



ORGANIZED[®]
B I N D E R

The Opportunity for Everyone to Succeed.

EXECUTIVE FUNCTIONS

FOR EVERY

CLASSROOM

CREATING SAFE &
PREDICTABLE LEARNING
ENVIRONMENTS
GRADES 3-12

MITCH WEATHERS

Get notified when
pre-orders are
available in October!



“ ...improving executive function seems like a potentially promising vehicle for narrowing the achievement gap between poor kids and middle-class kids...if we can improve a child's environment in the specific ways that lead to better executive functioning, we can increase his prospects for success in a particularly efficient way.”

Paul Tough - *How Children Succeed*



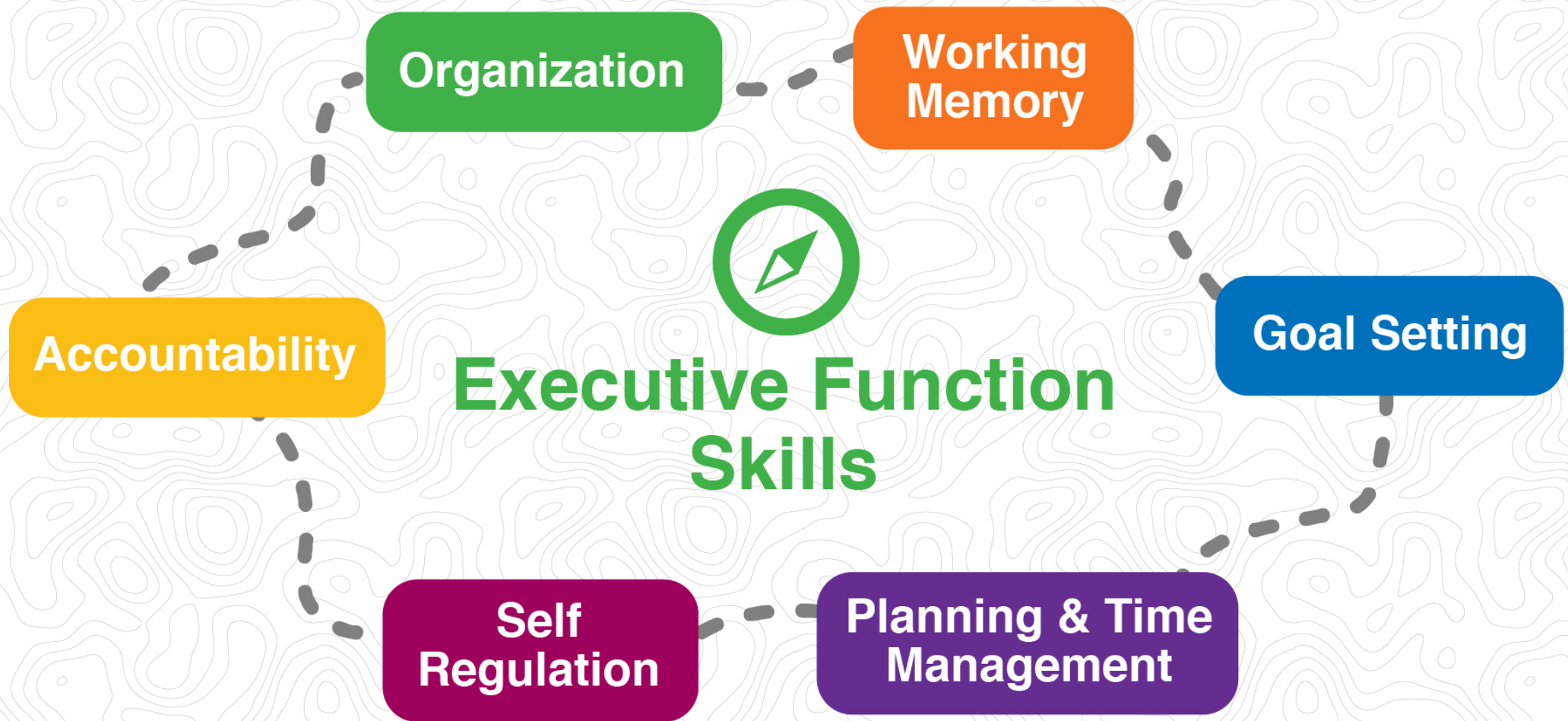
Takeaways

1. Predictable routines create safer learning spaces.
2. Executive Functions lay the foundation for success.
3. EFs 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
Vila
TEGV
Murtaam
Slangam
Zaca
PA.
Sbarella



“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*



Why EFs Have Not Been Taught Historically?

1. Time Crunch.
2. Zone of Genius.



3 Keys for Teaching EFs

Clarity

Routine

Modeling



Executive Functioning Skills are not taught,
they are best learned when students see
them explicitly modeled while they get
daily practice employing them!



Clarity

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

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



Organized Binder

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A: Goals

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B: Weekly Lifelines

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C: Agendas

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D: Binder Check

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E: Syllabus

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F: Academic Toolkit

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G: Table of Contents

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H: Passes (optional)



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*



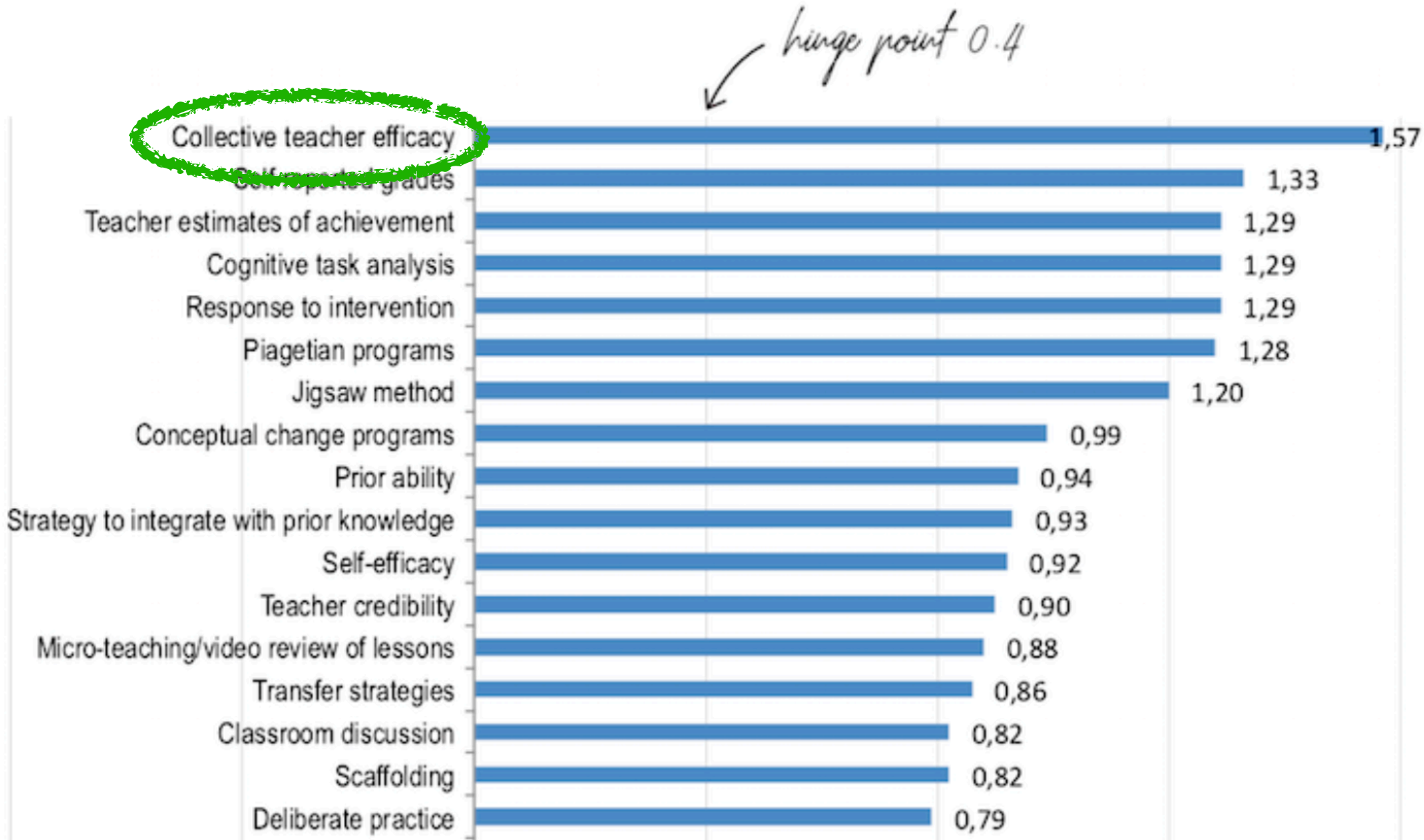
Shared Routine

"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



Effect Size



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*





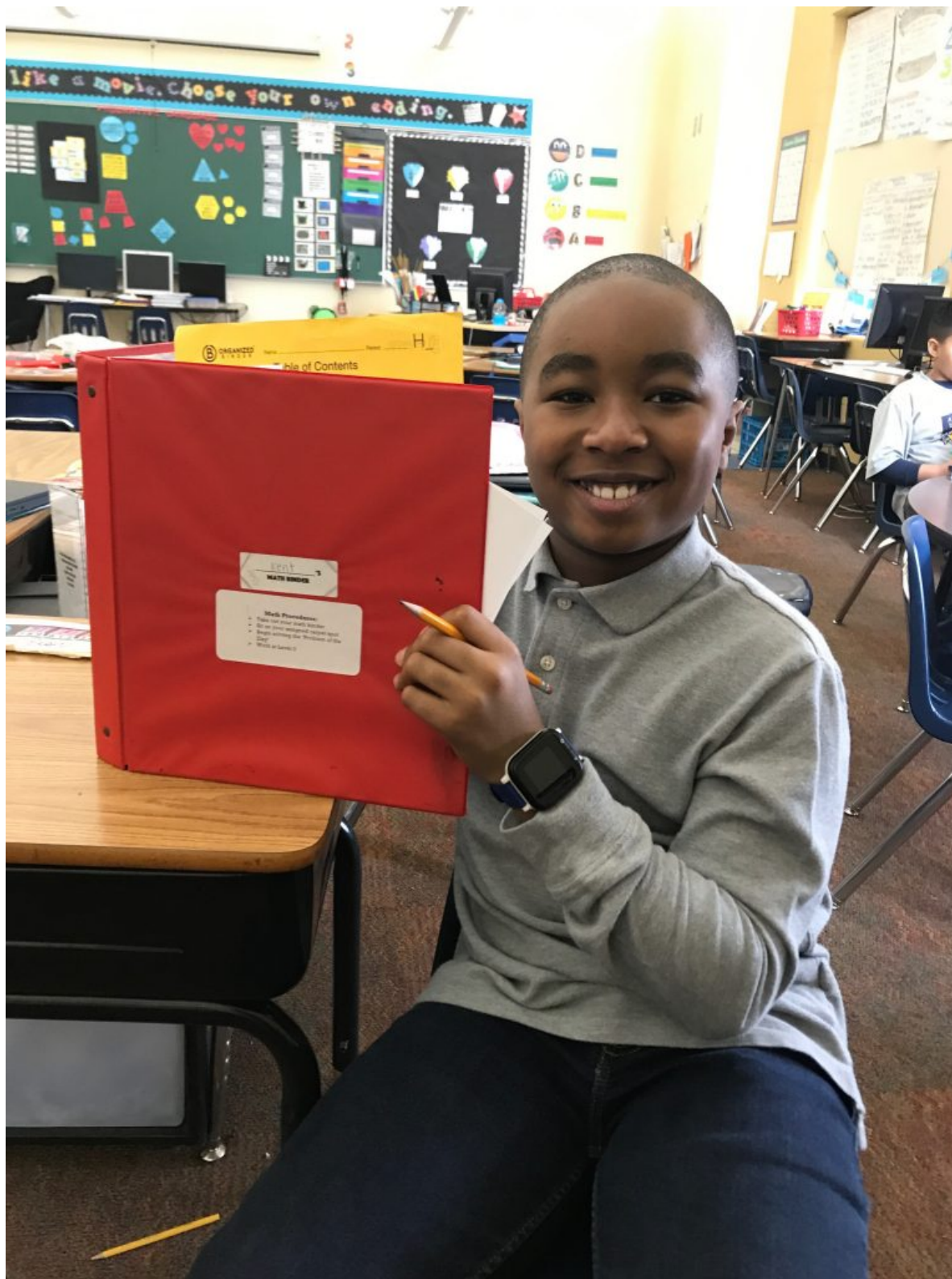
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For Patrice



