





Lazy?
Unmotivated?
Think Again



By: Lori Boll

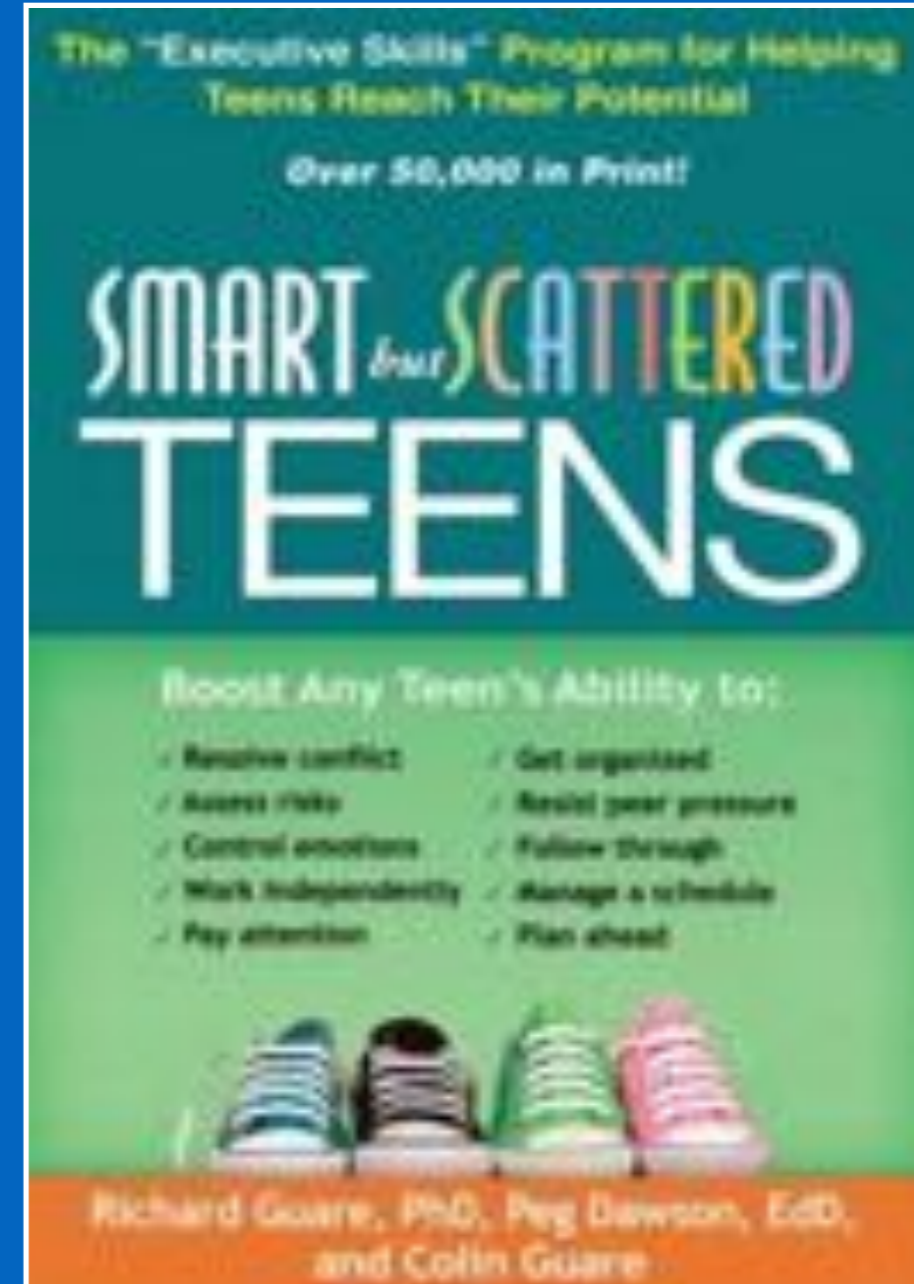
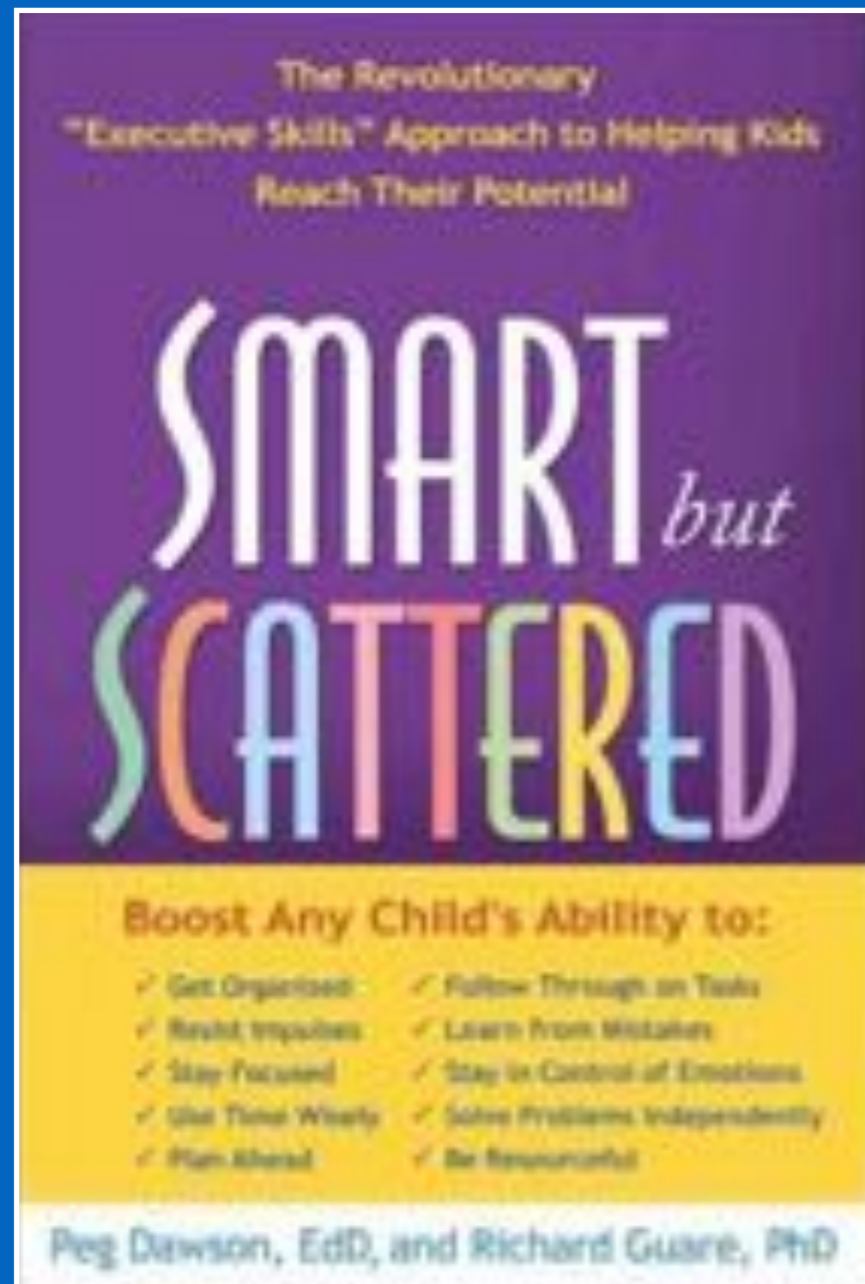
Twitter: @Loriboll

Today's Take-aways

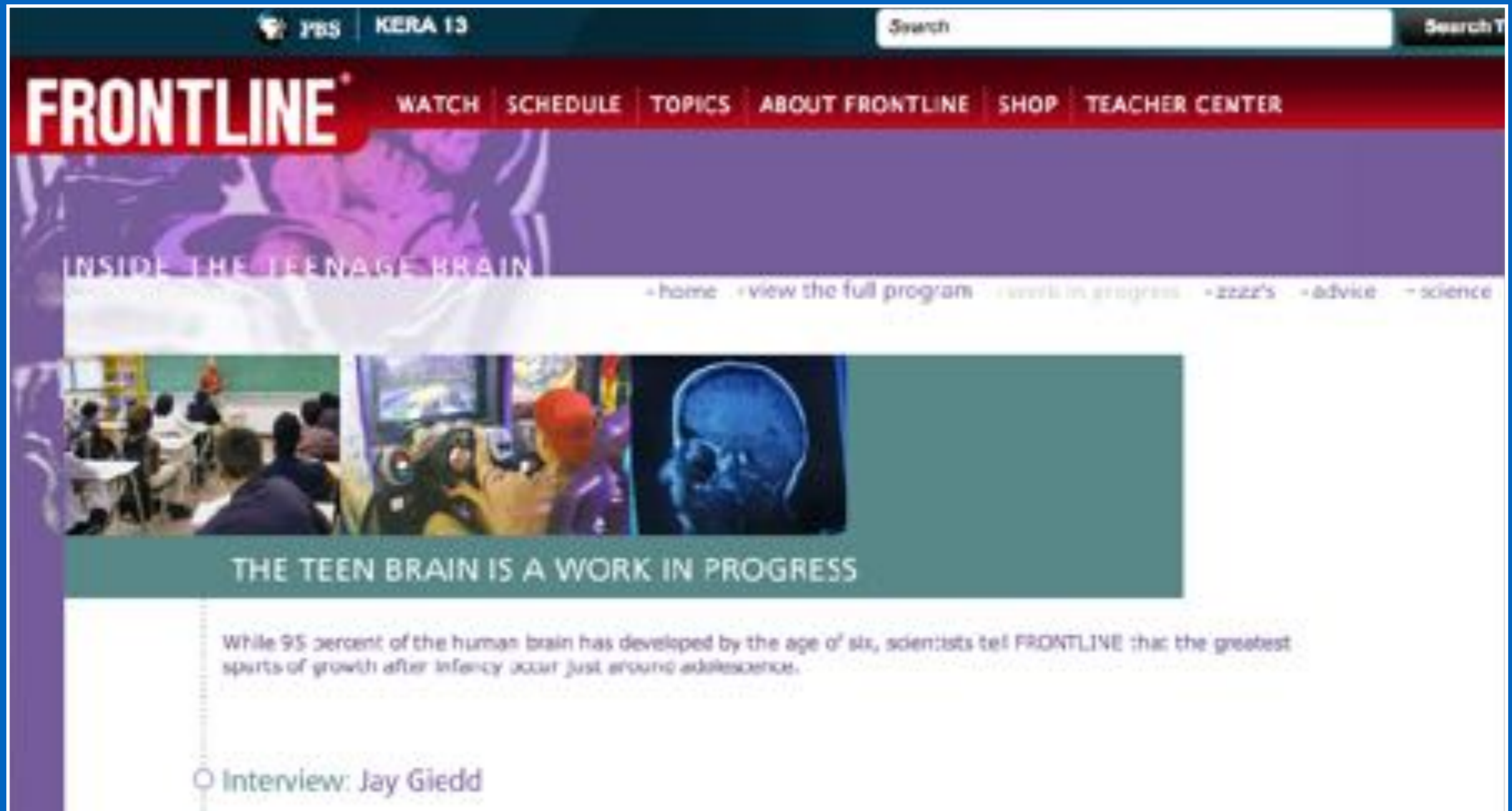
- Define how we think about our students
- Learn about executive functioning skills
- Figure out how to support our students in the classroom



