

## Executive Function Skills:

Working Memory

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# Imitation Game



# Working Memory

**Example:**

Recalling what you have just read and how it applies to what you are currently reading or being asked to do.

The ability to store and manage information in one's mind for a short period of time.



**Example:**

Recalling the sequence in which a project, task or activity needs to be completed.

The manipulation of information that short-term memory stores. (Morin, 2016).



**Example:**

Remembering a phone number when trying to dial it.

The ability to keep one piece of information in mind while working on or with something else (Smyth/Myles, 2016).



In fact, most of the “work” in the memory system occurs in “working” memory where information is **managed, manipulated and transformed** (Can Learn, 2013).

# Struggles with Working Memory

- Recalling sounds letters make when decoding a word (Smyth/Myles, 2016).
- Recalling the meaning behind (the comprehension) of what you are reading when you are primarily focused on decoding or reading the words (learning to read vs reading to learn)
- Slow retrieval of information (Can Learn, 2016).
- Hold few pieces of information in their mind at a given moment in time:
  - “They hear what you said, or see what is presented, but as more information overwhelms their memory system they lose previous information needed to successfully complete the task. Once information is lost it is not likely to be retrieved. It is easy to see how the student can become frustrated and consequently stop paying attention.” (Can Learn, 2016).
- Poor attention to detail: missing or skipping portions of what is expected
- In ability to follow instructions; especially when multiple instructions are given

# Struggles with Working Memory

- Filing information, filing information in an effective manner for efficient retrieval
- Integrating various sets of information:
  - Sounds (direct and indirect), voices (direct and indirect), sights, touch or other sensory
- Coordinating and integrating old and new information
- Math:
  - Mental math
  - Estimation
  - Remembering numbers is borrowing and carrying
- Take a longer time when writing, especially original compositions:
  - Remembering what they want to write, the formatting, the expectation, the details, paying attention to grammar and spelling as well as context
  - Some can even lose track of their thoughts mid-sentence
- Taking and keeping up with notes in class



# 5<sup>th</sup> grade, reported behaviors with writing and reading tasks

## Wechsler Abbreviated Scale of Intelligence- Second Edition (WASI-II)

| WASI-II<br>COMPOSITE             | SCORE |
|----------------------------------|-------|
| Verbal Comprehension Index (VCI) | 99    |
| Perceptual Reasoning Index (PRI) | 84    |
| Full Scale IQ (FSIQ)             | 90    |

## SCORES SUMMARY

| WISC-IV<br>COMPOSITE         | SCORE |
|------------------------------|-------|
|                              |       |
| Working Memory Index (WMI)   | 74    |
| Processing Speed Index (PSI) | 59    |



# Working Memory Infographic

## Working Memory

### The Process

- 1 Attending to the Immediate Experience
- 2 Accessing Prior Information
- 3 Holding and Processing Information
- 4 Satisfying Current Goals

## Fun Facts



**WORKING MEMORY FOCUSES ATTENTION ON EXPERIENCES IN THE MOMENT.**



**WORKING MEMORY ONLY LASTS A FEW SECONDS.**



**WORKING MEMORY CAN HOLD ABOUT 4 ITEMS.**



**WORKING MEMORY IS A BETTER INDICATOR OF SUCCESS THAN IQ.**

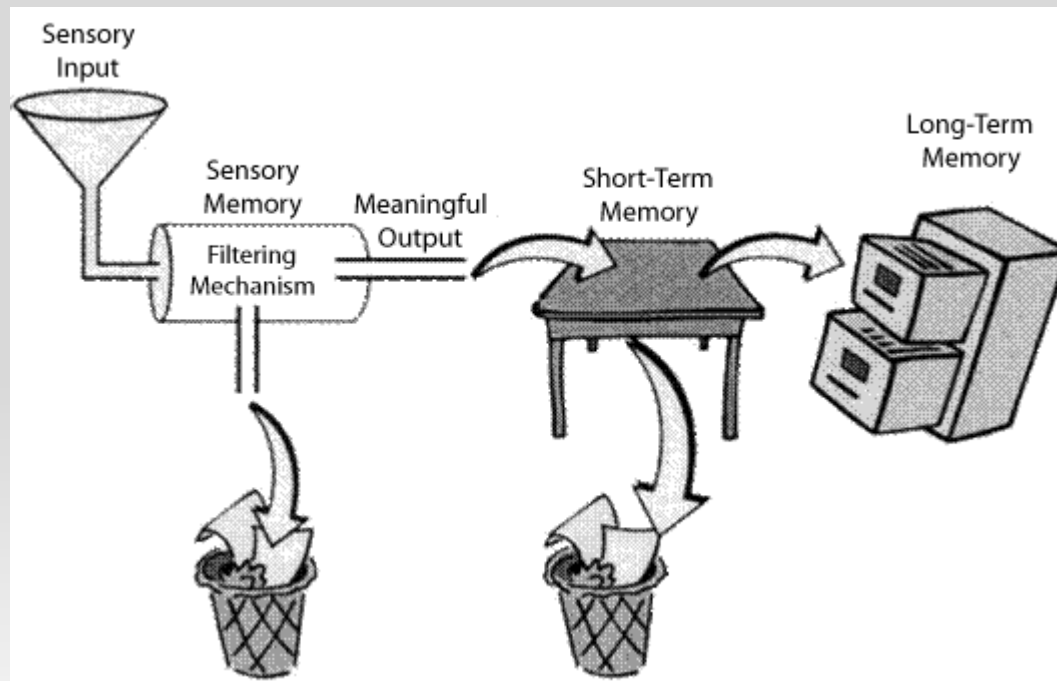


Figure 1 is a representation of the memory system: Information moves from *Sensory Input* through *Sensory Memory* and *Short-Term Memory* and eventually into *Long-Term Memory* (Richards, 2003, p. 17).



