

# TRI-STATE WEBINAR SERIES

“Job Talk”

Developing Independent Executive Function Skills

Presented by: Sarah Ward, M.S., CCC/SLP  
Speech and Language Pathologist



Tri State Webinar Series 2015-2016



## Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



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## Learner Objectives

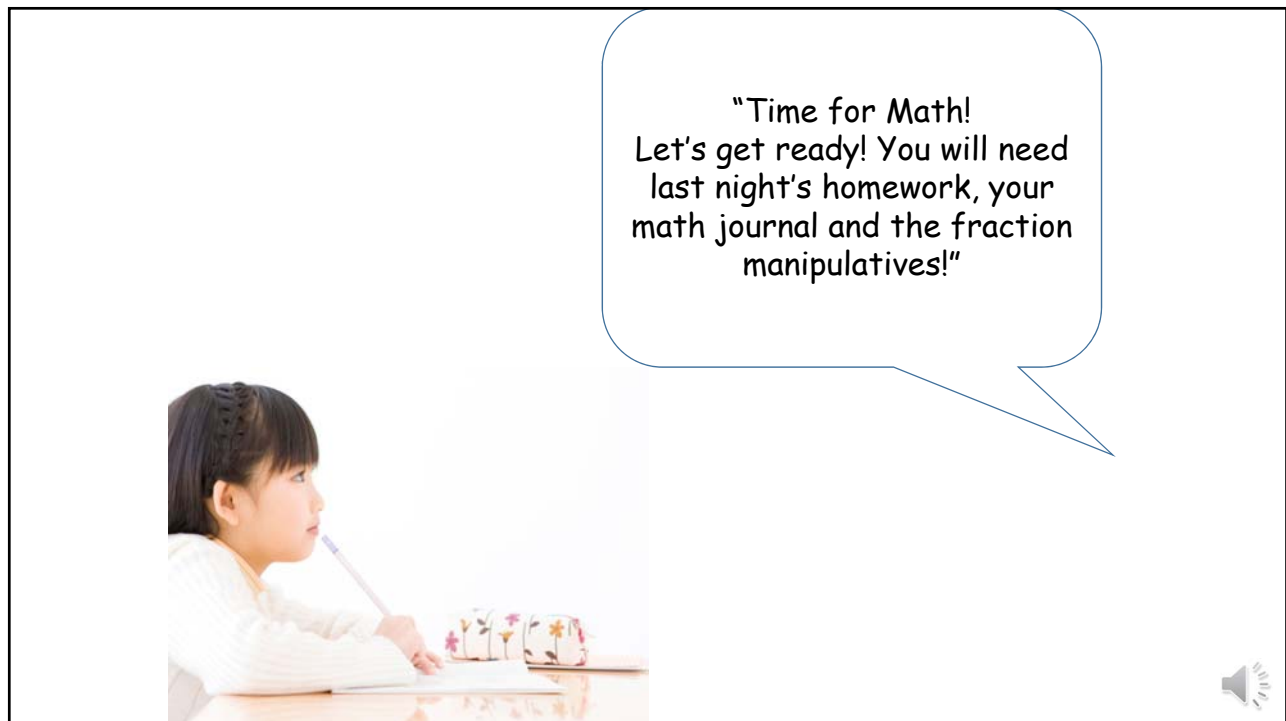
- Name the 4 features of Situational Awareness and state the importance of Role
- Define Mimetic Ideational Information Processing
- Define Semantic Psychological Essentialism
- Identify 3 different ways 'job talk' can be used to increase initiation, task planning and self regulation

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## Presentation Summary

- A New Understanding of Executive Function: the 360 Thinking™ Model
- The key features of situational awareness:  
Space, Time, Objects, People
- The importance of imaginary play and the concept of 'role' in the development of executive function skills
- Semantic Psychological Essentialism
- Job Talk from pre-school through Adulthood

Tri State Webinar Series 2015-2016



**"Time for Math!**  
**Let's get ready!**  
**You will need last night's homework, your math journal and the fraction manipulatives!"**







Space	Time	Organization/ Objects	People
Read the Room	Get on the Timeline	Organization of the Room/ Objects	Read the Person
<ul style="list-style-type: none"> <li>•What's going on?</li> </ul>	<ul style="list-style-type: none"> <li>•Pace</li> <li>•Time of day</li> <li>•<b>What is happening at this Moment</b> in Time</li> <li>•What is coming up?                             <ul style="list-style-type: none"> <li>➢ Predictable sequence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Path</li> <li>Parts</li> <li>Location</li> <li>Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Face</li> <li>Body</li> <li>Appearance</li> <li>Mood</li> <li>Pace</li> <li>Saying</li> </ul>