Executive Functioning



Teenage Brain



"The Teen Brain Is A Work In Progress | Inside The Teenage Brain | FRONTLINE | PBS." PBS: Public Broadcasting Service. N.p., n.d. Web. 30 Apr. 2012. <<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/>>.

IT'S JUST MIDDLE SCHOOL, WOODY!



THERE'S NOTHING TO FEAR

“Kids do well if they can.”

OR

“Kids do well if they want to.”

The Classic Parenting Guide—More Than 500,000 Copies Sold

The Explosive Child

REVISED AND
UPDATED

"All parents should read this book, especially those with children who are out of control."
—Edward M. Hallowell, M.D., author of *Driven to Distraction*

A New Approach
for Understanding
and Parenting
Easily Frustrated,
Chronically
Inflexible Children



Ross W. Greene, Ph.D.

"Every teacher and school administrator who has ever felt that traditional discipline isn't working should read *Lost at School*."
—Dr. MICHAEL THOMPSON,
author of *Building Character* and editor of *Best Friends, Worst Enemies*

THE CLASSIC
GUIDE FOR
TEACHERS AND
PARENTS

LOST AT SCHOOL

REVISED AND UPDATED

Why Our Kids with Behavioral Challenges
Are Falling Through the Cracks and
How We Can Help Them

ROSS W. GREENE, Ph.D.
Author of The Explosive Child

“Kids do well if they can.”

OR

~~“Kids do well if they want to.”~~





What emotion is this woman feeling?

"The Teen Brain Is A Work In Progress | Inside The Teenage Brain | FRONTLINE | PBS." *PBS: Public Broadcasting Service*. N.p., n.d. Web. 30 Apr. 2012. <<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/>>.



put their head in the bucket

to be funny
no thought about what
in there

impulsive



How could such a smart kid
be so

scattered?

what are some other words you would
use to describe teenagers?

disorganized?

impulsive?

frustrating!?





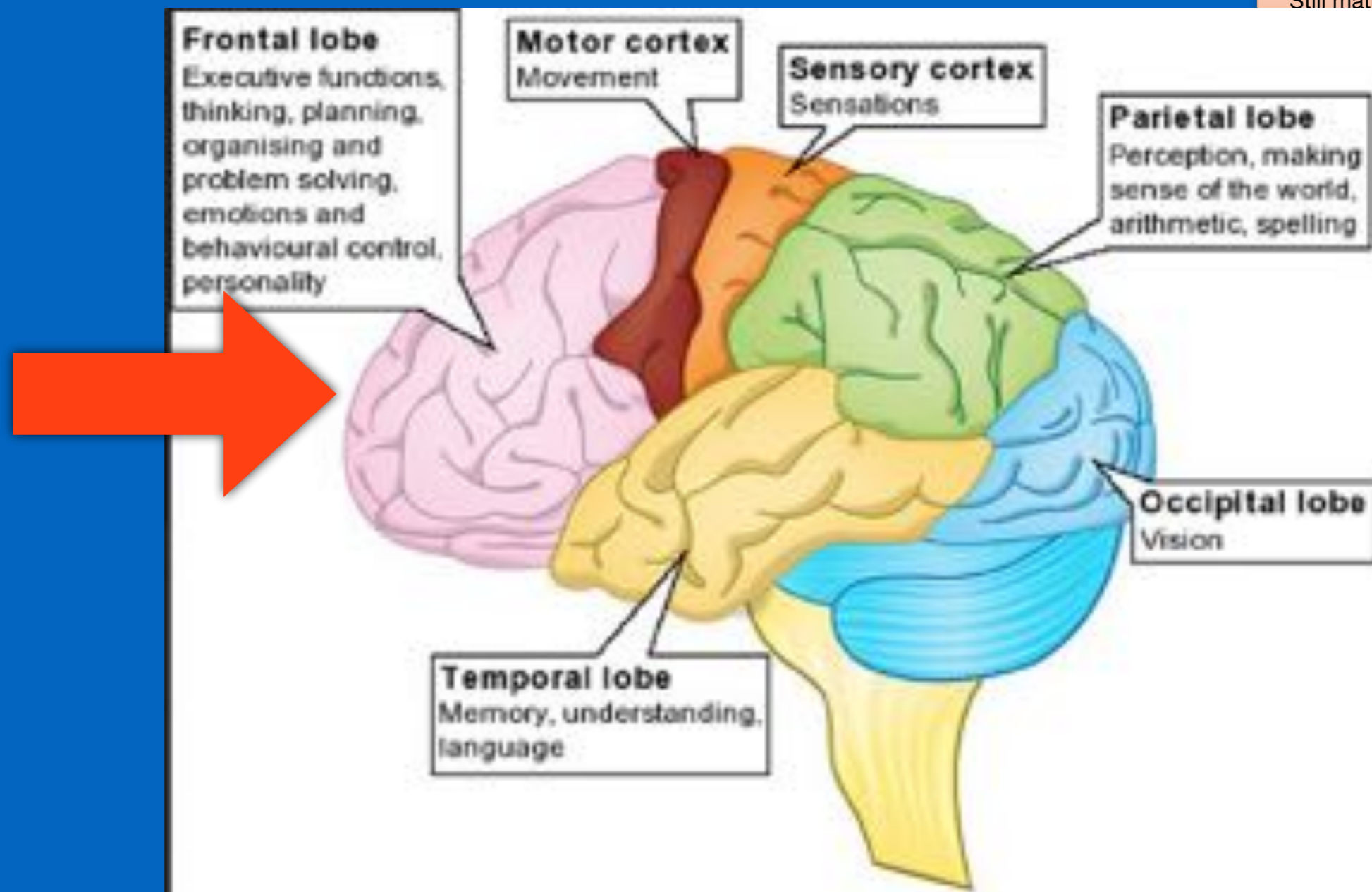
fresh air

from WHYY

“Talk amongst yourselves...”



Executive Skills: The brain-based skills that are required for humans to execute, or perform tasks.



The Brain's CEO

Still maturing

fully develop until age

your child's frontal lobes

bes

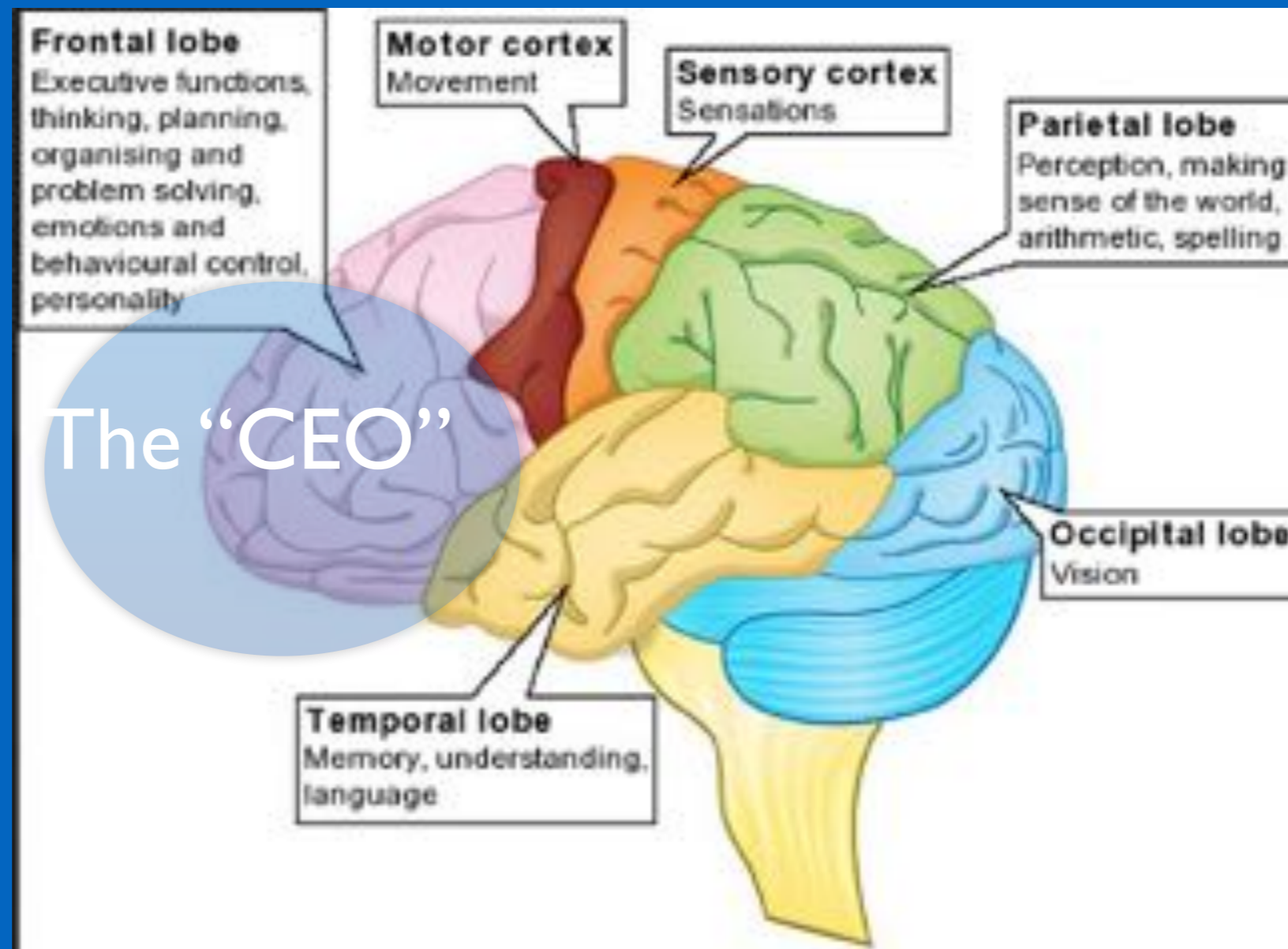
nature you expect them

Taylor, A. (2013). *Executive dysfunction after brain injury*. Retrieved from <https://www.headway.org.uk/executive-dysfunction-after-brain-injury.aspx>



"The Teen Brain Is A Work In Progress | Inside The Teenage Brain | FRONTLINE | PBS." *PBS: Public Broadcasting Service*. N.p., n.d. Web. 30 Apr. 2012. <<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/>>.