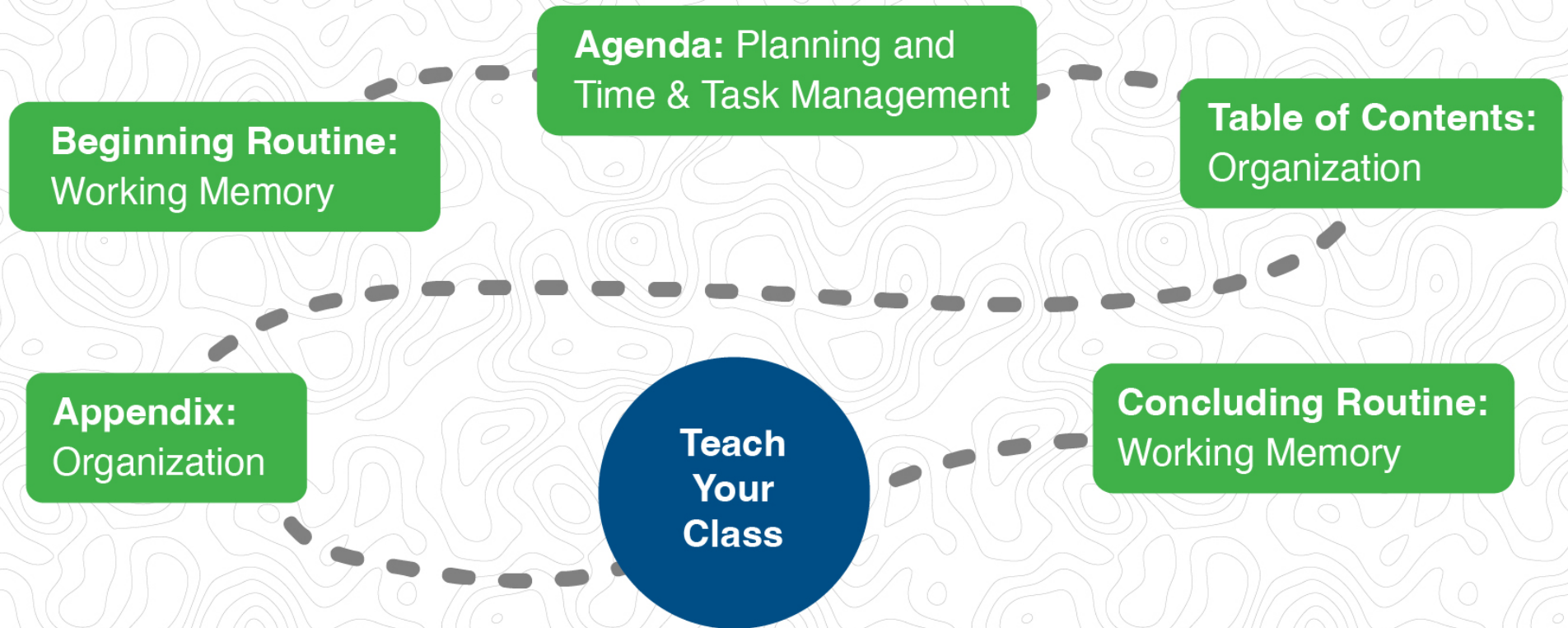


A Universal Tier 1 Intervention



Daily Routine



Daily Routine



Daily Routine:

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

Beginning Routine

Agenda

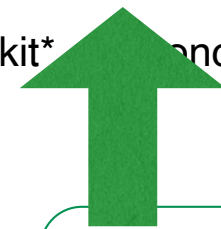
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Academic Toolkit*



Teach Your Class

Ending Routine



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.

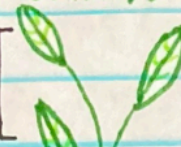
KI

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)

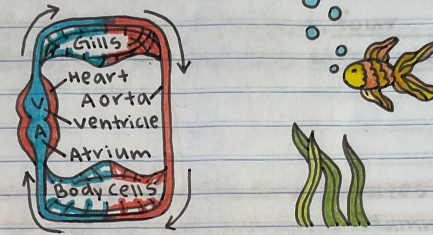
Answers / Notes

- they can not only anchor the plant & absorb but accumulate & store starch reserves
- plants without them have rhizoid **VOCAB** (most are one 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

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







LESSON 9 - REPRODUCTION IN FLOWERING PLANTS

Draw a flower (use color) and label the following

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



LESSON NOTES:

Fertilization ~

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

- 2 - The two sperm cells travel through pollen tube to the ovule and embryo sac. One cell is the haploid cell and another cell is the central cell.
- 3 - One sperm will fuse with the haploid egg cell to create the zygote that will develop into the embryo. The other sperm will ~~will~~ unite with the diploid cent that will develop into the endosperm. The process of two sperms fertilizing the different eggs is called double fertilization.

Seed Formation ~ Fruit Formation ~

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

Date 9/14/22

Weekly Lifeline

Check

KICK-OFF

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

response _____

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 _____

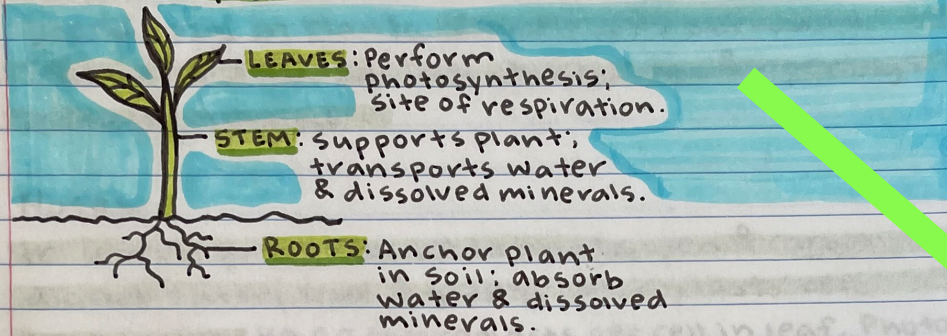




Lesson 2-Basic Plant structures

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

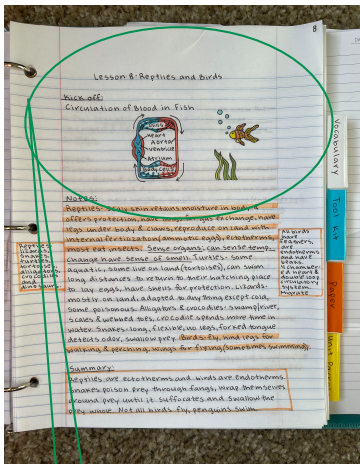
Vocabulary

Tool Kit


Paper

Unit Packets

Daily Routine



Beginning Routine



Name _____ Period _____

C _____


Agenda

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

Week	In Class	Homework
Day		
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Agenda



**ORGANIZED
BINDER**

Name _____

Period _____




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Unit _____

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
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**ORGANIZED
BINDER**

Name _____

Period _____

F

Academic Toolkit

My List of Academic Tools

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D21
D22

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Academic Toolkit*

one-on-one THERAPY

Name _____ Period _____

Weekly Lifeline

Date _____

New day

Prompt _____

Response _____

Last day

Prompt _____

Response _____

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Concluding Routine

Teach Your Class

Ending Routine

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



Daily Routine



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

/

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.

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

/

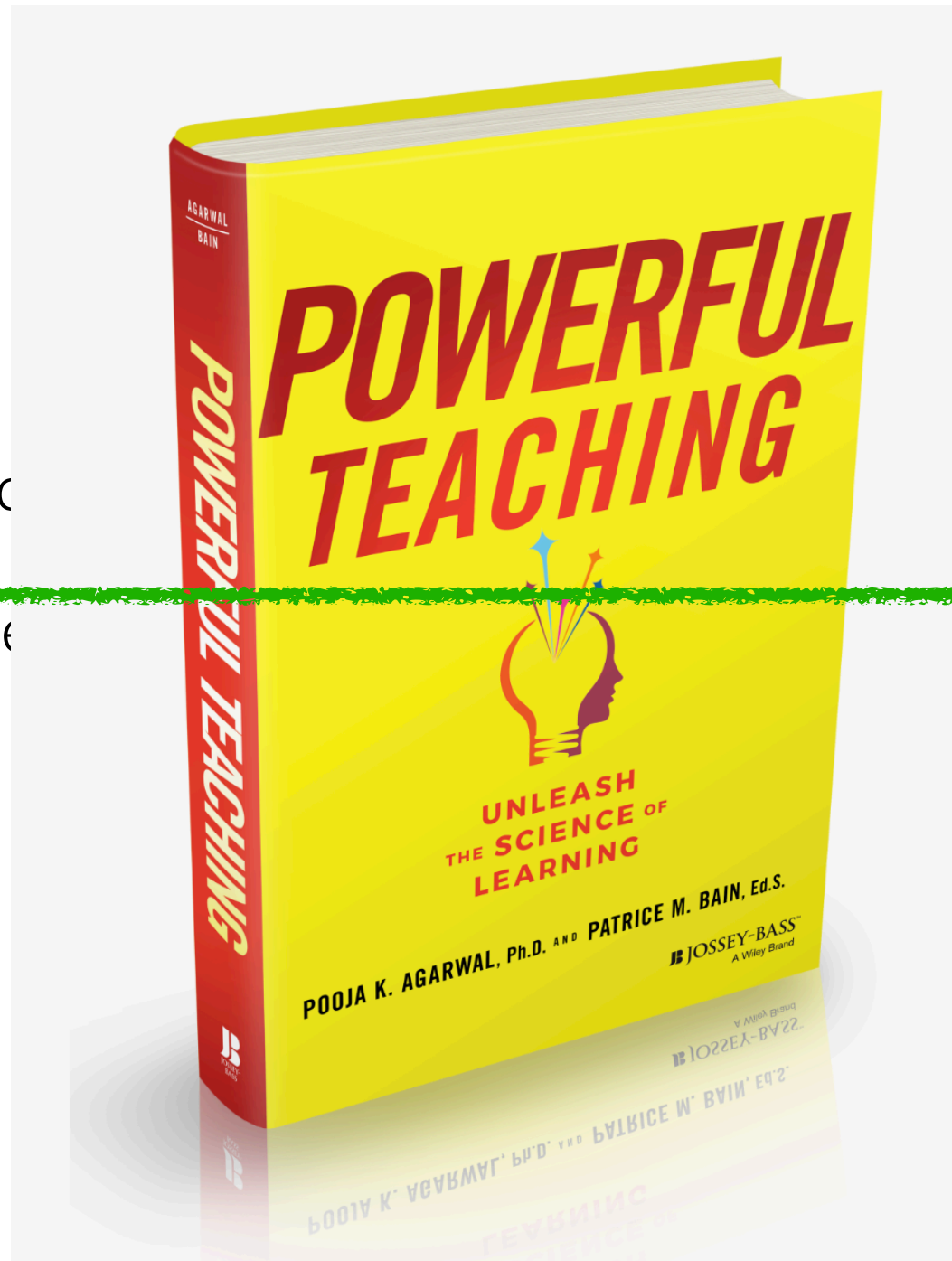
“*Retrieval practice* - recalling facts or concepts or events from memory - is a more effective learning strategy than review by rereading.”