What is it like to struggle with  
working memory?

[Test](#)

# Verbal Instructions without visual support

|                                  |   |
|----------------------------------|---|
| What work?                       | Spelling Lesson 27  |
| How?                             | Write your words in your agenda.<br>Have a friend check and initial.<br><br>Complete Lesson 27 workbook pages<br>Skip number 15                 |
| What do I do when I am finished? | Turn lesson 27 into the blue tray<br><br>Read chapter 5 from Bridge to Terabithia and<br>answer the Chapter 5 questions. This is due<br>Friday. |

- Provide **written/visual directions** for the student to reference so they can focus on the assignment/activity, not focus on “how” to complete the work or trying to remember the specific steps in the exact sequence.
  - Provide examples and sample finished products for the student to reference
    - Clarifies expectations, defines/clarifies “complete”, increases meaning and purpose.
- Break larger tasks down into small chunks
  - Visual expectations of the different chunks with examples
  - Reduce the amount of material required by the student

[illegible]

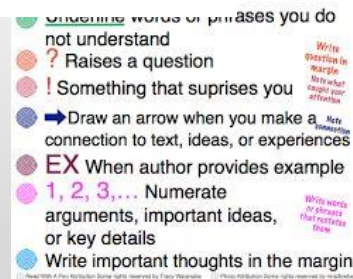
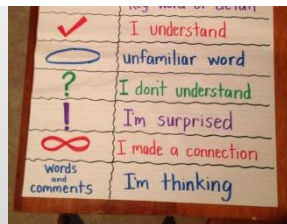
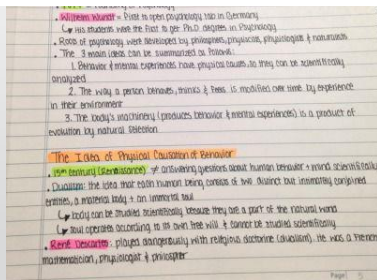
# Strategies to hold on to key information

“Kids with executive functioning issues can have weak [working memory skills](#), making it hard for them to keep information in mind long enough to use it.” (Morin, 2016).

- Teach **how** to
  - You can't just
- Teach the student to use post-its, summaries or

Teach students how to highlight with the technology they will use on standardized tests!

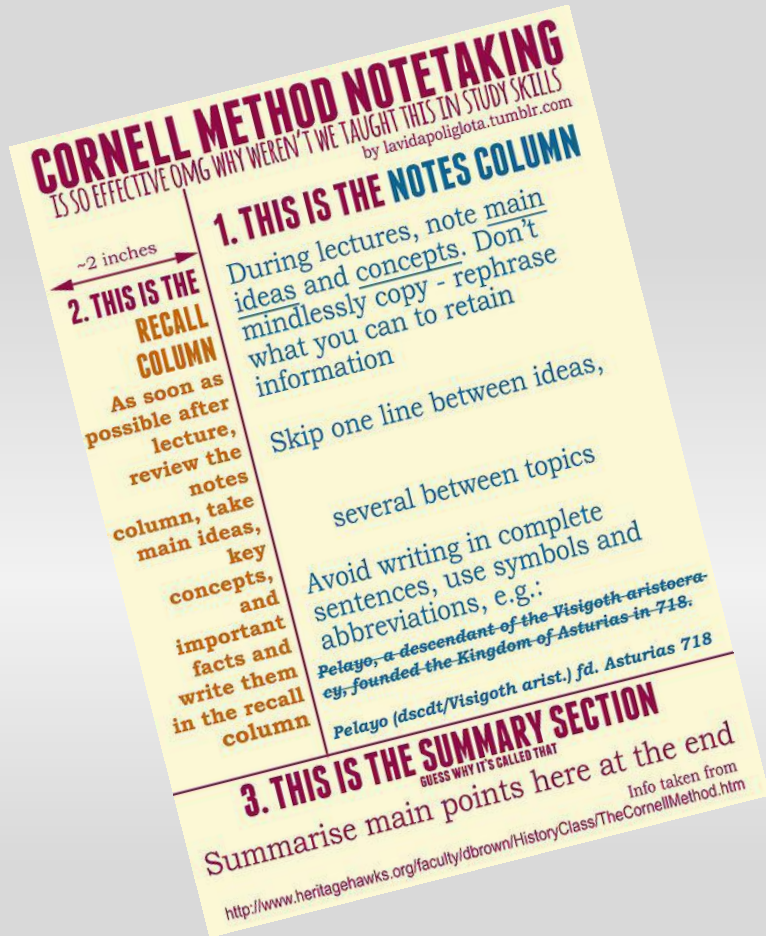
are in bold  
it.  
e notes, highlight,  
then be used for