Executive Skills: The brain-based skills that are required for humans to execute, or perform tasks.

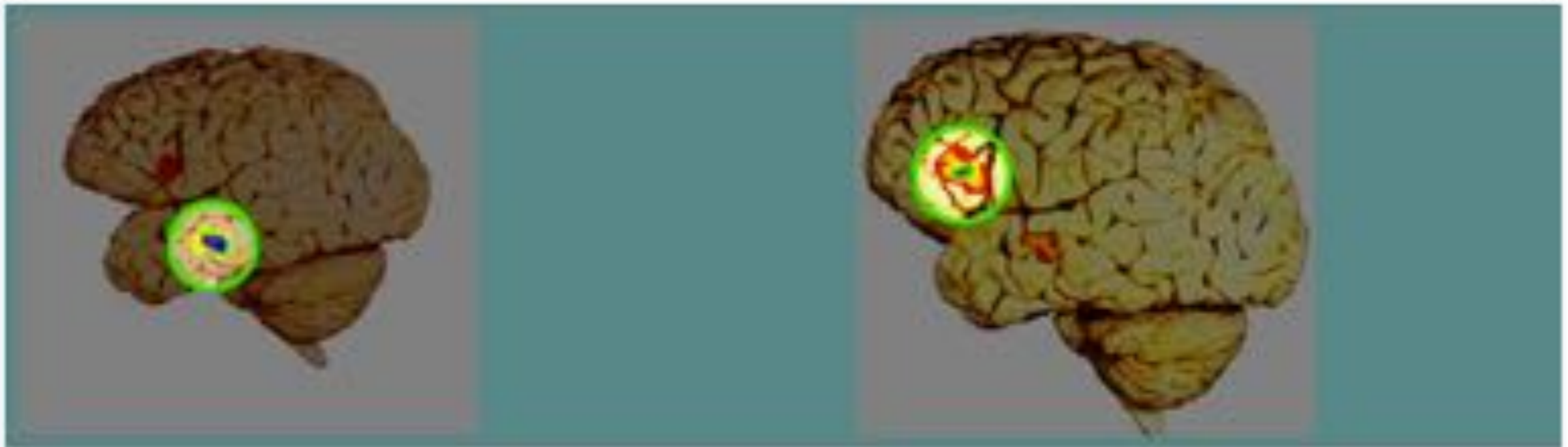


Taylor, A. (2013). *Executive dysfunction after brain injury*. Retrieved from <https://www.headway.org.uk/executive-dysfunction-after-brain-injury.aspx>



What emotion do you
think teens believe she
is showing?

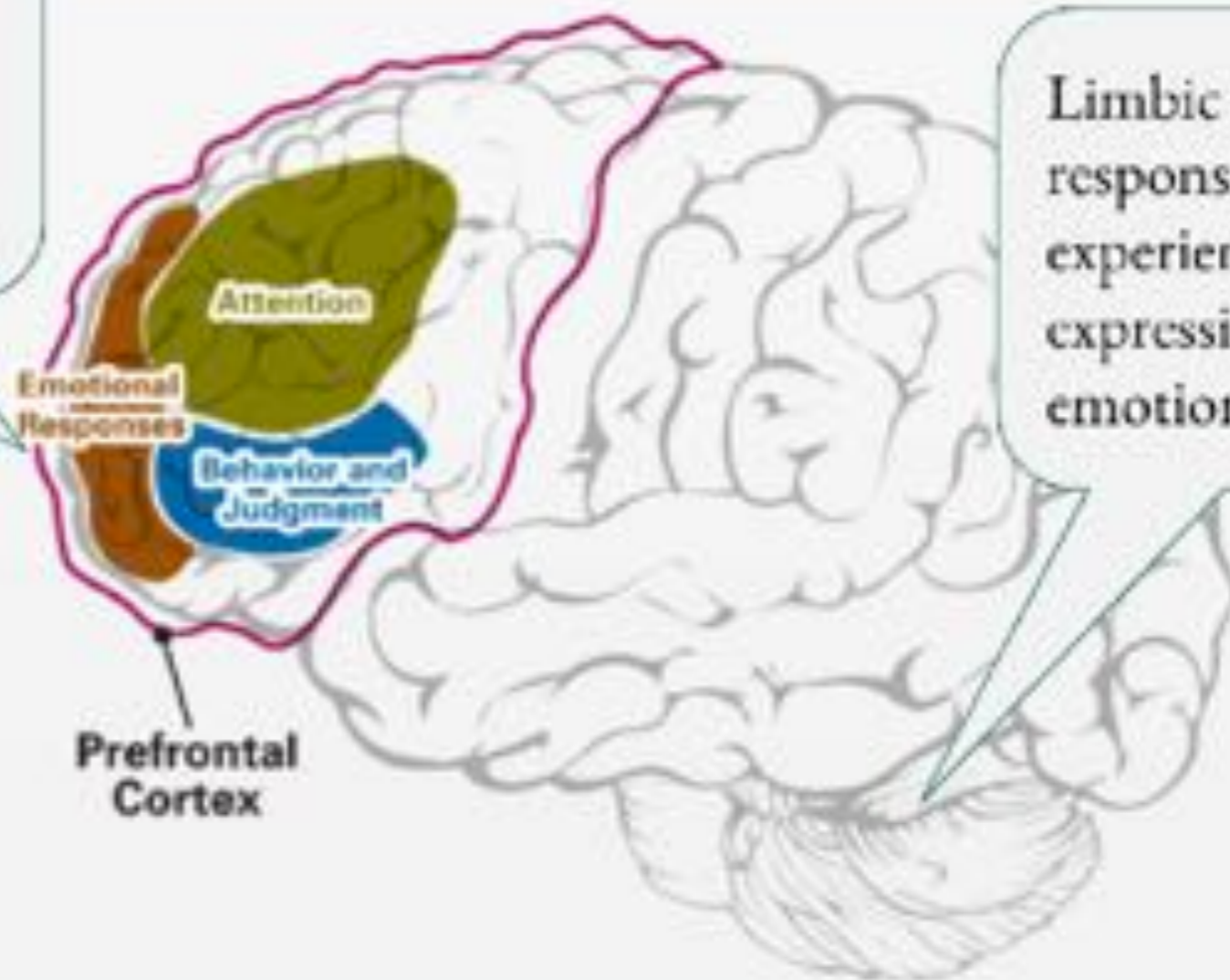
"The Teen Brain Is A Work In Progress | Inside The Teenage Brain | FRONTLINE | PBS." *PBS: Public Broadcasting Service*. N.p., n.d. Web. 30 Apr. 2012. <<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/>>.



Teens (left) used less of the prefrontal (upper) region than adults (right) when reading emotion.

"The Teen Brain Is A Work In Progress | Inside The Teenage Brain | FRONTLINE | PBS." *PBS: Public Broadcasting Service*. N.p., n.d. Web. 30 Apr. 2012. <<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/work/>>.

Prefrontal Cortex: planning complex cognitive behavior, personality expression, decision making, and moderating social behaviour



Limbic System: responsible for the experience and expression of emotion

Executive Skills

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Goal-directed Persistence
- Organization
- Time Management
- Planning/Prioritizing
- Working Memory
- Metacognition

Executive Skills Involving Doing (behavior)

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Goal-directed Persistence
- Organization
- Time Management
- Planning/Prioritizing
- Working Memory
- Metacognition

Executive Skills Involving Thinking (Cognition)

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Goal-directed Persistence
- Organization
- Time Management
- Planning/Prioritizing
- Working Memory
- Metacognition

Response Inhibition

**The capacity to think
before you act**

**Impulsivity
Blurting Out**

**Temper
Outbursts**

**Poor Social
Judgement**

Emotional Control

The ability to manage emotions in order to achieve goals & control behavior.

Excitable
Moody
Short fuse

Cries often
Argues

Can't
manage
frustration

Why it's hard to switch tasks

(Let's call it Tendril Theory)



Flexibility

The ability to revise plans in the face of obstacles, new information, or mistakes. Adaptability.

Unable to
go with the
flow

Gets upset
when
making
mistakes



Sustained Attention

The ability to continue to pay attention in spite of distractibility.

Gets
distracted
by outside
stimuli

Mind
wanders
Daydreams

Needs
consistent
prompting

Task Initiation

The ability to begin tasks or projects without undue procrastination.

Struggles to
start an
assignment

Missing or
incomplete
work

Relies on
adults
prompting

Goal-Directed Persistence

The capacity to have a goal and follow through with it.

