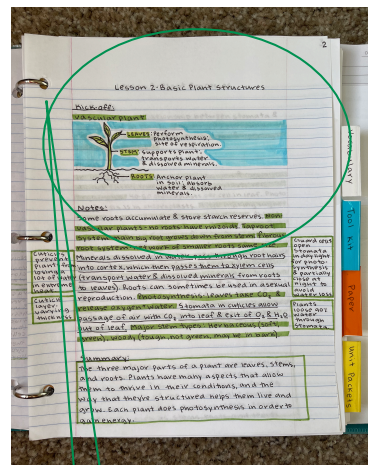


Session 2: Planning and Time Management!

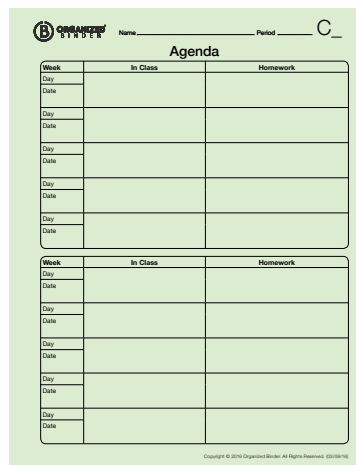
# Daily Routine



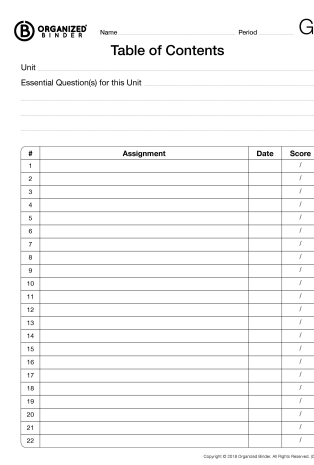
## Teach Your Class



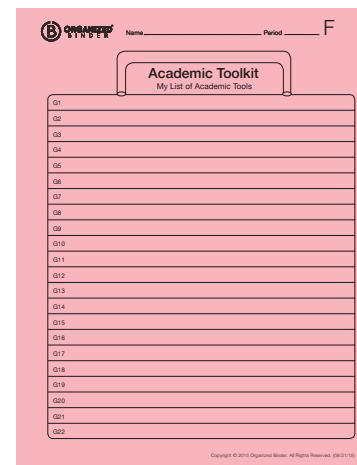
## B: Weekly Lifeline



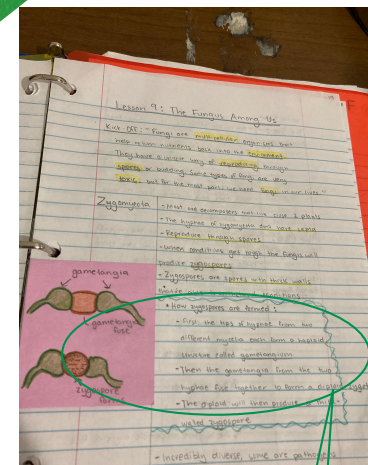
C: Agenda  
*Planning &  
Time Management*