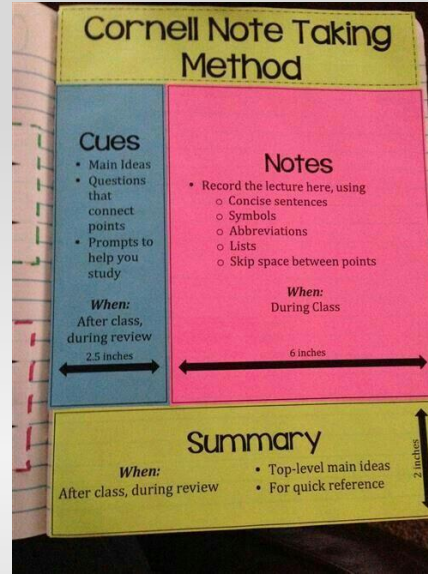
or phrases



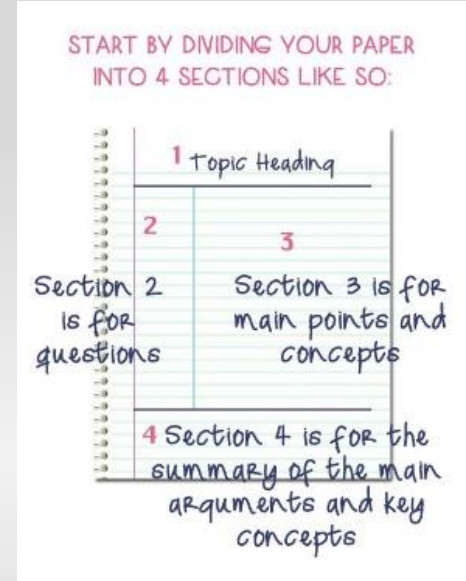
# Cornell Notetaking Method



A visual template for students



"How To" in a regular notebook



OR . . . There are a number of online printable templates that can be individualized

START BY DIVIDING YOUR PAPER INTO 4 SECTIONS LIKE SO:

|   |   |
|---|---|
| 1 | Topic Heading   |
| 2 | Section 1 is for questions  |
| 3 | Section 3 is for main points and concepts                           |
| 4 | Section 4 is for the summary of the main arguments and key concepts |

## Sample 1

|  |  |
|--|--|
| <b>Cornell Notes:</b><br><i>Lecture, reading chapter/article during class, power point, movie (if used to enhance talk.)</i> | Name: _____<br>Class: _____ Period: _____<br>Date: _____ |
| Topic: _____   |  |
| <b>Essential Question:</b><br><div style="height: 80px; background-color: #f9f9f9;"></div>                                   |  |
| Questions/Main Ideas:  | Notes:   |
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| Summary:   |  |
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|  |  |
|  |  |

## Sample 2

[illegible]

### Sample 3

[illegible]

# Reduce Processing Demands - (reduce the storage load of the task)

- Written Expression:
- Use word prediction to allow emphasis on the content and not the spelling
  - Emphasize content and not mechanics for initial drafts
  - Use editing checklists after initial ideas are on paper
- Provide a **detailed graphic organizer or rubric** with the expectations so the student can focus on content, not the process or trying to remember all of the individual requirements



**Rubric** – provide the rubric for students BEFORE they begin the assignment so expectations are clear then check for understanding



Name: \_\_\_\_\_
Date: \_\_\_\_\_

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**Writing Rubric**

|   | F | A | M | E |
|---|---|---|---|---|
| My illustration matches my story                | 1 | 2 | 3 | 4 |
| My sentences make sense                         | 1 | 2 | 3 | 4 |
| I started my sentences with capital letters     | 1 | 2 | 3 | 4 |
| I used correct punctuation                      | 1 | 2 | 3 | 4 |
| My handwriting is neat and I used finger spaces | 1 | 2 | 3 | 4 |

**OVERALL SCORE**
/20



# Essay Writing Outline

## INTRODUCTION

Attention grabber:

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Supporting sentences:

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Thesis statement:

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## Body Paragraph #1

Topic sentence:

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---

Supporting ideas:

- a) 

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- b) 

---
- c) 

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Concluding sentence:

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## Body Paragraph #2

Topic sentence:

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Supporting ideas:

- d) 

---
- e) 

---
- f) 

---

Concluding sentence:

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## Body Paragraph #3

Topic sentence:

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Supporting ideas:

- g) 

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- h) 

---
- i) 

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Concluding sentence:

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## CONCLUSION

Lead-in sentence:

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Re-state thesis:

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Challenge sentence:

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Pair graphic organizers with with Get Ready, Do, Done!

### 3. Get Ready

What Do I need?

