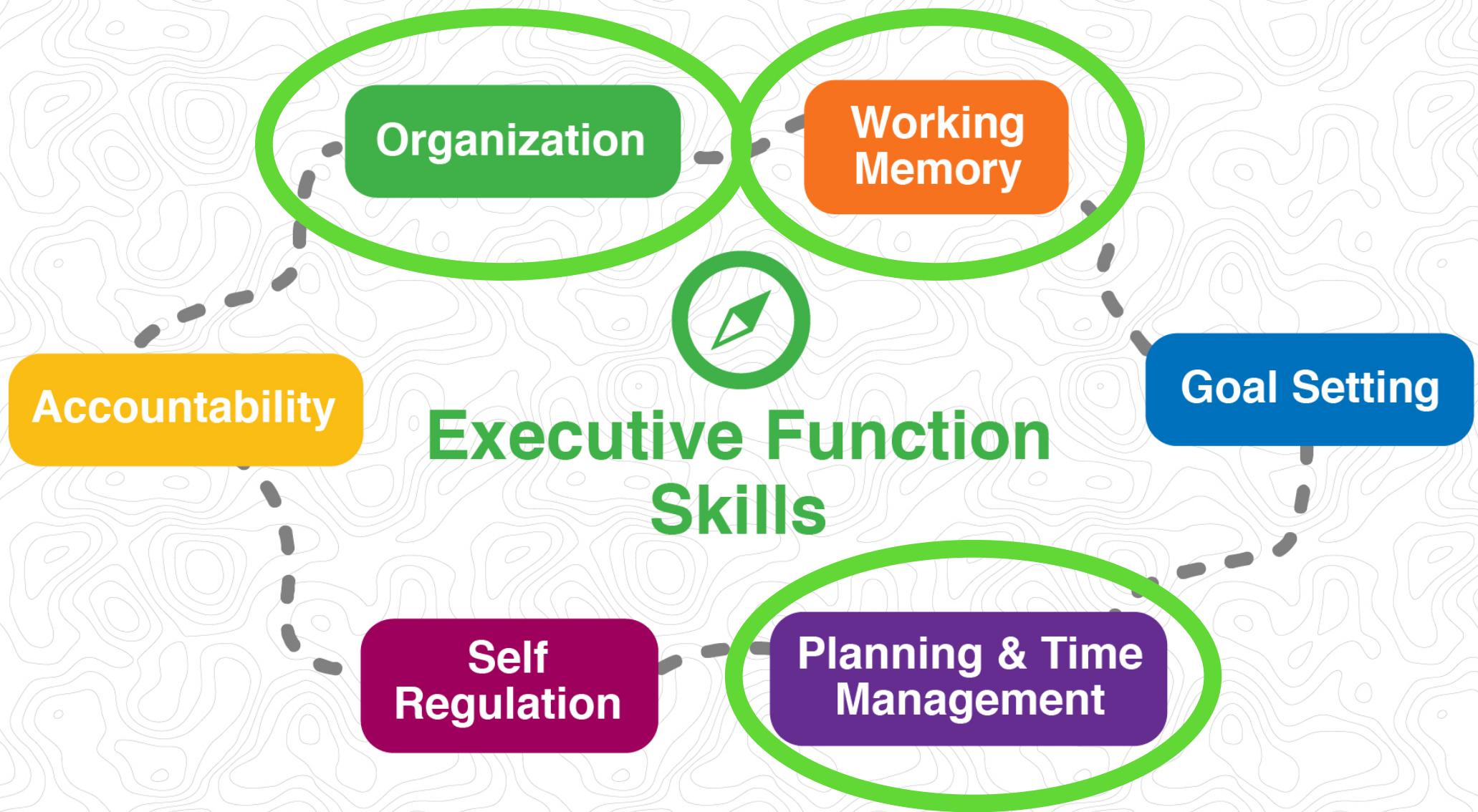


LEARN TO TEACH EXECUTIVE FUNCTIONS

**A FREE 5 PART
WEBINAR SERIES**

Provided by





Session 3: Organization

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.



Why EFs Have Not Been Taught Historically?

1. Time Crunch!
2. Zone of Genius!



3 Strategies for Teaching EFs

Clarity

Routine

Modeling



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



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*







A Universal Tier 1 Intervention



Let's Get To It!