## G: Table of Contents



## F: Academic Toolkit\*



## Weekly Lifelines

### *Working Memory*

# Beginning Routine

## Ending Routine

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



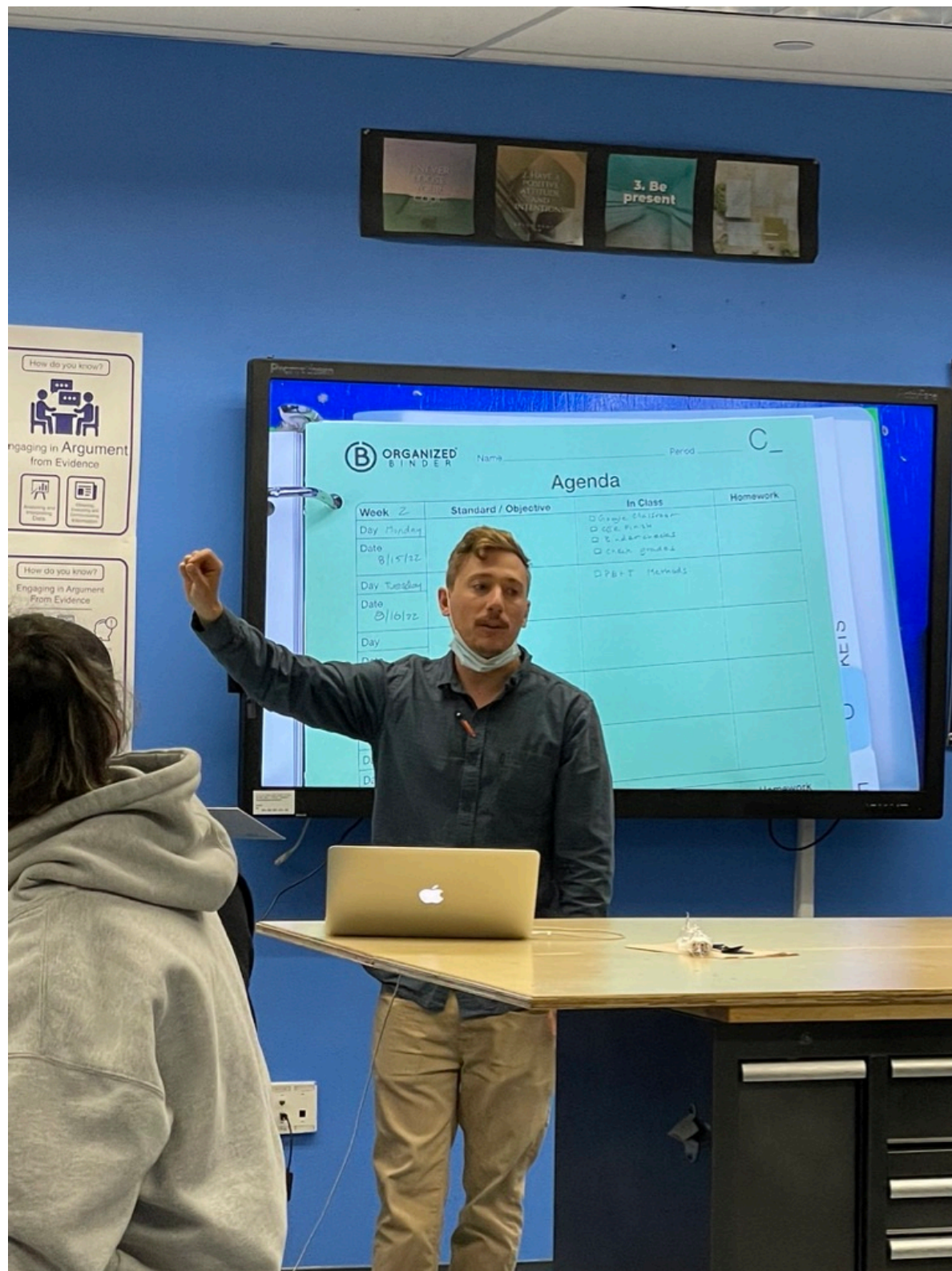
# Daily Routine





Did an adult teach you how to  
maintain a calendar?





## Agenda

Week	In Class	Homework
Day	-Chemistry review -Molecule diagrams -Q&A 1-4 p. 405 (#4)	Review notes (#2)
Date		
9/14/22		
Day	-Circulatory Notes -Diagram and coloring of blood vessels	Review #4
Date		
9/15/22		
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.
• <b>Earth Science</b> - Introductory	• <b>Honors English</b> - Assignment 1	• <b>Earth Science</b> - Unit 1 Objectives	• <b>Honors English</b> - Lesson taking notes
• <b>Honors English</b> - Unit 1 Objectives	• <b>Earth Science</b> - Flipgrid & notes	• <b>Pe</b> - Journal write	• <b>Earth Science</b> - Lesson 1 & notes
• <b>Advocacy</b> - Introductory & check in	• <b>Spanish</b> - <b>Advocacy</b> - Internet Cyberbully quiz	• <b>Directed Project</b> - Flipgrid	• <b>Advocacy</b> - Journal write
• <b>Pe</b> - Introductory & Syllabus	• <b>Pe</b> - Quizzes	• <b>Health</b> - Pace guide & Journal write	• <b>Pe</b> - Fitness contract
• <b>Directed Project</b> - Syllabus & intro	• <b>Directed Project</b> - Journal write	• <b>Math</b> - navigation videos	• <b>Spanish</b> - Review to make sure all work is done
• <b>Health</b> - Syllabus	• <b>Health</b> - course vocabulary	• <b>Art@6</b>	
• <b>Math</b> - Syllabus & Pace guide	• <b>Math</b> - account Setup		