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

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



“Based on a c
learning, we
strategy calle



form
ut - a

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*



If You 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
& Ongoing
Support

The Full
Organized Binder
Program



How to Teach Executive Functions in any Classroom

A self-paced course for educators serving grades 3-16.



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

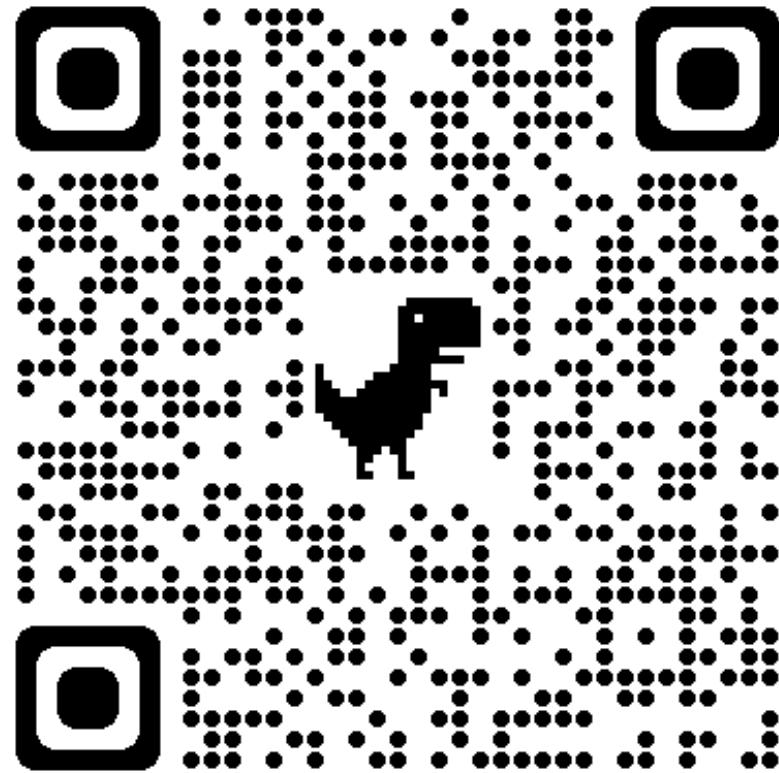
March 14, 2022, 4:02 pm

Date



Mitch Weathers
Organized Binder | Founder

Explore the course here:

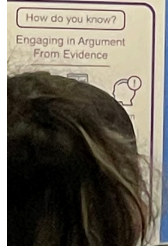
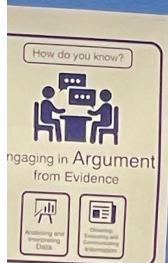
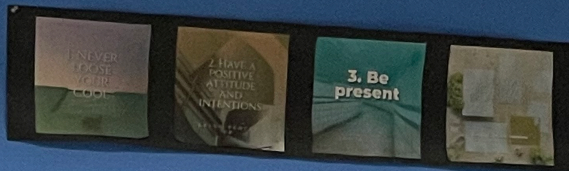
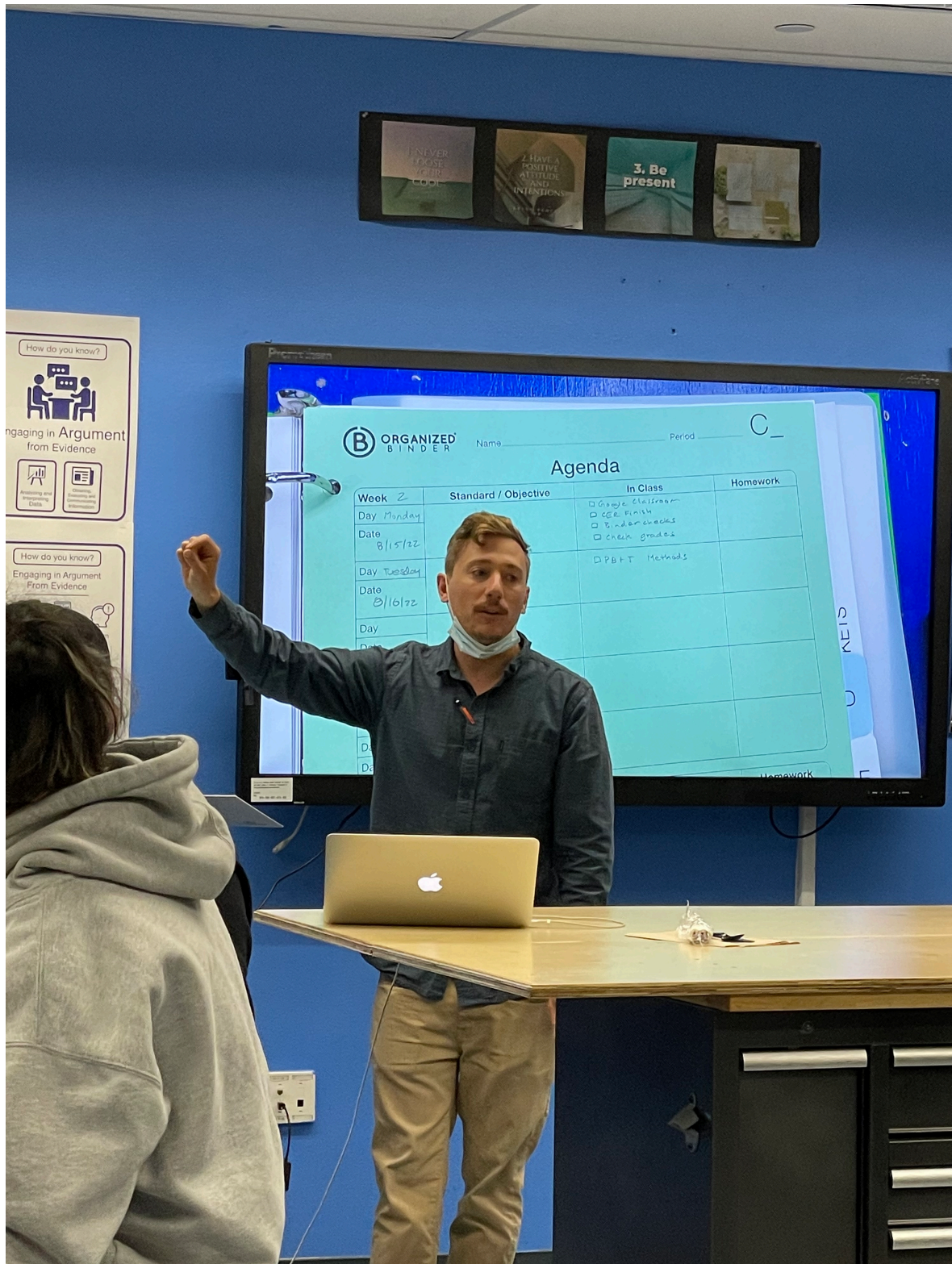


Daily Routine



Did any adult ever teach you
have to maintain a calendar?





B ORGANIZED BINDER Name _____ Period C

Agenda

Week	Standard / Objective	In Class	Homework
Day Monday		<input type="checkbox"/> Grade Classroom	
Date 8/15/22		<input type="checkbox"/> Exit Ticket	
Day Tuesday		<input type="checkbox"/> Check grades	
Date 8/16/22		<input type="checkbox"/> P&T Methods	
Day			
Date			
Day			
Date			
Day			
Date			



Agenda

Week	In Class	Homework
Day	-Chemistry review -Molecule diagrams -Q&A 1-4 p. 405 (#4)	Review notes (#2)
Date		
9/14/23		
Day	-Circulatory Notes -Diagram and coloring of blood vessels	Review #4
Date		
9/15/23		
Day	-Pre lab set up for heart dissection	Finish Write-Up
Date		
9/16/23		
Day		
Date		
9/17/23		
Day		
Date		
9/18/23		

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

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		

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		
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6pm		
7pm		
8pm		

THURSDAY
AUG 8

FRIDAY
AUG 9

SATURDAY
AUG 10

8am		
9am		
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8pm		

SUNDAY
AUG 11

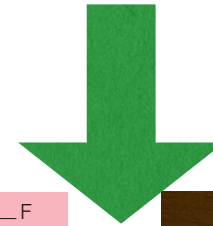


“You are a genius. Your last point hits on the most potent problem every student I have interviewed has an issue with. Honoring the syllabus, reading it, studying ahead of class in preparation for exams and whatnot... I am excited to see these points and to know our students will be receiving this instruction.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

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



Daily Routine



Teach Your Class

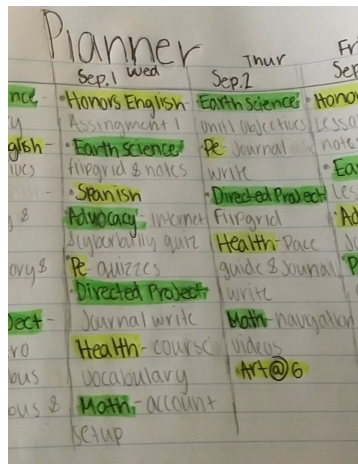
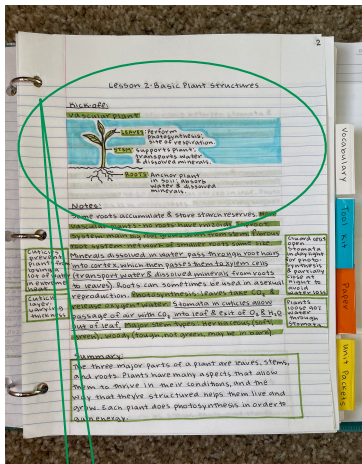
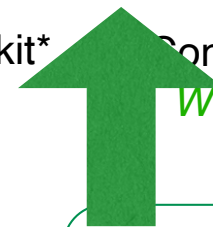


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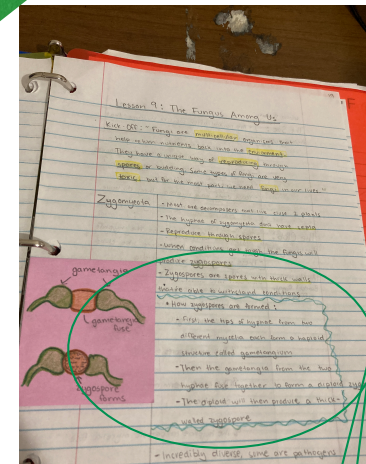
Unit _____

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
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Academic Toolkit
My List of Academic Tools

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Beginning Routine
Working Memory

Agenda
Planning & Time Management

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Academic Toolkit*
Concluding Routine
Working Memory