First, let's review Sessions 1&2



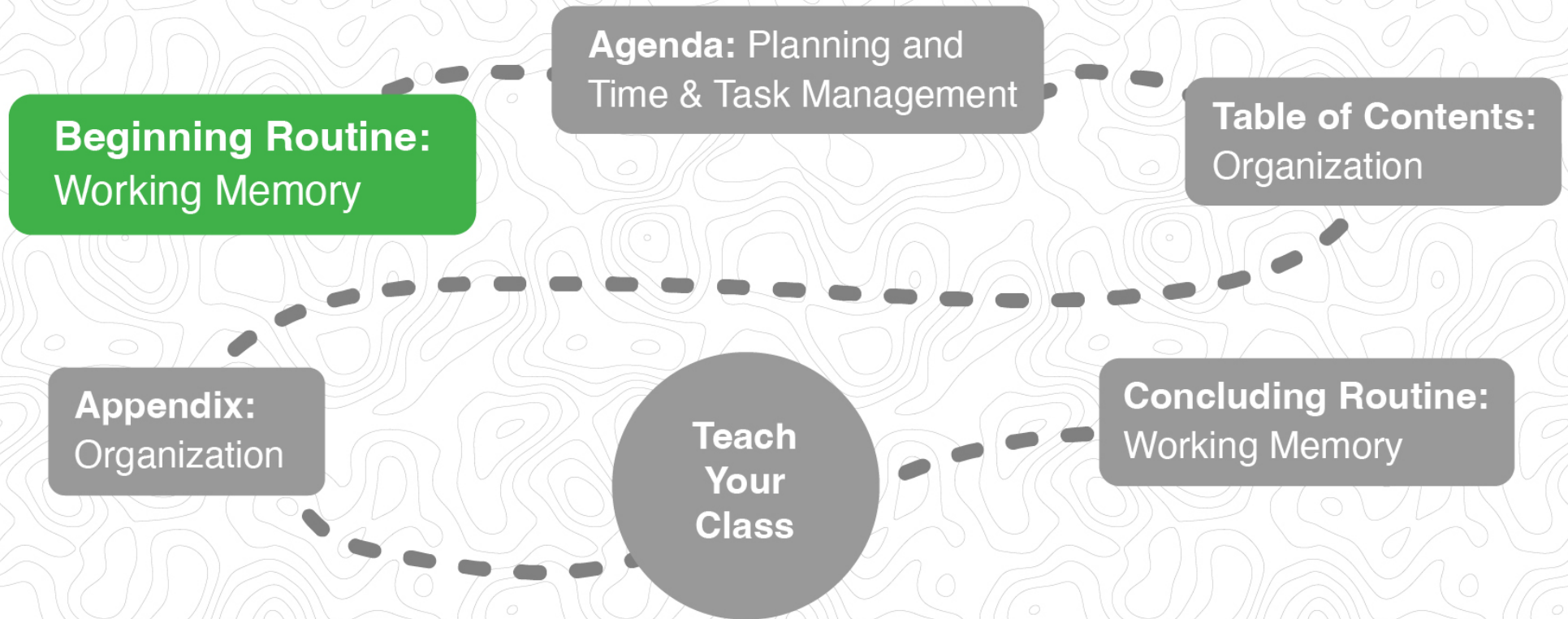
Session 1 Takeaway

Working Memory

“I have been wanting to find a lesson layout that works well for all of my classes (I teach three different subjects). Just from today's session, I was able to come up with the beginnings of a layout that will work well for all three classes! I am super stoked and grateful that you were willing to share your information and experiences with us! I can't wait to start using executive functioning practices in the classroom.”



Daily Routine



Daily Sequence:

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

Weekly Lifeline

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B: Weekly Lifeline

Agenda

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C: Agenda

Table of Contents

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G: Table of Contents

Academic Toolkit

My List of Academic Tools

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F: Academic Toolkit*

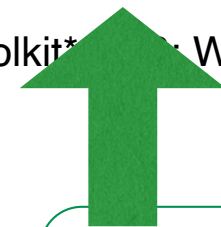
Weekly Lifeline

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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.



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.

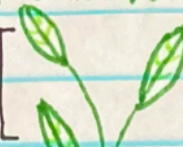
KI

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 (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

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 _____

LEARNING LOG

Date 9/15/22

Check

KI

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

response _____

LEARNING LOG

Date 9/16/22

Check

KI

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

response _____

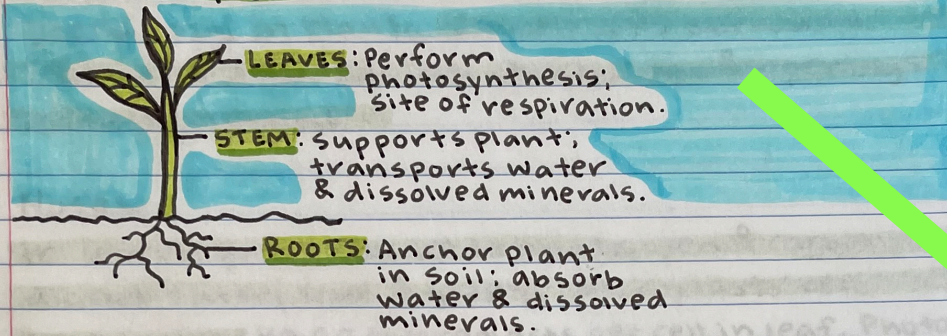




Lesson 2 - Basic Plant Structures

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 CO_2 & release oxygen + water. **Stomata** in cuticles allow passage of air with CO_2 into leaf & exit of O_2 & H_2O 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

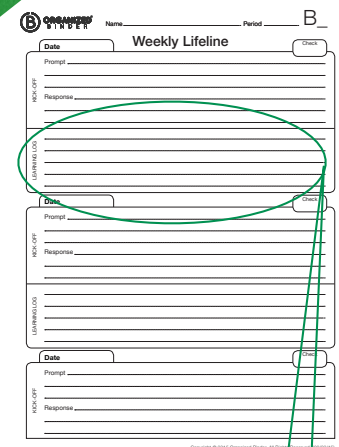
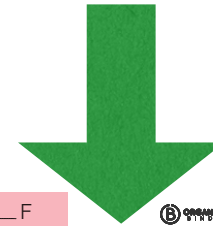
Paper

Unit Packets

Daily Routine



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.



LEARNING LOG

Date

Check

Prompt

KICK-OFF

Response

LEARNING LOG

Date

Check

Prompt

KICK-OFF

Response

LEARNING LOG

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.

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

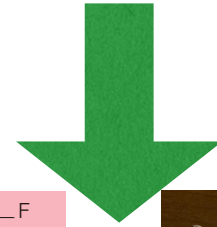
Marzano, *Classroom Instruction That Works*



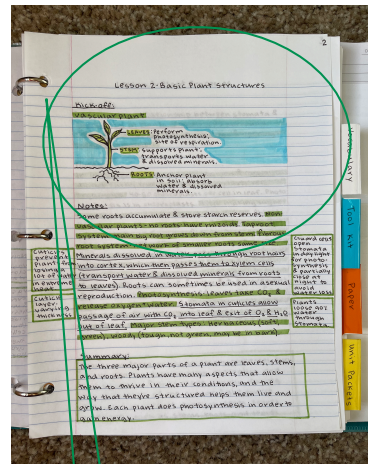
Daily Routine



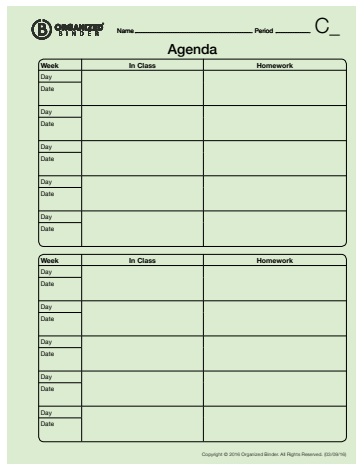
Daily Routine



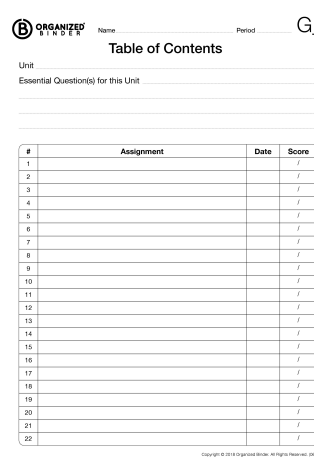
Teach Your Class



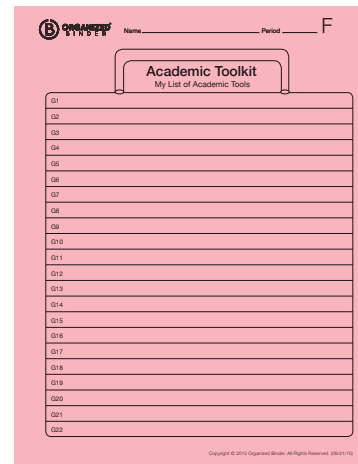
B: Weekly Lifeline



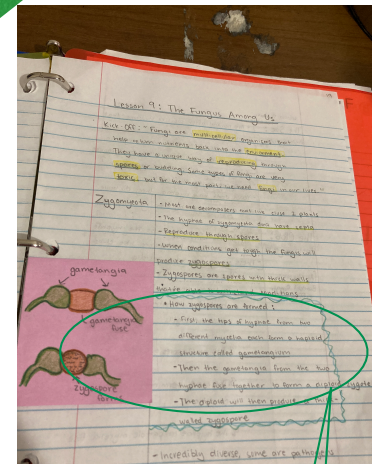
C: Agenda
*Planning &
Time Management*



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.