2019-2020  
PLANNER

PROPERTY OF:

  
**ORGANIZED**  
BINDER





MONDAY  
AUG 5

TUESDAY  
AUG 6

WEDNESDAY  
AUG 7

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

THURSDAY  
AUG 8

FRIDAY  
AUG 9

SATURDAY  
AUG 10

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

SUNDAY  
AUG 11



SEPTEMBER 2022

MONDAY

29

TUESDAY

30

WEDNESDAY

31

AUGUST

10 AM

Meeting

11 AM

start work for the  
week

Finish  
Science  
for the week

Finish  
Math for the week

and  
Finish English  
for the week

PE for the  
Day

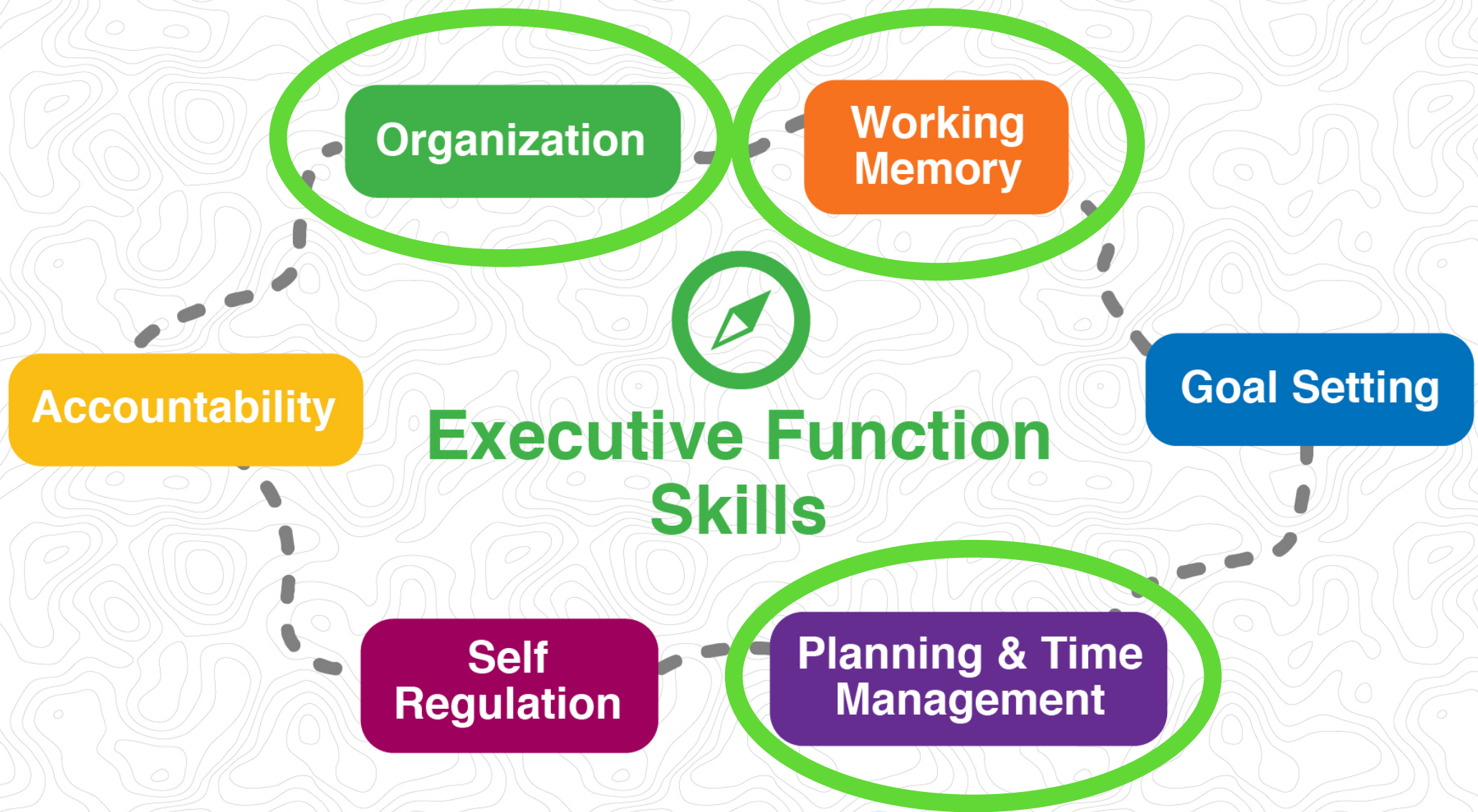
PE for the  
Day



“You are a genius. Your last point hits on the most potent problem every student I have interviewed has an issue with. **Honoring the syllabus, reading it, studying ahead of class in preparation for exams and whatnot...** I am excited to see these points and to know our students will be receiving this instruction. You have elated and excited me.”