Beginning Routine

Ending Routine

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



Daily Routine

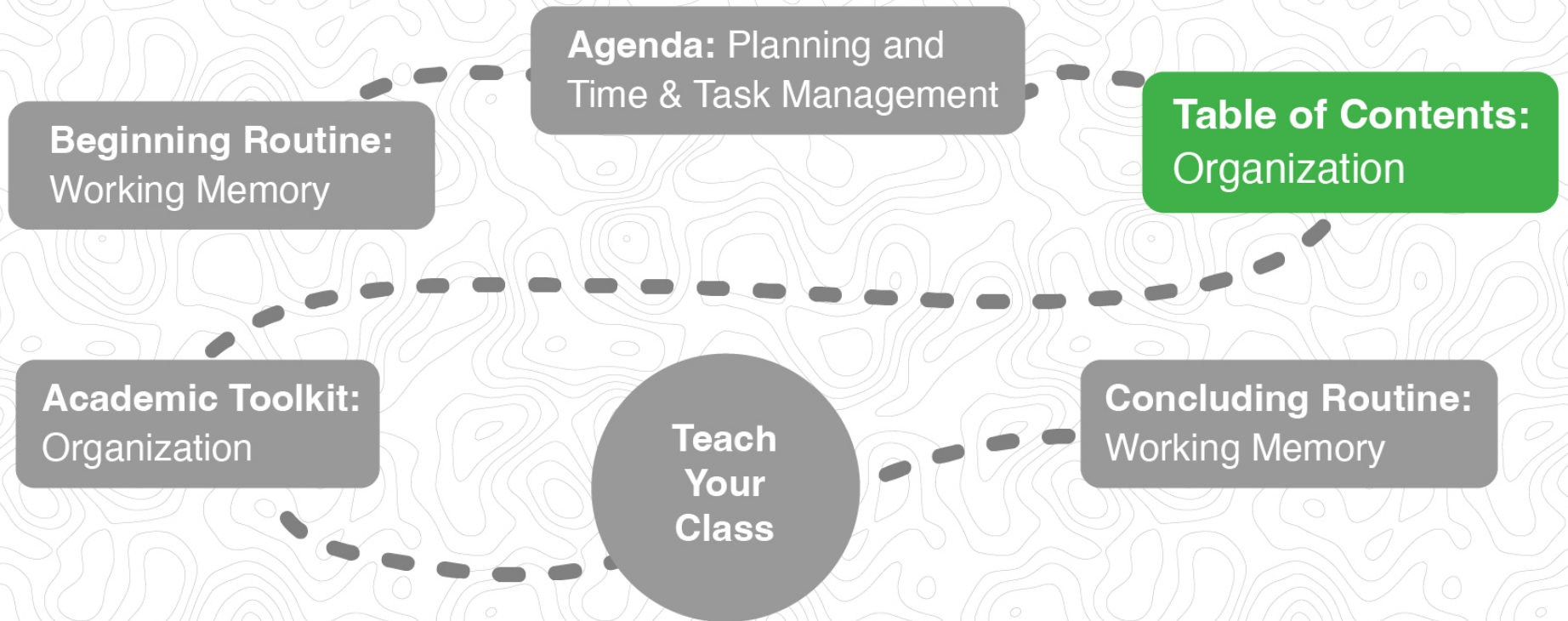


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 Unit Cardiovascular and Respiratory Systems

 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.





B ORGANIZED
BINDER
My Goal in
Name

Name

My Goal in

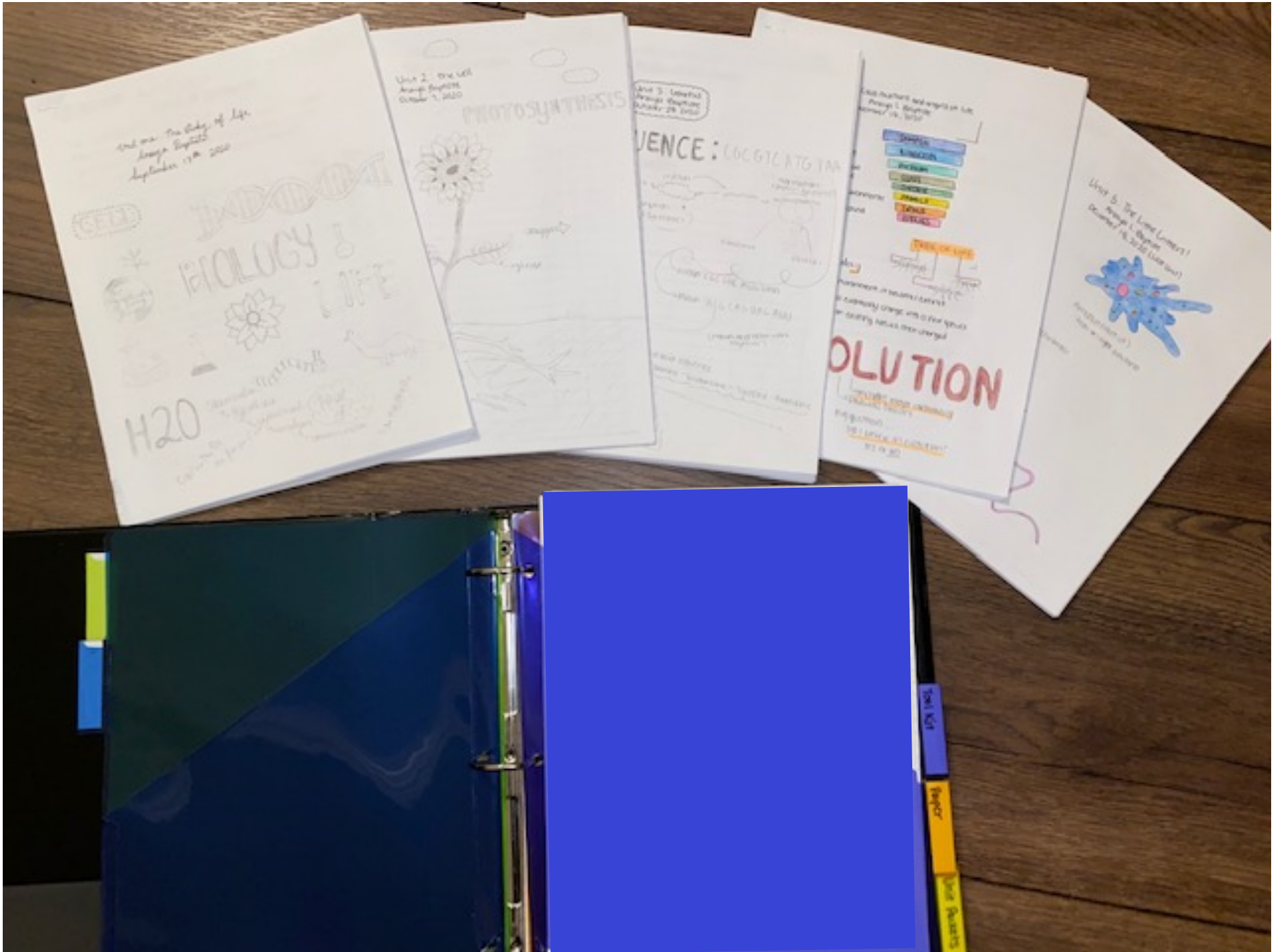
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Weeks 1-4 Goal

Sub-Goal

Daily Task





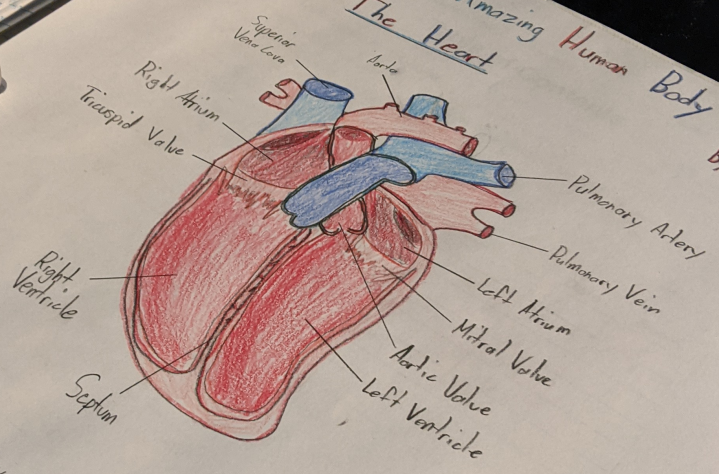



ORGANIZED
BINDER

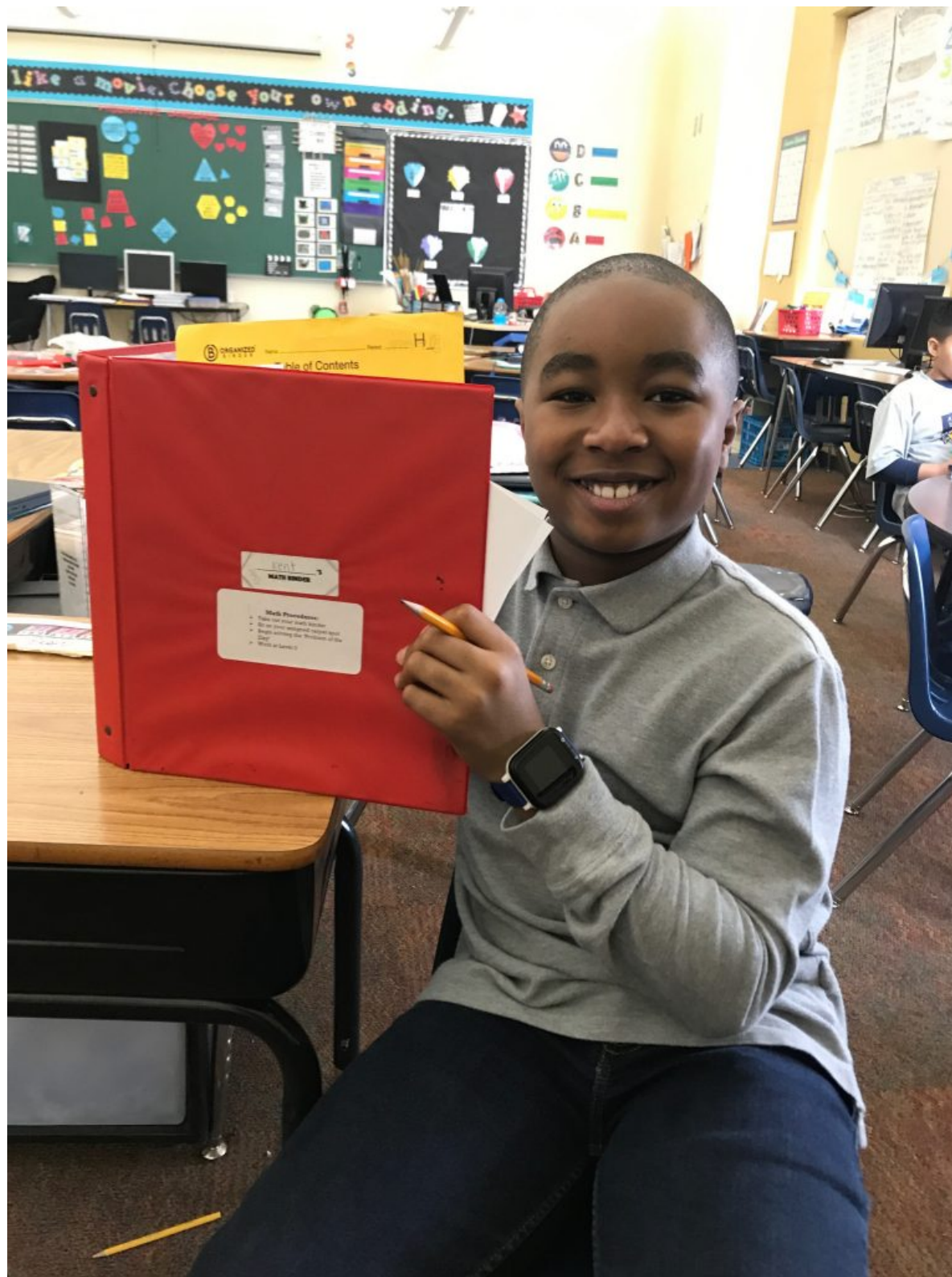


Unit 8: The Amazing Human Body
The Heart

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.