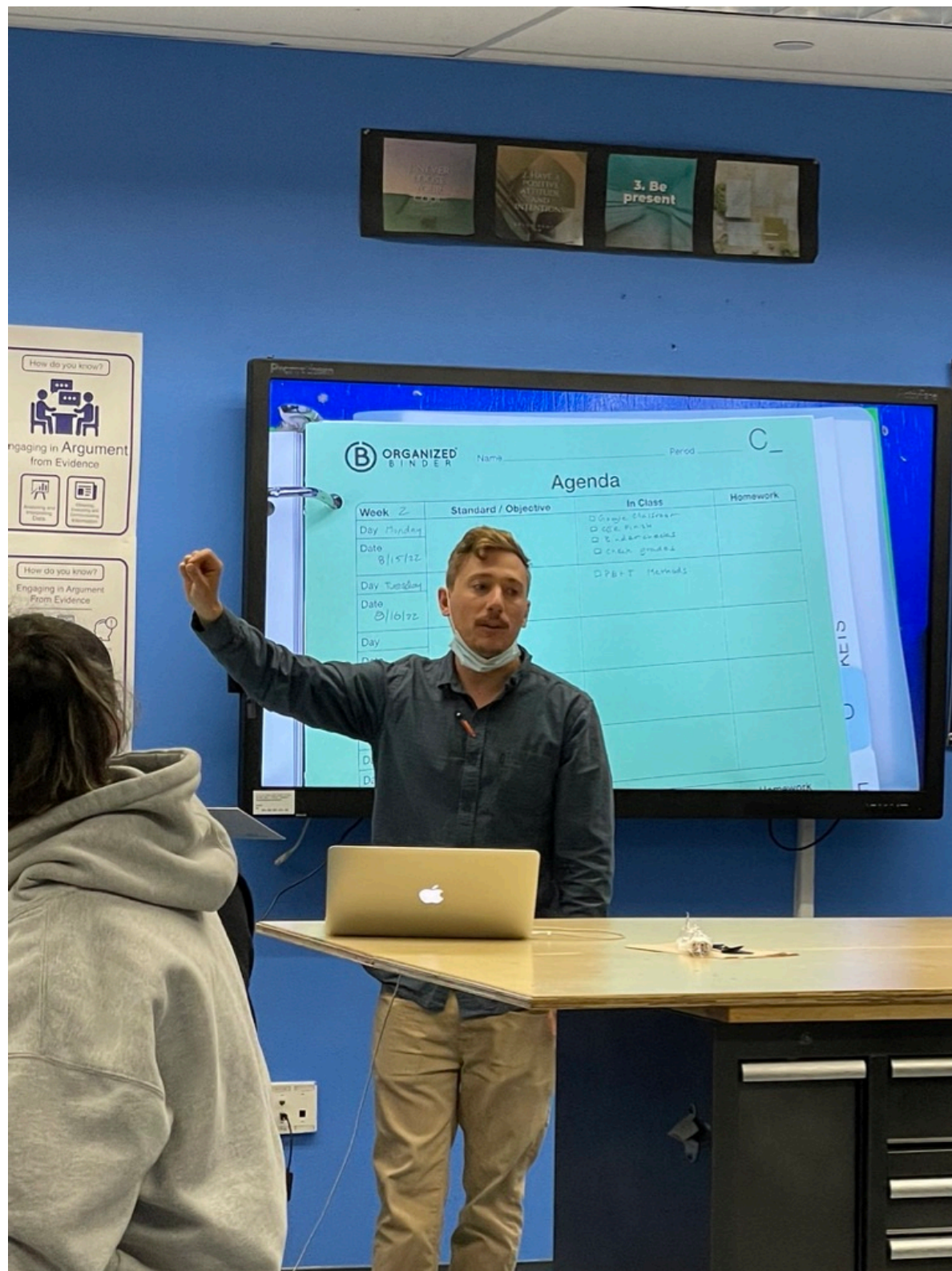
Session 2 Takeaways

Planning and Time Management

“Love this. I am a student support coordinator and this plan gets to the root of the cause for many of our students. Not getting work done!”

“My big takeaway from today's lesson is that slowing down to highlight the agenda is a big deal! It not only provides predictability, but is also a great way to reach kids of trauma who need that predictability and stability more so than others!”





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.
• 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 - Advocacy - internet Cyberbully quiz	• Directed Project - Flipgrid	• Advocacy - Journal write
• Pe - introductory & Syllabus	• Pe - quizzes	• Health - Pace guide & Journal write	• Pe - Fitness contract
• Directed Project - Syllabus & intro	• Directed Project - Journal write	• Math - navigation videos	• Spanish - Review to make sure all work is done
• Health - Syllabus	• Health - course vocabulary	• Art@6	
• Math - Syllabus & Pace guide	• Math - account Setup		



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		
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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

