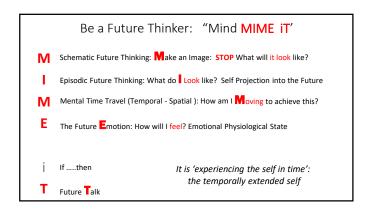


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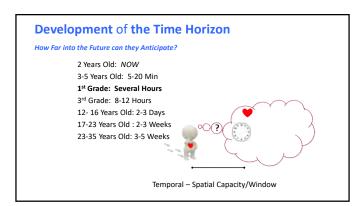






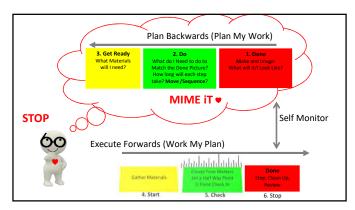




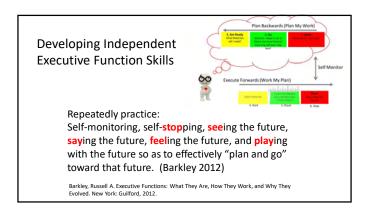


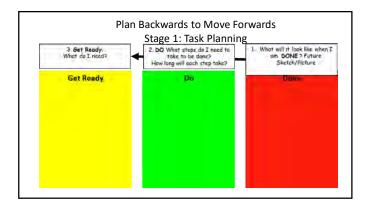
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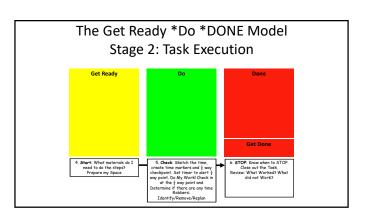


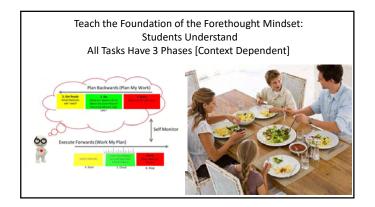


# Operational Definition of the Executive Function Skills Brain functions/skills that allows us to . . . Demonstrate situational awareness – Read the Room Predict possible outcomes and Recall past experiences Generate a plan to achieve that outcome (even if it is a novel event) Initiate appropriate actions and or responses to achieve this outcome Monitor in an ongoing manner the success or failure of one's behavior (planned vs. actual) Modify performance based on self monitoring and situational awareness of expected and unexpected outcomes Shift flexibly between activities

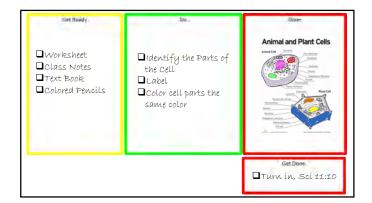












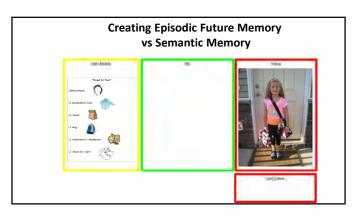




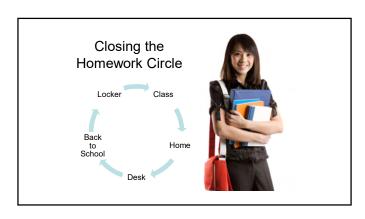


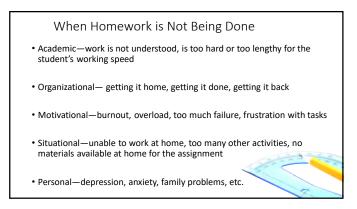
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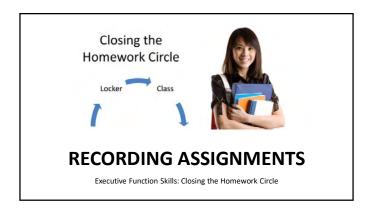