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

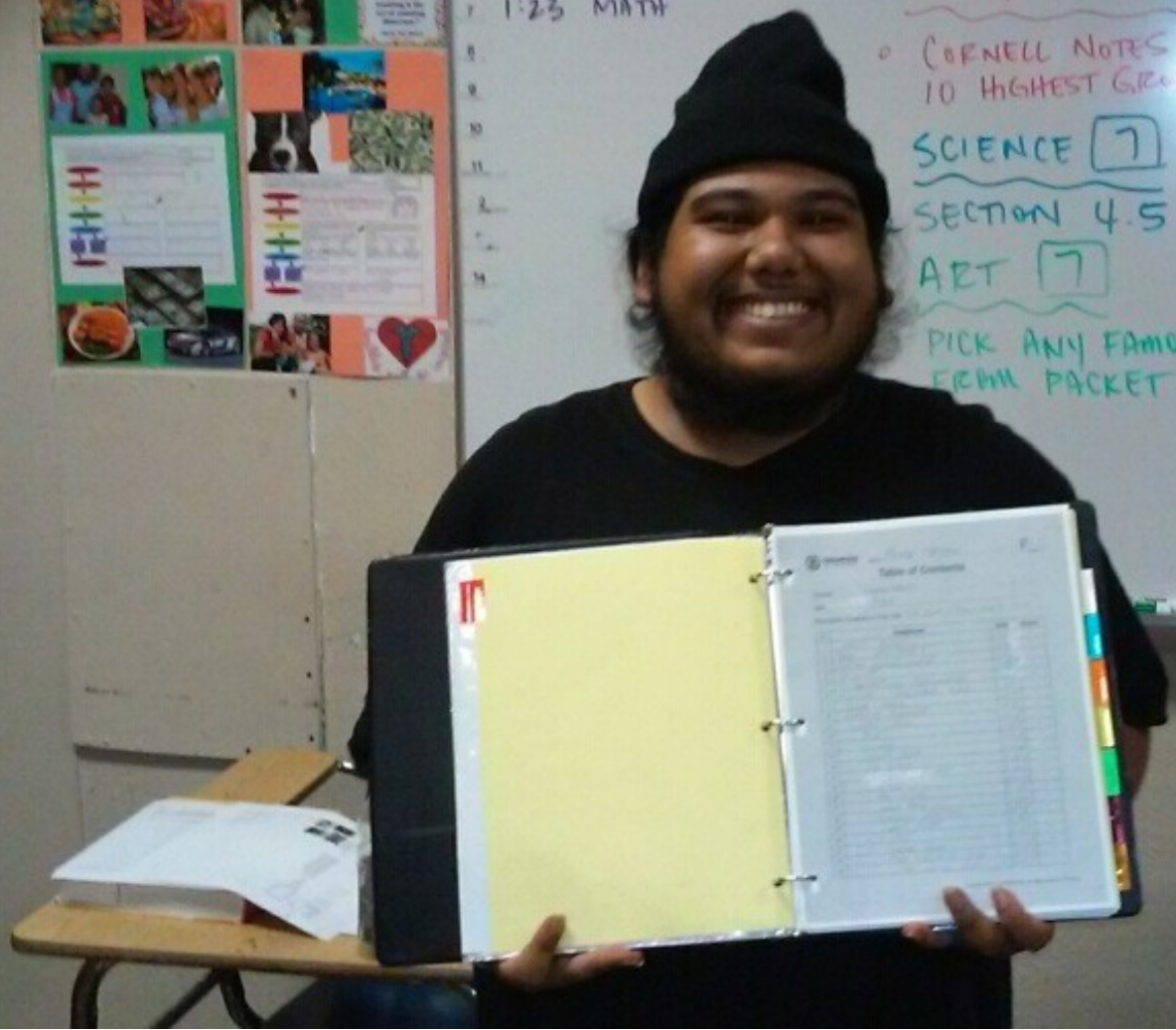
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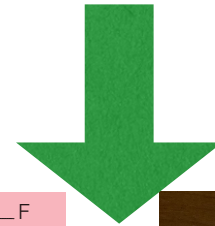
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AMERICAN VISION BOOK
CHAPTER 1, SECTION 1
WORK/SENIOR PROJECT [7]
CORNELL NOTES
10 HIGHEST GROSSING MOVIES
SCIENCE [7]
SECTION 4.5
ART [7]
PICK ANY FAMOUS PAINTING
FROM PACKET

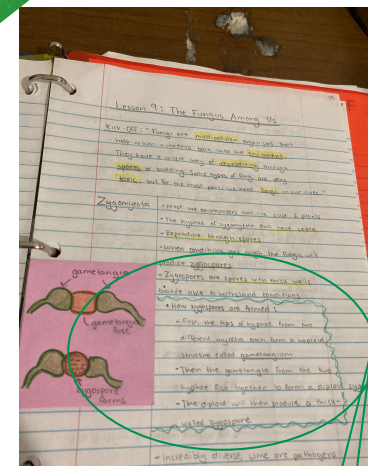
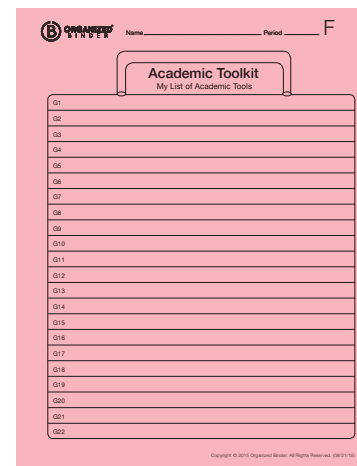
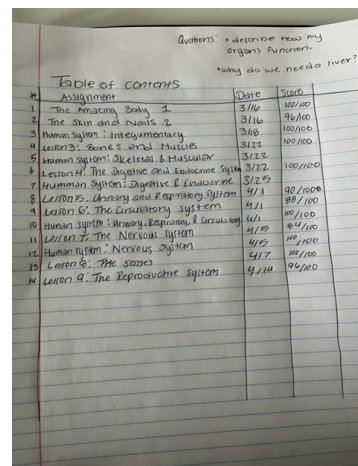
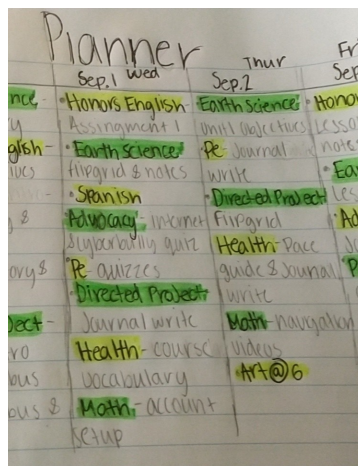
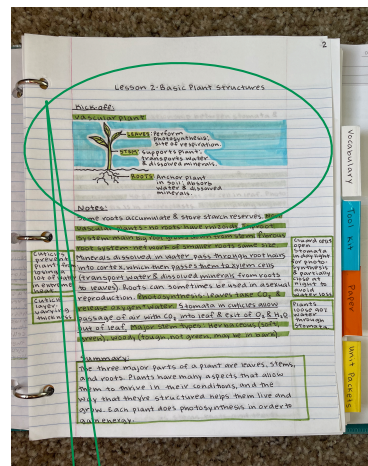
CHAPTER
WORK [8]
CORNELL NOTES
10 BIGGEST
SCIENCE [8]
SECTION
ART [8]
PICK ANOTHER
PAINTING FROM