Organization

**Working
Memory**

Accountability

Goal Setting

**Self
Regulation**

**Planning & Time
Management**

Executive Function Skills



Daily Routine

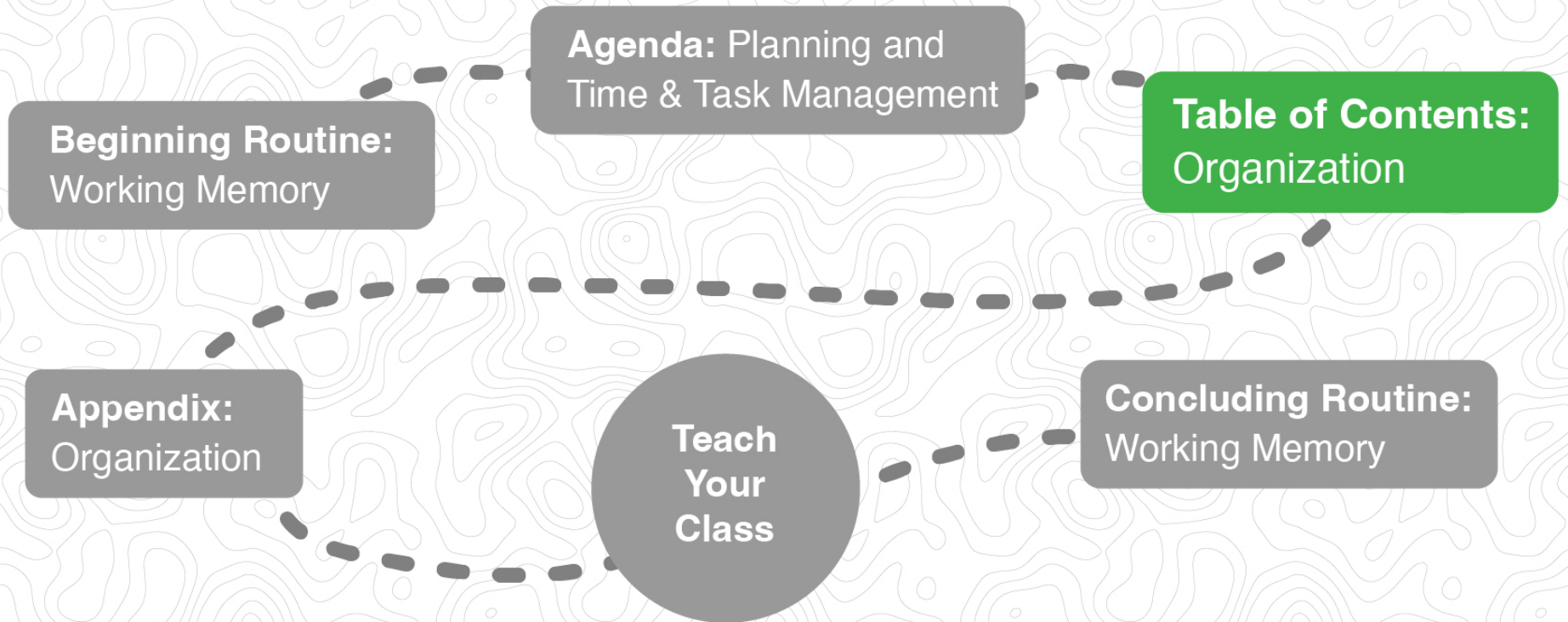


Table of Contents

 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 System	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	4/1/22
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		

#3

Unhealthy Relationships

#10

Name

Date

Period

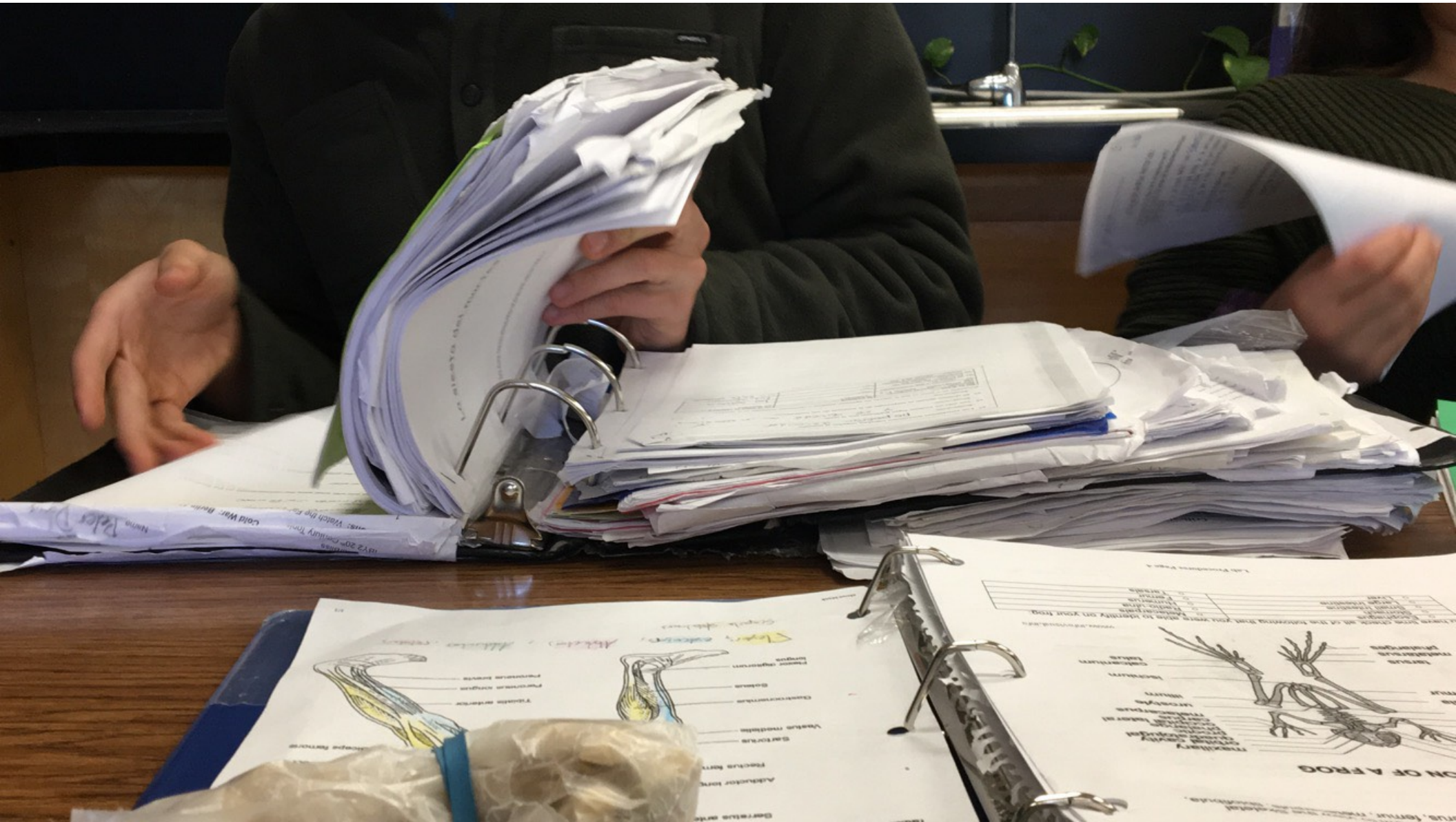
es?

sory neurons, interneurons, and motor

opens during a simple physical activity.

the time it takes to catch a falling ruler.