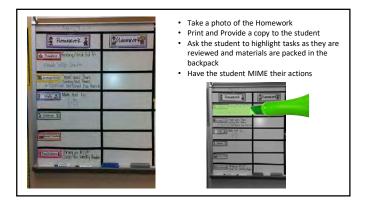


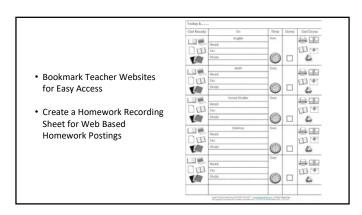


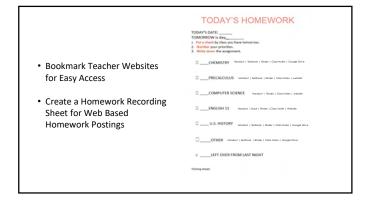


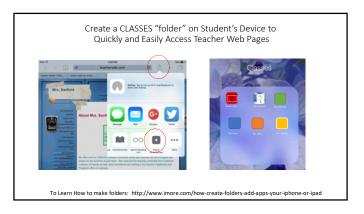


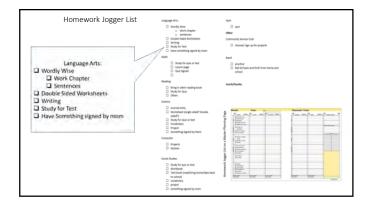


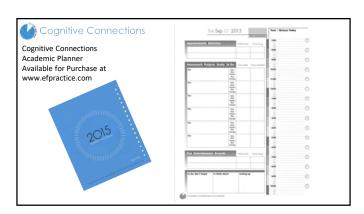












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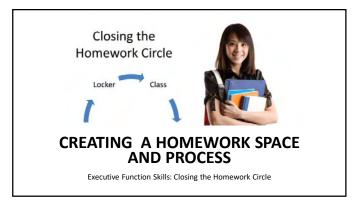
Today is				
Get Ready	Do	Time	Done	Get Done
	English	Due:		
	Read:			
	Do:		9	
	Study:	10 2 10 2 19 4		
		765		- march
	Math	Due:		
	Read:			
	Do:			
	Study:	8 2		
		7 6 5		
	Social Studies	Due:		
	Read:			
	Do:		-	
1/7	Study:	9 3		
		7 6 5		
	Science	Due:		
	Read:			
	Do:			
	Study:	(p 2 )		
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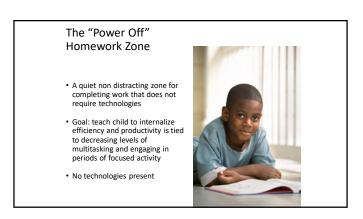














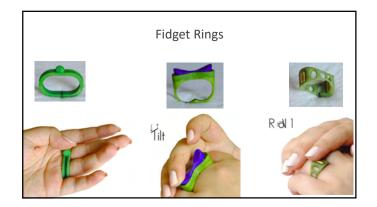


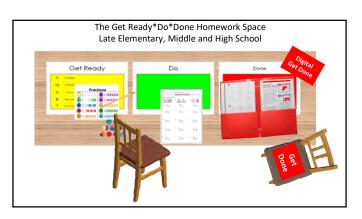


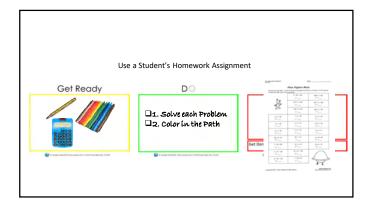


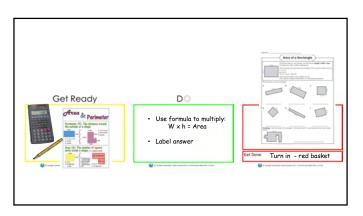








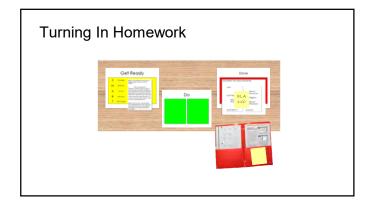








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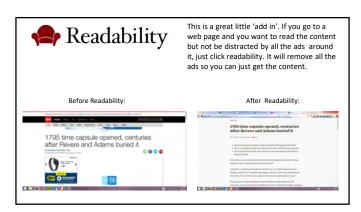


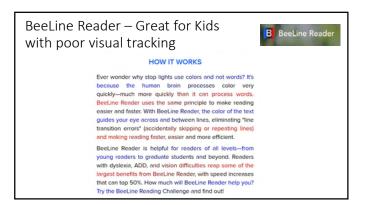
### "Power On" Zone: Area Where Technology is Used 1. Have a tool which will show the student the sweep of time 2. Limit the space to just a single technology 3. Ideally it is well lit, is in a quiet area and preferably not the bedroom 4. This space should not be "so comfortable" that the student feels comfortable enough to spend hours there 5. If it feels like a "work" space.... "work" is more likely to be accomplished.