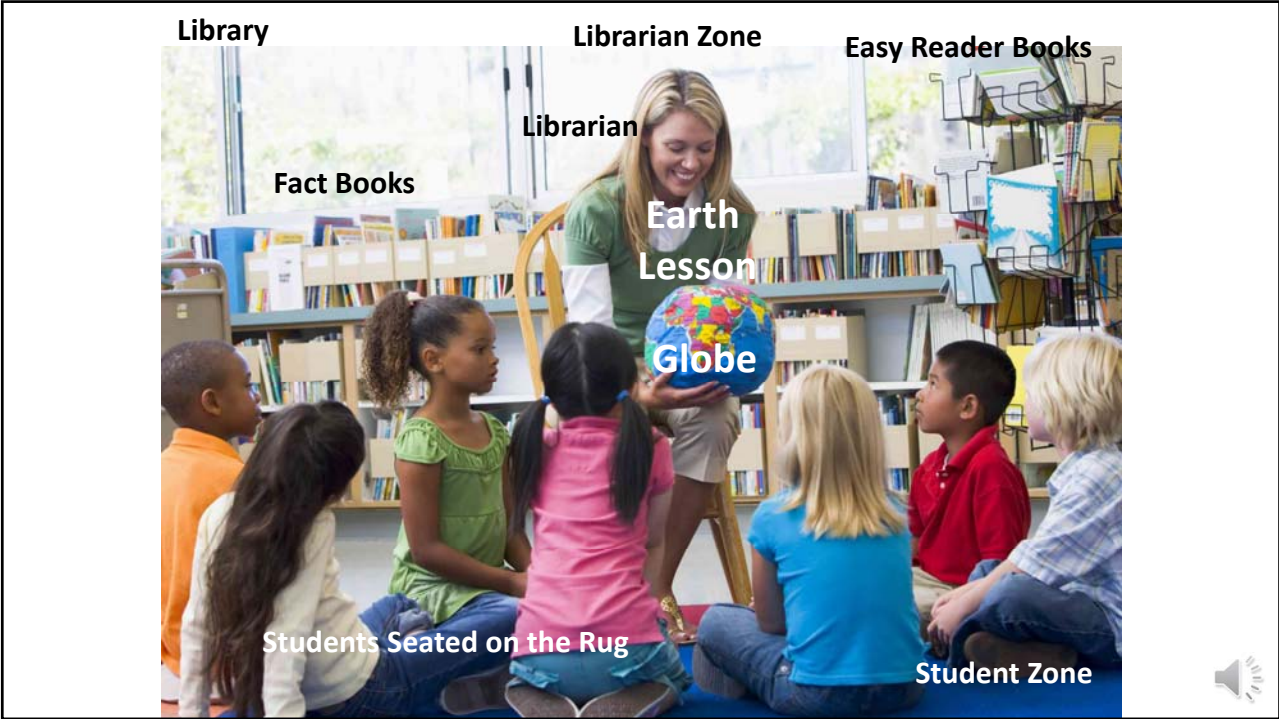




### Situational Awareness/Intelligence STOP and Read the Room

Space	Time	Objects	People
<p><b>Navigate the Room</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kind of space?</li> <li><input type="checkbox"/> What's going on?</li> <li><input type="checkbox"/> Is it Expected or Unexpected?</li> <li><input type="checkbox"/> Pathways used to Navigate to different areas within the space?</li> <li><input type="checkbox"/> Is there a shift between wide angle lens of the space(Whole), the zones (parts) and the details?</li> </ul>	<p><b>Get on the Timeline</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time of day</li> <li><input type="checkbox"/> Kind of time?</li> <li><input type="checkbox"/> <b>What is happening at this Moment</b> in Time</li> <li><input type="checkbox"/> Sequence of actions</li> <li><input type="checkbox"/> Pace</li> <li><input type="checkbox"/> What is coming up?                             <ul style="list-style-type: none"> <li>➢ Predictable?</li> </ul> </li> </ul>	<p><b>Organization/Objects</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization of The Space: Whole-Parts</li> <li><input type="checkbox"/> How is that part organized?</li> <li><input type="checkbox"/> Location of objects: In sight? Out of sight?</li> <li><input type="checkbox"/> Purpose/Priority of objects?</li> <li><input type="checkbox"/> What objects are necessary and relevant</li> </ul>	<p><b>Read the Person</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know their Role                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Face</li> <li><input type="checkbox"/> Body</li> <li><input type="checkbox"/> Appearance</li> <li><input type="checkbox"/> Mood</li> <li><input type="checkbox"/> Pace</li> <li><input type="checkbox"/> Saying-Tone</li> </ul> </li> </ul>

Kristen Jacobsen, M.S., CCC/SLP





This shift to nonverbal working future memory is called:



Space  
Time  
Objects  
People



### Mimetic Ideational Information Processing

- Being a “Mind Mime”- Mime the Idea in Your Head
- Mental Pre-Simulation of How the Future Will Play Out
- It is a Mental Dress Rehearsal...
- A Mental Trial and Error without the Risk of Error
- You can try it out and Pre- Experience the Emotion of a Situation
- Without Risk You can Run Plan A and Plan B and Pre-Experience How Those Feel

## Elements of Future Thinking 'The Mind Mime'

**M**ake an Image: Schematic Future Thinking:

**STOP** What will **it look** like?

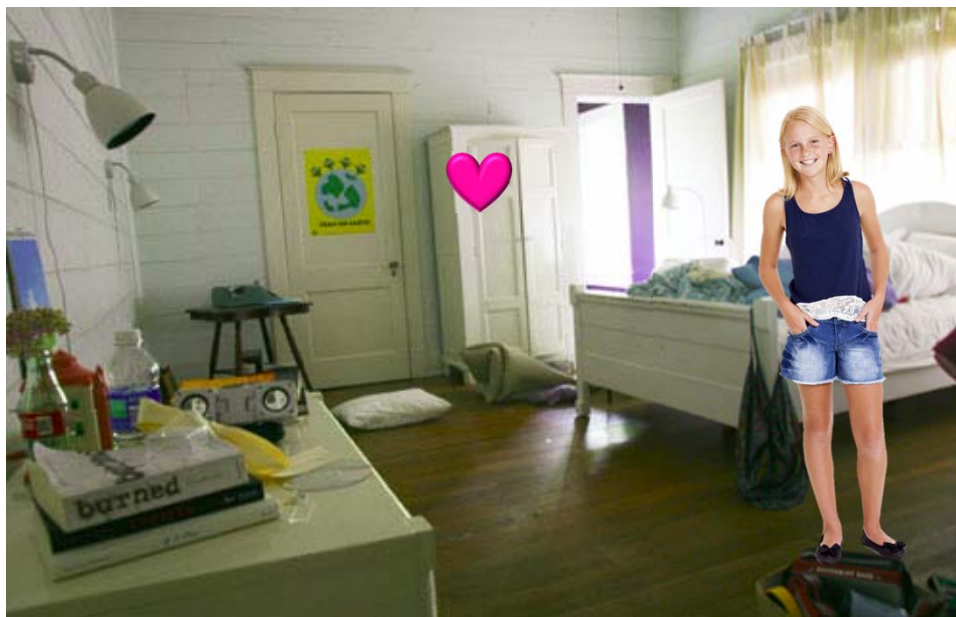
Episodic Future Thinking: What do **I Look** like?