#### Get Ready

- ☐ Book
- ☐ Pink highlighter
- ☐ Essay Outline paper
- ☐ Pencil
- ☐ Chrome Book

### 2. Do

What steps do I need to take to be done?

How long will each step take?

#### Do

- ☐ Read the Story
- ☐ Annotate with the pink highlighter
- ☐ Complete Essay Outline
- ☐ Turn in for check
- ☐ Write Final Draft
- ☐ Turn in

### 1. Done

What will it look like when I am done?

Future sketch or picture

#### Done

#### *Essay Writing Outline*

##### INTRODUCTION

Attention grabber:

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Supporting sentences:

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Thesis statement:

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##### Body Paragraph #1

Topic sentence:

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---

Supporting ideas:

- a) 

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- b) 

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- c) 




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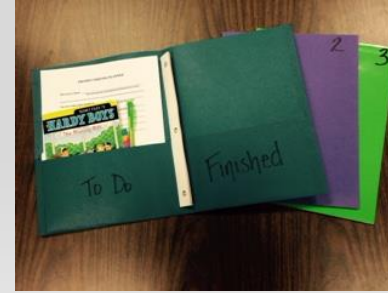
Concluding sentence:

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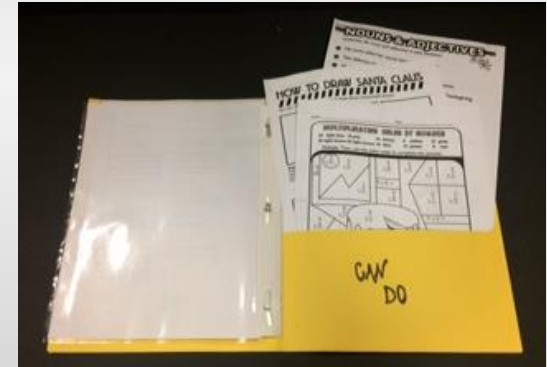
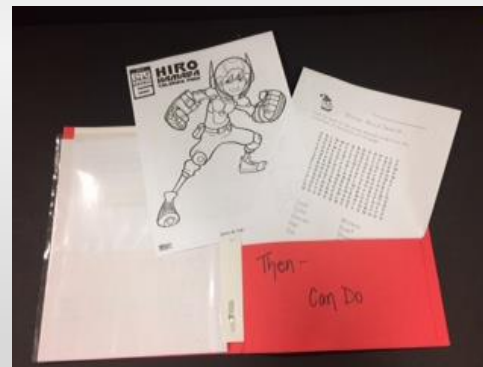
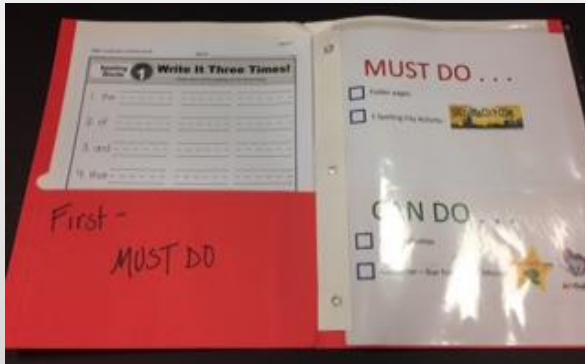
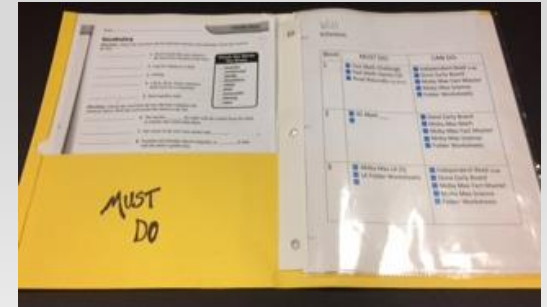
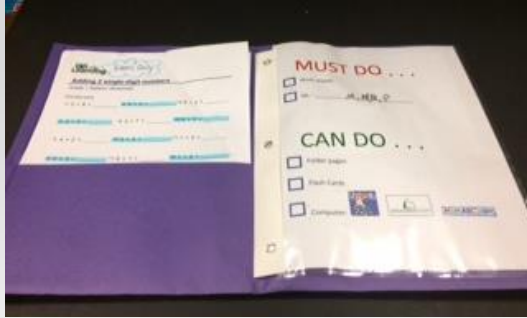
# Create a work system with visual supports – this reduces processing demands, can focus more on what they are to do then how they are to do it.

|  |   |
|--|---|
| <p>What do I do?</p>                    | <p>Complete the math problems</p> <p>(Hints to the different steps)</p>   |
| <p>How much do I have</p>                | <p>Complete the odd problems, 1-25</p> <p>Show your work</p>  |
| <p>What do I do when I am finished?</p>  | <ul style="list-style-type: none"><li>• If you do not finish, put it in your green take home folder</li><li>• If you do finish turn it in to the blue tray</li><li>• You can read or work on other homework</li></ul> |



# Structured Work System

- Must do - Can do folders – Students complete the **MUST DO** portion of the folder before they are allowed to move on to the **CAN DO** portion containing more preferred activities and choices.