Above excerpt taken from an email to Mitch Weathers from Melba Beals

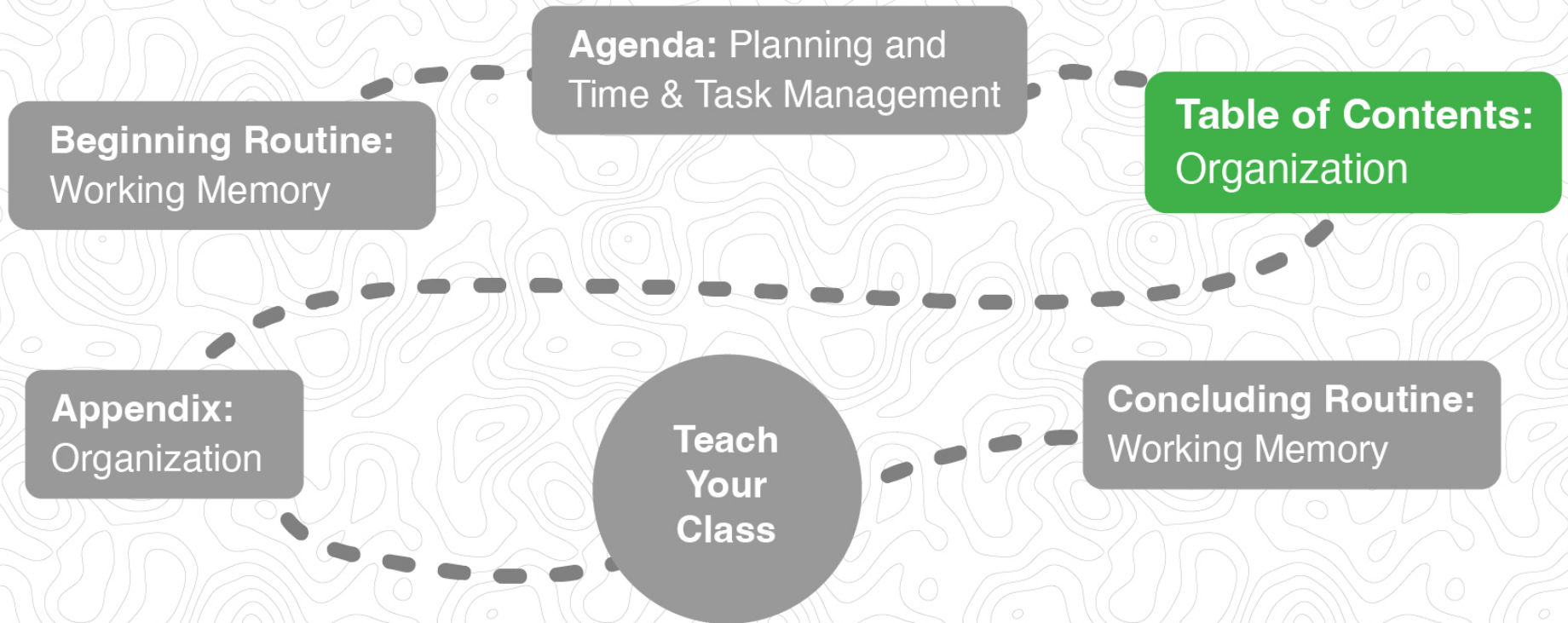




## Session 3: Organization



# Daily Routine



Your #1 Takeaway?