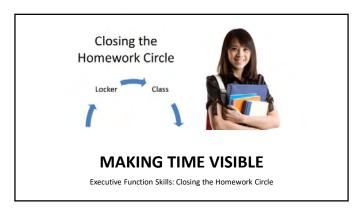












## Start with The End in Mind What does Time look like? The Wall Clock Have Analog Clocks in the Room – Make sure they are not Roman Numerall Make sure they are at eye level of the child!

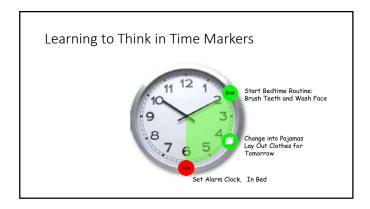
The Working Clock: Planning Time
Shade \* Mark \* Check

Draw How Much Time The Student Has

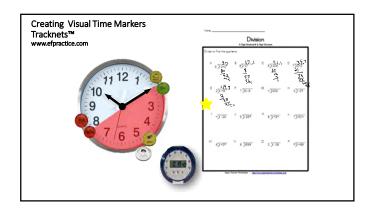
Identify/Sketch The "Future Picture Image"
Is time Fixed or Flexible?

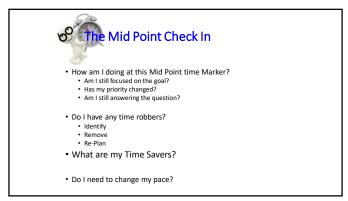
Factor in time to 'Get Ready' and 'Get Done'

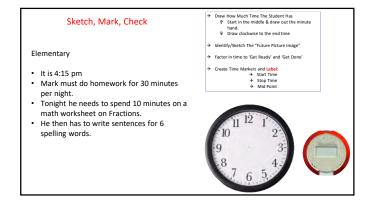
Create Time Markers:
Start Time
Stop Time
Mid Point