# Visuals and Mnemonic Devices to assist with Math&Science

- struggles to remember the formulas inhibit the ability to demonstrate proficiency



| GEOMETRY  |  | SHAPES AND SOLIDS   |
|---|--|---|
| <b>SQUARE</b><br>$P = 4s$<br>$A = s^2$                                    | <b>RECTANGLE</b><br>$P = 2a + 2b$<br>$A = ab$                | <b>CIRCLE</b><br>$P = 2\pi r$<br>$A = \pi r^2$                                      |
| <b>TRIANGLE</b><br>$P = a + b + c$<br>$A = \frac{1}{2}bh$                 | <b>PARALLELOGRAM</b><br>$P = 2a + 2b$<br>$A = bh$            | <b>CIRCULAR SECTOR</b><br>$L = r\theta$<br>$A = \frac{1}{2}r^2\theta$               |
| <b>PYTHAGOREAN THEOREM</b><br>$a^2 + b^2 = c^2$<br>$c = \sqrt{a^2 + b^2}$ | <b>CIRCULAR RING</b><br>$A = \pi(R^2 - r^2)$                 | <b>SPHERE</b><br>$V = \frac{4}{3}\pi r^3$<br>$A = 4\pi r^2$                         |
| <b>TRAPEZOID</b><br>$P = a + b + c + d$<br>$A = \frac{a+b}{2}h$           | <b>RECTANGULAR BOX</b><br>$A = 2ab + 2bc + 2ac$<br>$V = abh$ | <b>RIGHT CIRCULAR CONE</b><br>$A = \pi r^2 + \pi r l$<br>$V = \frac{1}{3}\pi r^2 h$ |
| <b>CUBE</b><br>$A = 6s^2$<br>$V = s^3$                                    | <b>CYLINDER</b><br>$A = 2\pi r(h + r)$<br>$V = \pi r^2 h$    | <b>FRUSTUM OF A CONE</b><br>$V = \frac{1}{3}\pi h(R^2 + Rr + r^2)$                  |

## Mathematics Formula Sheet & Explanation

The 2014 GED® Mathematical Reasoning test contains a formula sheet, which displays formulas relating to geometric measurement and certain algebra concepts. Formulas are provided to test-takers so that they may focus on application, rather than the memorization, of formulas.

### Area of a:

|               |                               |
|---------------|-------------------------------|
| square        | $A = s^2$                     |
| rectangle     | $A = lw$                      |
| parallelogram | $A = bh$                      |
| triangle      | $A = \frac{1}{2}bh$           |
| trapezoid     | $A = \frac{1}{2}(b_1 + b_2)h$ |
| circle        | $A = \pi r^2$                 |

### Perimeter of a:

|                           |  |
|---------------------------|--|
| square                    | $P = 4s$   |
| rectangle                 | $P = 2l + 2w$                                    |
| triangle                  | $P = s_1 + s_2 + s_3$                            |
| Circumference of a circle | $C = 2\pi r$ OR $C = \pi d$ ; $\pi \approx 3.14$ |

### Surface area and volume of a:

|                   |                           |                            |
|-------------------|---------------------------|----------------------------|
| rectangular prism | $SA = 2lw + 2lh + 2wh$    | $V = lwh$                  |
| right prism       | $SA = p \cdot h + 2B$     | $V = Bh$                   |
| cylinder          | $SA = 2\pi rh + 2\pi r^2$ | $V = \pi r^2 h$            |
| pyramid           | $SA = \frac{1}{2}ps + B$  | $V = \frac{1}{3}Bh$        |
| cone              | $SA = \pi rs + \pi r^2$   | $V = \frac{1}{3}\pi r^2 h$ |
| sphere            | $SA = 4\pi r^2$           | $V = \frac{4}{3}\pi r^3$   |

### Data

|        |  |
|--------|--|
| mean   | mean is equal to the total of the values of a data set, divided by the number of elements in the data set.   |
| median | median is the middle value in an odd number of ordered values of a data set, or the mean of the two middle values in an even number of ordered values in a data set. |

### Algebra

|  |                                   |
|--|-----------------------------------|
| slope of a line                                | $m = \frac{y_2 - y_1}{x_2 - x_1}$ |
| slope-intercept form of the equation of a line | $y = mx + b$                      |
| point-slope form of the equation of a line     | $y - y_1 = m(x - x_1)$            |
| standard form of a quadratic equation          | $y = ax^2 + bx + c$               |

### quadratic formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

### Pythagorean theorem

$$a^2 + b^2 = c^2$$

### simple interest

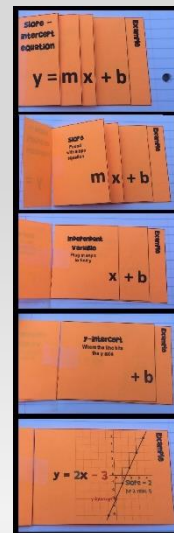
$$I = Prt$$

(I = interest, P = principal, r = rate, t = time)