Daily Routine



Teach Your Class



Beginning Routine
Working Memory

Agenda
Planning & Time Management

Table of Contents
Organization

Academic Toolkit*
Organization

Concluding Routine
Working Memory

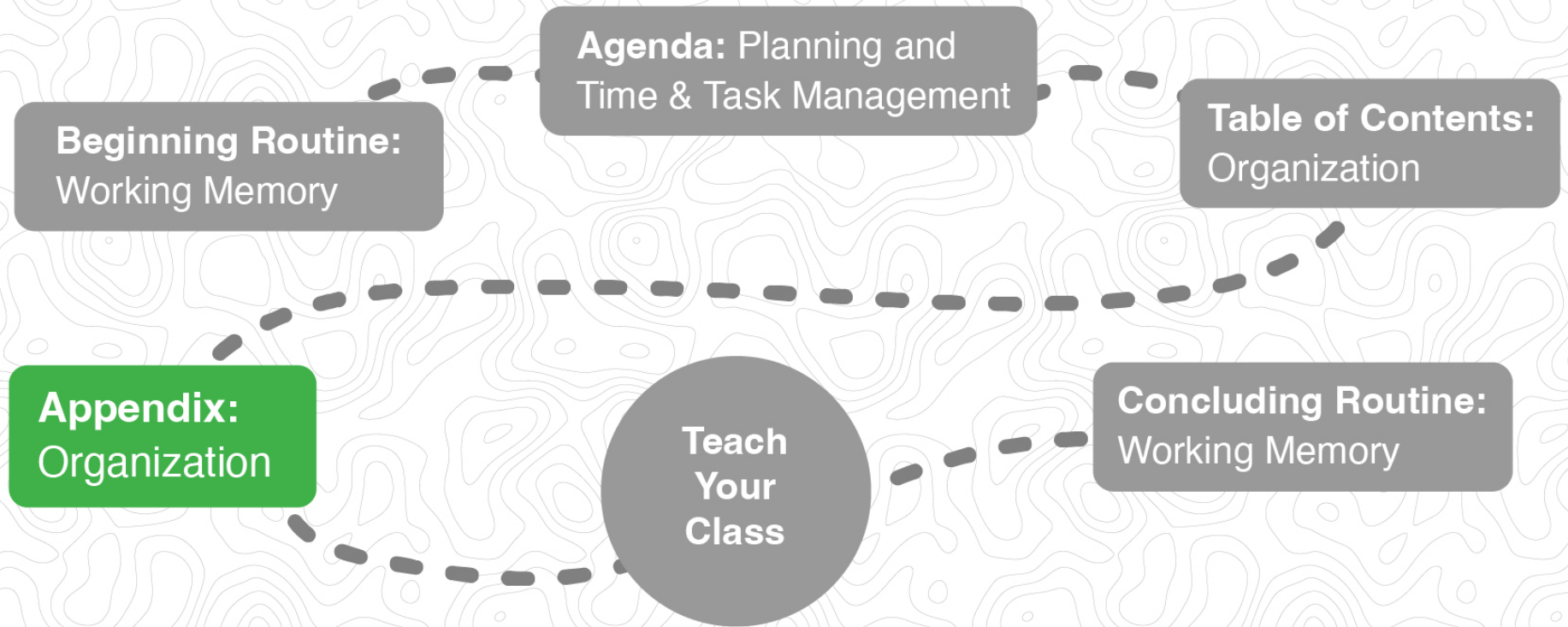
Beginning Routine

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

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F22

Academic Toolkit

My List of Academic Tools

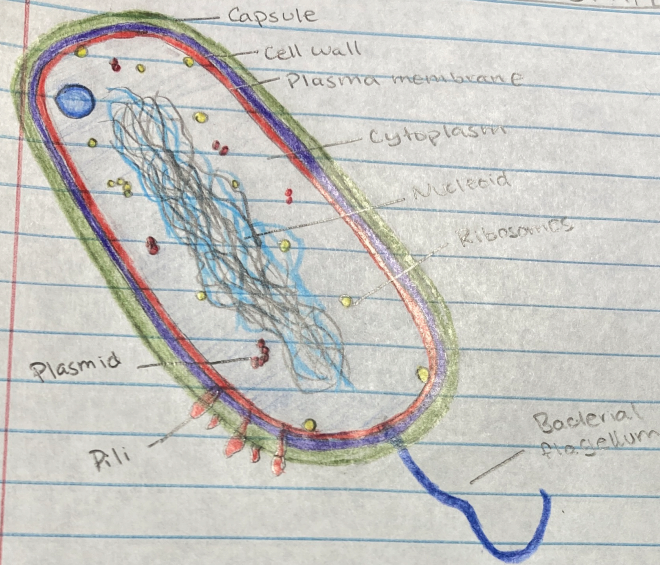
F1	The Jobs Of Silent E
F2	Rules for Discussion
F3	cap. Rules
F4	Puh. Rules
F5	Map: Aus. / Asia
F6	Map: N. + S. America
F7	Map: Africa + Europe
F8	Q + A Flow
F9	
F10	
F11	
F12	
F13	
F14	
F15	
F16	
F17	
F18	
F19	
F20	
F21	
F22	

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



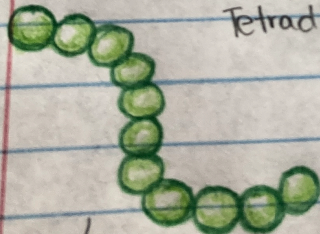
Cocci



Diplococci

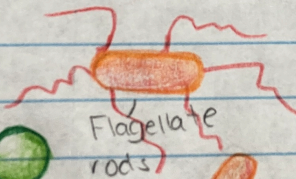


Tetrad

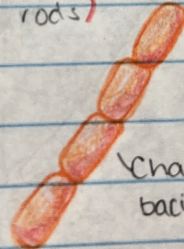


Streptococci

Bacilli



Flagellate rods

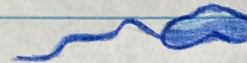


Chain of bacilli

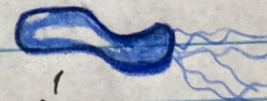


Spore-former

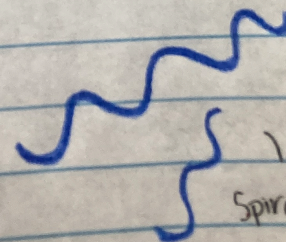
Spirals



Vibrios



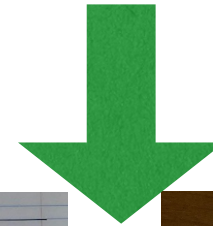
Spirilla



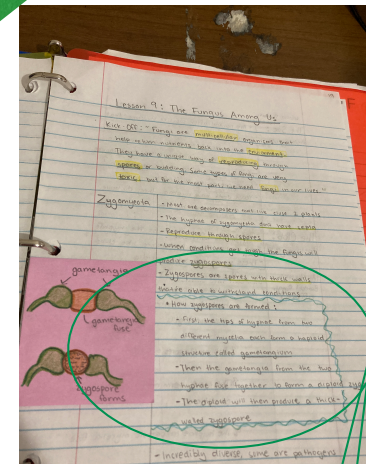
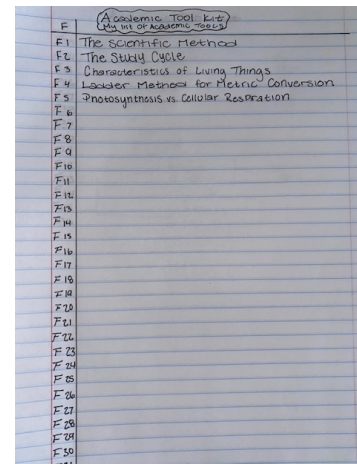
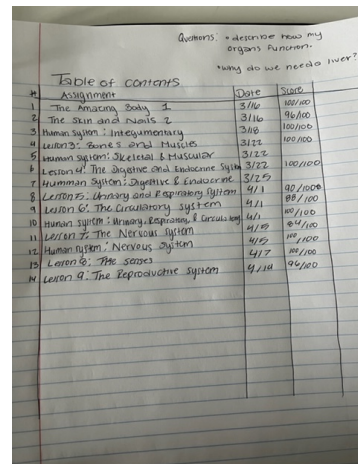
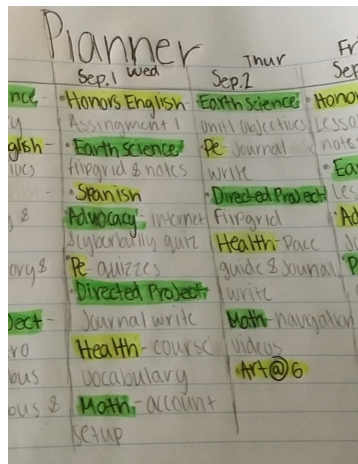
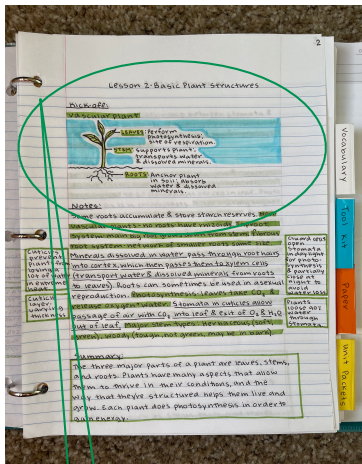
Spirochetes



Daily Routine



Teach Your Class



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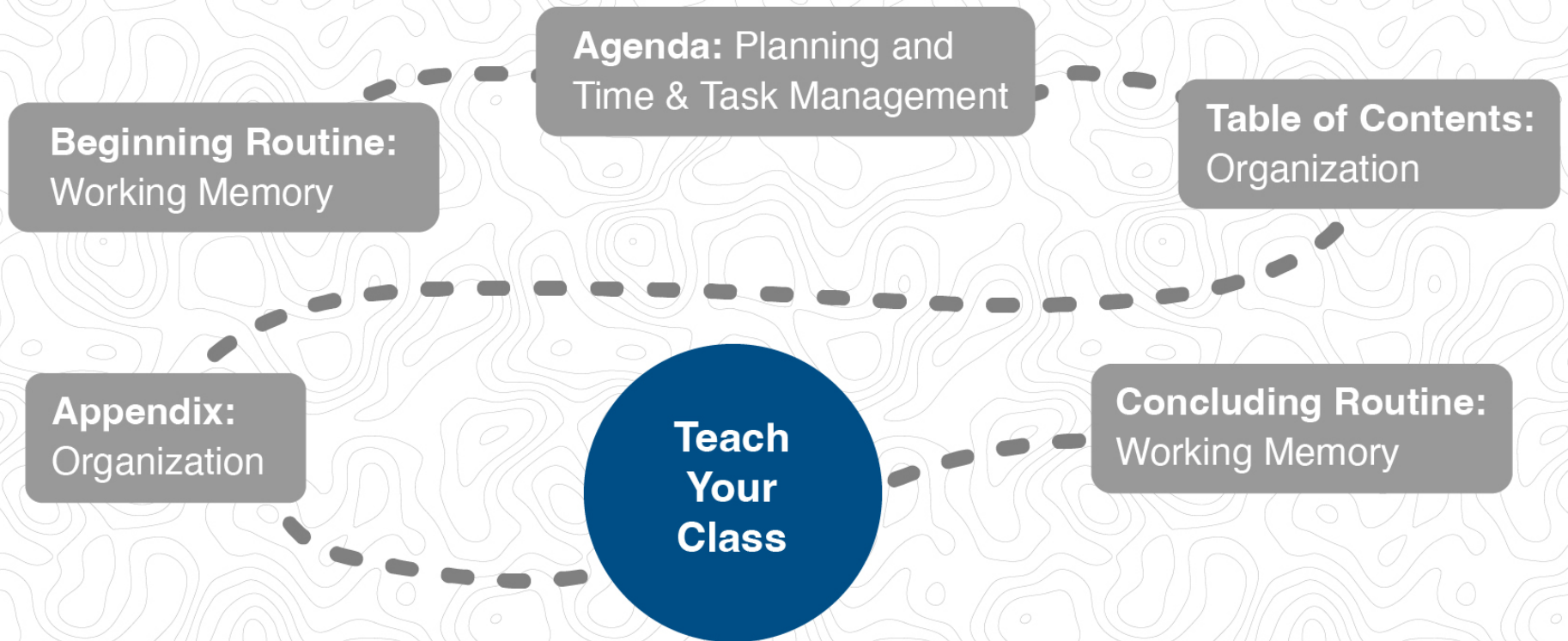
Beginning Routine

Ending Routine

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



Daily Routine



Your #1 takeaway so far?





“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 _____



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.

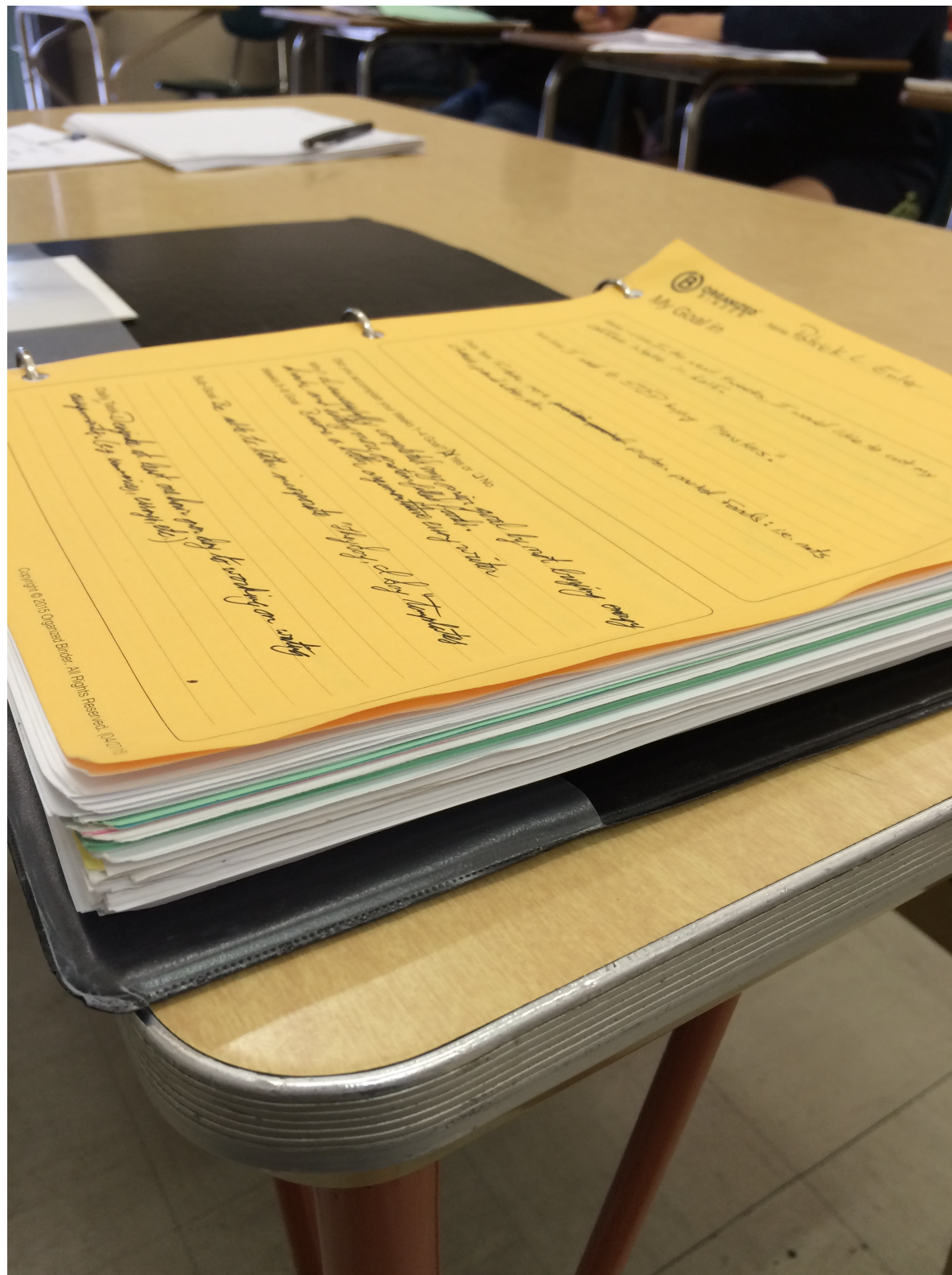
Did you accomplish your 1st Term Goal? ☒ Yes or ☐ No