Living in the
moment

Difficulty
setting
goals

Struggles to
achieve
long-term
goals

Working Memory

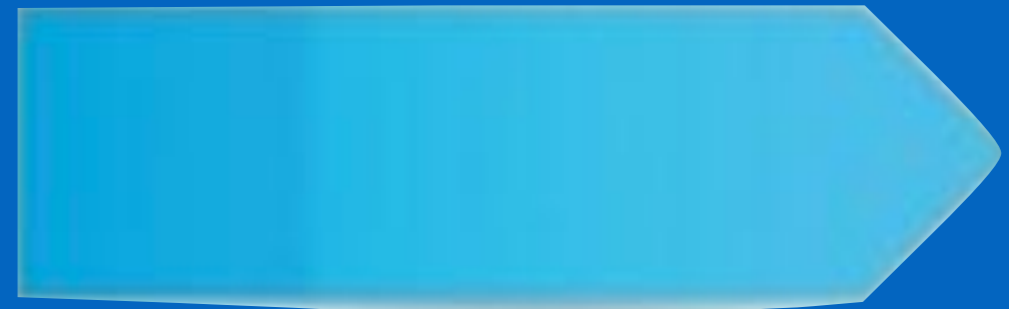
The ability to hold information in memory while performing complex tasks.

Loses
papers,
pencils,
phone

Comes
unprepared
to class

Struggles to
recall facts

How Big is *YOUR* post-it note?



Planning / Prioritizing

The ability to create a road map to complete a task.

Struggles to
make
decisions
about what
is important

Does not
know where
to begin

Cannot
make a
step-by-
step plan

Organization

The ability to create and maintain a system to keep track of information or materials.

Struggles to keep a notebook/
backpack/
locker clean

Cannot locate work to turn in even when complete

Papers are crumpled and torn

Gestalt - Organization and Prioritizing

Thinking prior to organization



Organized Thinking



Prioritized thinking



Time Management

The capacity to estimate how much time one has and how to allocate it.

A sense that time is important.

Struggles
with
deadlines

Late for
school

Rushes
through
work/ often
turns in late

Metacognition

The ability to stand back and take a bird's eye view. To observe how you problem solve.

Poor self-monitoring skills

Struggles to see how others react to their behavior

Difficulty picking up on feedback

Stress Tolerance

The ability to thrive in stressful situations and to cope with uncertainty, change, & demands.

Complains
of
headache
or stomach-
ache

Gets upset
during
timed
activities

Unable to
tackle
problems in
order of
degree



EXECUTIVE FUNCTION 101

Prepared by The National Center for Learning Disabilities

<https://goo.gl/iuas5V>

EXECUTIVE FUNCTION AROUND THE CLOCK



Meet Josh, a sixth grader who struggles with executive function.
This is a day in his life.

<https://tinyurl.com/isbjoshexecutivefun>

Meet Josh, a sixth grader who struggles with executive function.
This is a day in his life.



7 AM

Argh! Josh knows that he has forgotten something. And that's it—his cleats for today's game. He sprints back inside the house to get them ... and leaves his backpack in the kitchen. He walks right past the checklist mom made to help him remember what he needs for school. But it's too late: The bus is here and about to pull away! He's going to miss it again.

EF Area: ORGANIZATION

8 AM Josh's English teacher stands at the blackboard and asks: "Tell me how last night's reading relates to the words on the board." Every student in the class goes ... except for Josh's. His heart sinks thinking about all the steps answering this question takes.



I don't know...
I wasn't thinking about those words when I read last night.
I'm so overwhelmed.



Area: WORKING MEMORY



1 PM It's the best part of the school day...lunch! At a table with his friends, Josh shouts at a mile a minute and jumps in and out of his seat. He doesn't even notice that the lunch monitor is glaring at him and that his friends look annoyed.

EF Area: SELF-MONITORING, IMPULSE CONTROL

3 PM Time for soccer! A teammate kicks the ball toward Josh. He knows that in soccer, you do one thing—you kick that ball as hard as you can! But where? He can't exactly remember, so he just kicks. Wham! Uh-oh. He's sent the ball right into his own team's net. Anger brows on his teammates' faces as Josh's heart sinks yet again.



EF Area: FLEXIBILITY, WORKING MEMORY



6 PM It is time for dinner — but first, Josh has to set the table. Hmm. Josh scratches his head and tries to remember exactly what goes at each place setting. He thinks he has got it right this time, but his little sister reminds him that he doesn't. How does she? He blows up screaming at her.

EF Area: ORGANIZATION, EMOTIONAL CONTROL

8 PM After hours of cajoled from his mom, Josh finally sits down to do his homework. But, ugh, where to begin? He knows he has several projects and papers that need attention, but what's due when? What needs done for tomorrow? Overwhelmed, he puts his head down.



EF Area: TASK INITIATION



12 AM Delays and procrastination mean that Josh is burning the midnight oil. He is exhausted, but his history paper is due tomorrow. But he just can't figure out a structure for his paper and the steps he needs to take to get it done.

EF Area: PLANNING & SETTING PRIORITIES

3 AM Finally, the paper is done and Josh can catch a few hours of Z's. But he can't seem to drift off to sleep—he's worried that he didn't do the paper right. And then there's the problem he'll discover tomorrow morning: His disorganization has gotten the best of him, and he forgot to put the finished paper in his backpack.



EF Area: SELF MONITORING, ORGANIZATION



**Why does disorganization rear
its ugly head in Middle School?**



ELEMENTARY

- Organized
- One Classroom
- Everything you
need is in room
- Transition as a
class
- Teacher manages
your world





ELEMENTARY

- Organized
- One Classroom
- Everything you need is in room
- Transition as a class
- Teacher manages your world

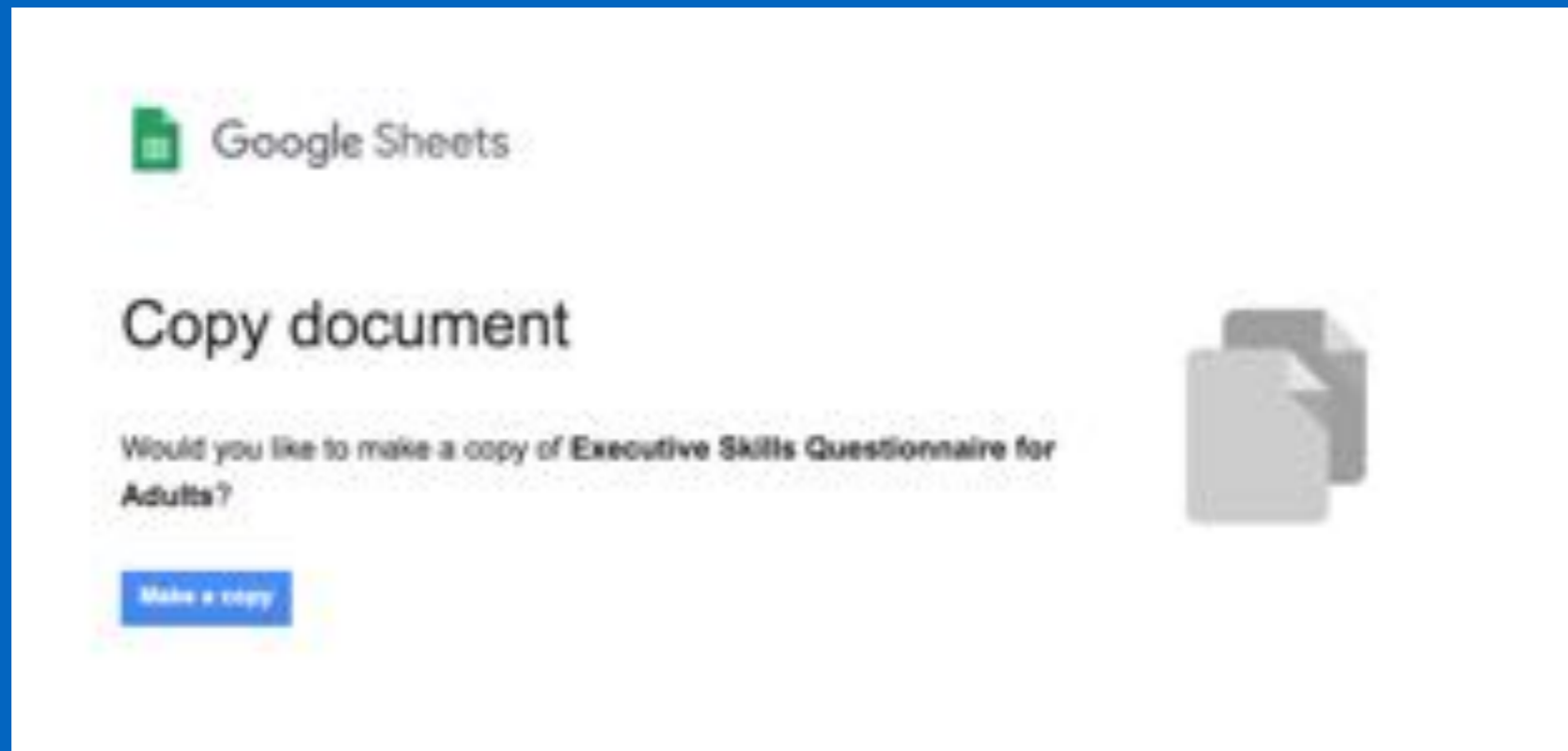


MIDDLE SCHOOL

- More unstructured
- Multiple classes
- Locker
- Individual schedules & transitions
- You manage your world
- Differing Expectations



Let's figure out your EF strengths/challenges



<https://tinyurl.com/executive-functioning-test>



What do we do with kids
whose CEO's aren't
functioning like we want them to?

“Kids do well if they can.”

OR

~~“Kids do well if they want to.”~~

We lend them ours.



A hand-drawn speech bubble with a thick, white, irregular outline. The bubble has a small tail pointing towards the bottom-left corner. Inside the bubble, the text "HOW CAN I HELP?" is written in a white, hand-drawn, uppercase font, centered horizontally and split across two lines.

HOW CAN I
HELP?

FAIR ISN'T

everybody getting the
same thing.....

FAIR IS

everybody getting
what they need
In order to be

SUCCESSFUL.