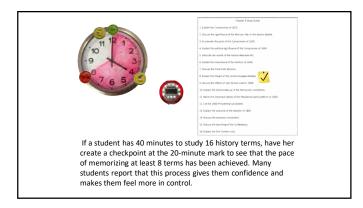


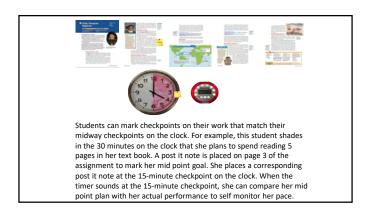


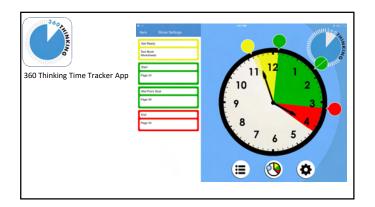


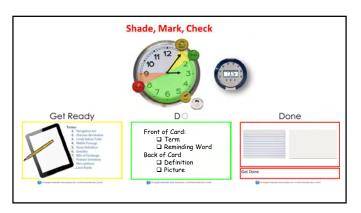




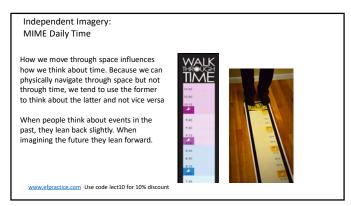


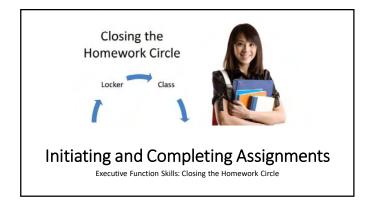


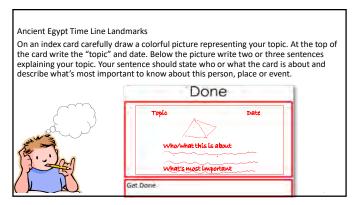


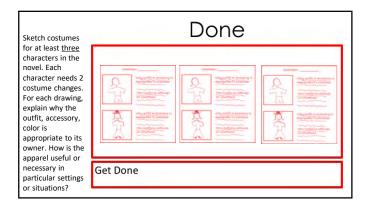


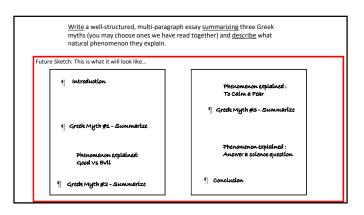




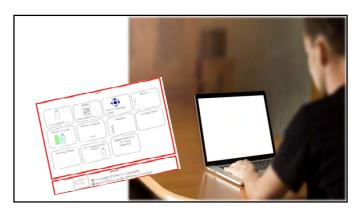


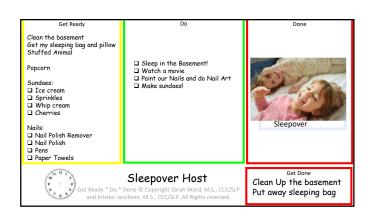














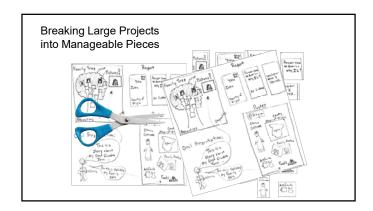
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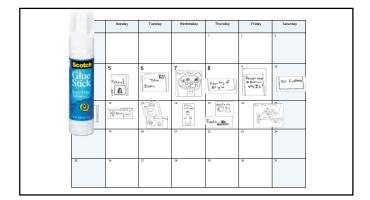
### **Long Term Social Studies Project**

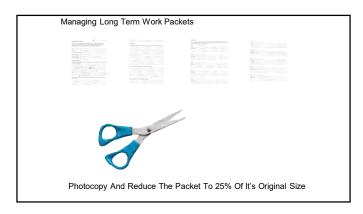
In this long-term project students will be asked to interview members of their families to learn about their ethnic heritage. Students will

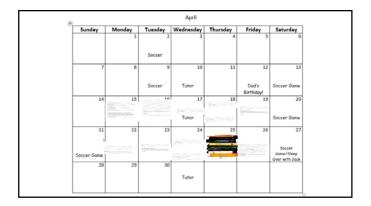
- · construct a family tree,
- compose a report,
- · craft a poster board,
- make a n oral presentation to the class.

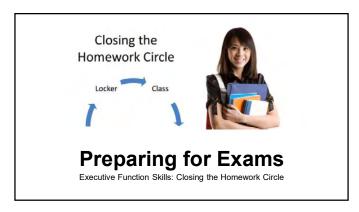






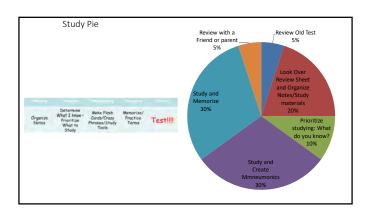






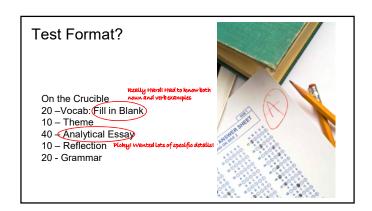
### "Study for the Test next Friday"

- · Parents complain kids do not know what "study" means.
- Students equate "study" with memorize and don't want to start memorizing until the night before.
- Students tend to also equate "study" with just 'looking over' their notes.

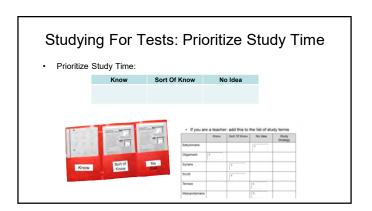


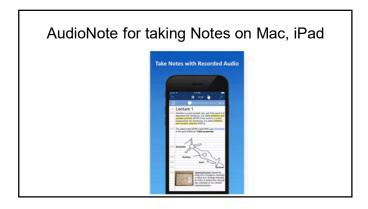
### Studying For Tests: Look Back

- What was my Grade on the last test?
  - Strengths and Things to Change Next time:
  - \*See attached test self analysis
- What was the format of the test?
- Teacher Style?
  - Broad vs. Detail Oriented
  - Where did he/she ask the most questions from?
    - Homework? Textbook? Class notes?
- How had I prepared? What worked? What would I not repeat?
- Utilize online resources associated with text books for study guides and practice exams