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

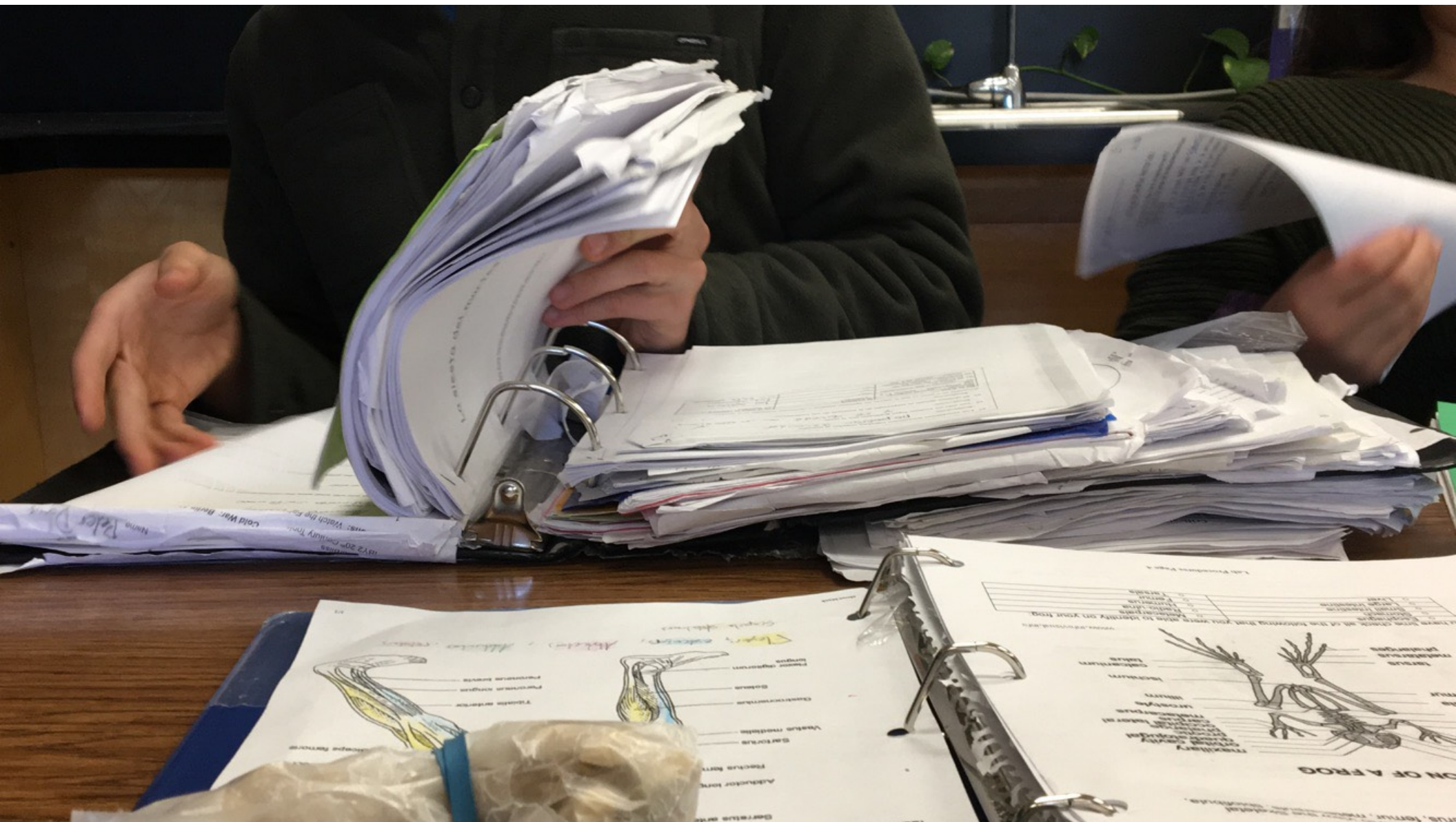
Do at least 1.5 sets/ day

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

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

Why?







Binder Check Schedule For Term: _____

Check 1

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Check 2

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Check 3

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Check 4

Date _____

Grade Received _____

Page B

- ☐ Lifeline _____ incomplete
☐ Lifeline _____ not graded
☐ Lifeline _____ missing

Page C

- ☐ No date on _____
☐ Agenda _____ incomplete

Comments

Page F

- ☐ Not Updated
☐ Out of order
General
☐ _____ falling out
☐ No binder paper
☐ Papers in pockets

Page G and Assignments

- ☐ No date on _____
☐ Not Updated
☐ Scores not recorded
☐ Needs heading
☐ Assignment _____
missing assignment # _____

Total Score

/

Directions:

1. Check your binder or your partner's binder. If anything needs to be fixed, write it on this form.
2. Pages should be in the following order. Circle Yes or No and write any comments to help your partner fix his or her binder.
3. When you get your own binder back, fix everything so that your binder is ready for the upcoming binder check.

Binder owner _____

Peer checker _____

Contents	Missing?	Out of Order?	Torn Holes?	Heading missing or incomplete (first and last name, period, date, assignment #)	Comments
A	Yes No	N/A	Yes No	Yes No	
B (B1, B2, B3...)	Yes No	Yes No	Yes No	Yes No	
C (C1, C2, C3...)	Yes No	Yes No	Yes No	Yes No	
D	Yes No	N/A	Yes No	Yes No	
E	Yes No	N/A	Yes No	Yes No	
F	Yes No	N/A	Yes No	N/A	
G	Yes No	N/A	Yes No	Yes No	
G (G1, G2, G3...)	Yes No	Yes No	Yes No	Yes No	
H	Yes No	N/A	Yes No	Yes No	
Assignments (#1, #2, #3...)	Yes No	Yes No	Yes No	Yes No	
Binder paper (at least 5 pages)	Yes No	N/A	Yes No	N/A	

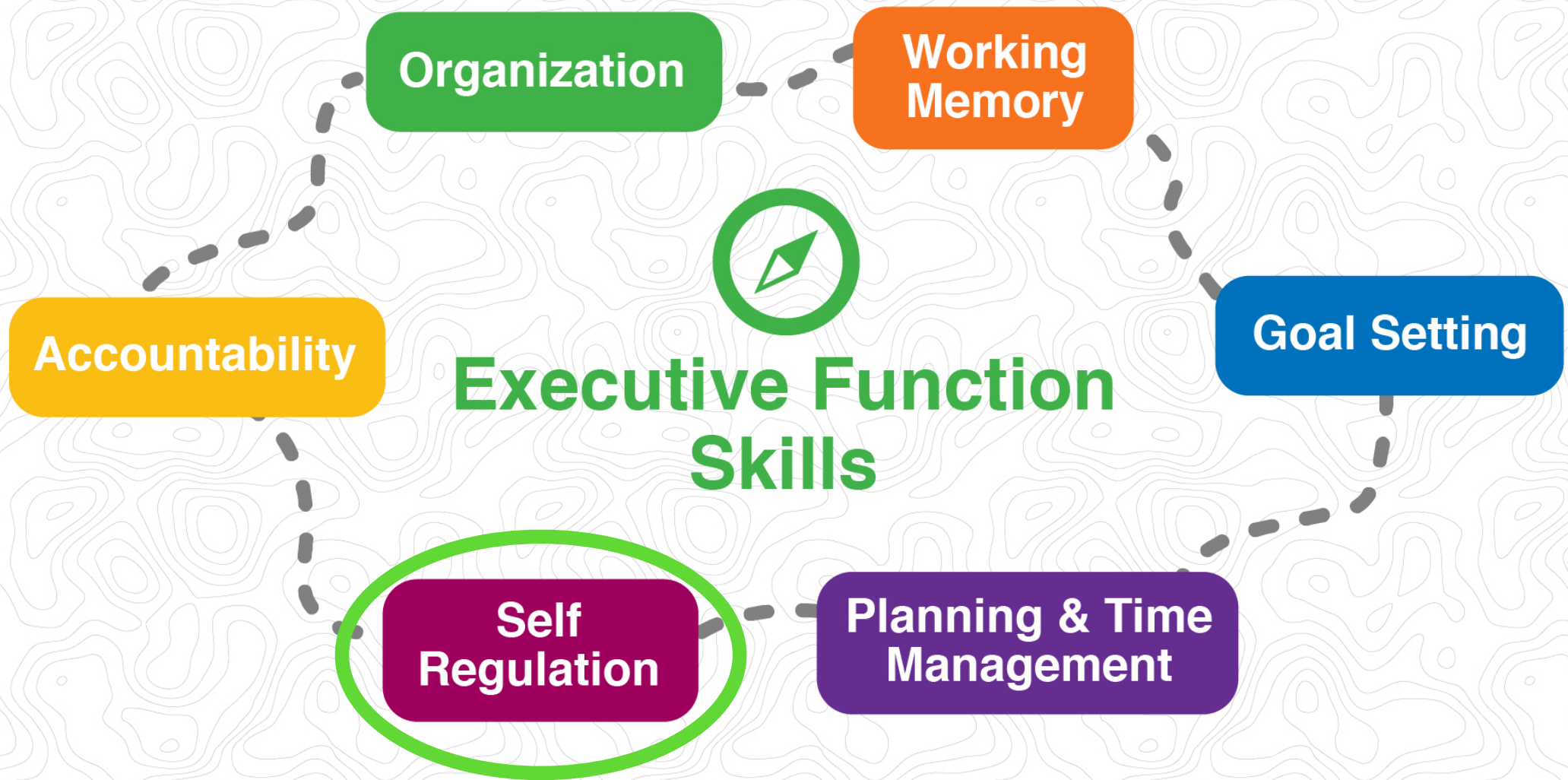
General comments:



PROPERTY OF:
COURSE:


