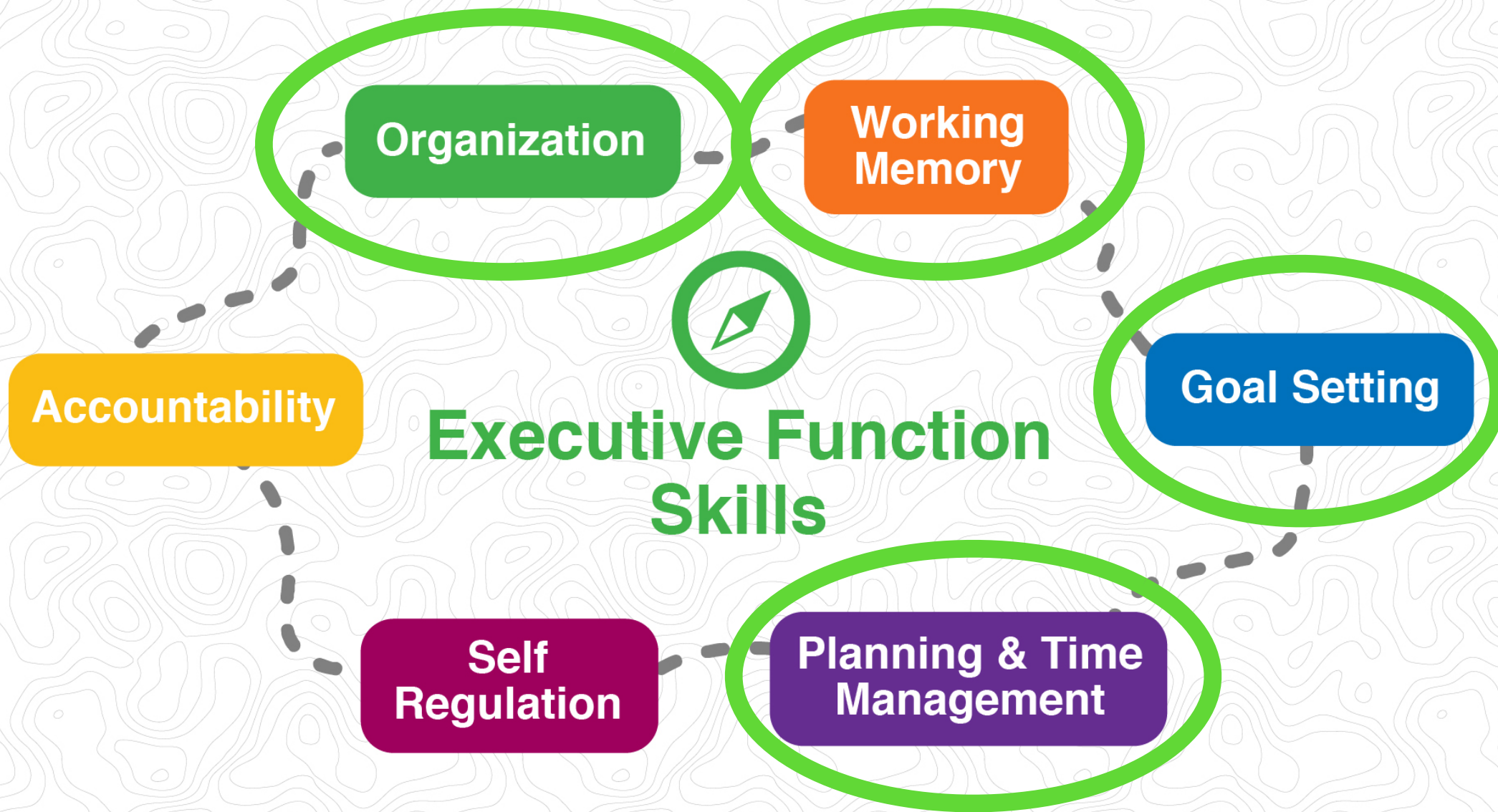


LEARN TO TEACH EXECUTIVE FUNCTIONS

**A FREE 5 PART
WEBINAR SERIES**

Provided by





Session 4: Goal Setting

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.



3 Strategies for Teaching EFs

Clarity

Routine

Modeling



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



A Universal Tier 1 Intervention

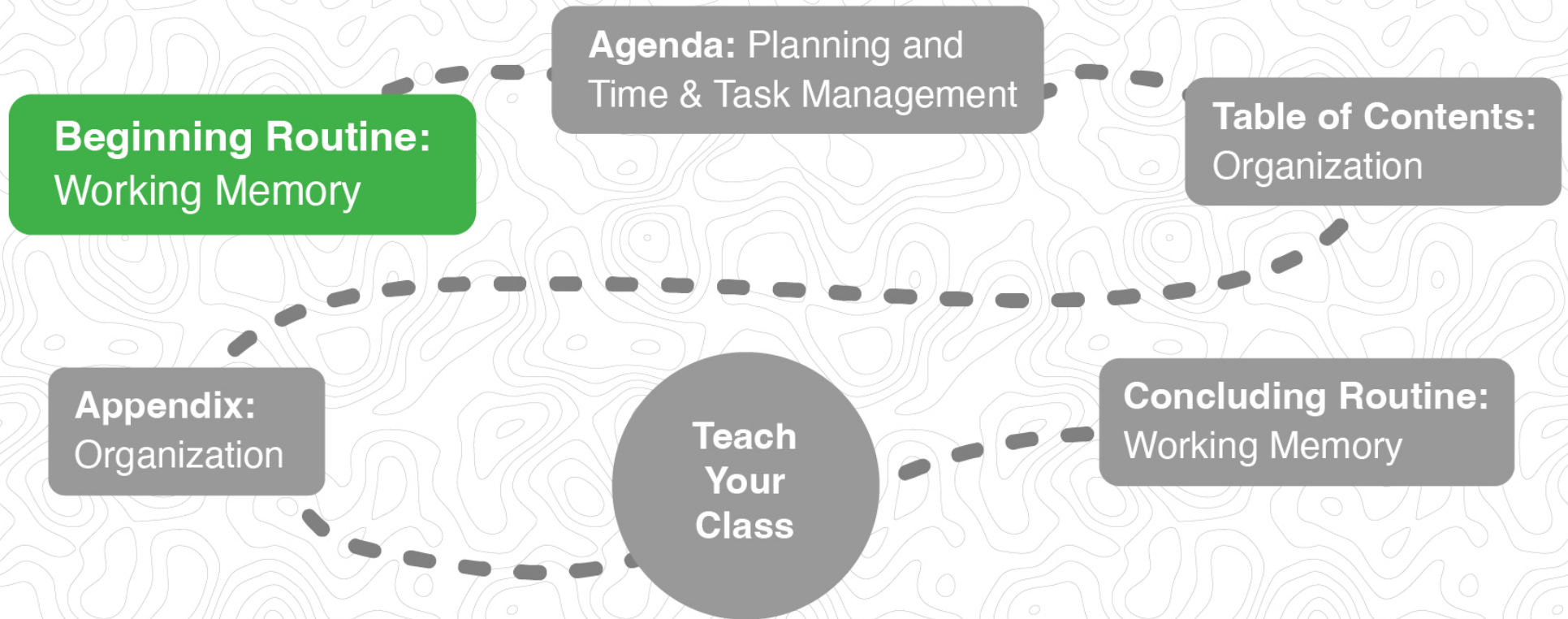


Let's Get To It!