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



© 2004 MCKINLEY & STANBROOK. ILLUSTRATION BY KEVIN MUELLER.
REPRINTED PUBLICATIONS, INC. 832.848.8707 WWW.PETTRAL.COM

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Universal Design



**Use
Visuals**

**Graphic
Organizers**

Timers

**Work
Sprints**

Games

**Executive
Functioning
Strategies**

Tech

Planners

**Whole
School
Buy-in**

Scaffold

**Locker
Org.**



MAKE IT
VISUAL

Working Memory

Metacognition

Task Initiation

Sustained Attention

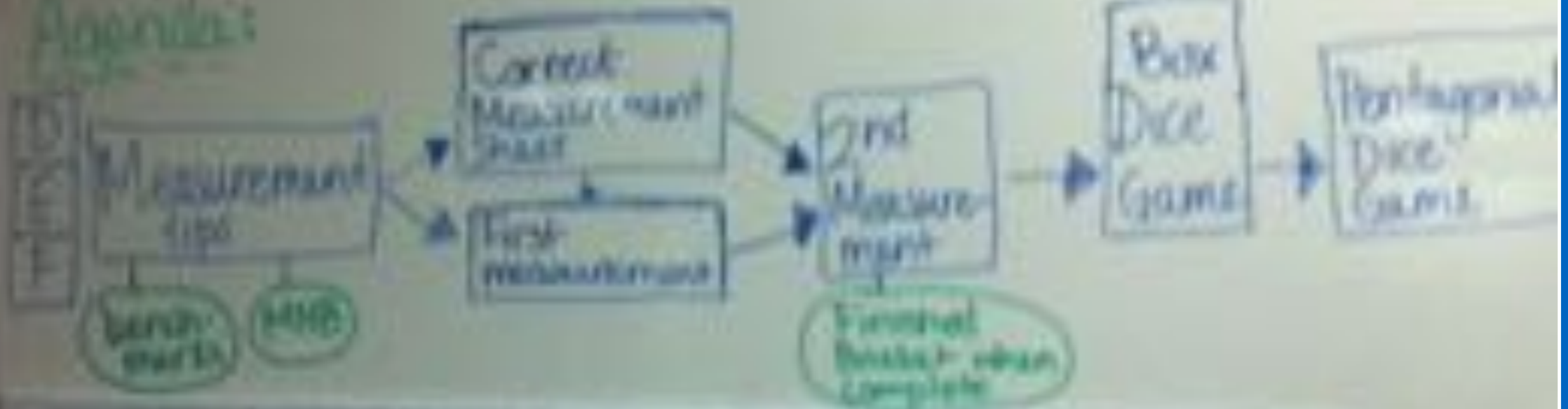
Planning/Prioritizing

Visual Daily Schedule



March 5-9, 2012

Agenda:



In your desk:

MNB
Measurement sheet
Snail
Tutor

Planner:

NH



Monday

Tuesday

Wednesday

Thursday

Friday

**Group
Leader**



**Assignment
Book**

Wk bk. 10-5
O406.2.8

Wk bk 10-6
SPI O406.2.7

Wk bk. 10-7
SPI O406.2.5

Wk bk. 10-8
SPI O406.2.6

Wk bk. 11-1
SPI O406.2.8

**Today's
SPI**

Generate
equivalent
fraction and
put them in
Simplest
form.

Convert
improper
fractions to
mixed numbers

Generate
equivalent
forms of
fractions and
compare their
size.

Use $>$, $<$, or
 $=$ to compare
fractions in
increasing or
decreasing
order.

Add & Subtract
fractions
w/ like
denominators.

Objective:

Students will become familiar with classroom
Rules, Procedures, + Expectations.

Homework:

Welcome to 8th Grade
Physical Science!!
☺

Today:

- Press and Syllabus: Due tomorrow (in part)
 - Rules
 - Procedures
 - Expectations
- 8th Day Survey
- Press out Books + Due back, (if time)

Weekly

Agenda:

Monday

- Welcome!
- Press out Syllabus: Due tomorrow (if time)
- Press out Books (if time)

Tuesday

- Library Day / Computer driven home
- Get your 8th grade book - Due tomorrow

Wednesday

- Computer driven home first
- Press out Books, (if we have time)
- Breakfast tomorrow due 5

Thursday

- Press out Science Day Materials
- Set up Materials: Talk Day
- Press out 8th grade book

Friday

- Lab Safety Introduction
- Safety Day!
- Safety check: Due Mon (10th)



Task Initiation

Sustained Attention

Planning/
Prioritization



Task Initiation

Sustained Attention

FIRST

Non-preferred
Activity

THEN

Preferred
Activity

FIRST

lesson plans



THEN

wine



Scaffolding

Working Memory

Metacognition

Task Initiation

Sustained Attention

Planning/Prioritizing

Organization

Metacognition

TRUE STORY



PLANET RESEARCH PAPER

Write a report about one of the planets we studied. You should include information from the topics we studied and include some interesting facts of your own that you find. Have fun!



Notes on Scaffolding

Speaker: Lori Ball
Date:

SCAFFOLDING

KEY POINT 1

Break up learning into
chunks

KEY POINT 2

Provide a tool or structure
for each chunk

KEY POINT 3

Scaffolding is NOT
differentiation

SUPPORT

Include small details

Include timelines

Long projects- add in
frequent check-ins

SUPPORT

Graphic Organizers

Planner organization

Check-ins and feedback

SUPPORT

Good for all students

Zone of Proximal
Development

Vygotsky's Two Developmental Levels



Champ, Birdie. "Zone of Proximal Development." *Birdie Champ: Thoughts on Education*. N.p., 1 Mar. 2010. Web. 6 May 2012. <birdiechamp.files.wordpress.com/2010/03/vygotsky-levels-flat-copy.jpg>.



"THEY SHOULD
BE ABLE TO DO
THIS"



SURVEY SAYS....



The Migration Experience Summative Assessment

DUE: February 12th

SCRIPTS/SLIDES TO GOOGLE CLASSROOM (LINK TO VIDEO)

PRESENTATIONS: January February 12th

You are an internationally-renowned expert on the migrant and refugee experience. You have been invited to the United Nations High Commission for Refugees ([UNHCR](#)) conference on supporting migrants and refugees in the destination country.

During the conference, you will:

- Bring awareness to the migrant/refugee experience
- Note the successes and difficulties of assimilation.
- Note the positive impact of migrants on the country they moved to. How have they contributed in a impactful way?

Step 1- Choice: Select one a migrant/refugee person's story from the list.

PERSONAL CONNECTIONS

A family member or close personal connection of a successful immigrant or refugee (must have transcript from interview)

EVERYDAY PEOPLE

Frederick List - 48 are immigrants

SUCCESS STORIES

Success Story: Burmese migrant in Thailand creates mushroom business

9 Immigrant Stories that Make you Believe in the American Dream

Syrian Refugee: The Power of a Syrian Refugee Story

Chocolate Company in Canada Created by Syrian Refugees

WELL-KNOWN INDIVIDUALS

AMERICA'S TOP TEN IMMIGRANTS

Arnold Schwarzenegger

- [Biography: Arnold Schwarzenegger](#)
- [From Austria Immigrant to Superstar](#)
- [Lansed from 28 weeks as a US Citizen](#)
- [Arnold Schwarzenegger: The successful immigrant](#)
- [Biography](#)

Ellen West (Texas)

- [Biography](#)
- [Biography](#)
- [Ellen West Story](#)
- [https://www.cleveland.com/health/2018/01/ellen-west-100017.html](#)
- [https://www.foxnews.com/100017/ellen-west-story-100017.html](#)
- [https://www.foxnews.com/2018/10/13/ellen-west-journey-100017.html](#)

Reliable Resources

Anchor Charts

Easy Assimilation

- Level of Tolerance**
 - willing to see face
 - accepting new culture and traditions, respecting the culture
- Close Social Relationships/Friendships**
 - making friends easily - have similar interests
- Marriage among Different Groups**
 - marrying someone from another place
- Cultural Similarity**
 - similar language, food, religion, values & beliefs, ways of living, (clothing, traditions), (values & traditions) appearance
- Support in Education**
 - Don't have a problem
 - ELL program - support for child to learn about the new place
- Equal Social & Economic Opportunities**
 - access to a variety of jobs
 - access to services, (health and social services)

Hard Assimilation

- Level of Intolerance**
 - feeling excluded & discriminated (ex. racism)
 - rejecting one's culture and staying with your own culture
- Not Having Social Relationships/Friendships**
 - difficulty making friends
- Marriage within culture group**
 - marrying someone from your own culture group
- Cultural Differences**
 - different language, food, religion, values & beliefs, ways of living, (clothing, traditions), (values & traditions) appearance
- Little Support in Education**
 - No ELL program - Little encouragement to go to school
 - No support for child to learn about the new place
- Unequal Social & Economic Opportunities**
 - difficulty to find job and get promoted in other people's jobs
 - difficult access to hospitals
 - bad experience with police and don't like government & rules

Step 2- Note taking: You should have note cards for each of the below questions--(10 min)

- How has their **life changed** since moving to the **destination country**?
- How did they **positively influenced/impact** the **destination culture**?
- How did they **assimilate** to the **destination culture**? (What made it easy and/or hard to adjust to the new place?)

Step 3- Final Product

Select one of the options. Create a video (iMovie/VoiceThread/Screenrast) presentation or a live presentation (Slideshow). You need to compose a script first. Your presentation must be 5-8 minutes long. You also need visual information (charts, graphs, photos).

Clear Expectations

Sentence Starters: The Migration Experience Summative Project

Question 1: How has their **life changed** since moving to the **destination country**?

(Describe event). This event changed this person's life when they moved to (destination country) because...

When moving to (destination country), this person's life changed when (describe event). This changed their life because...

Question 2: How did they **positively influenced/impact** the **destination culture**?

(Describe event). This event positively impacted (destination country) because...

(Describe event). This event positively influenced (destination country) because...

Sentence Starters

Step 4- Reflection

Consider the list of the [Factors of Assimilation](#): Level of tolerance, social relationships, marriage among different groups, cultural similarities, education and equal social/economic opportunities.

Select **three** of the six factors. Compare OR contrast your person with that of another classmate's person.