### distance formula

$$d = rt$$

$$\text{total cost} = (\text{number of units}) \cdot (\text{price per unit})$$

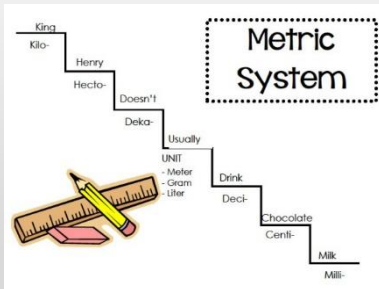


## Hypoglycemia = TIRED

- T - Tachycardia
- I - Irritability
- R - Restlessness
- E - Excessive Hunger
- D - Diaphoresis

'COLD AND CLAMMY,  
NEED SOME CANDY'

Tweedle-dee-dum and  
Tweedle-dee-dee,  
Around the circle is pi times  
d,  
But if the area is declared,  
Think of the formula pi "r"  
squared.



H<sub>2</sub> → Hydrogen  
N<sub>2</sub> → Nitrogen  
F<sub>2</sub> → Fluorine  
O<sub>2</sub> → Oxygen  
I<sub>2</sub> → Iodine  
Cl<sub>2</sub> → Chlorine  
Br<sub>2</sub> → Bromine

Have  
No  
Fear  
Of  
Ice  
Cold  
Beer



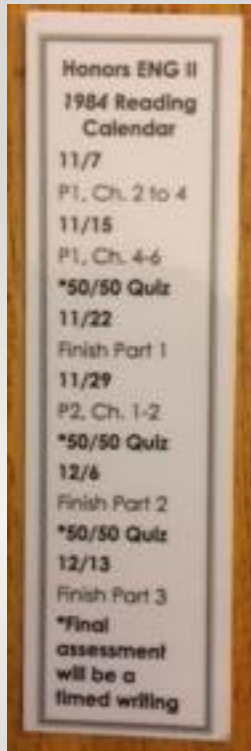
Use visuals or to do lists to help reduce anxiety (defines expectations, breaks up assignments, helps with sequencing difficulties).

- Create calendars **WITH THE STUDENT** for longer projects or assignments, or multi-step projects (color code subjects or even different calendars for different subjects)



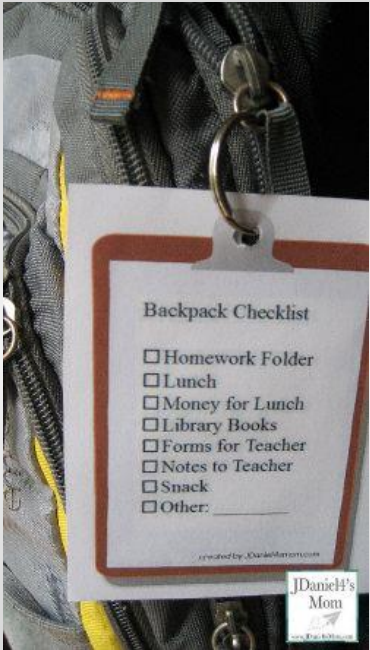
### March 2014

| Sun | Mon   | Tues                         | Wed                        | Thu           | Fri                                | Sat |
|-----|---|------------------------------|----------------------------|---------------|------------------------------------|-----|
|     | Feb 24  | 25                           | 26                         | 27            | 28                                 | 1   |
|     |   | Quiz Ch 1-3<br>Factions      | Quiz Ch 4-6<br>Char. Chart | Quiz Ch 7-9   | Quiz Ch 10-12                      |     |
|     | Read Ch 1-3   | Read Ch 4-6                  | Read Ch 7-9                | Read Ch 10-12 | Read Ch 13-18                      |     |
| 2   | 3   | 4                            | 5                          | 6             | 7                                  | 8   |
|     | Quiz Ch 13-18<br>Vocab TEST 1-18<br>New Vocab 19-21 | Quiz 19-21<br>Conflict Chart | Quiz 22-24                 | Quiz 25-27    | Quiz 28-30                         |     |
|     | Read Ch 19-21                                       | Read Ch 22-24                | Read Ch 25-27              | Read Ch 28-30 | COMPLETE THE NOVEL BY MONDAY 3/17! |     |
| 9   | 10  | 11                           | 12                         | 13            | 14                                 | 15  |
|     | ← SPRING BREAK →                                    |                              |                            | →             |                                    |     |
| 16  | 17  | 18                           | 19                         | 20            | 21                                 | 22  |
|     | Quiz Ch 31-39<br>Novel Test<br>C/C Themes →         | Novel Test                   | Project                    | Project       | Project                            |     |
| 23  | 24  | 25                           | 26                         | 27            | 28                                 | 29  |
|     |   |                              | Unit 5A/5B<br>Assessment   |               |                                    |     |
| 30  | 31  | April 1                      | 2                          |               |                                    |     |
|     | STAR Math   | STAR Math                    | STAR Reading               |               |                                    |     |



The use of visuals or to do lists helps students who struggle to visualize themselves completing a task in a different space and time or think through and remember the different steps required to complete a task in a different space and/or time. It is truly a case of out of sight, out of mind.