My Goal in
ORGANIZED
Name

Weeks 1-4 Goal
Sub-Goal
Daily Task



Handwritten: *Handwritten: 12/20/07*

Project: *100*

Due: *1/20/08*

Biology Project #5

Topic	Subtopic	Question	Answer
Cell Structure	What is the function of the nucleus?	It stores genetic information and controls the cell's activities.	
	What is the function of the mitochondria?	It produces energy for the cell.	
	What is the function of the Golgi apparatus?	It transports and packages proteins.	
	What is the function of the lysosomes?	They break down waste and cellular debris.	
Cell Division	What is the difference between mitosis and meiosis?	Mitosis produces two identical daughter cells, while meiosis produces four genetically diverse daughter cells.	
	What is the purpose of meiosis?	It is used for sexual reproduction to produce gametes.	
	What is the difference between a somatic cell and a gamete?	Somatic cells are body cells, while gametes are sex cells.	
	What is the function of the cell membrane?	It regulates the movement of substances in and out of the cell.	

Handwritten: *Handwritten: 12/20/07*

Project: *100*

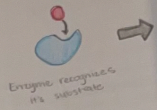
Due: *1/20/08*

Biology Project #5

Topic	Subtopic	Question	Answer
Cell Structure	What is the function of the nucleus?	It stores genetic information and controls the cell's activities.	
	What is the function of the mitochondria?	It produces energy for the cell.	
	What is the function of the Golgi apparatus?	It transports and packages proteins.	
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	What is the difference between a somatic cell and a gamete?	Somatic cells are body cells, while gametes are sex cells.	
	What is the function of the cell membrane?	It regulates the movement of substances in and out of the cell.	

Unit 1: The Study of Life

Natalie



The Scientific Method

Observe → Hypothesis

Academic Toolkit

My list of Academic Tools

- 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 - How do cells make more cells?
- F7 - Amino acid wheel
- F8 - Classification of Life
- F9 - Bacteria basics and shapes

Unit 2: The Cell

Natalie

10/11/21

The Phases of Mitosis

1. Prophase -

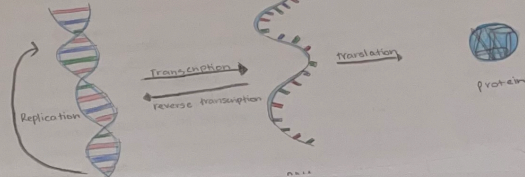
2. Metaphase -

3. Anaphase -

4. Telophase -

Unit 3: Genetics

Natalie Batishev 11/1/21



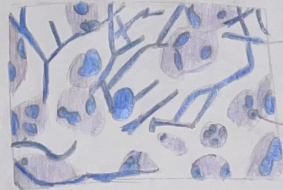
Unit 4: Classification of Life

Natalie Batishev

Unit 5: The Little critters

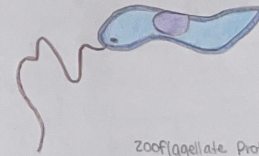
Natalie Batishev
January 11/2022

Gram stain of the causative bacteria.
(Bacillus anthracis) of anthrax, a deadly disease.