REFLECTION	
Consider the list of the Factors of Assimilation : Level of tolerance, social relationships, marriage among different groups, cultural similarities, education and equal social/economic opportunities.	
Select three of the six factors. Compare OR contrast your person with that of another classmate's person.	
YOUR PERSON NAME:	OTHER PERSON NAME:



Organization Provided

The Migration Experience Scoring Guide

Learning Target	Excelling	Meeting	Approaching	Developing
	Demonstrates creative, sophisticated and/or reflective understanding	Demonstrates thorough understanding	Demonstrates some understanding	Demonstrates limited understanding.
<i>Identity & Diversity:</i> <i>Analyze the ways in which a migrant culture or cultures</i>				
<i>changed the destination culture.</i> <i>(Note cards & Script)</i>				
<i>Identity & Diversity:</i> <i>Determine the factors which help or hinder migrant assimilation into a society, explaining how and why.</i> <i>(Note cards & Script)</i>				
<i>Communication:</i> <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i> <i>(Notecards & Script)</i>				
<i>Communication</i> <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> <i>(Visuals in Presentation)</i>				

How can students move up to the next level?

Provide Exemplars

Planners

Working Memory

Metacognition

Task Initiation

Sustained Attention

Planning/Prioritizing

Time Management



The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking



Pam A. Mueller¹ and **Daniel M. Oppenheimer²**

¹Princeton University and ²University of California, Los Angeles

Psychological Science

1-10

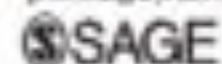
© The Author(s) 2014

Reprints and permissions

sagepub.com/journalsPermissions.nav

DOI: 10.1177/0956797614524581

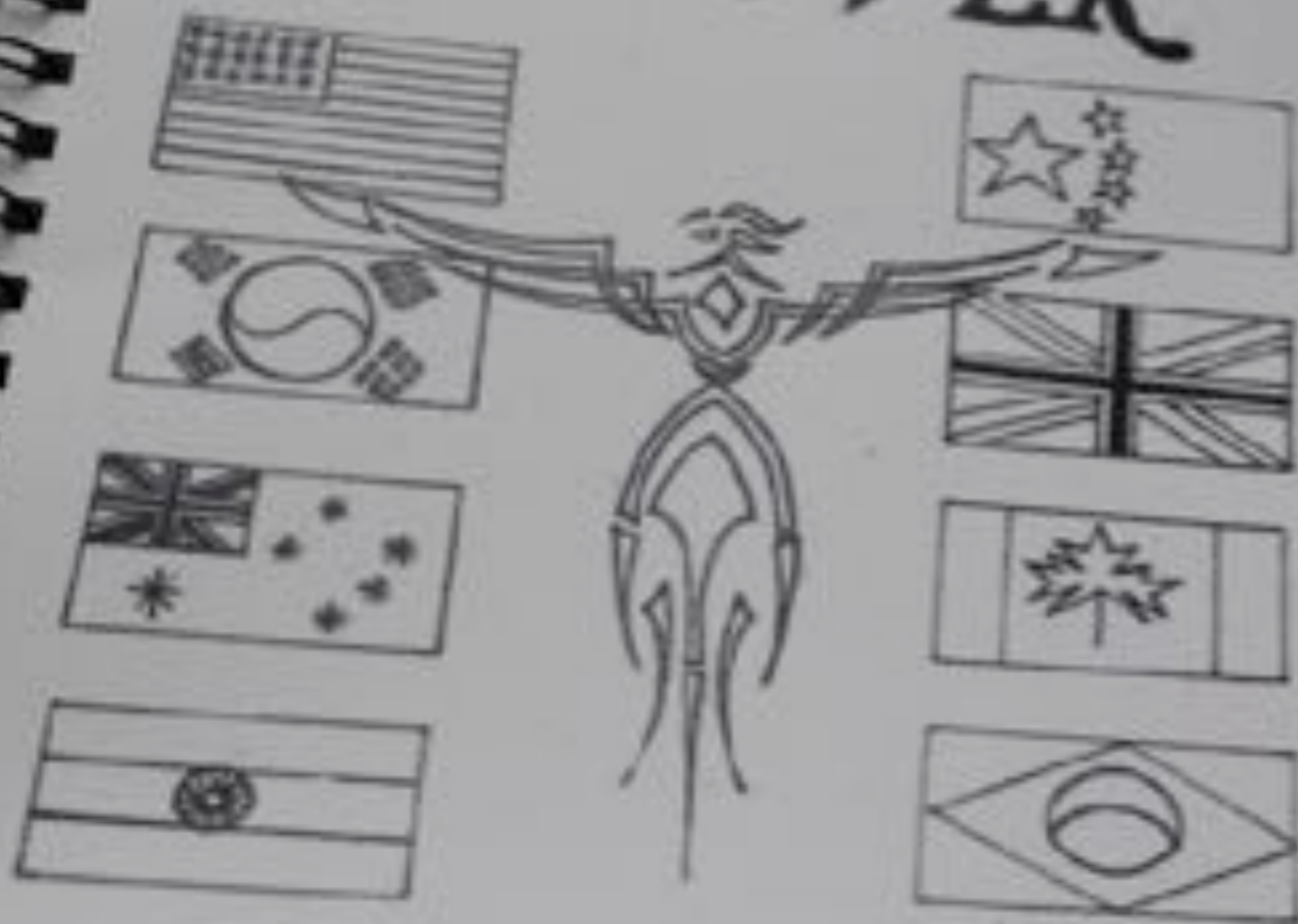
ps.sagepub.com



Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

DISCOVER





66 Days



66 Days

The amount of
time it takes
to form a new
habit.

List

1. Math - page 14.7
2. History - read pgs 16-32
and take notes
3. L.A. - write 2 paragraphs
reflecting on today's reading

List

1. Math - page 14.7 25 min.
2. History - read pgs. 16-32 45 min.
and take notes
3. L.A. - write 2 paragraphs
reflecting on today's reading 75 min

The Pomodoro Technique

“Work Sprints”



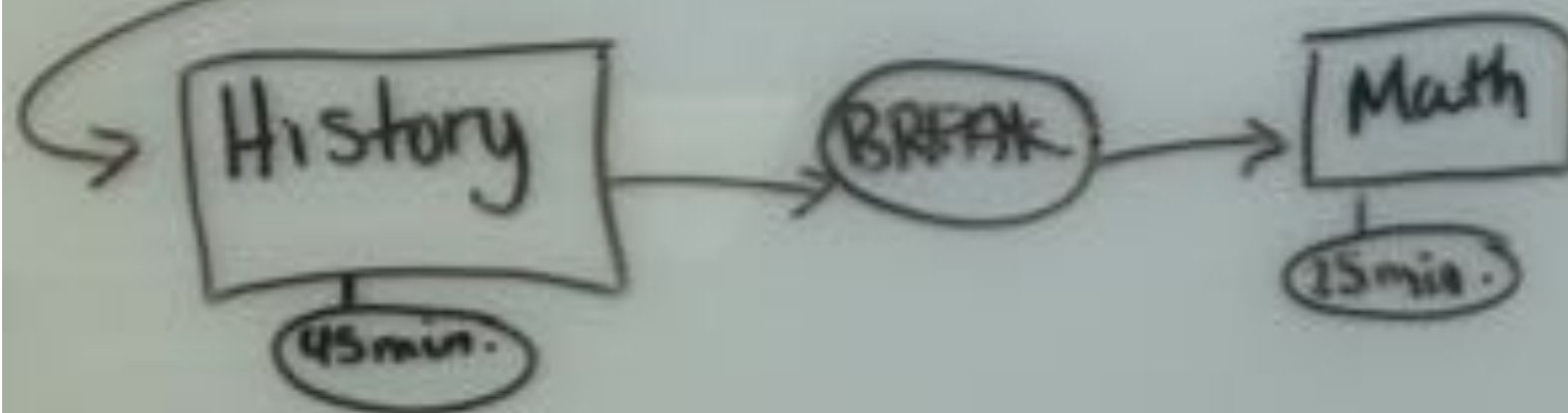
Response Inhibition

Planning/Prioritizing

Stress Tolerance

Working Memory

Task Initiation





SelfControl

A free Mac application to help you avoid distracting websites.

<https://selfcontrolapp.com/>

SelfControl is a free and open-source application for macOS that lets you block **your own** access to distracting websites, your mail servers, or anything else on the Internet. Just set a period of time to block for, add sites to your blacklist, and click "Start." Until that timer expires, you will be unable to access those sites—even if you restart your computer or delete the application.