First, let's review
Sessions 1-3



Daily Routine



Daily Routine:

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

Weekly Lifeline

Date _____

Prompt _____

Response _____

Check _____

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B: Weekly Lifeline

Agenda

| Week | In Class | Homework |
|------|----------|----------|
| Day | | |
| Date | | |
| Day | | |
| Date | | |
| Day | | |
| Date | | |
| Day | | |
| Date | | |

| Week | In Class | Homework |
|------|----------|----------|
| Day | | |
| Date | | |
| Day | | |
| Date | | |
| Day | | |
| Date | | |
| Day | | |
| Date | | |

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C: Agenda

Table of Contents

Unit _____

Essential Question(s) for this Unit _____

| # | Assignment | Date | Score |
|----|------------|------|-------|
| 1 | | | / |
| 2 | | | / |
| 3 | | | / |
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| 21 | | | / |
| 22 | | | / |

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G: Table of Contents

Academic Toolkit

My List of Academic Tools

| | |
|-----|--|
| Q1 | |
| Q2 | |
| Q3 | |
| Q4 | |
| Q5 | |
| Q6 | |
| Q7 | |
| Q8 | |
| Q9 | |
| Q10 | |
| Q11 | |
| Q12 | |
| Q13 | |
| Q14 | |
| Q15 | |
| Q16 | |
| Q17 | |
| Q18 | |
| Q19 | |
| Q20 | |
| Q21 | |
| Q22 | |

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F: Academic Toolkit*



Teach Your Class

Weekly Lifeline

Date _____

Prompt _____

Response _____

Check _____

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B: Weekly Lifelines



Ending Routine

Beginning 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.

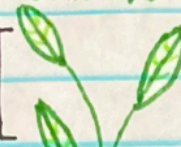
KI

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 c
↳ 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

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

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.

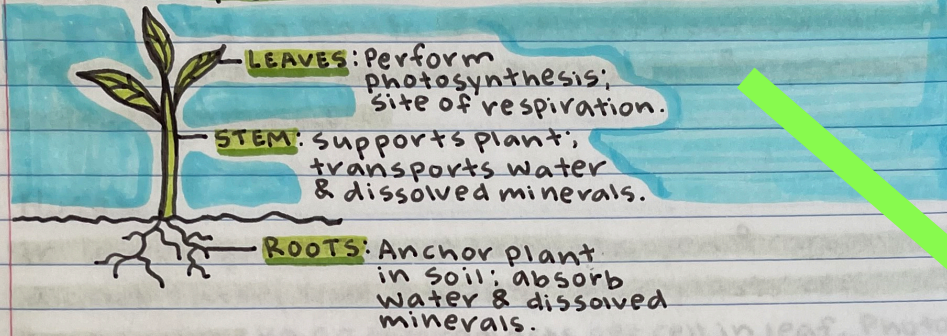
KI response _____



Lesson 2-Basic Plant structures

Kick-off:

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

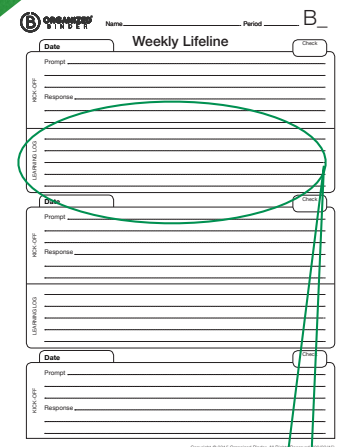
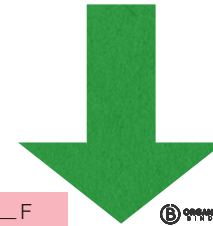
Paper

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*
- Although I learned about.....in class today, I am confused about.... *twice as fast.*

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.”

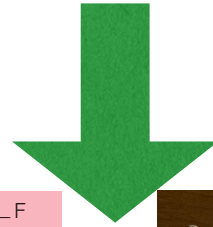
Marzano, *Classroom Instruction That Works*