Bacillus anthracis

White blood cell



Zooflagellate Protist

The Sac Fungi: Ascomycota





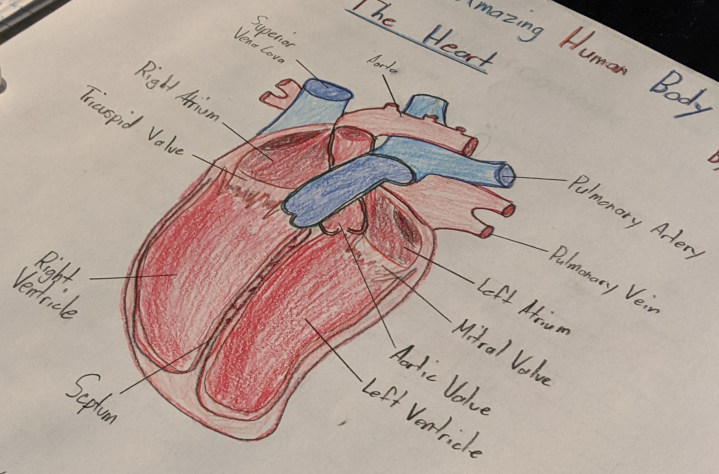



ORGANIZED
BINDER

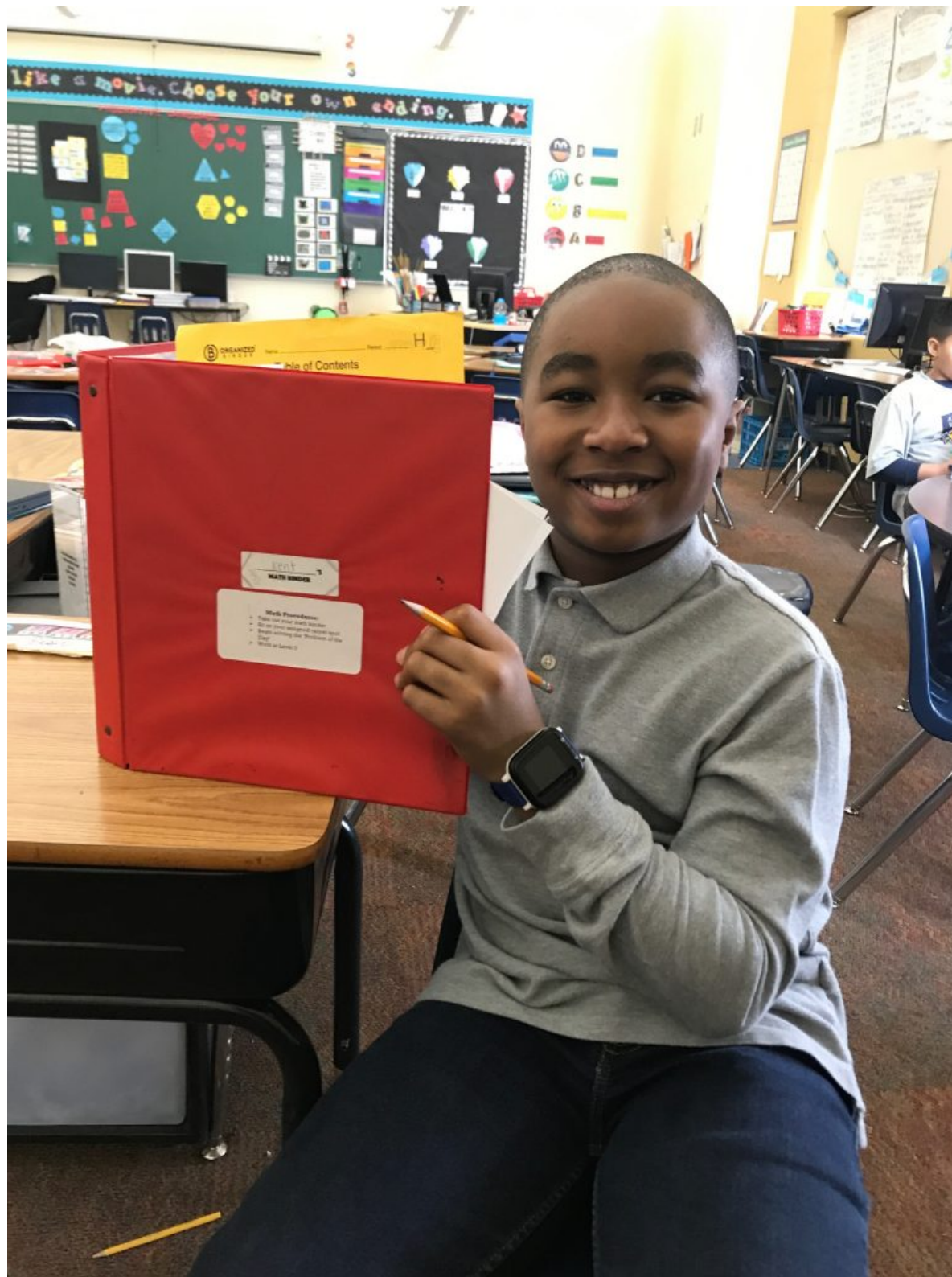


Unit 8: The Amazing Human Body
The Heart

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.



10:17 SCIENCE
11:09 ART/COMPUTERS
12:02 LUNCH BREAK
12:32 ENGLISH
1:23 MATH

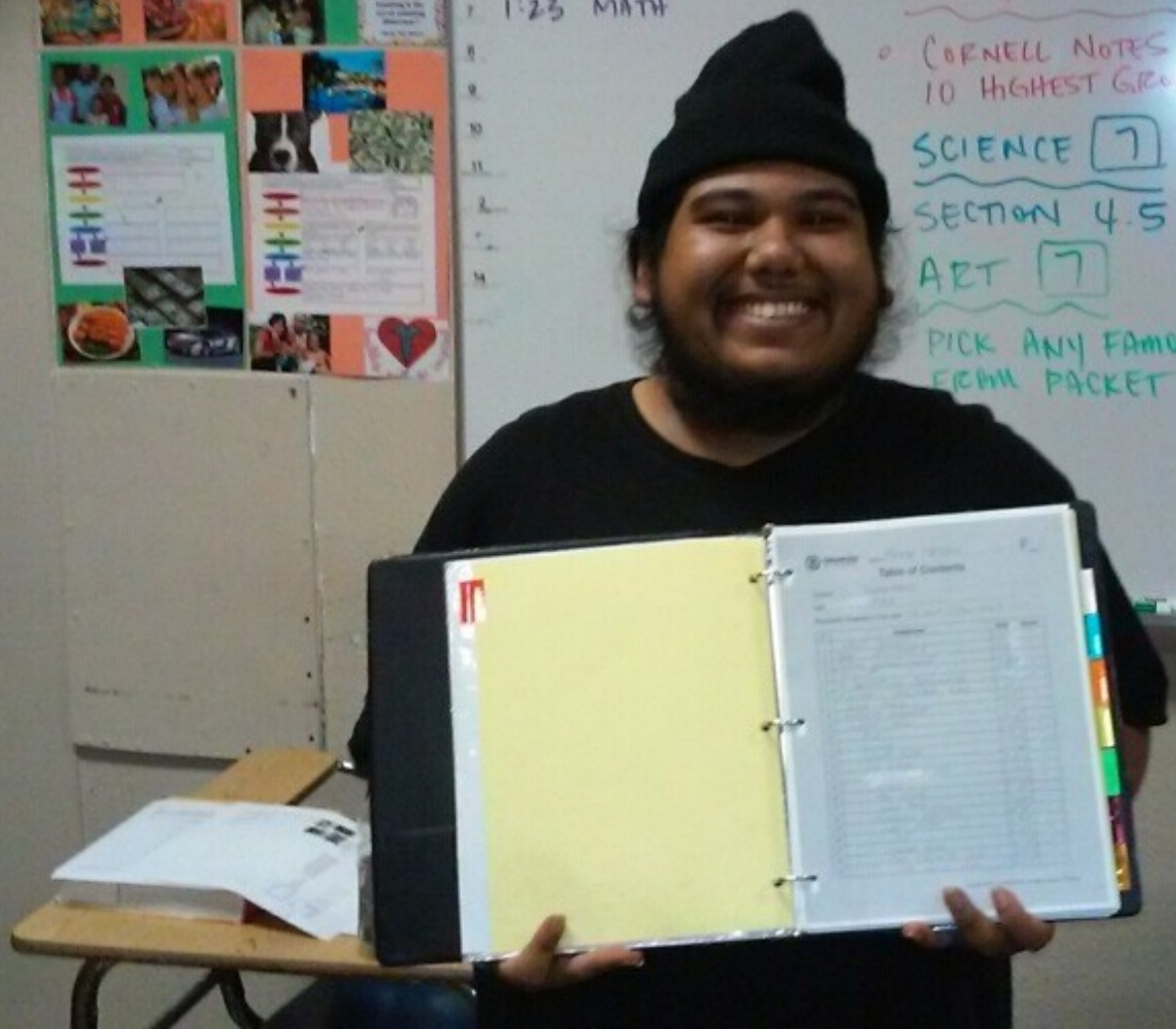
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100

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

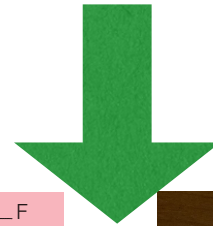


“You are an amazing teacher because you give your class information in a relaxing way. It is relaxing because it is consistent. The Unit Packets have similar structure and it makes it easier to improve on the next packet.