[Click here for this visual](#)



[Click here for this visual](#)

|   |  |
|---|--|
| <p>I need to be careful with the things I own.<br/>It is important to keep track of<br/>and not lose my things.</p> <p>Before I leave school for the day,<br/>I have to check for...</p> <p><input type="checkbox"/> -my hat</p> <p><input type="checkbox"/> -my gloves</p> <p><input type="checkbox"/> -my wallet</p> <p><input type="checkbox"/> -my lunch bag</p> <p><input type="checkbox"/> -my school bag</p> <p><input type="checkbox"/> -the books I need</p> <p><input type="checkbox"/> -my agenda</p> <p><input type="checkbox"/> -anything else I brought with me</p> | <p>What do I need to take home for<br/>homework today?</p> <p>1) _____ <input type="checkbox"/></p> <p>2) _____ <input type="checkbox"/></p> <p>3) _____ <input type="checkbox"/></p> <p>4) _____ <input type="checkbox"/></p> <p>5) _____ <input type="checkbox"/></p> <p>6) _____ <input type="checkbox"/></p> <p>7) _____ <input type="checkbox"/></p> <p>8) _____ <input type="checkbox"/></p> |
|---|--|

| My Checklist  |  |
|---|--|
| Week of: _____  |  |
| <p><b>Monday:</b></p> <p>Things I need to do at school:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things I need to do at home:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things that are due tomorrow:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>To do before bed:</p> <p><input type="checkbox"/> Do I have my homework done?</p> <p><input type="checkbox"/> Is my agenda signed?</p> <p><input type="checkbox"/> Is my bag ready to go?</p> <p>What is due soon?? When??</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul>    | <p><b>Tuesday:</b></p> <p>Things I need to do at school:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things I need to do at home:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things that are due tomorrow:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>To do before bed:</p> <p><input type="checkbox"/> Do I have my homework done?</p> <p><input type="checkbox"/> Is my agenda signed?</p> <p><input type="checkbox"/> Is my bag ready to go?</p> <p>What is due soon?? When??</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul>  |
| <p><b>Wednesday:</b></p> <p>Things I need to do at school:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things I need to do at home:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things that are due tomorrow:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>To do before bed:</p> <p><input type="checkbox"/> Do I have my homework done?</p> <p><input type="checkbox"/> Is my agenda signed?</p> <p><input type="checkbox"/> Is my bag ready to go?</p> <p>What is due soon?? When??</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> | <p><b>Thursday:</b></p> <p>Things I need to do at school:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things I need to do at home:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>Things that are due tomorrow:</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> <p>To do before bed:</p> <p><input type="checkbox"/> Do I have my homework done?</p> <p><input type="checkbox"/> Is my agenda signed?</p> <p><input type="checkbox"/> Is my bag ready to go?</p> <p>What is due soon?? When??</p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul> |
| <p><b>This weekend:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>  |  |

# Tests:

- Teach students what and how to study – this test prep sheet can prime students for what they need to do to prepare for a test.
- Allow re-do for students with parameters and requirements

| Test Prep Sheet  |   |
|--|---|
| Subject: _____   | Date of Test: _____   |
| Chapters/Topics (Check off AFTER they are studied.)                            |   |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| What <u>Needs</u> to be Reviewed   |   |
| <input type="checkbox"/> Text reading:   |   |
| <input type="checkbox"/> Handouts:   |   |
| <input type="checkbox"/> Past Quizzes:   |   |
| <input type="checkbox"/> Maps/Charts:  |   |
| <input type="checkbox"/> Previous test:  |   |
| <input type="checkbox"/> Notes/Labs:   |   |
| <input type="checkbox"/> Other:  |   |
| Test Format  |   |
| <input type="checkbox"/> Fill in the Blank                                     | <input type="checkbox"/> Matching                                 |
| <input type="checkbox"/> Multiple Choice                                       | <input type="checkbox"/> True/False                               |
| <input type="checkbox"/> Short Answer  | <input type="checkbox"/> Label picture, diagram, or map           |
| <input type="checkbox"/> Other:  |   |
| Days I will need to study: list dates below                                    |   |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <input type="checkbox"/>  |
| Strategies   |   |
| <input type="checkbox"/> Write Summary sheets for topics/chapters              | <input type="checkbox"/> Review the main ideas                    |
| <input type="checkbox"/> Create a Study Sheet                                  | <input type="checkbox"/> Develop a map or diagram                 |
| <input type="checkbox"/> Make flash cards to review key concepts or vocabulary | <input type="checkbox"/> Use a mnemonic device or visual strategy |
| <input type="checkbox"/> Create a timeline of events                           | <input type="checkbox"/> Organize a study session with classmates |
| <input type="checkbox"/> Practice possible essay questions                     | <input type="checkbox"/> Outline the chapter/topic                |
| <input type="checkbox"/> Review previous test or quizzes                       | <input type="checkbox"/> Review annotation from chapters          |
| <input type="checkbox"/> Review/rewrite notes                                  | <input type="checkbox"/> Other                                    |