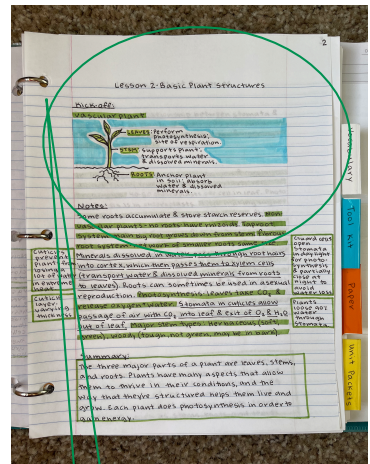
Daily Routine



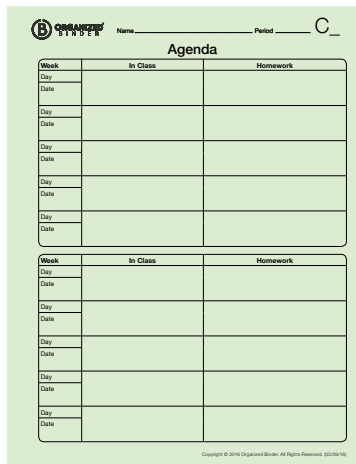
Daily Routine



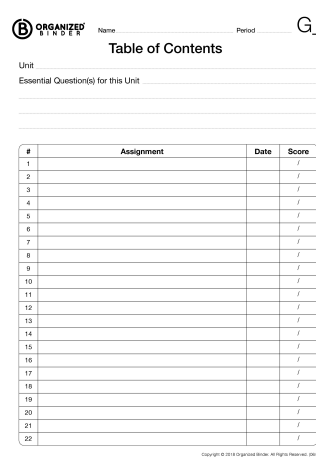
Teach Your Class



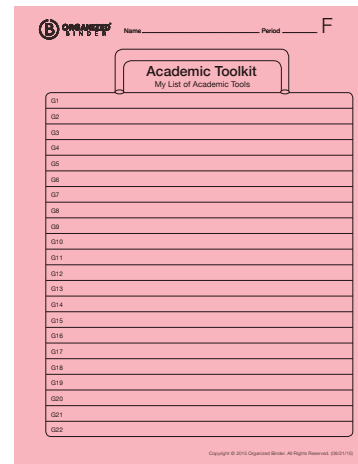
B: Weekly Lifeline



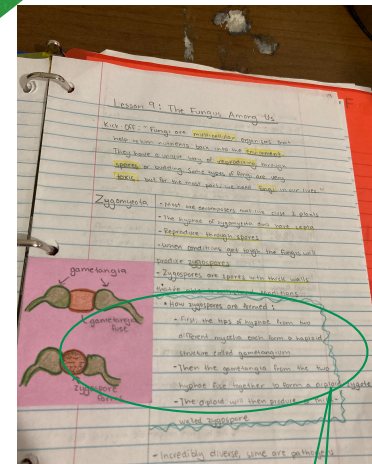
C: Agenda
*Planning &
Time Management*



G: Table of Contents



F: Academic Toolkit*



Weekly Lifelines

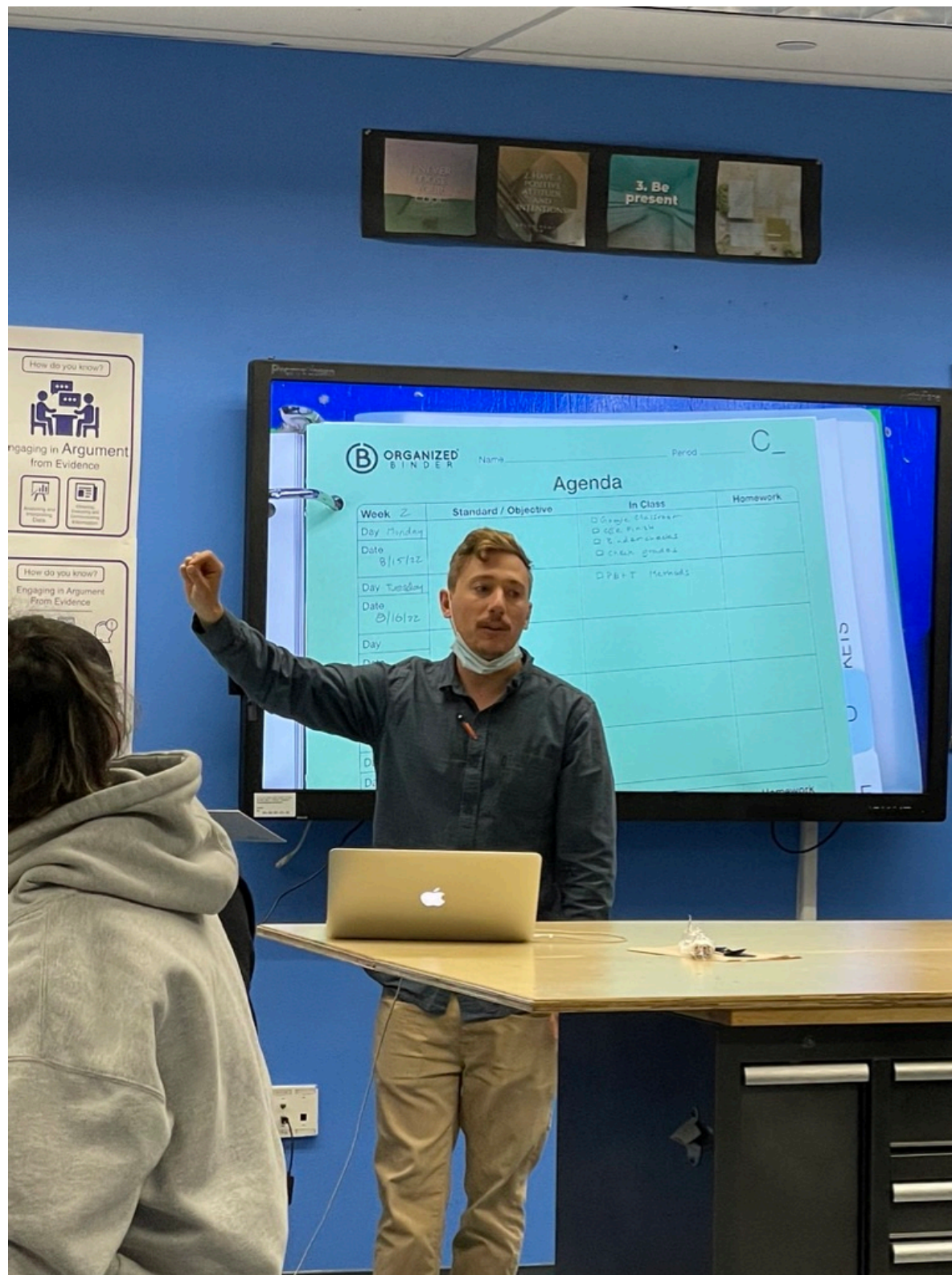
Working Memory

Beginning Routine

Ending Routine

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





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 | Wed Sep. 1 | 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

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|------|--|--|
| 8am | | |
| 9am | | |
| 10am | | |
| 11am | | |
| 12pm | | |
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| 4pm | | |
| 5pm | | |
| 6pm | | |
| 7pm | | |
| 8pm | | |

THURSDAY
AUG 8

FRIDAY
AUG 9

SATURDAY
AUG 10

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| 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

Daily Routine

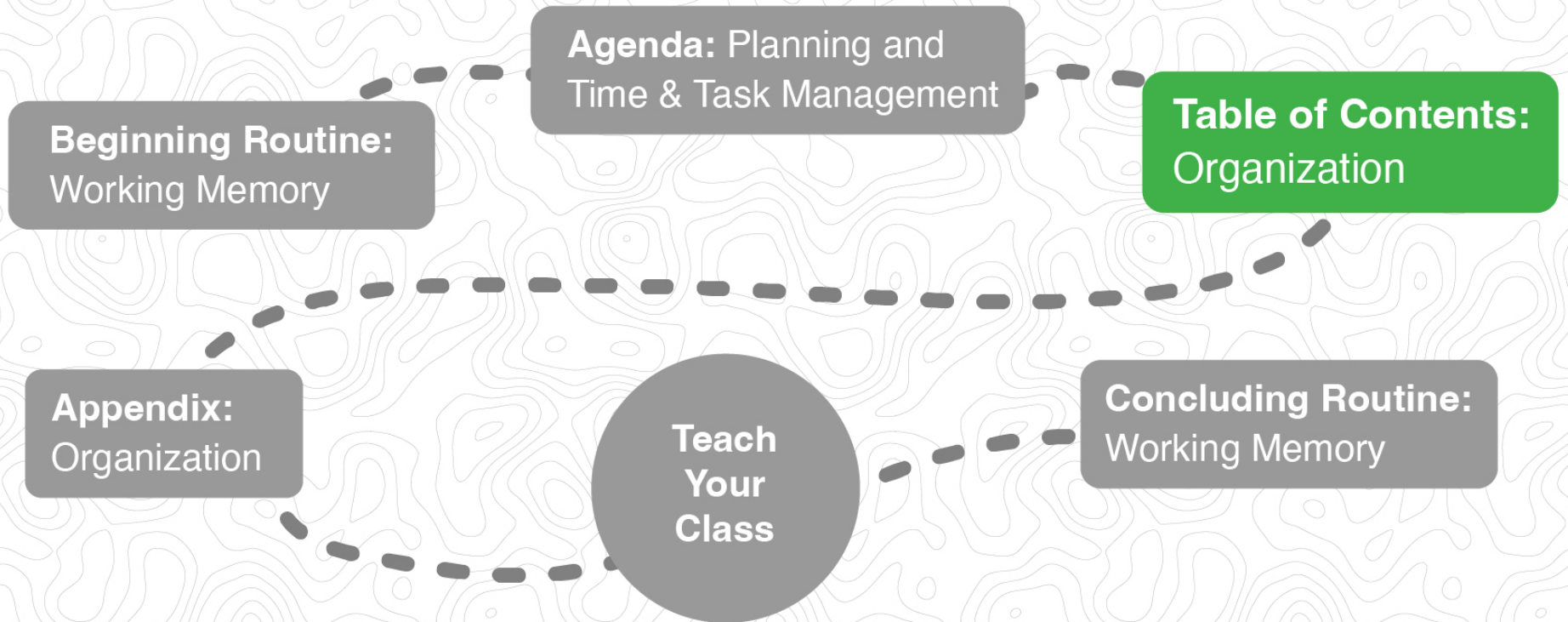


Table of Contents

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 | | | / |
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| 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