Locker/Desk Organization

Color-code
by subject

Provide dividers or
shelves

Periodic locker checks

Paper is the
enemy

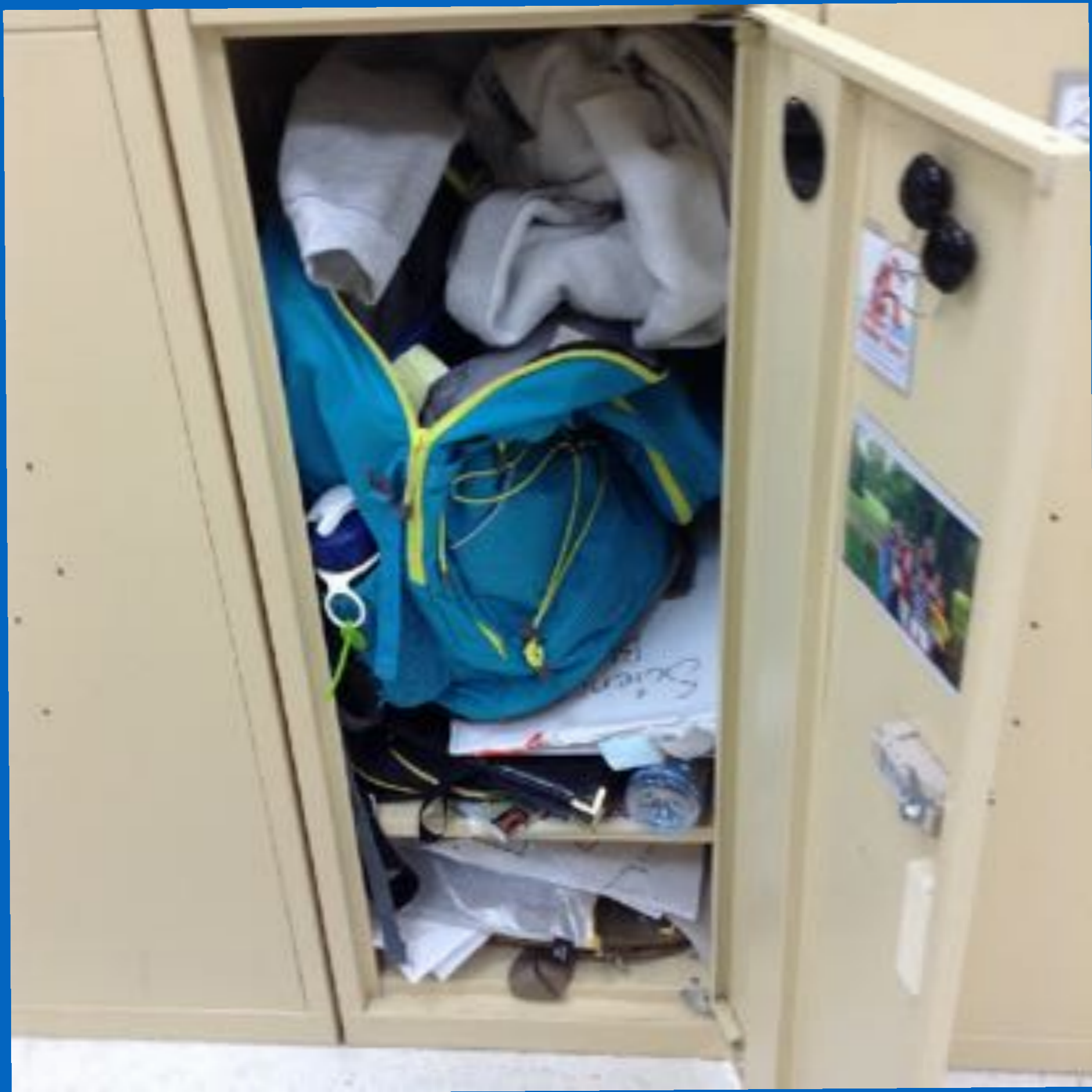
- Language Arts- Black
- Math- Red
- Social Studies- Green
- Science- Blue
- Mandarin- Pink

Use different-colored bracelets as homework reminders.



Share ▼

Once your child knows what color goes with each subject, buy her a set of corresponding rubber bracelets to take to school. Encourage her to slip a red bracelet on her wrist, for example, when she's assigned reading homework. Then remind her to check her wrist when she gets home. She can look at her bracelets to remember which assignments she needs to work on.





Graphic Organizers & Brain Frames

Planning/Prioritizing

Organization

Time Management

Task Initiation

Working Memory



BRAIN FRAMES®

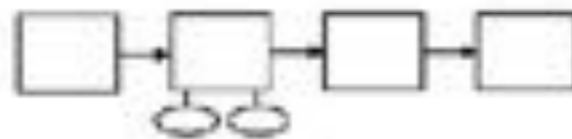
Showing Relationships



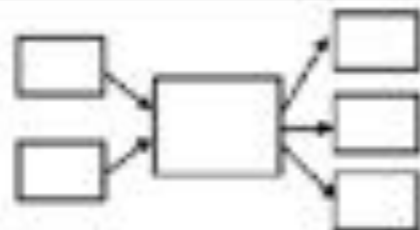
Comparing/Contrasting



Sequencing



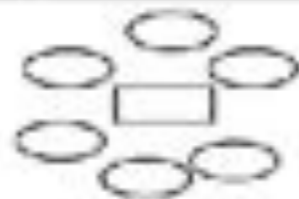
Showing Causes/Effects



Categorizing



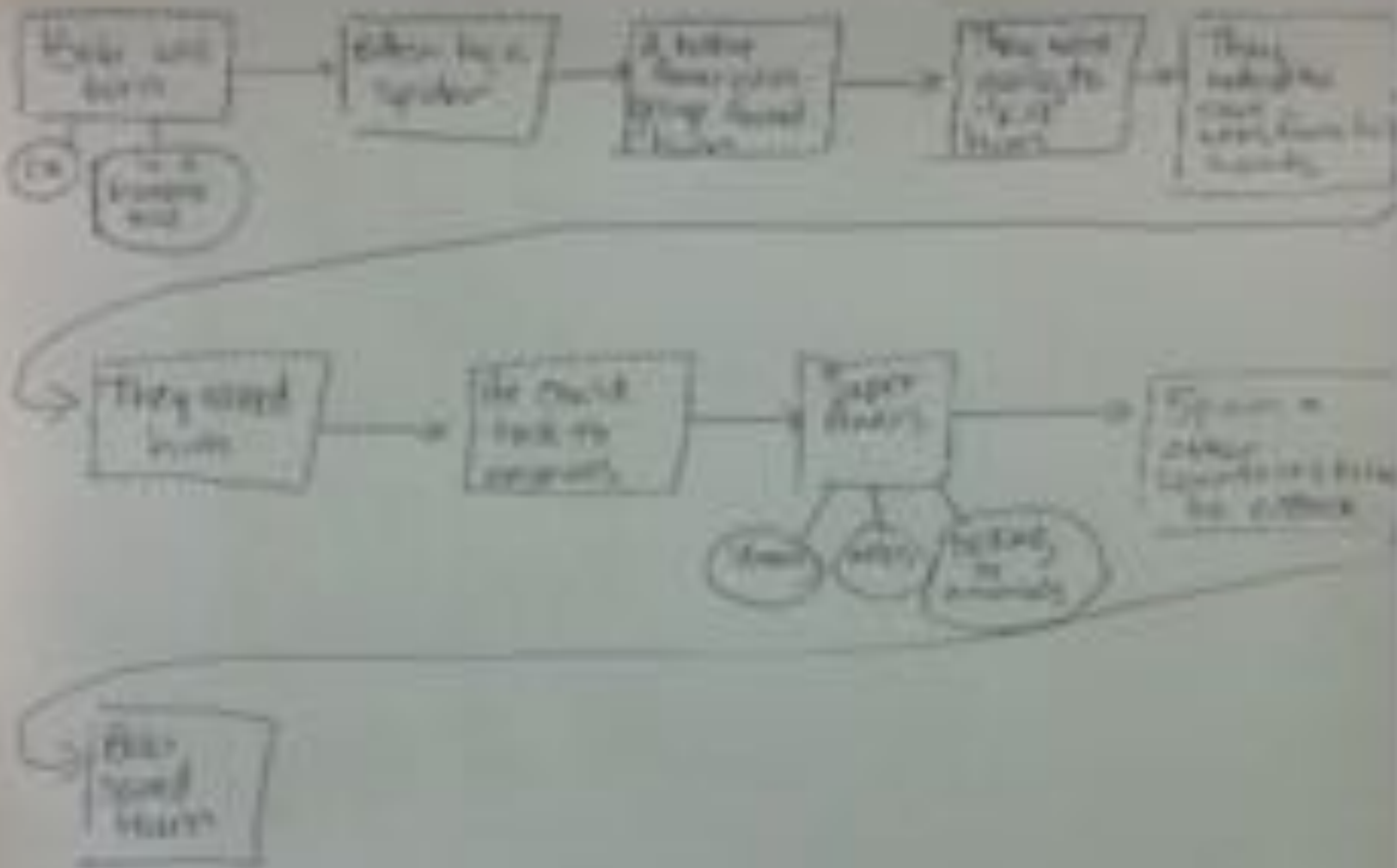
Telling



Bonnie Singer

Brain Frames

In 1955 there was a boy born his mom
called him Bob Nobody knew what he was
He never let anyone see



Singer, Bonnie. "Architects For Learning." *Architects For Learning*. N.p., n.d. Web. 17 Mar. 2012. <<http://www.architectsforlearning.com>>

Once upon a time there was a boy named Shōji born in California in 1385. He was born in a hamana that was bitten by a spider. Native American groups were collecting food and they were about to eat his head but then stopped because the baby in the hamana shot itself out of his hands so the Native American couldn't eat the hamana.

He was raised by the Native Americans and was taught to shoot arrows and use spears to hunt, but when he was old enough to hunt he hunted a different way. Instead of finding the animals, he called animals to him and then killed them.

Later on in his life the Native American group found out that he had super powers. He became big in the Native American group but other Native American groups did not like him because it was harder to steal food and take over villages from that village. When he was about a year older Native Americans from another tribe tried to shoot him with arrows. He didn't notice until one hit right in front of his face. He looked at a tree and the tree looked back at him. He picked it up from the ground and threw it at the Native Americans. Later on that evening he walked back to his village with the dead bodies and that night they had a feast. Over time they learned that he had many super powers such as shooting webs, super strength and ability to talk to animals. When explorers from Spain tried to take over the tribe's land he made guns and bullets out of webs and he picked up trees that looked sad and boulders that were mad and threw them at the ships. They finally retreated. After the news got to Spain and other countries they all learned up. They all attacked at once. He told his Native American tribe to stay back. He went up to their ships and climbed aboard. When

—

the ship captain saw him, he froze in fear and peed his pants and the rest of them jumped overboard and were eaten by man-eating sharks. Then he did that to another ship which was the command ship and they all froze in place and peed in their pants. Then he went one by one and pushed them into the ocean and they were all eaten by sharks. When the news got back to Britain that they got defeated he went with all his army to attack and he went up to [the ship again where King George was and he stomped his foot on the ship and it broke in half he told sharks to come and eat everything and rode one of the sharks back to land. After the attack by the British and eventually also the Dutchmen and

Banana boy

Once upon a time there was a boy named Bob born in California in 1585. He was born in a banana that was bitten by a spider. Native American groups were collecting food and they were about to eat his head but then stopped because the baby in the banana shot webs out of his hands so the Native American couldn't eat the banana.