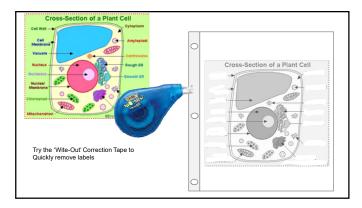


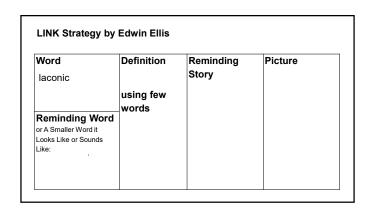
### Quiz Flashcards

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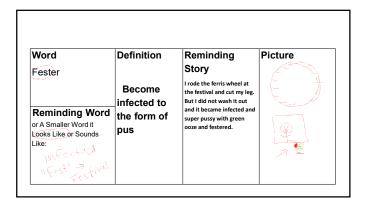
- · Flashcards Deluxe App
- · gFlash+ on Android
- Quizlet (try the scatter game!)
- Study Stack
- Funnelbrain
- · Flashcard Machine
- · Memorize.com



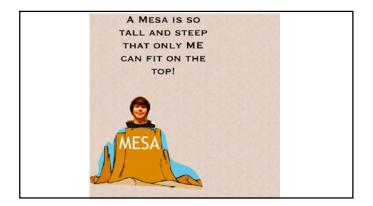


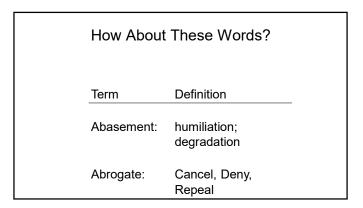


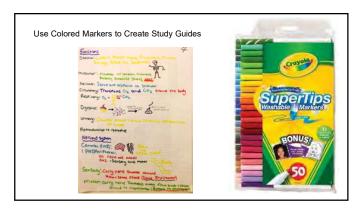
Word	Definition	Reminding Story	Picture
Reminding Word or A word it Sounds Like:			
Word	Definition	Reminding Story	Picture
Reminding Word or A word it Sounds Like:			
DAOW.	Definition	Beminding Story	Dictiro
		600 8100	
Reminding Word or A word it Sounds Like:			

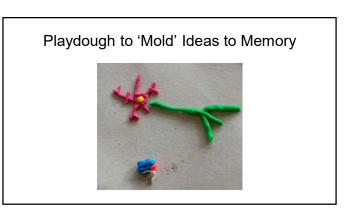


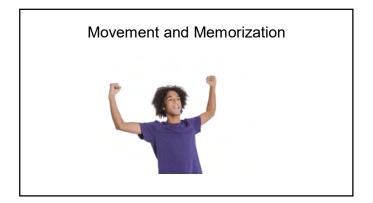








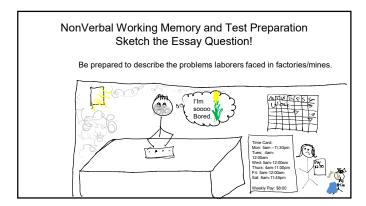


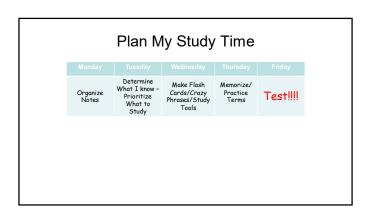


### NonVerbal Working Memory and Test Preparation Sketch the Essay Question!

Be prepared to describe the problems laborers faced in factories/mines.

Factory workers had to face long hours, poor working conditions, and job instability. The only light present was the sunlight that came through the windows. Machines spit out smoke and in some factories, workers came out covered in black soot by the end of the day. Work was often monotonous because workers performed one task over and over. For men and women from agricultural backgrounds these new conditions proved challenging because farm work tended to be more flexible and offered a variety of work tasks. It was also strictly regulated. Working hours were long averaging at least ten hours a day and six days a week for most workers, even longer for others. This was hard manual labor that seldom gave employees any pause for rest during their shift. There was no nationally mandated minimum wage until 1938; railroad workers in the 1880s could expect to make about 10¢ an hour. Women received one-





### **Teaching Study Skills**

Day 1: Look Back: Review Old test and set goals for the this test/quiz

Day 2: Create or receive a study guide

**Day 3**: Use the study guide and have students organize their notes and materials in an order that corresponds with the study guide

Day 4: Have students read through their notes and the study guide and identify "what I know, What I kind of know, No Clue"

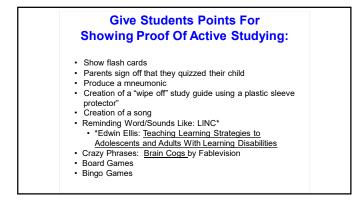
### **Teaching Study Skills**

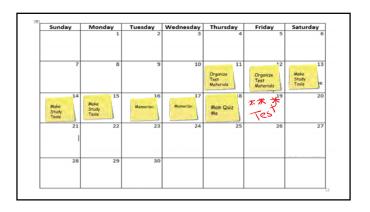
Day 5: Read through the notes/study guide and create mnemonics/crazy phrases/ flashcards/ reminding words, etc. for those terms that are looking hard to memorize.