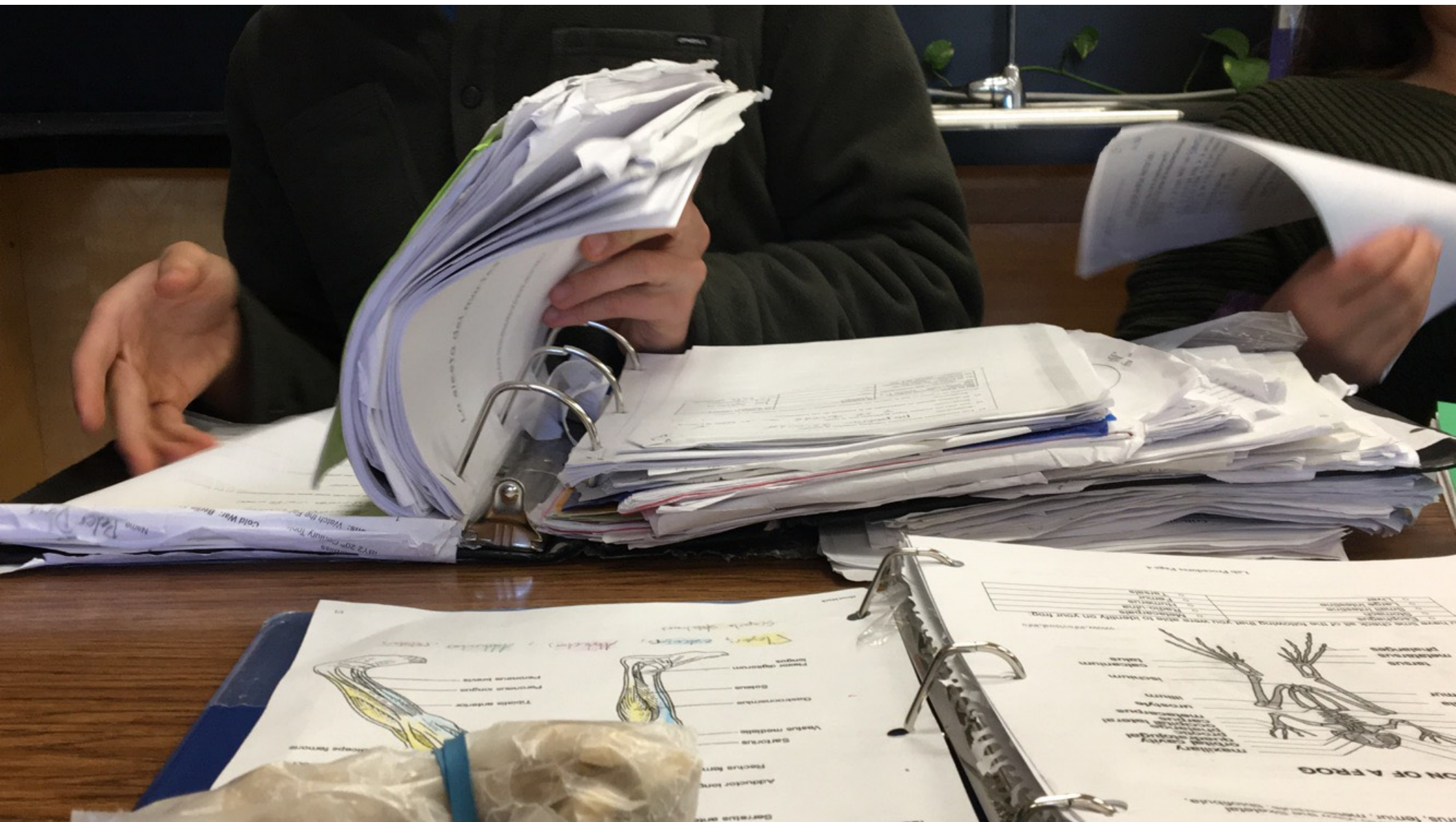
es?

sory neurons, interneurons, and motor

opens during a simple physical activity.

the time it takes to catch a falling ruler.