He was raised by the Native Americans and was taught to shoot arrows and use spears to hunt. But when he was old enough to hunt he hunted a different way. Instead of finding the animals, he called animals to him and then killed them.

Later on in his life the Native American group found out that he had super powers. He became big in the Native American group but other Native American groups did not like him because it was harder to steal food and take over cities from that tribe. When he was about a year older Native Americans from another tribe tried to shoot him with arrows. He didn't notice until one hit right in front

Homework Plan

Humanities

Check Haiku

Read 20 minutes

Modern Lang.

Check Haiku

Define 10 vocab words

Math

Check Haiku



7.3 problems
1-30 odds

Review for test on
Friday

Science

Check Haiku



Finish lab report
due Wed.

Grayson** has been doing really well with the Graphic Organizer! Thank you for introducing it! Homework seems to be getting done more efficiently. And he is not missing the many web page checks that were sabotaging his success... (He now has time to run before dinner if he doesn't have a sports practice (SUCH a bonus for him!)) He also seems more calm, somehow... Like now he feels like he has a way to keep things under control.

GOAL	To complete homework on: (Date) _____		
PLAN	Subject 1. _____	Assignment 1. _____ _____ _____	Material Needed 1. _____ _____ _____
	Subject 2. _____	Assignment 2. _____ _____ _____	Material Needed 2. _____ _____ _____
	Subject 3. _____	Assignment 3. _____ _____ _____	Material Needed 3. _____ _____ _____
	Subject 4. _____	Assignment 4. _____ _____ _____	Material Needed 4. _____ _____ _____
REVIEW	How I did (my rating):		
	Self-Rating: 1 2 3 4 5 6 7 8 9 10		
	Coach Rating (Parent, Teacher, or both):		
	Parent: 1 2 3 4 5 6 7 8 9 10		
	Teacher: 1 2 3 4 5 6 7 8 9 10		
	What helped, what worked? _____ _____ _____ _____ _____	What was wrong or missing? _____ _____ _____ _____ _____	
FUTURE SUGGESTIONS	Next time I should: _____ _____ _____		



Tech that can help



<https://goo.gl/MvLFec>



15 Ways for Students to Use Google Keep

- 1 Time Management and To Do Lists
- 2 Bookmarking
use the Keep Chrome extension
- 3 Vocabulary and Spelling Lists
- 4 Location-based Reminders
- 5 Class Notes
- 6 Project Management
- 7 Genius Hour
- 8 Tracking Learning Goals
- 9 Research Note cards
- 10 Reading Logs
- 11 Annotation and Illustration
- 12 Daily Habits and Tasks
- 13 Group Projects
- 14 Mobile Voice Notes
- 15 Journaling

Book Talk

- ☐ Select Book
- ☐ Read Book
- ☐ Storyboard book talk using plot diagram features
- + List item



DONE

Reminder:

Later today 8:00 PM

Tomorrow 8:00 AM

Next week Mon, 8:00 AM

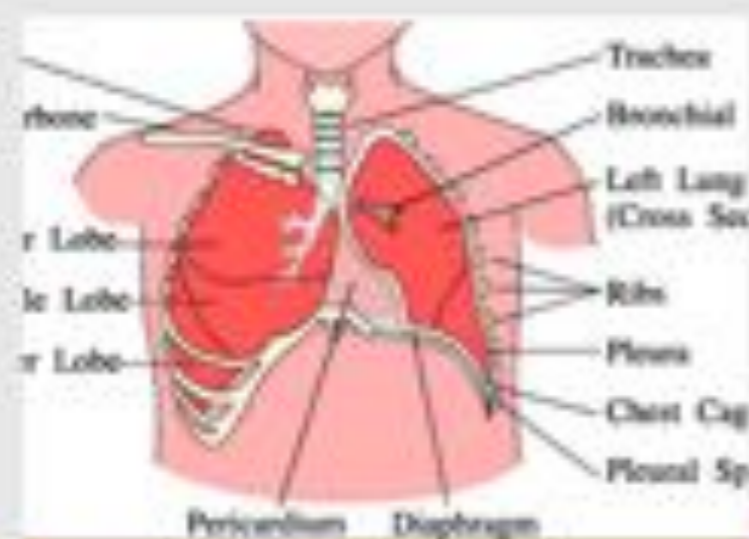
⌚ Pick date & time

📍 Pick place



Drive - Quick Tech Tips

- ☐ Searching for File Types
- ☐ Moving items from Shared to Drive
- ☐ Difference between Team Drives and Shared with Me
- ☒ Using Stars



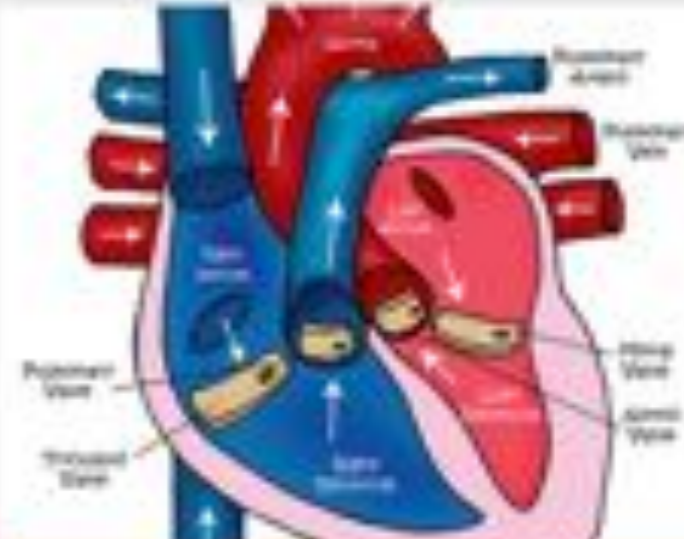
Respiratory System

- ☐ main organ: lungs
- ☐ when you breathe, lungs fill with air
- ☐ we breathe in oxygen
- ☐ we breathe carbon dioxide out
- ☐ lungs are protected by ribs
- ☐ parts of respiratory system: trachea, bronchi, bronchioles,...



Skeletal System

- ☐ human bones grow from birth until mid 20's
- ☐ broken bones repair themselves
- ☐ human skeleton has 300 bones at birth
- ☐ by adulthood, 206 bones
- ☐ smallest bone is in the middle ear
- ☐ longest bone is the femur--thigh bone
- ☐ calcium is important to bones

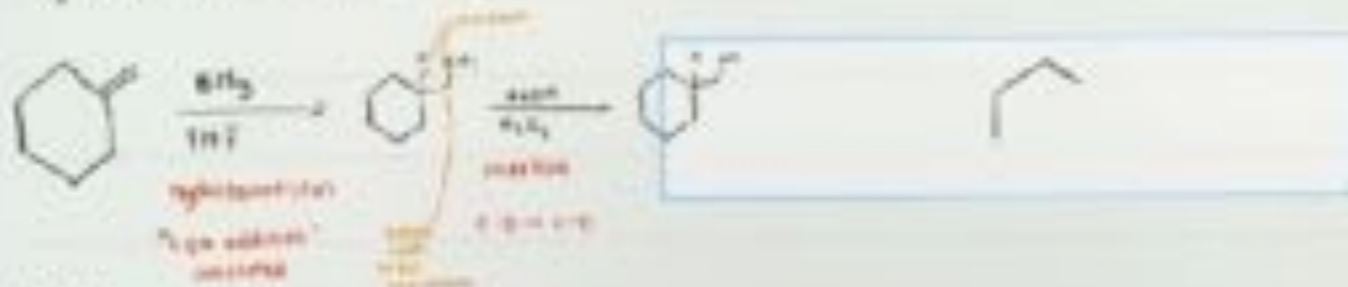


Heart & Circulatory System

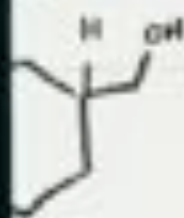
- ☐ the heart is a part of the circulatory system
- ☐ carries your blood to areas of your body
- ☐ arteries takes oxygen to the parts of the body
- ☐ veins take carbon dioxide out of the body
- ☐ heart is the most important muscle in the body
- ☐ heart pumps even when you are sleeping

Organic chemistry lecture 10
24th 10, 2018 at 8:15 AM

Hydroxylation / oxidation of cyclohexane



Example



Cornell Notes	Topic:	Course:
		Class:
		Date:
Essential Question:		
Question/Cues:	Notes: Pro tip – Highlight what's important!	
Summary:		

www.efintheclassroom.net

EF IN THE CLASSROOM

Home

Lesson Design

EF Skill Lessons

Student Comments

Contact Us

Executive Functioning in the Classroom



Peg Dawson

STRANDS



SOCIAL EMOTIONAL LEARNING

BEHAVIORS

MENTAL HEALTH

INTERVENTIONS AND STRATEGIES

www.seniainternational.org



Phil Bowman



Bonnie Singer



Lori Boll and Priscilla Leighton



GAMES

GAMES

- **Sustained Attention**
- **Response Inhibition**
- **Working Memory**
- **Flexibility**
- **Emotional Control**
- **Goal-Directed Persistence**



Audio is no
longer
available

YOUR HEALTH

Old-Fashioned Play Builds Serious Skills

February 21, 2008 - 1:33 AM ET
Heard on [Morning Edition](#)



ALIX SPIEGEL



"Today's 5-year-olds were acting at the level of 3-year-olds 60 years ago, and today's 7-year-olds were barely approaching the level of a 5-year-old 60 years ago," Bodrova explains. "So the results were very sad."

Play is
the highest
form of research.

- Albert Einstein



RECORD + COOKIES

123
SESAME STREET

Resources

- www.understood.org
- www.ldonline.com
- Give the Kid a Pencil, Chad Donohue
- [Teaching with visuals in the science classroom](#)
- [Smart But Scattered](#)- Peg Dawson/Richard Guare
- <https://www.ldatschool.ca/working-memory-difficulties/>
- <https://hbr.org/2016/03/sprints-are-the-secret-to-getting-more-done>'<https://www.ldatschool.ca/working-memory-difficulties/>
- <https://www.npr.org/templates/story/story.php?storyId=19212514>
- mind up curriculum by Goldie Hawn



time for **questions**