Prospective Visual Motor Memory: How am I **Moving** to achieve this?

The Future **E**motion: How will I **feel**?



## Elements of Future Thinking



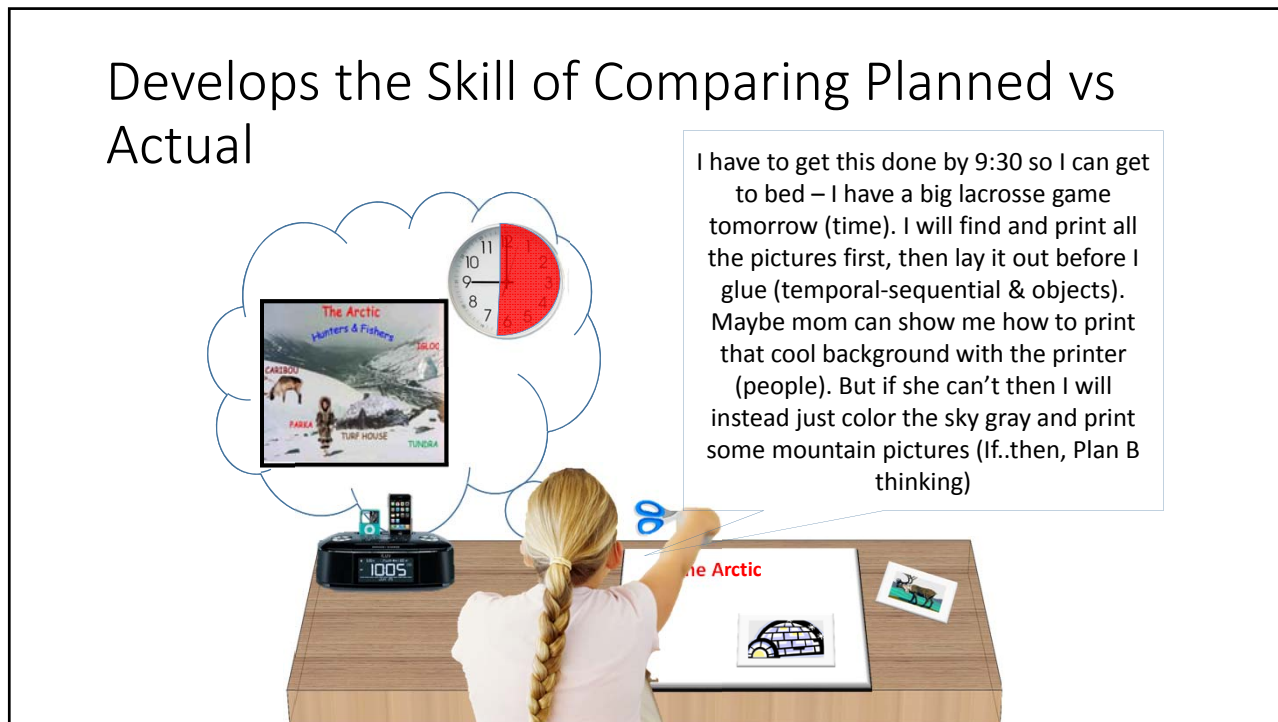


**Mimetic-Ideational**  
**Information Processing**  
 (mental dress rehearsal)

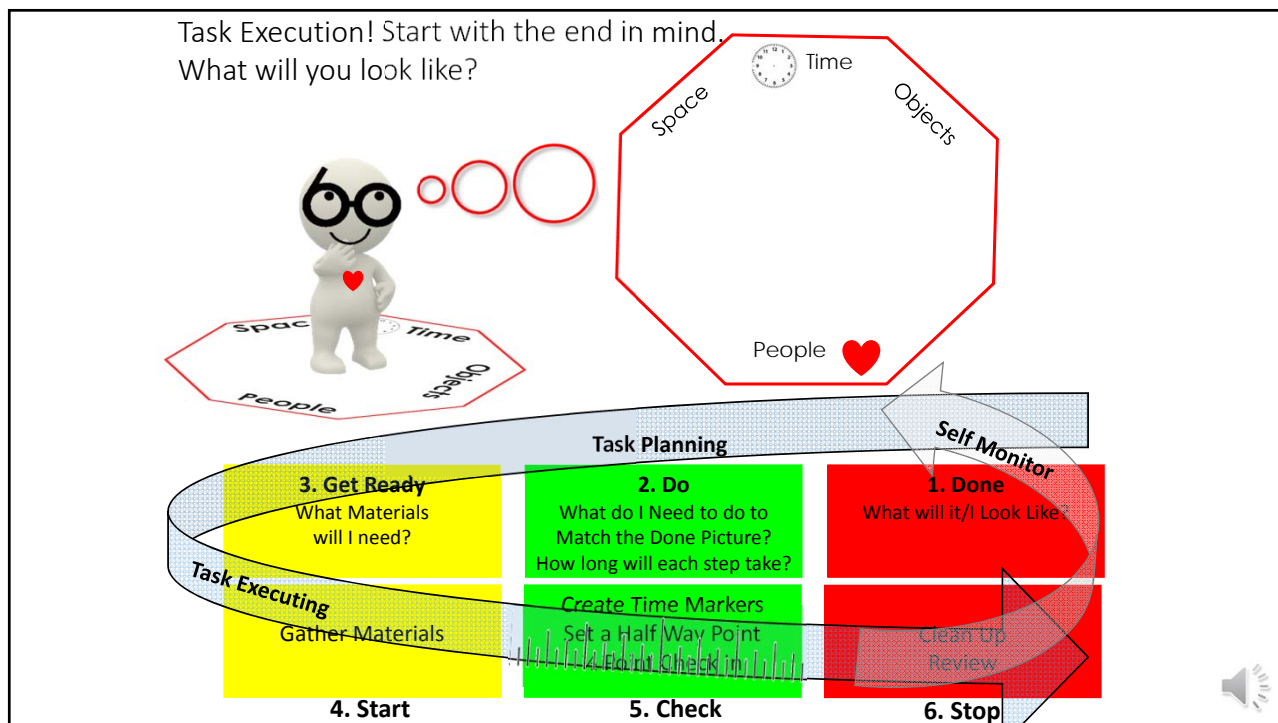
Develops the Skill of  
 Comparing  
 Planned vs Actual