# I Want To Learn More!

Teaching  
Executive  
Function  
Live Workshops

How to Teach  
Executive  
Functions in Any  
Classroom  
Online Course

How to Teach  
Executive  
Functions  
Course  
+  
Live Coaching  
& Support

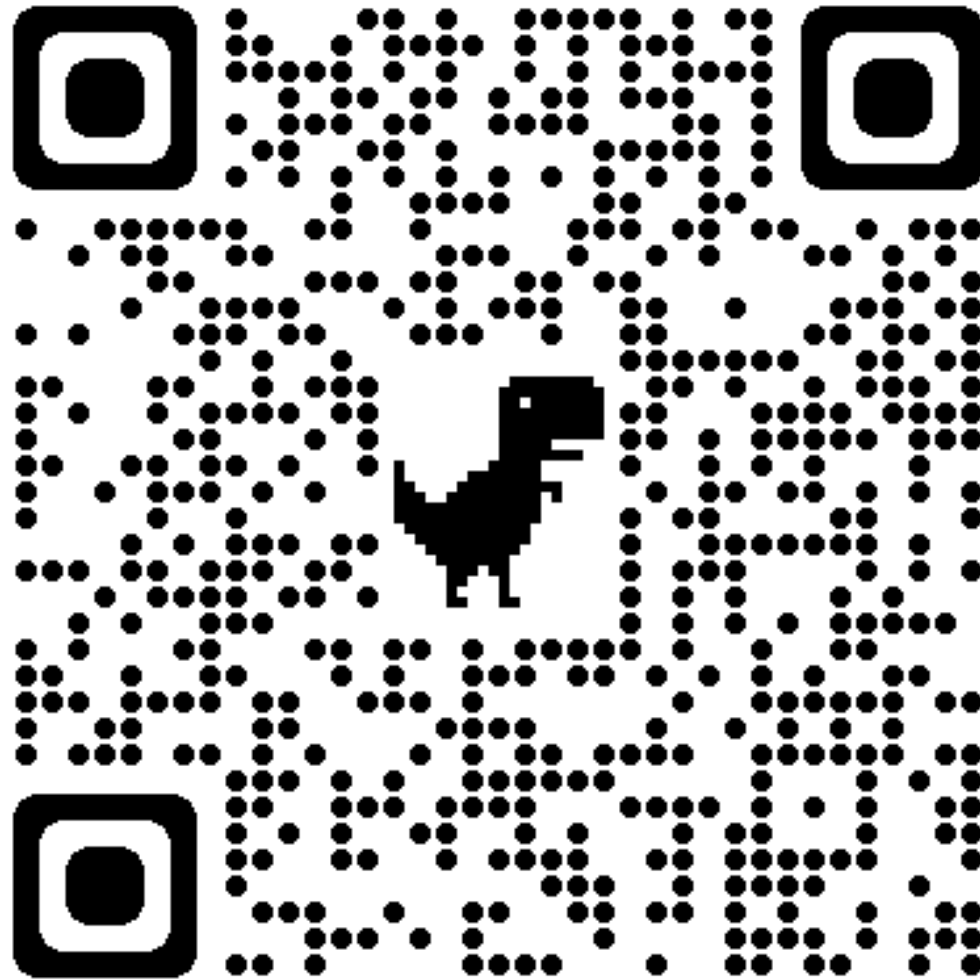
The Full  
Organized Binder  
Program



[organizedbinder.com/learn](https://organizedbinder.com/learn)



# I Want To Learn More!



[organizedbinder.com/learn](https://organizedbinder.com/learn)





# I Want To Learn More!!!

We are thrilled that you want to learn more about the work we do here at Organized Binder. Please take a moment and select which options (select all that apply) you want to explore and we will reach out to you via email ASAP to schedule a 15 minute meeting to chat!

**Name** *(Required)*

First

Last

**Email** *(Required)*

**Please Select Which Offering You Are Interested In:** *(Required)*

- ☐ The Full Organized Binder Program
- ☐ How to Teach Executive Functions Course
- ☐ How to Teach Executive Functions Course + Live Coaching
- ☐ How to Teach Executive Function Teacher Live Workshops
- ☐ Other