ORGANIZED
BINDER







Name Your Name Here Period 1st H

1st Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, **then come to me to have it signed.** You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

- ☐ The Bathroom ☐ Your Locker ☐ The Water Fountain
☐ The Office ☐ Another Classroom ☐ Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Second Pass

- ☐ The Bathroom ☐ Your Locker ☐ The Water Fountain
☐ The Office ☐ Another Classroom ☐ Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Third Pass

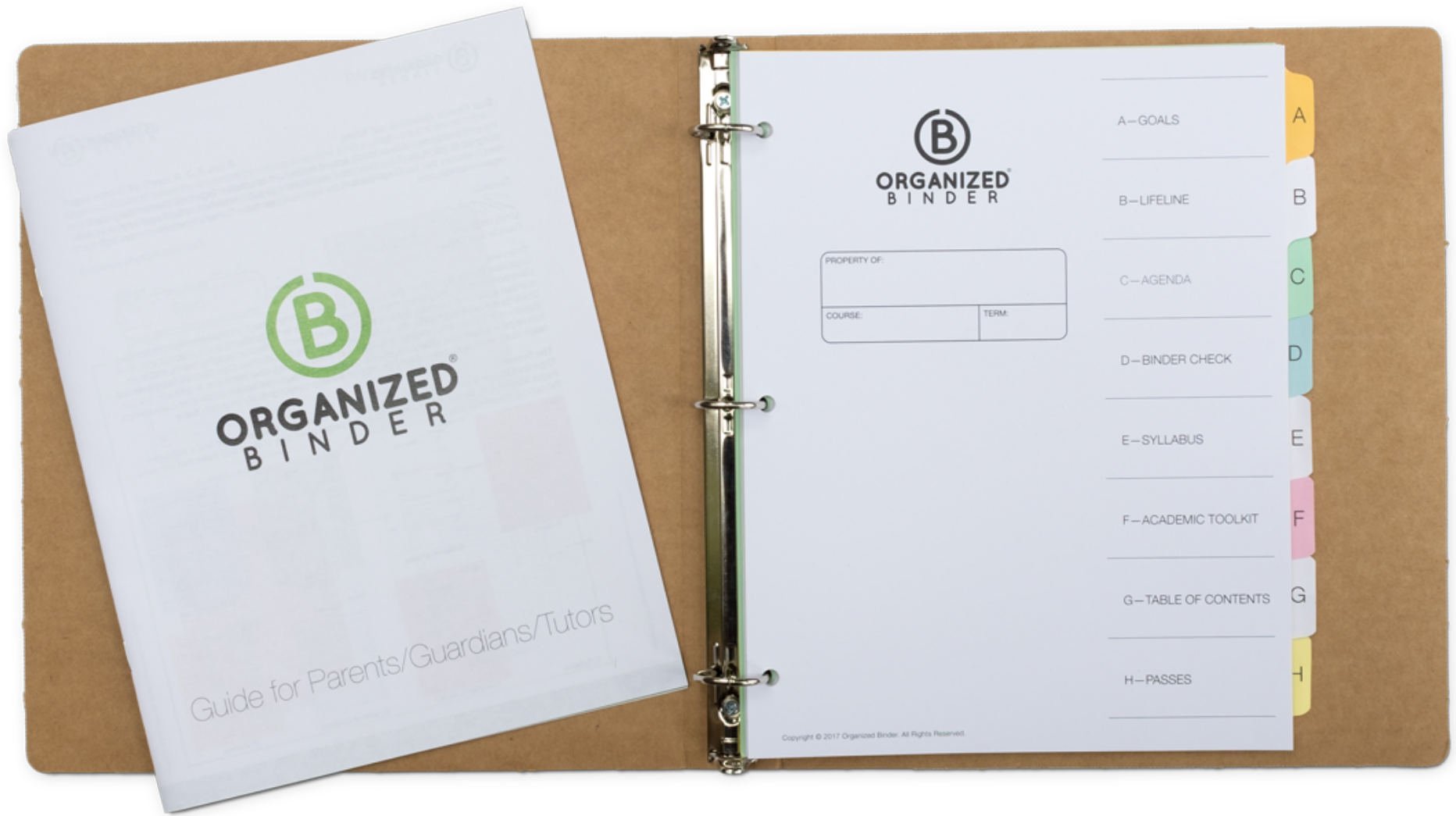
- ☐ The Bathroom ☐ Your Locker ☐ The Water Fountain
☐ The Office ☐ Another Classroom ☐ Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____



Family Engagement





Guide for Families

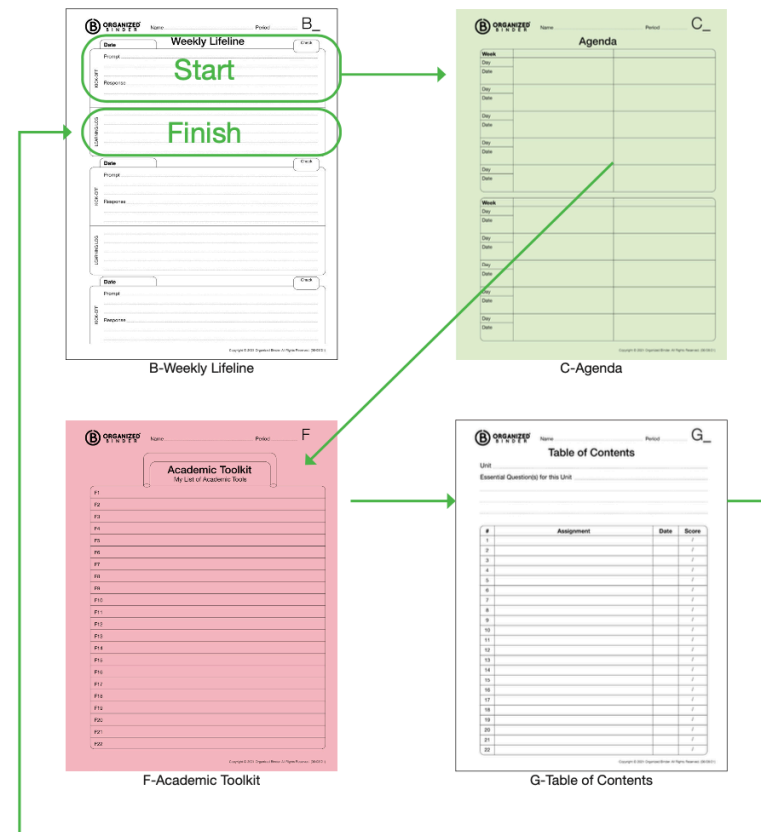


PAGES USED DAILY

Pages used daily: Pages B, C, F, and G

Organized Binder ritualizes classroom routines; making the best use of every class minute. Each class period the teacher begins with a Kick-Off Prompt on the Weekly Lifeline (Page B). Next, the Agenda (Page C) for the day is completed. Third, the day's assignments are recorded in the Table of Contents (Page G). Finally, the lesson circles back to the Weekly Lifeline, where the student completes the Learning Log section. On occasion the teacher will reference the Academic Toolkit (Page F).

Sequence of pages used daily:



Page B: Weekly Lifeline

The Weekly Lifeline consists of the Kick-Off prompt and the Learning Log, which are used to begin and end class. Usually teachers use the Kick-Off prompt to review the previous class's content standards or objectives. If you want to know exactly what your student is learning in class, read the Kick-Off prompts.

The Learning Log is how class is concluded with Organized Binder. Each day in class your student will reflect on what was learned from the lesson and/or what was confusing. Students are required to practice using grammatically correct, complete sentences in English (academic English) when writing Learning Logs. Often, this level of English language practice is only done in English or support classes. Students gain this language practice in all subjects implementing Organized Binder.

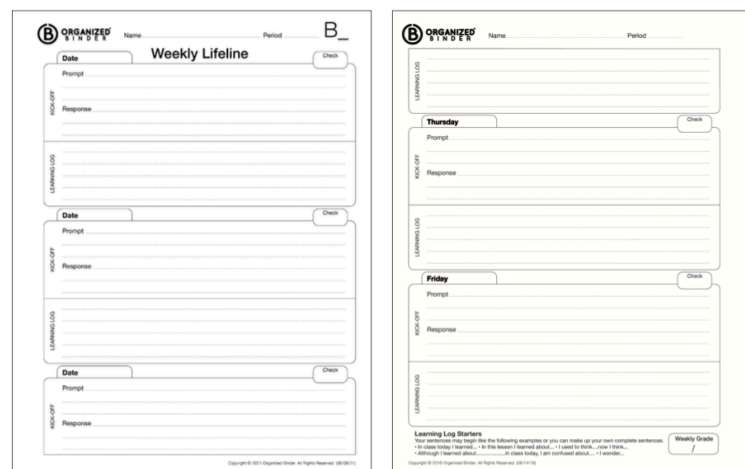
Students have a Weekly Lifeline for each week of the semester (B1, B2, B3, etc).

How you can support:

- Ask your student about the Kick-Off prompt(s) they worked on in class.
- Ask them to summarize the content of what they **learned** that day in class, not just what they **did** in class.
- Read your student's Learning Logs; on a daily basis if you can!

Skills Practiced:

Metacognition, reflection, organizing materials, study skills, creating study resources, belonging to an academic community.



Page C: Agenda

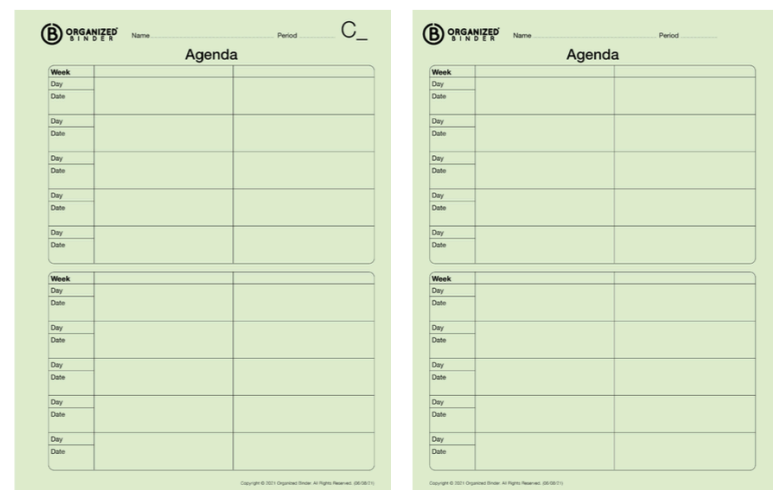
The Agenda is used to identify the content standards or objectives covered in class each day. It also provides a snapshot of how those will be taught, and whether or not there is homework. In addition, the Agenda is used to teach the skill of using a calendar. Each new Agenda page is represented by C1, C2, C3, etc.

How you can support:

- Review the Agenda with your student, being sure to ask if they have homework and when it is due.
- Look at what was done in class and ask your student to summarize what they learned or what confused them from those activities/assignments. Avoid having your student tell you "what they did in class." Ask your student about any **important** assignments or assessments coming up in the future.

Skills practiced:

Time and task management, maintaining a calendar, organizing materials, self-discipline, balancing school and other demands



“...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*



EXECUTIVE FUNCTIONS

FOR EVERY

CLASSROOM

CREATING SAFE &
PREDICTABLE LEARNING
ENVIRONMENTS
GRADES 3-12

MITCH WEATHERS

Get notified when
pre-orders are
available in October!



Contact and Updates

- success@organizedbinder.com
- www.organizedbinder.com
- @organizedbinder
- Please visit our website to sign up for our mailing list so we can keep in touch!