I have to get this done by 9:30 so I can get to bed – I have a big lacrosse game tomorrow (time). I will find and print all the pictures first, then lay it out before I glue (temporal-sequential & objects). Maybe mom can show me how to print that cool background with the printer (people). But if she can't then I will instead just color the sky gray and print some mountain pictures (If..then, Plan B thinking)

# Develops the Skill of Comparing Planned vs Actual



Task Execution! Start with the end in mind. What will you look like?



**Get Ready**  
What Materials will I need?

**360THINKING**™

**Pre- Imagined Plan**

**3. Get Ready**  
What Materials will I need?

**2. Do**  
What do I Need to do to Match the Done Picture?  
How long will each step take?

**1. Done**  
What will it look like?

**Mind MIME ♥**

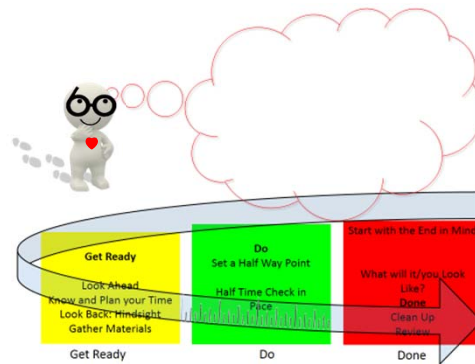
**Task Executing**

**4. Start**  
Gather Materials

**5. Check**  
Create Time Markers  
Set a Half Way Point  
1/2 Point Check in

**6. Stop**  
Done  
Stop, Clean Up,  
Review

# Remediating EF Skills

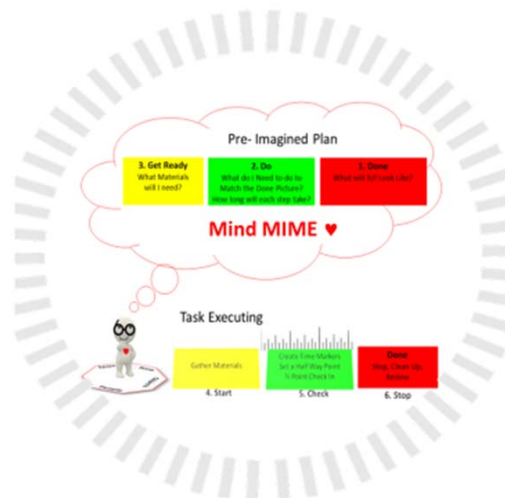


Repeatedly practice:  
 Self-monitoring, self-stopping, seeing the future,  
 saying the future, feeling the future, and playing  
 with the future so as to effectively “plan and go”  
 toward that future. (Barkley 2012))

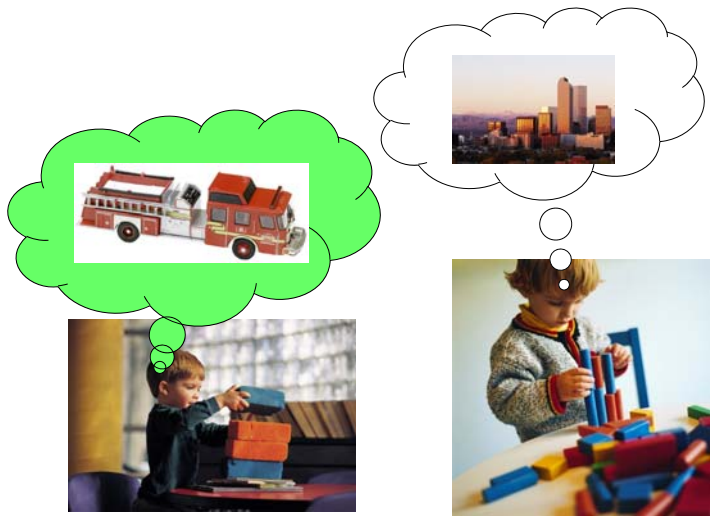
Barkley, Russell A. Executive Functions: What They Are, How They Work, and Why They Evolved. New York: Guilford, 2012.



# THE DEVELOPMENT OF FUTURE THINKING



### How are Executive Skills Developed?



## How Children Treat Objects Levels of Representational Play\*

1. Show that you know what the object does.
  - *Put a cup to your lips.*
2. Self-Pretending:
  - Actually pretend with the object.
  - *Pretend to drink with the cup.*
3. Other Pretending:
  - Use "others" as the agent of the object
  - *Use a doll to drink out of the cup*
4. Combinations
  - Doing more than one thing with the object
  - *Drinking and pouring with the cup. A tea party with the cup.*
5. Hierarchical Pretend Episodes:
  - Thinking and Planning Ahead in Play
  - *Setting out the table, making a high chair for baby in preparation of using the cup*
6. *Symbolic Representation:*
  - Using something abstract to represent the object
  - *Using block as a pretend cup*



\*Lorraine McCune



## Play Sequences: Developmental Norms

- 2-3 years: short self-limiting single schema sequences
- 3-4 years: Multi-scheme sequences encompassing broader time frames - they link sequences together.
- 4-6 years: PLANS the sequences out, coordinates roles, uses language to set the scene

Karole Howland, M.S., CCC/SLP



## Mature Make Believe Play: PRoPELS Executive Control Skills

Plans  
Roles  
O  
Props  
Extended Time  
Frame  
Language  
Scenario



Tools of the Mind, Deborah Leong, Learning and the Brain Conference: Executive Skills for School Success

## Stages of Play

See the article 'Play Propels'

Stage 1: **First Scripts** – Object Oriented

Example: Car pushed and child says “vroom vroom”

Stage 2: **Roles in Action**

Example: Child wears high heels and acts out “mommy”

Stage 3: **Roles with Rules and Scenarios:** Child coordinates pretend actions with a play partner/s.