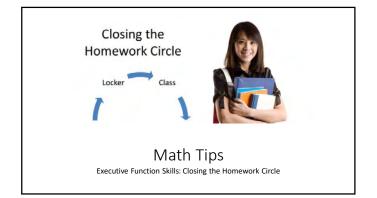
Share ideas in class. Have students rotate through study stations (Make a flashcard; Quiz a friend; Share a Study Phrase; Draw a Picture, Fill in the Blanks)

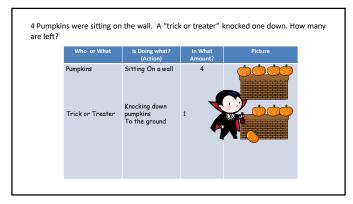
Day 6: Independent studying and memorizing of the terms

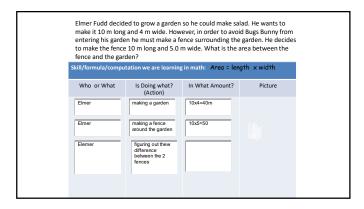
Day 7: Be quizzed by a parent/adult/peer Day 8: TEST!

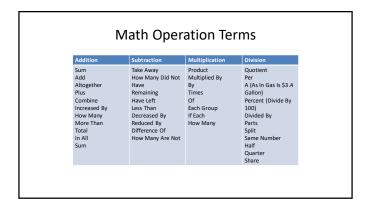


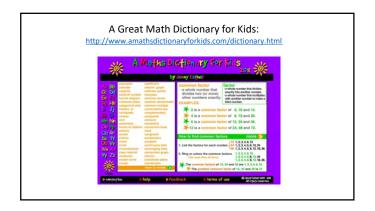


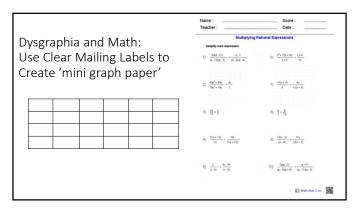


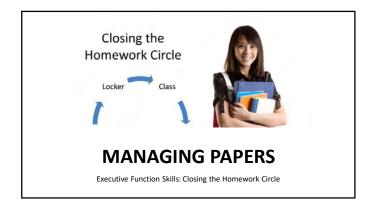


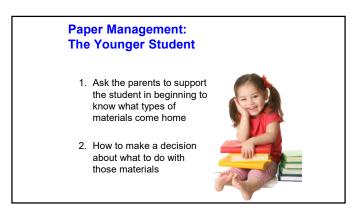






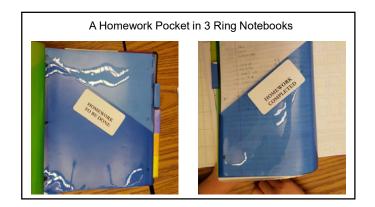




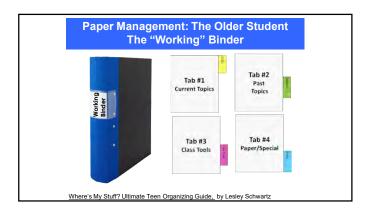


Treasure	Trash	Think on It
Something Special (A book report, Special Project)	Papers that i did but there is no reason at all to keep them	I don't need it for a test but I don't want to throw it away yet!
13		
	Something Special (A book report, Special	Something Special Papers that i did but there is no reason at all to

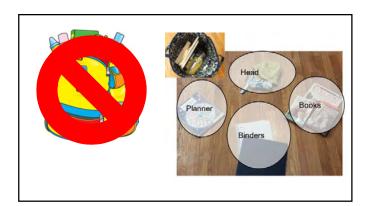












## A 'Homework' Idea for You - Ask students to take the essential items of their back pack out and lay them on the floor - Then have the student group like items together - Have families take a photo of the items and print/email you the picture - Laminate and create 'backpack' tags for students so they can 'match the picture' when it is time to go home!

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