## Request to Retest

*The problem is not the problem. The problem is your attitude about the problem.*

|   |                      |
|---|----------------------|
| Student Information   |                      |
| Name _____  | Class Period _____   |
| Today's Date _____  | Test Date _____      |
| Test Information  |                      |
| Test Number _____   | Previous Score _____ |
| Explanation for low test score _____  |                      |
| Three activities I did to improve my understanding of this concept _____  |                      |
| Please attach the following to this form:   |                      |
| <input type="checkbox"/> All homework & classwork for chapter to be retested<br><input type="checkbox"/> Class notes from the chapter to be retested<br><input type="checkbox"/> Proof of your activities |                      |
| I request the opportunity to retest this concept. I have worked hard to improve my understanding of this concept.   |                      |
| Signature _____   |                      |

## Request to Retest

Name \_\_\_\_\_  
 Date \_\_\_\_\_  
 Class Period \_\_\_\_\_  
 Re-Test Requesting \_\_\_\_\_

### Reflect.

Previous Score \_\_\_\_\_  
 Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Three things I did to improve my test score:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When would you like to retest? \_\_\_\_\_

### Stuff to Attach.

- Previous Tests
- Proof of your 3 Activities

### Request.

I request the opportunity to retest. I have worked hard to improve my understanding of this concept.






Signed \_\_\_\_\_

- Give students several days to prepare/study for a test.
- Most often students are told when tests will occur **NOT HOW** to study for them!







# Alert students to expectations and when expectations are going to change: (use visuals to cue expectations)





## Whole Group Expectations

- ☐  Look At The Teacher
- ☐  Quiet
- ☐  Sit
- ☐  Raise Hand
- ☐  Hands and Feet to Self





## Seat Work Expectations

- ☐  Sit at Desk
- ☐  Quiet
- ☐  Raise Hand
- ☐  Hands and Feet to Self

## Station Expectations

- ☐  Whisper Voices
- ☐  Walk to Your Station
- ☐  Clean Up Your Station
- ☐  Put Papers in Your Folder

## Read Aloud Expectations

- ☐  Look At The Teacher
- ☐  Sit on the Carpet
- ☐  Quiet
- ☐  Hands and Feet to Self

We assume students know our expectations (can read our mind) or that students know when the expectations change and that they remember our verbal instructions!

Don't forget the model desk for supplies/materials needed!



# Resources

- [Rubistar](#) - – website to develop rubrics or pull sample rubrics
- [Rubric template](#) in word -
- [iRubric](#) –
- [Opinion Graphic Organizers](#)
- [Academic essay structure and format](#)
- [Project Write Graphic Organizers](#)
- [1300 Math Formulas PDF](#)
- [Common Math Formulas PDF](#)
- [mathportal.org](#) – online sample problems and free math help
- [Education World](#) – list of math mnemonic devices
- [12 Memory Strategies that Maximize Learning](#)
- [Test Prep Document](#)
- [Re-Test Option 1](#)
- [Re-Test Option 1](#)
- [Reading Comprehension Bookmark](#) in word
- [Reading Comprehension Bookmarks](#) with different strategies
- [Yellow and Green Visual Checklist](#)
- [My Checklist Visual](#)

# There is an APP for that!

- [Cogmed](#) -Cogmed Working Memory Training is an evidence-based intervention for improved attention. Based on the concept of neuroplasticity and with more published research behind it than any other cognitive training program, Cogmed is trusted by healthcare professionals and educators around the world.
- [Study Blue](#) - With StudyBlue's mobile app, you can make, study, and share mobile flashcards, study guides, and quizzes. It's mobile, it's social, and it's free
- [Fit Brains Trainer](#) - Fit Brains Trainer is a brain training & fitness app with more than 360 games & unique training sessions that are designed to enhance your Memory, Processing Speed, Concentration, Problem Solving and Visual skills. Use the Fit Brains Trainer a few minutes daily to improve the performance of your brain
- [Vismory](#) - Memorize the shape, color, and position of small beautifully crafted 3D objects, then answer challenges by touching the correct case and you win!  
Give the correct answer and you progress toward the next level, make an error and lose part of your progression. Faster is your answer, higher is your score!
- [Memory](#) - Memory! is very cute and funny memory matches game with many different colorful and vivid pair cards which your child will definitely love. This game is the best way to engage your kids and in parallel to train their memory and concentration ability. With three levels of difficulty the complexity of the game can be adjusted accordingly to the age and skills of your kid.
- [Elevate](#) - an app that personalizes a training regimen for each user, depending on his or her goals. The user can play 30-plus games that boost memory skills, focus, and processing speed. The games are designed in collaboration with experts in neuroscience and cognitive learning.
- [Dual N-Back](#) - A classic working-memory training app with solid research to back up the benefits. In general, N-Back tasks present an ongoing sequence of stimuli (in this case, pictures), and the player's job is to indicate when the picture he sees matches a picture that was seen "n" steps earlier in the sequence. One study suggests that playing N-Back games can result in long-term working-memory improvement.
- [Flashcards+](#) - an engaging and fast-paced app to bolster the studying process and exercise working memory. Users can choose subjects and categories from a user-curated bank of topics or create their own flashcards. The app also allows you to track your results and your speed.

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