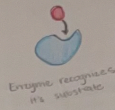






Unit 1: The Study of Life

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 -

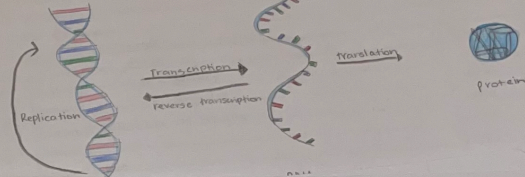
2. Metaphase -

3. Anaphase -

4. Telophase -

Unit 3: Genetics

Natalie Batishev 11/1/21



Unit 4: Classification of Life

Natalie Batishev

Unit 5: The Little critters

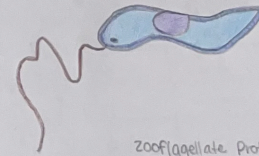
Natalie Batishev
January 11/2022

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



Bacillus anthracis

White blood cell



Zooflagellate Protist

The Sac Fungi: Ascomycota







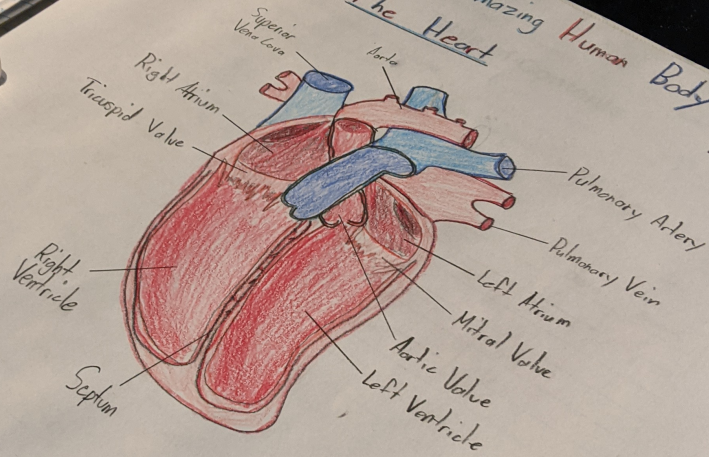

ORGANIZED
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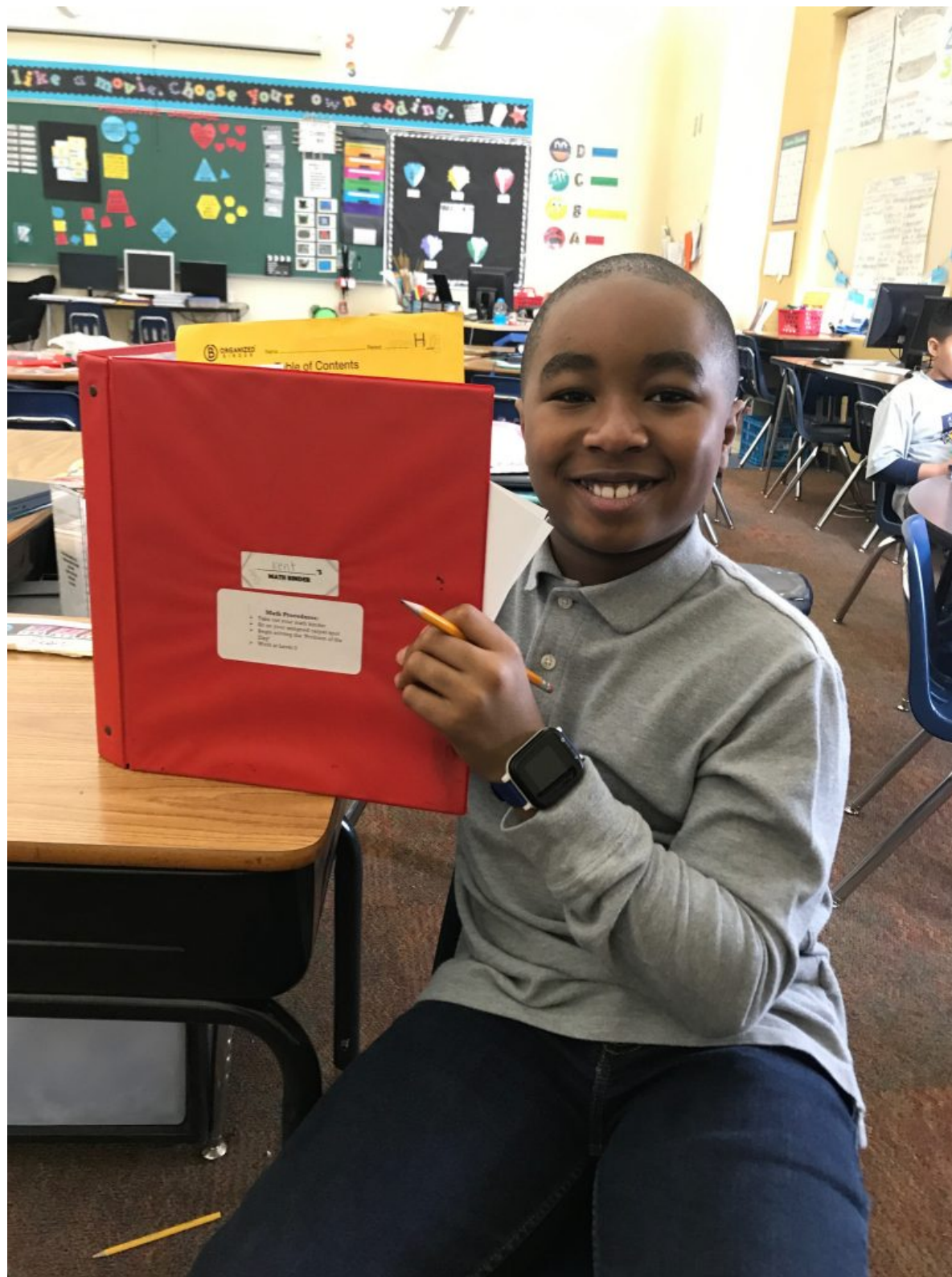
Unit 8:

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.



10:00 SCIENCE
11:09 ART/COMPUTERS
12:02 LUNCH BREAK
12:32 ENGLISH
1:23 MATH

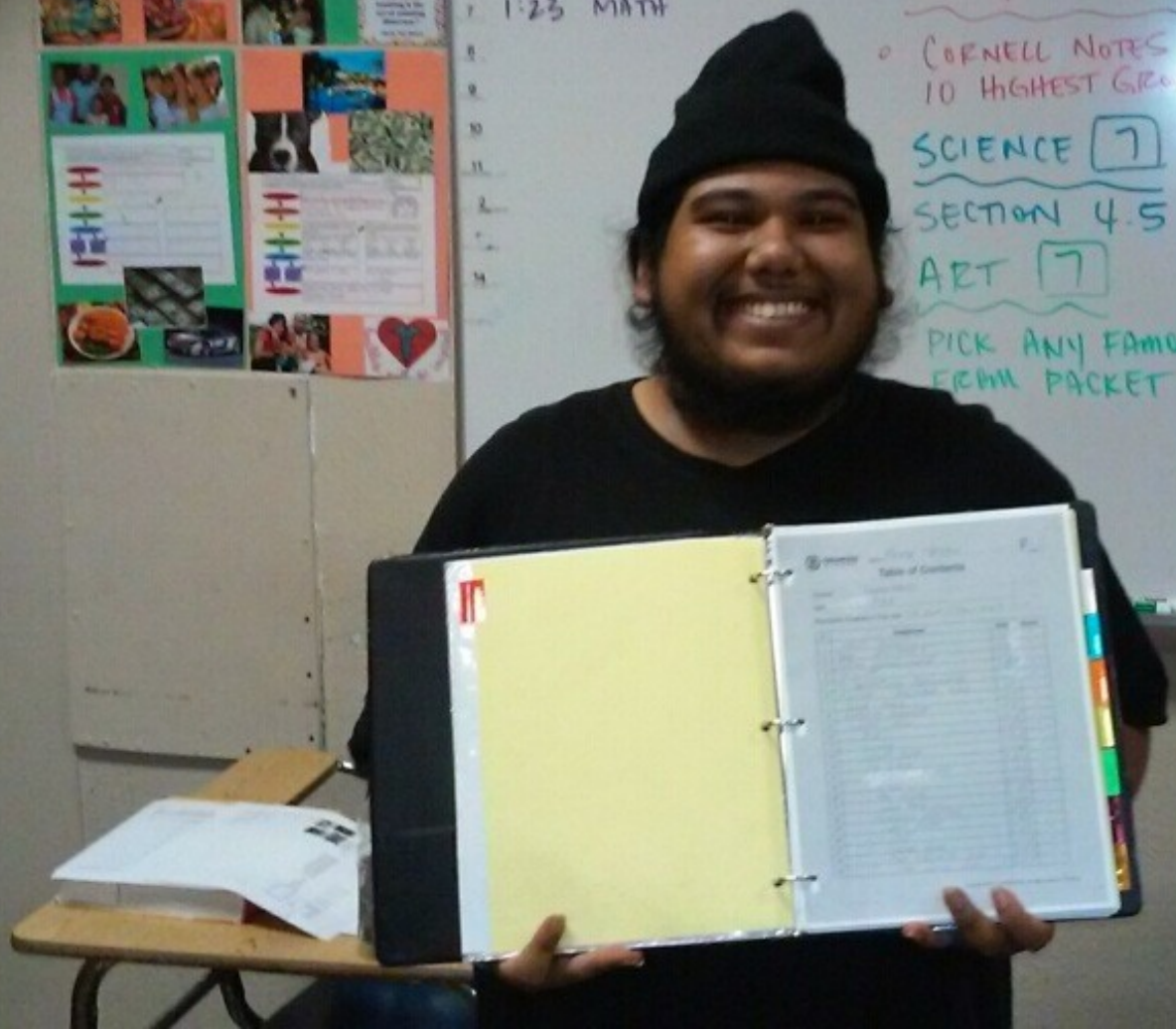
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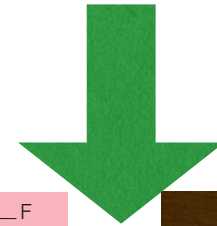
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AMERICAN VISION BOOK
CHAPTER 1, SECTION 1
WORK/SENIOR PROJECT [7]
• CORNELL NOTES
10 HIGHEST GROSSING MOVIES
SCIENCE [7]
SECTION 4.5
ART [7]
PICK ANY FAMOUS PAINTING
FROM PACKET