Other

**CAPTCHA**

☐

I'm not a robot



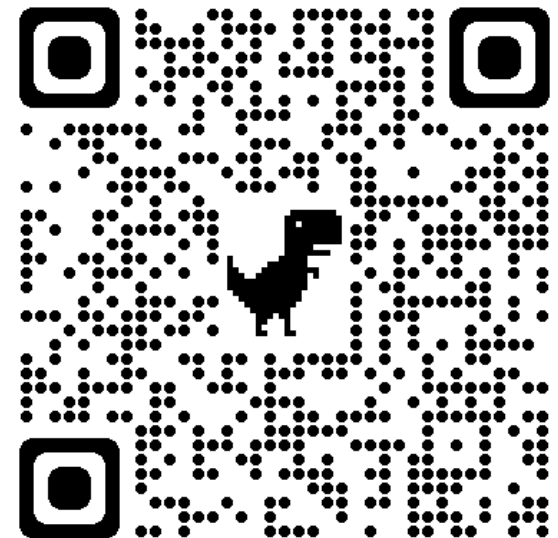
reCAPTCHA  
Privacy - Terms

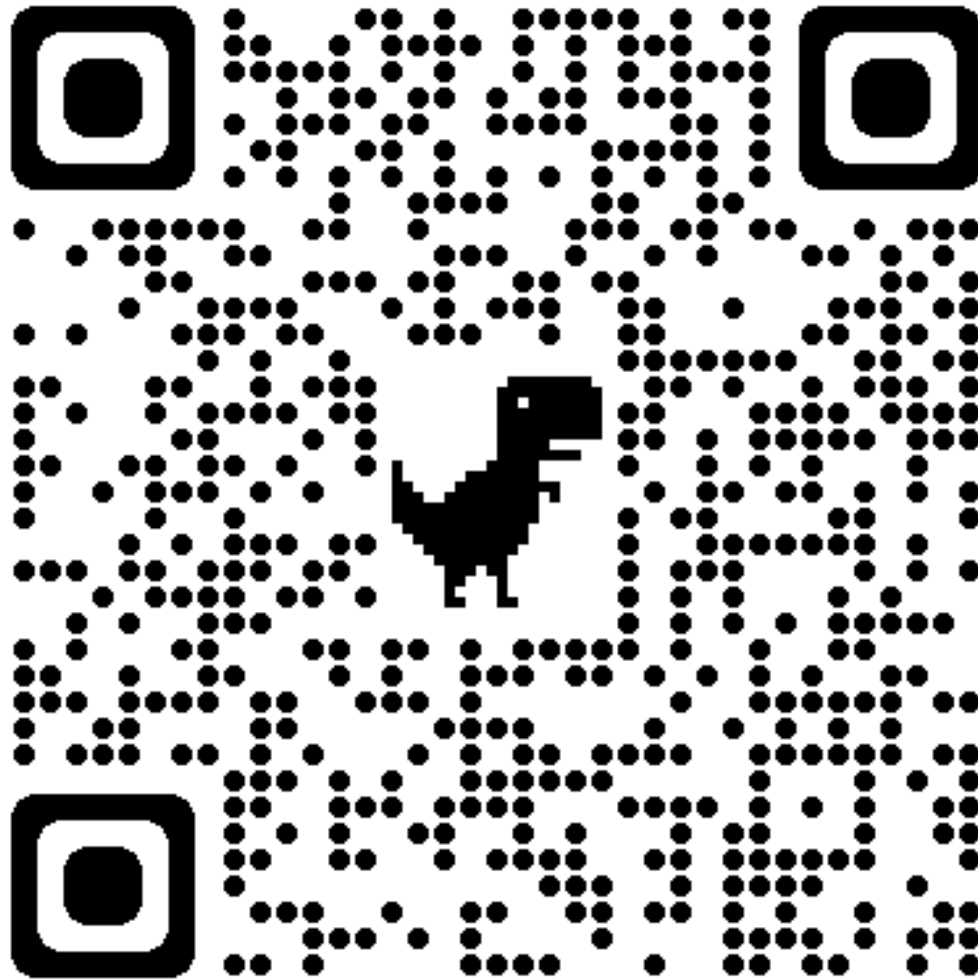
# organizedbinder.com/learn



# Contact and Updates

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- [@organizedbinder](https://twitter.com/organizedbinder)





[organizedbinder.com/learn](https://organizedbinder.com/learn)















“My students are working from bell to bell! Having a starting and ending routine gets us off to a very quick start and a solid finish.

Students who are ordinarily lost or off-task are feeling more confident.

My EL students spend less time looking for the right place to start and more time doing the best they can to acquire content.

My students who have behavior issues are suddenly now the first to ask "Does this go in my binder?". This routine seems to make them want to be successful, which is HUGE!!!

It is *helping me* get and stay organized! Knowing that I have to model the Agenda with and the unit Table of Contents for them each day, really forces me to be prepared!”