Example May correct partners if they do something wrong.

For example the patient uses the stethoscope when they are the ‘doctor’



By Elena Brodova: Young Children January 2012

## Stages of Play

### Stage 4: **Mature Roles, Planned Scenarios and Symbolic Props**

The child plans scenario in advance & scenarios last over hours or days, complex roles, scenarios change as action unfolds.

Example: Not just play 'airplane' play the whole scenario of taking a trip, going to the airport, flying, etc.

Stage 5: **Director's Play**: planning and negotiating pretend actions takes more time than carrying them out. The child may play multiple roles and 'direct' and 'act out' the play with imaginary play partners, stuffed animals, etc. No longer needs a prop to stay in the role (executive function future imagination!!!!) Uses themes from stories and literature.

By Elena Brodova: Young Children January 2012

### Play Plan: Create a Future Sketch

- Sketch What They Will Do In Advance
  - Future Goal – What might happen?
  - Can focus on play over longer periods of time
- Serves as a Mediator for Memory
- Creates Distance from the Role
  - Reduces disagreement
    - “Was that part of the plan?”
- Allows for Reflection
  - Did the play go as planned?

## Plans



P  
R  
O  
P  
E  
L  
S



# Play Plan: Scaffolded Writing

Supports Writing:

Model : Begin on the Left and Move to the Right

Mediator: \* on the Left to Remind Where to Start

Independent: Asterisk no longer on the page

Play Plan: "I am going to..."



# Have Your Child Sketch Their Plan



Being the Agent of the Action!




## Roles

- Pretend to be Someone
- Inhibit behaviors not associated with a Role: Stay in that Role
- Switch Roles Multiple Times
- Rich roles that are multifaceted:
  - what are the various social relationships?





P  
R  
O  
P  
E  
L  
S



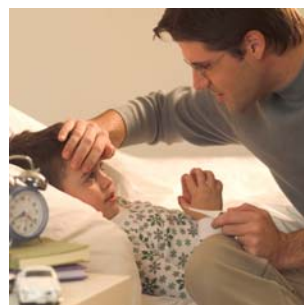
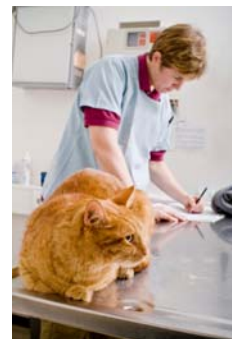
## Props

- Must be Symbolic
- Use Props to Define Who they Are (chosen role)
- Child Made – Not Bought
  - Makes the prop more meaningful
  - They used their intellectual energy to build it
  - Now it is their intellectual property

# Extended Time Frame

- Now
  - Today
  - Tomorrow
  - If....then.....
  - After that.....
  - Next.....
- 
- Act out Chapter Books



How to Build the Extended Time Frame with Play Notebooks



- Role Speech
  - Use vocabulary, intonation and sentence structure to fit a specific role
- Improves vocabulary
  - Give new names to props
    - Paper plate: 'steering wheel' vs 'thin crust pizza'
- Become the Role
- Increase world knowledge
  - Restaurant
    - Make a reservation
    - What are the specials
    - Are there kid's meals?
    - What time do they open?
    - Do we need to dress up?

## Language



### Mimics Real Life Scenarios

- The life and time of everyday life or the life and time of the book
- The Whole Classroom vs the Drama Corner
- Use field trips, videos, guest speakers to build the child's knowledge
- Expand from a concept in literature – 'dinosaur' to a scenario 'dinosaur dig', a paleontologist, a museum

## Scenarios



## Play Grows Up



## Play Grows Up

**P**lans - What will I look like?

**R**oles – What role do I need to fulfill?

**O**

**P**rops – What materials will I need?

**E**xtended Time Frame – What’s my time frame?

**L**anguage – What self talk do I need to use? How will I talk with others?

**S**cenario – mental dress rehearsal –the Mind MIME Skill



## Have a Notebook of Play Themes

Kohl, M. (2008). Dramatic play center ideas.

<http://www.canteach.ca/elementary/drama8.html>



## ‘Veterinarian’ Imaginary Play



- Symbolic representations
- Future goal
- Complex interwoven themes
- Rich roles that are multifaceted
- Extended time frame

Plans:

Roles:

O

Props:

Extended Time Frame:

Language:

Scenario:



## 'Camping' Imaginary Play



Plans:

Roles:

O

Props:

Extended Time Frame:

Language:

Scenario:



## 'Shopping' Imaginary Play



Plans:

Roles:

O

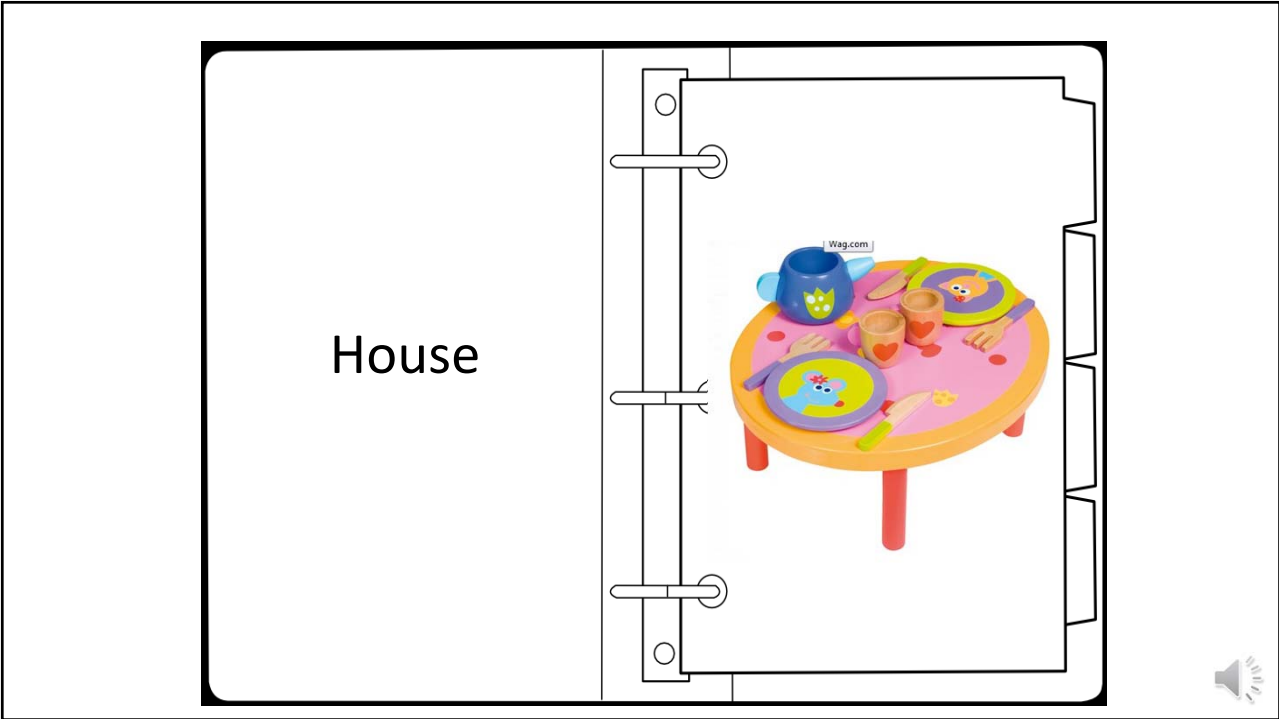
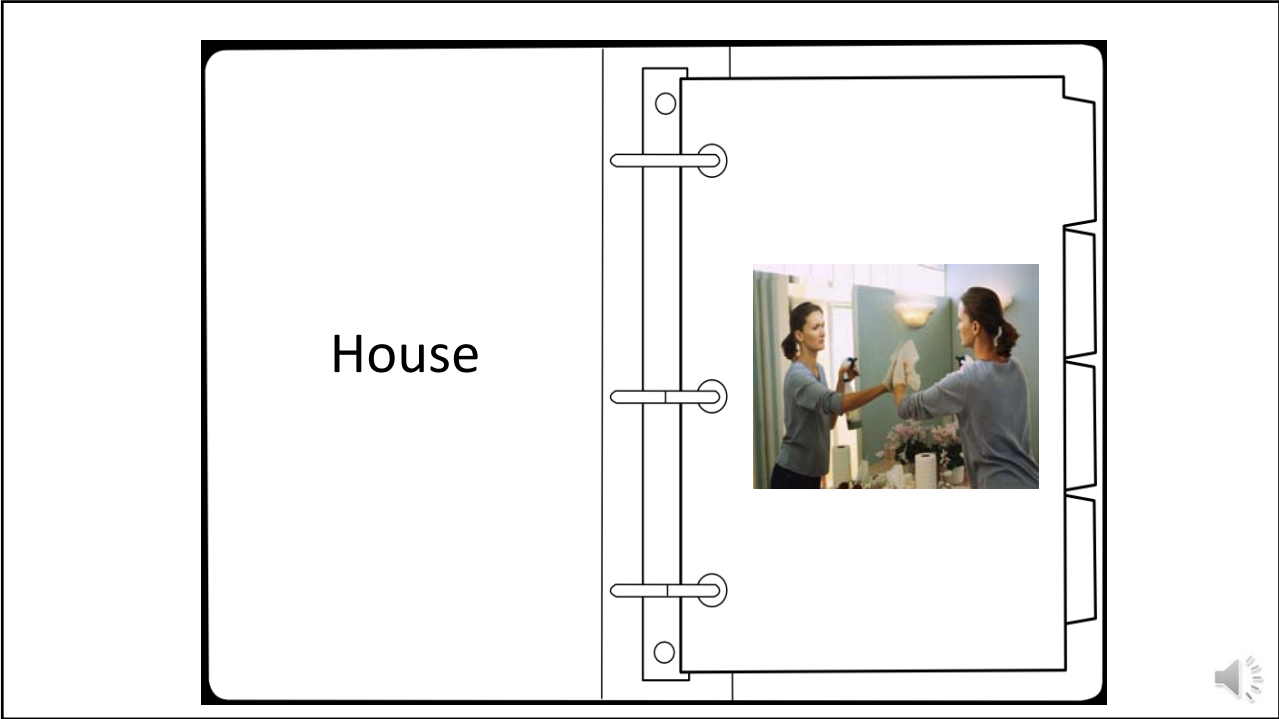
Props:

Extended Time Frame:

Language:



Scenario:









House

Vet

## A Magic Trick








Researchers hypothesized that if a property were lexicalized, it would be more stable over time and across contexts(space).

This is Mrs. Smith.  
She picks carrots!


This is Mrs. Smith.  
She is a Carrot  
Picker!








Job Talk!  
(Semantic Psychological Essentialism)



**Trick: Turn the action into a “job” and name for the child their “job title”**

- Develops Nonverbal Working Memory
- Creates Immediate Structure for the Child
- Accesses Procedural Memory
- Limits Emotional Reactions

Turn the Verb/Action word into a Noun label (add –er)





### Teaching Students in the Moment to “Think in Pictures”



## Directives

Class...When are finished with your science please organize your papers and put your worksheet away into your red science binder.