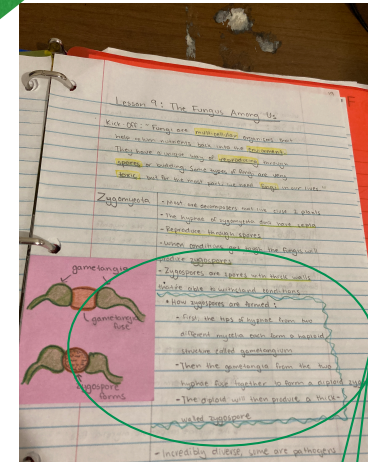
• CHAPTER
WORK [8]
• CORNELL NOTES
10 BIGGEST
SCIENCE [8]
• SECTION
ART [8]
PICK ANOTHER
PAINTING FROM



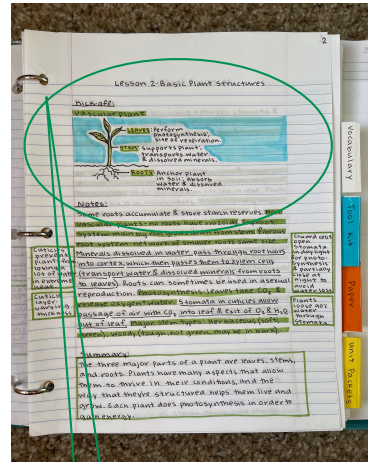
Daily Routine



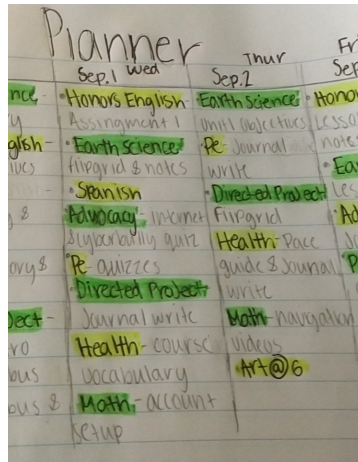
Teach Your Class



Ending Routine

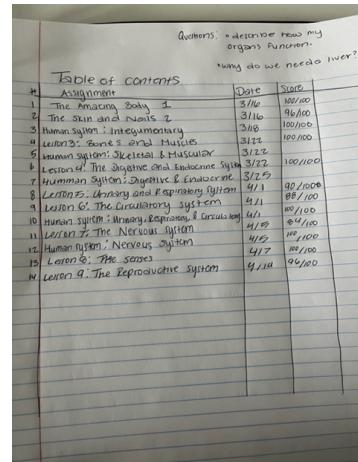


B: Weekly Lifeline



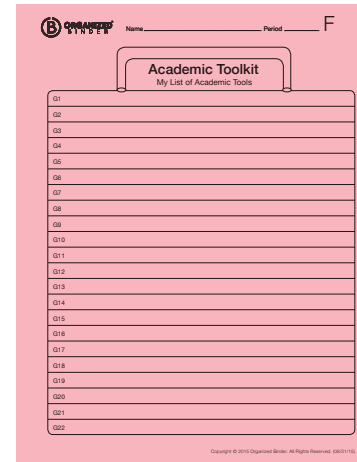
C: Agenda

Planning & Time Management



G: Table of Contents

Organization



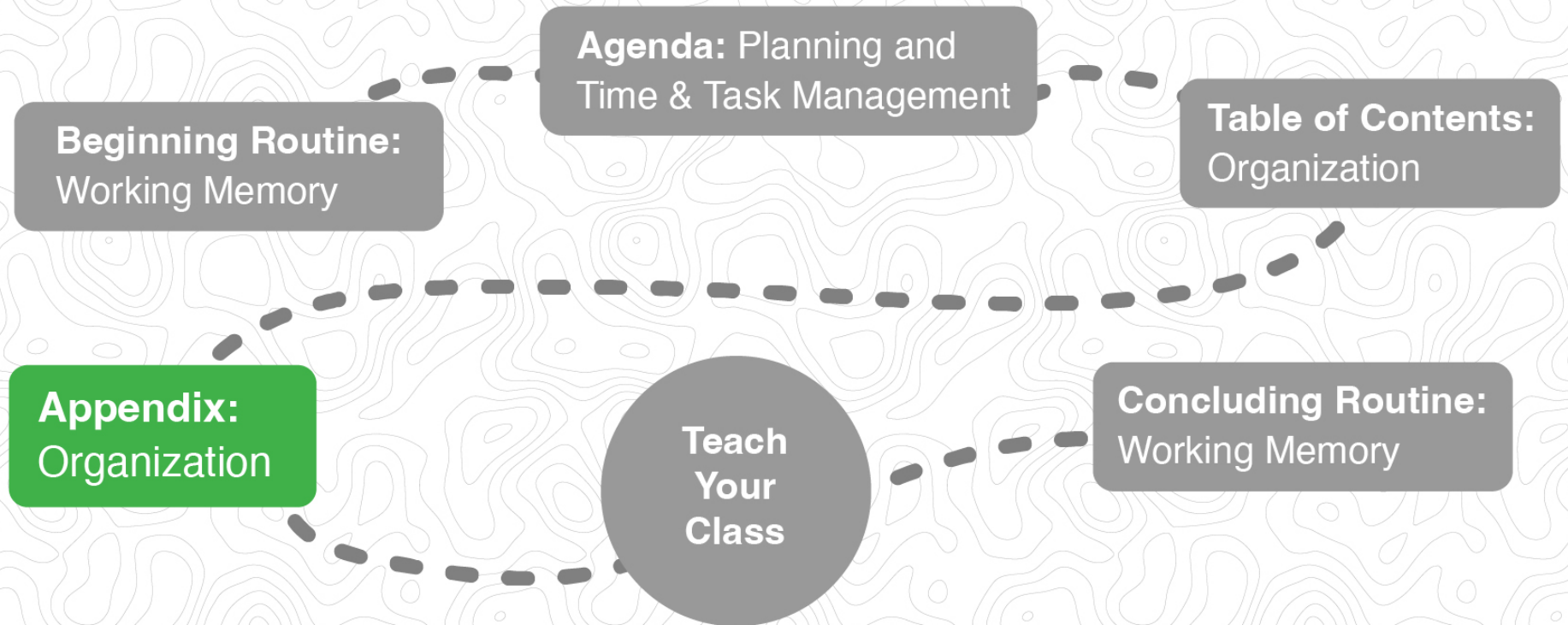
F: Academic Toolkit* *Organization*

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

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F21

F22

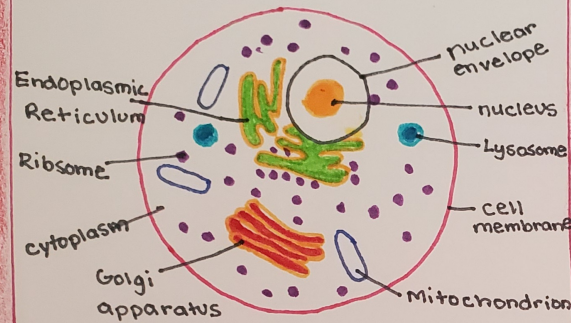
Academic Tool Kit
My list of Academic Tools