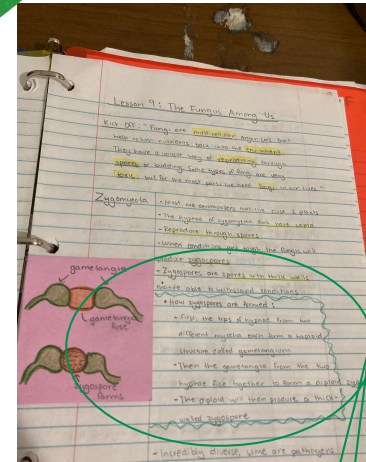
Student 06/2014



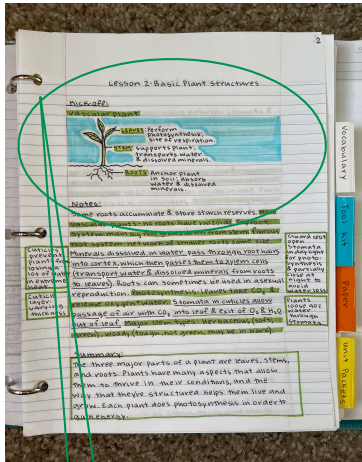
Daily Routine



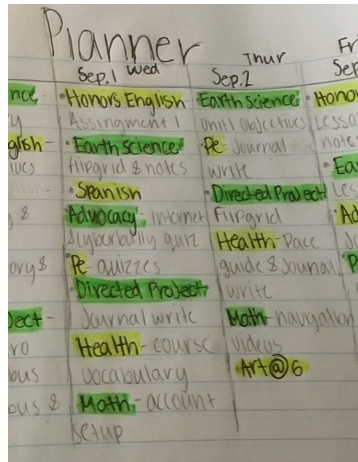
Teach Your Class



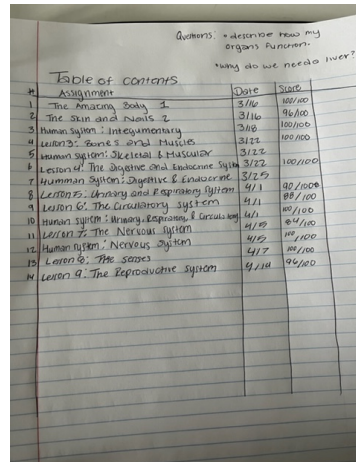
Ending Routine



B: Weekly Lifeline

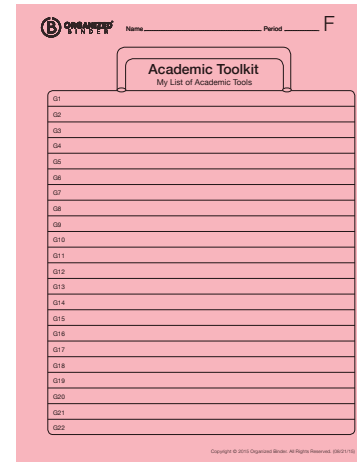


C: Agenda
*Planning &
Time Management*



G: Table of Contents

Organization



F: Academic Toolkit* *Organization*

Beginning 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 Toolkit

My List of Academic Tools

F1	The Jobs Of Silent E
F2	Rules for Discussion
F3	cap. Rules
F4	Pub. Rules
F5	Map: Aus. / Asia
F6	Map: N. + S. America
F7	Map: Africa + Europe
F8	Q+A Flow
F9	
F10	
F11	
F12	
F13	
F14	
F15	
F16	
F17	
F18	
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F22	

Academic Toolkit

My List of Academic Tools

- 1 Vocabulary
- 2 Grammar vocabulary
- 3 Tone / ADJECTIVES
- 4 Body Paragraphs and Rubric
- 5 QSR
- 6 ESSAY STRUCTURE
- 7 SEMESTER 1 STUDY GUIDE
- 8 Reciprocal Teaching Roles
- 9 Compound Sentences: conjunctive adverbs
- 10 Complex sentences
- 11 Literary Devices
- 12 C - CX - C - CX
- 13 Costa's Levels of Questioning
- 14 Socratic Seminar Rubric
- 15
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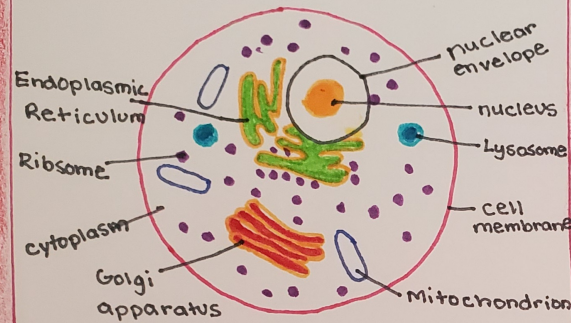
Academic Tool Kit
My list of Academic Tools