“Yup. I’m hungry for pizza. And who do the Red Sox play tonight?”




## Job Talk


Class...When are finished with your science please be **Color Coders!**

What does a Color Coder do?




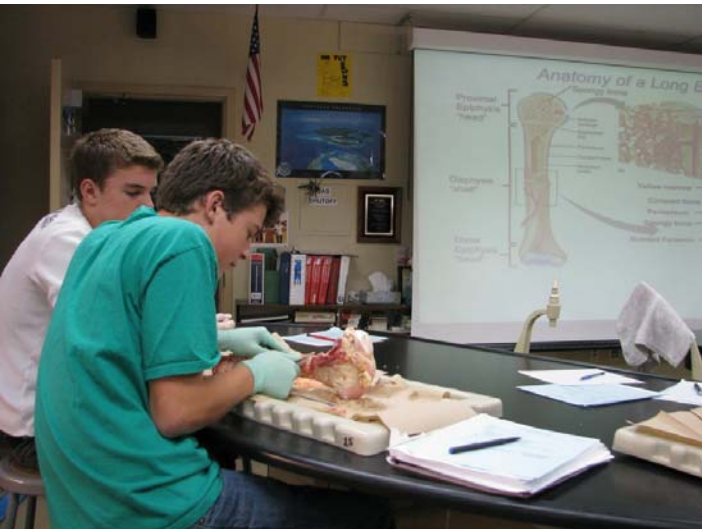


Action (Verb Label)	Job (Noun Label)



Action (Verb Label)	Job (Noun Label)





Action (Verb Label)	Job (Noun Label)



**Situation:** Student is Not Engaged in Packing for the 2 day Outdoor Adventure Camp

Action (Verb Label)	Job (Noun Label)



**Situation:** Student has a math worksheet to do and is not initiating the task.

Action (Verb Label)	Job (Noun Label)



**Measurements  
of  
ME!**

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

I am \_\_\_\_\_ feet  
\_\_\_\_\_ inches

TALL!

The circumference of my head is: \_\_\_\_\_

The length of one arm is: \_\_\_\_\_

I have one big smile! From end to end, it measures: \_\_\_\_\_

My hand-span can be measured, too! If I spread my fingers wide, the measurement from my thumb to my little finger is: \_\_\_\_\_



Action (Verb Label)	Job (Noun Label)





Action (Verb Label)	Job (Noun Label)



# A Cool Job idea from Pinterest



- Meteorologist
- Archeologist
- Recreational Director
- Historian
- Photographer
- Time Tracker
- Linguist
- Graphologist

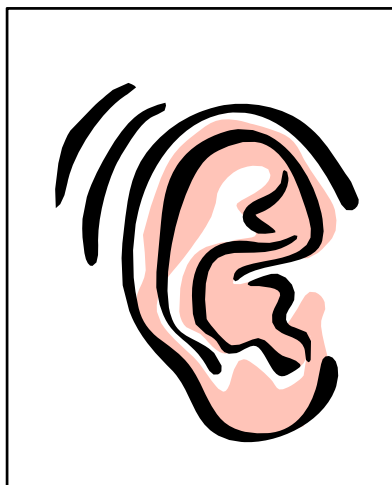
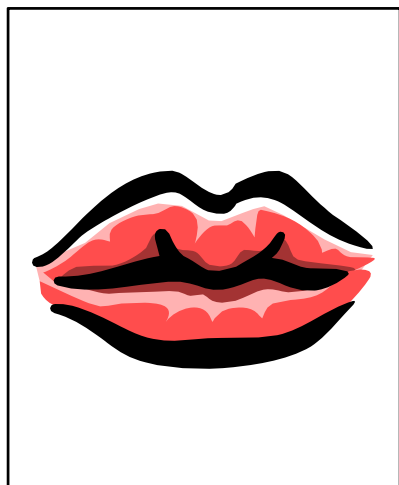


- Daily Scheduler
- Class Editor
- Lunch Taker



## How Should I look in Class?

Am I a Talker or a Listener?\*



\*Tools of the Mind, by Elena Bodrova

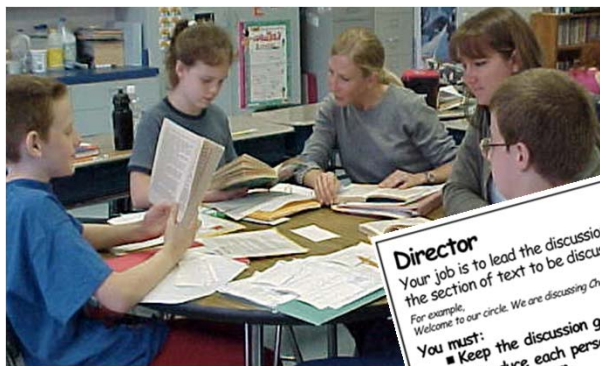


## Classroom: What is my job? My Job, My Tools, My Actions

- Mathematician
- Reader
- Writer
- Summarizer
- Detective!
- Psychologist (How is the character feeling?)



# Job Talk & Older Students



**Director**  
 Your job is to lead the discussion and introduce the section of text to be discussed.  
*For example, Welcome to our circle. We are discussing Chapters 3 and 4 of...*

You must:

- Keep the discussion going.
- Introduce each person to take their turn.
- Make sure that everyone participates.



LiteracySolutions



## Detective

It is your job to investigate new words.

Find 2 or 3 words that you don't know the meanings of.

Find out what they mean and be ready to share them with the group.



Litera

## Question Master

It is your job to think of 3 interesting discussion questions.

*Try to think of questions that get your group to share their own thoughts and opinions about the book.*

For example:

- What did you think about...?
- How would you feel if...?
- What would you do if...?




LiteracySolutions



### Summariser

It is your job to give a summary of what has occurred.

Write a few sentences which sum up the events in this section of the text.



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### Director


Your job is to lead the discussion and introduce the section of text to be discussed.