| 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 | |

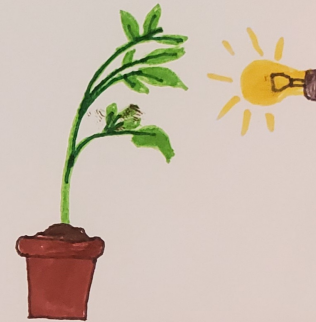
Characteristics of Living Things

By: Ramela Khan

1. composed of cells



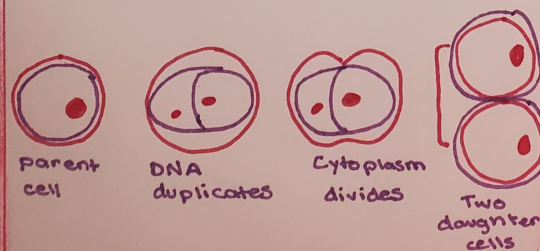
2. respond to environment



3. maintain homeostasis



4. reproduce

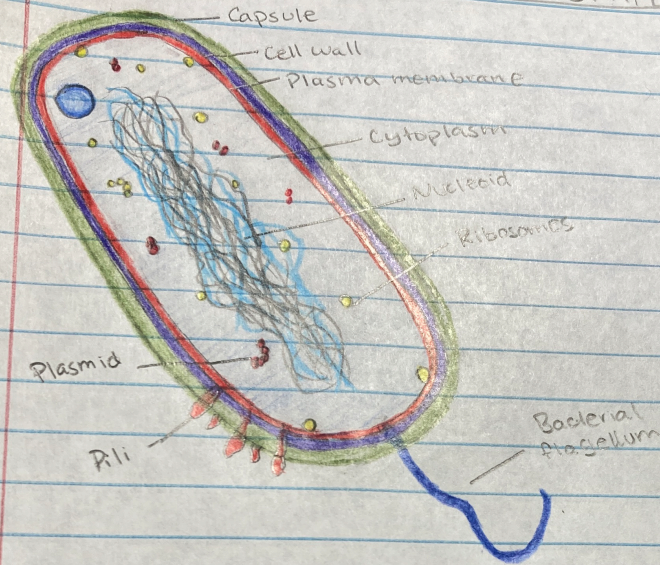


5. grow and develop



BACTERIA BASICS AND SHAPES

F9



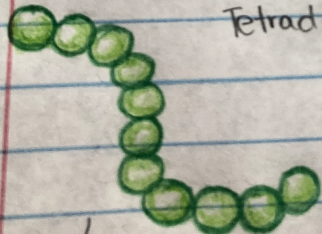
Cocci



Diplococci

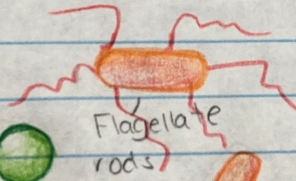


Tetrad

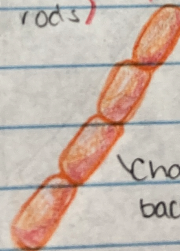


Streptococci

Bacilli



Flagellate rods

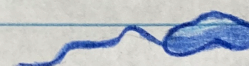


Chain of bacilli

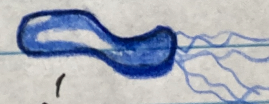


Spore-former

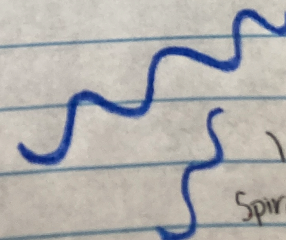
Spirals



Vibrios



Spirilla



Spirochetes

Goal Setting





“When you enter a new social role, such as entering college as a student, the expectations aren't always clear... Students need help not just setting vague goals but figuring out a plan to reach them.”

Melinda Karp - assistant director for staff and institutional development at the Community College Research Center at Teachers College, Columbia University



My Goal in Biology

1st Term Goal My goal in Biology for quarter 1 is to pass the class.

Sub-Goal I can pass Biology if I complete all of my homework.

Daily Task When I get home from school I will sit down at the dining table and finish my homework.

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

Why? _____

2nd Term Goal _____

Sub-Goal _____

Daily Task _____

“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*





My Goal in Biology

1st Term Goal My first quarter goal in Biology is to pass the class.

Sub-Goal I can pass Biology if I come to class on time each day.

Daily Task I can get to class on time if I set my alarm for 7am and get up when it rings.

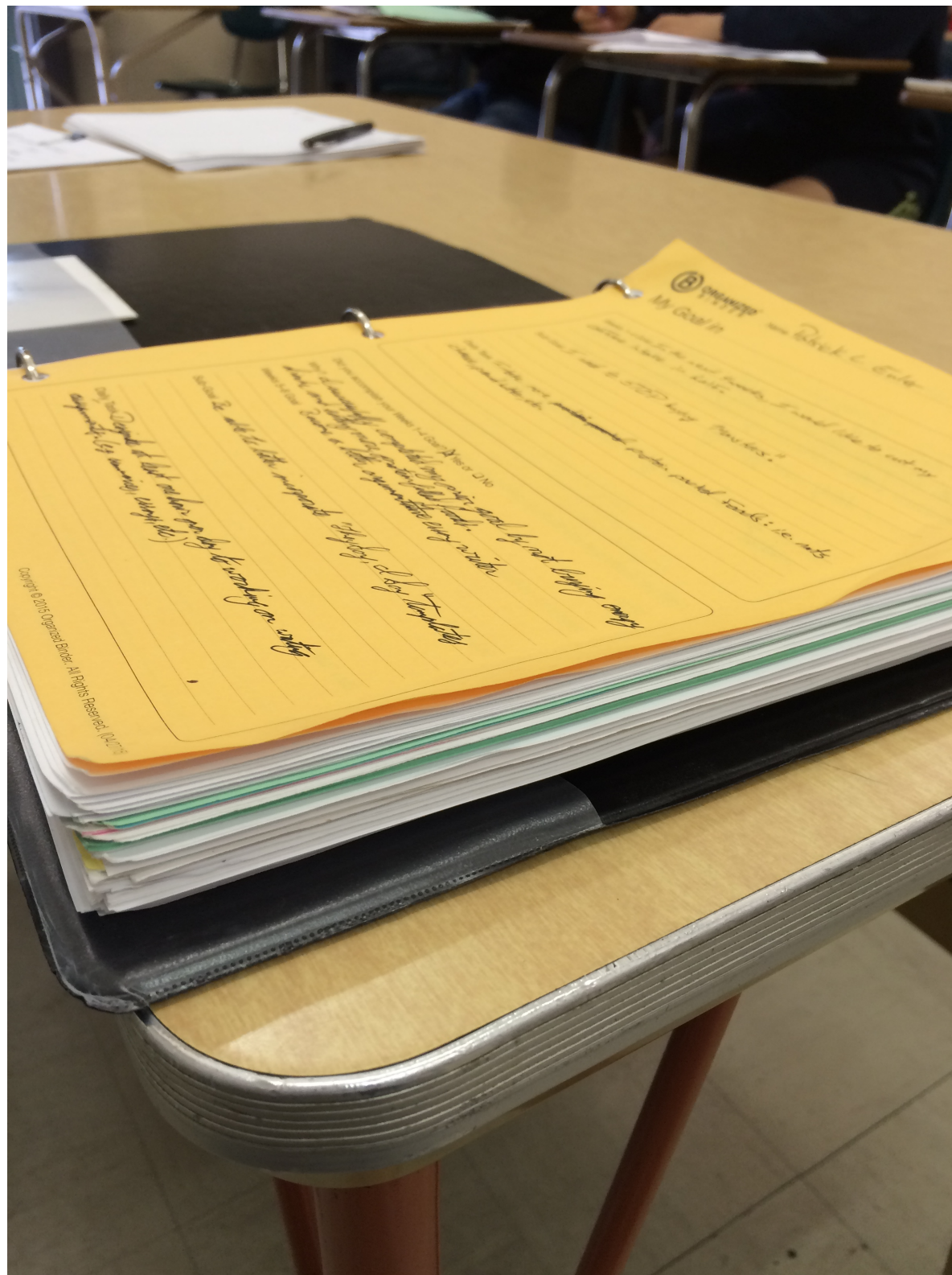
Did you accomplish your 1st Term Goal? ☒ Yes or ☐ No

Why? I was not late to class, because I woke up when my alarm rang.