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	

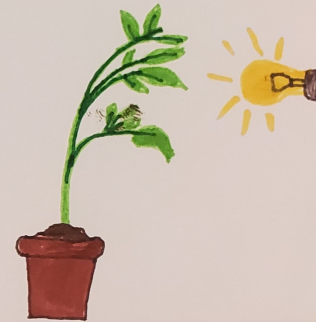
Characteristics of Living Things

By: Ramela Khan

1. composed of cells



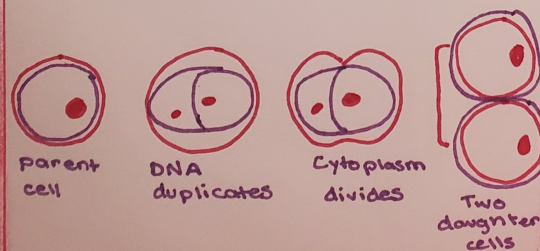
2. respond to environment



3. maintain homeostasis



4. reproduce

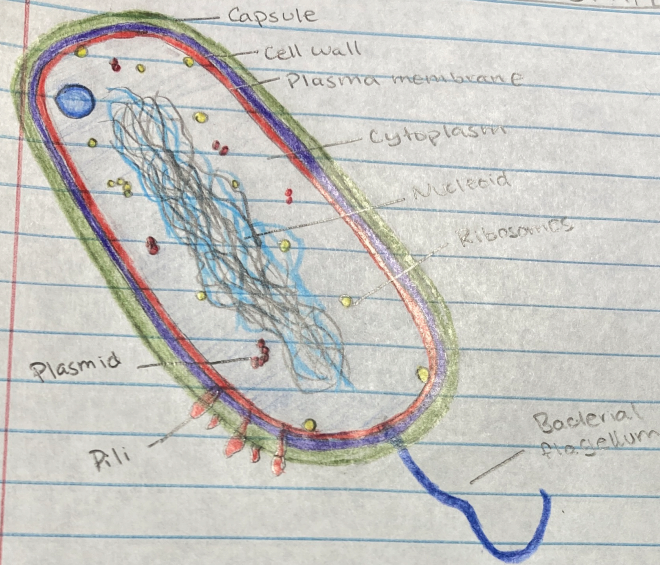


5. grow and develop



BACTERIA BASICS AND SHAPES

F9



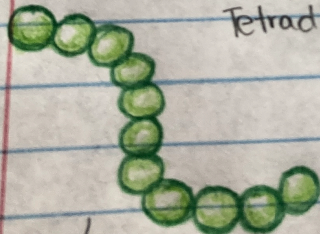
Cocci



Diplococci

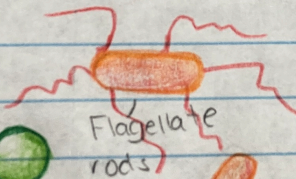


Tetrad

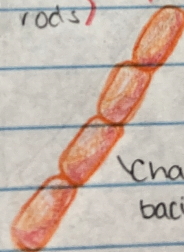


Streptococci

Bacilli



Flagellate rods

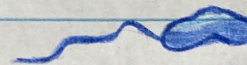


Chain of bacilli

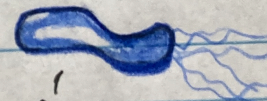


Spore-former

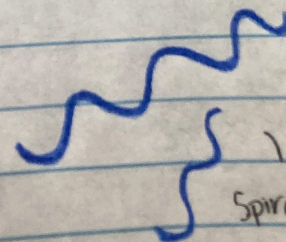
Spirals



Vibrios



Spirilla



Spirochetes

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

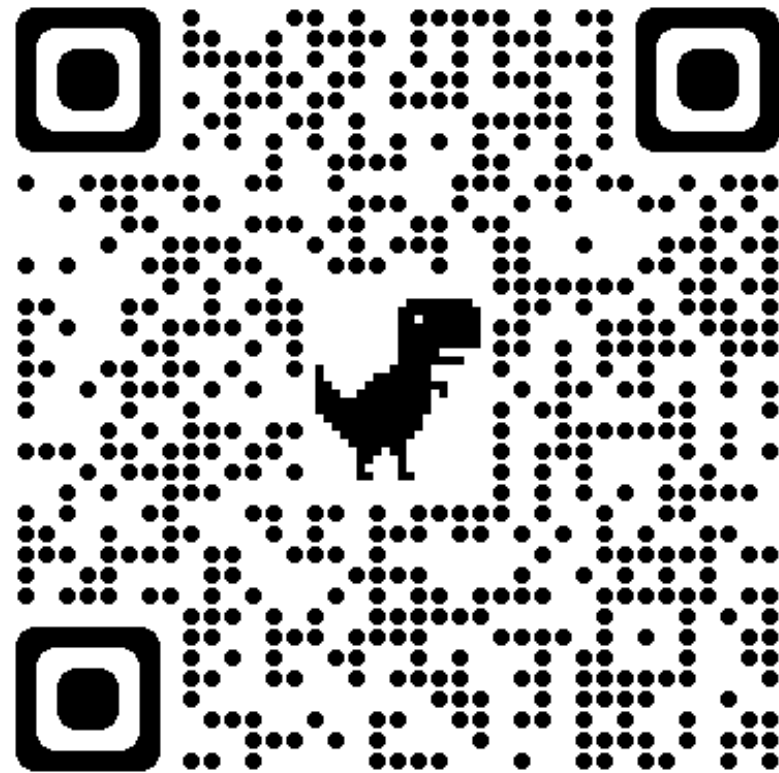
The Full
Organized Binder
Program



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I Want To Learn More & Keep In Touch!



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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:

- ☐ The Full Organized Binder Program
- ☐ How to Teach Executive Functions in Any Classroom Online Course
- ☐ How to Teach Executive Functions in Any Classroom Online Course + Live Coaching
- ☐ Teaching Executive Functions Live Teacher Workshops

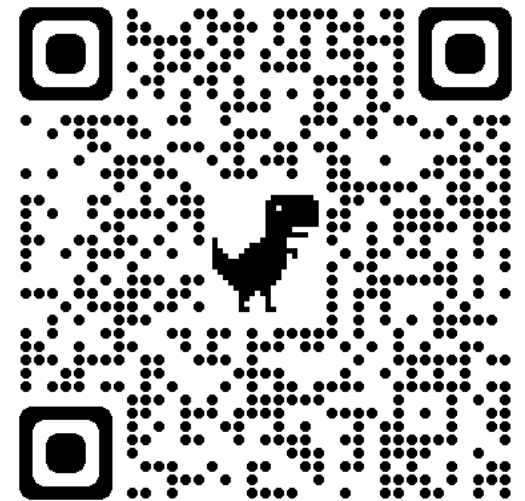
Any Other Information You Would Like From Us?

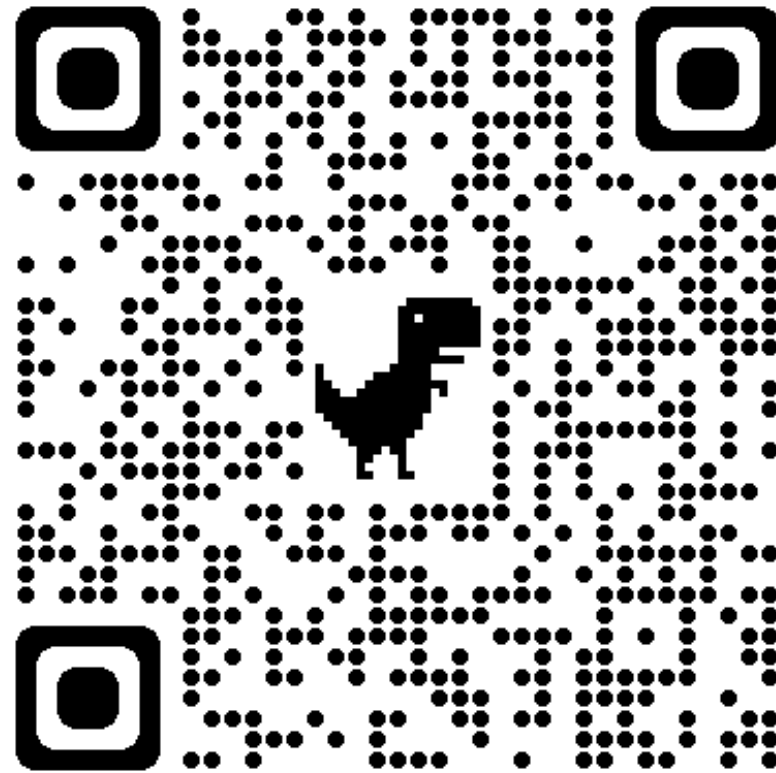
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