2nd Term Goal My second quarter goal is to earn a B in the test category.

Sub-Goal I can earn a B in the test category by asking questions in class when I don't understand something.

Daily Task I can ask questions during class if I pay attention in class and follow along with the teacher.




My Goal in _____

4 Chapters = ~10K , 25 Trophy's 45 days

1st Term Goal

To get another trophy

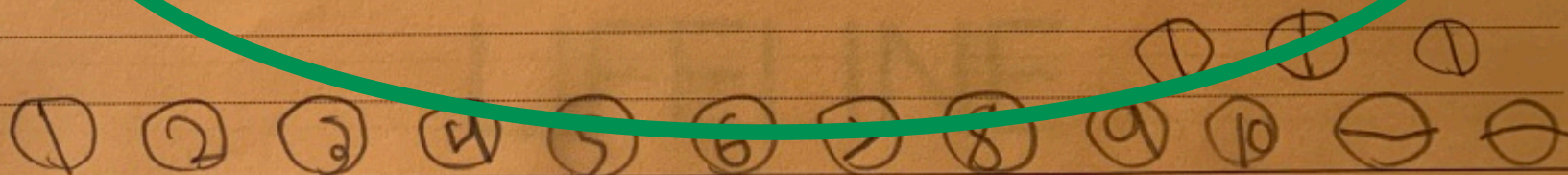
[ = 4 chapters + 25 trophy's in 45 days]

Sub-Goal

Do at least 1 sh./ 10 d

Daily Task

Do at least 1.5 sets/ day



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

Why?

“Mental Contrasting with Implementation Intentions, or MCII..means concentrating on a positive outcome and simultaneously concentrating on the obstacles in the way. Doing both at the same time...creates a strong association between future and reality that signals the need to overcome the obstacles in order to attain the desired future.”

Paul Tough *How Children Succeed*





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

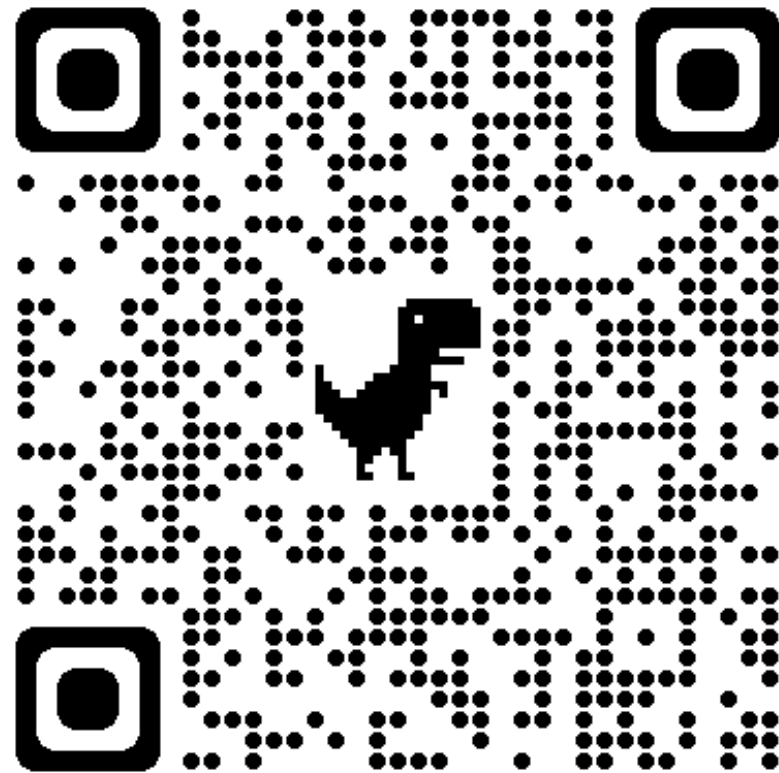
The Full
Organized Binder
Program



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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

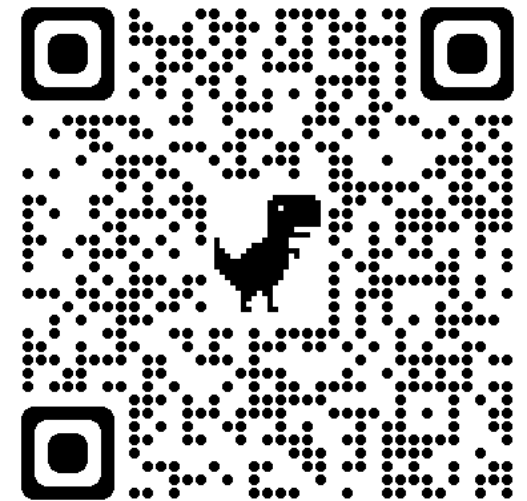
Any Other Information You Would Like From Us?

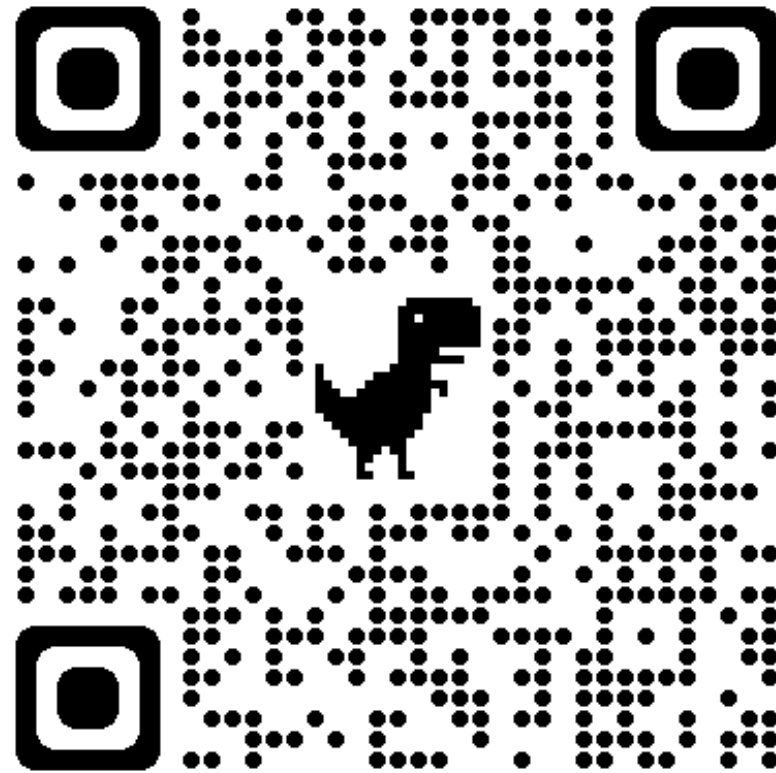
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