*For example,  
Welcome to our circle. We are discussing Chapters 3 and 4 of...*

**You must:**

- Keep the discussion going.
- Introduce each person to take their turn.
- Make sure that everyone participates.





## Summarizer

**Job:** Summarize the Chapter.


**Tools:** “Somebody Wanted But So Worksheet”

Brian had to get the headset from the pilot. Had to reach over and get the headset from the pilot or he would not be able to use the radio to call for help. He had to reach over. . .


His hands began trembling again. He did not want to touch the pilot, did not want to reach for him. But he had to. Had to get the radio. He lifted his hands from the wheel, just slightly, and held them waiting to see what would happen. The plane flew on normally, smoothly.

All right, he thought. Now. Now to do this thing. He turned and reached for the headset, slid it from the pilot's head, one eye on the plane, waiting for it to dive. The headset came easily, but the microphone switch at the pilot's belt was jammed in and he had to pull to get it loose. When he pulled, his elbow bumped the wheel and pushed it in and the plane started down in a shallow dive. Brian grabbed the wheel and pulled it back, too hard again, and the plane went through another series of stomach-wrenching swoops up and down before he could get it under control.

When things had settled again he pulled at the mike cord once more and at last ~~loosed~~ the cord free.



Brian wanted to control the plane but he felt really scared so he just forced himself to be brave and do it.



**Job:** Psychologist/ Feelings Finder

**Actions:** Read a Passage or Chapter!

- Determine how the character is Feeling!

**Tools:**

- Shades of Emotions Chart

**Important! I Must:**

- Identify 2 emotions the character feels!



Retrieved from <http://www.juliahwest.com>

Intensity of Emotions	HAPPY	SAD	ANGRY	CONFUSED
<b>High</b>	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Delighted	Depressed Disappointed Alone Hurt Left out Dejected Hopeless Sorrowful Crushed	Furious Enraged Outraged Aggravated Irate Seething	Bewildered Trapped Troubled Desperate Lost
<b>Medium</b>	Cheerful Up Good Relieved Satisfied Contented	Heartbroken Down Upset Distressed Regret	Upset Mad Annoyed Frustrated Agitated Hot Disgusted	Disorganized Foggy Misplaced Disoriented Mixed up
<b>Mild</b>	Glad Content Satisfied Pleasant Fine Mellow Pleased	Unhappy Moody Blue Sorry Lost Bad Dissatisfied	Perturbed Uptight Dismayed Put out Irritated Touchy	Unsure Puzzled Bothered Uncomfortable Undecided Baffled Perplexed



Retrieved from <http://www.juliahwest.com>

Intensity of Emotions	AFRAID	WEAK	STRONG	GUILTY
<b>High</b>	Terrified Horrified Scared stiff Petrified Fearful Panicky	Helpless Hopeless Beat Overwhelmed Impotent Small Exhausted Drained	Powerful Aggressive Gung ho Potent Super Forceful Proud Determined	Sorrowful Remorseful Ashamed Unworthy Worthless
<b>Medium</b>	Scared Frightened Threatened Insecure Uneasy Shocked	Dependent Incapable Lifeless Tired Rundown Lazy Insecure Shy	Energetic Capable Confident Persuasive Sure	Sorry Lowdown Sneaky
<b>Mild</b>	Apprehensive Nervous Worried Timid Unsure Anxious	Unsatisfied Under par Shaky Unsure Soft Lethargic Inadequate	Secure Durable Adequate Able Capable	Embarrassed




## Shades of Emotions





# Reader Jobs

▶



## For High School Students: Unstuck App





### DONE AND DONE

HOW TO BREAK THE START-STOP CYCLE SO YOU CAN FINISH UP

1. Before jumping in, reflect on why you're caught in the start-stop cycle. Ask yourself why you're stuck. Once you have your answer, ask yourself why that is. Repeat this one or two more times until you get to the core of your stuck moment.
2. Now that you know exactly why you're stuck, come up with a plan to move forward based on the type of *Ide Achiever* you tend to be.

**If your heart isn't in it but you can't let go, you're acting like a Doubtful Achiever. You need to decide if you're fully on board or not.**

1. To figure out if your doubt is legit, answer the questions below, first by writing out your thoughts and then by discussing them with someone you trust and respect.
  - Where is my doubt coming from?
  - What emotions does my doubt conjure?
  - What would erase my doubt?
  - Is this doubt bumping up against one of my values?
2. After discussing with yourself and someone else, answer the next two questions with utter honesty.
  - How would I feel if I followed my doubt and backed out?
  - Could you proudly stand behind the decision to let go of this?

**If you're too overwhelmed to contribute as much as you'd like, you're acting like a Frazzled Achiever. You need to trade one bite-sized commitment for another.**

1. How big of a commitment do you want to make?
  - Time: \_\_\_\_\_
  - Brain power: \_\_\_\_\_
  - Emotional involvement: \_\_\_\_\_
  - Responsibility: \_\_\_\_\_
2. What are you doing now that you could swap out for approximately the same time and effort request?

**If you enjoy the idea of it more than actually taking part, you're acting like a Daydreams Achiever. You need to recruit some assistance to shift from thinking to doing.**

Let's identify a person who can give you the motivation to take action.

1. If you could replace yourself, who do you know that would do as good a job as you would?
2. What qualifies this person?
3. How would this person approach the task at hand?
  - Teach you something?
  - Encourage you?
  - Assist you?
  - Keep you on track?
  - Give advice?


4. How does this plan make you feel? If it doesn't elicit relief or excitement, give yourself some time to ponder, then try again with different answers.

Before you make your request, read "The art of asking for help" at bit.ly/1LSOWU1.

WWW.UNSTUCK.COM/PINTERESTABLE








*When I asked them to pose, they started goofing around. At first I was using imperative language such, "put your hands down, stop moving, put your tongue in your mouth, come on, smile for me". The results were the first 2 photos (actually there were more but I didn't send them all).*


*Then, I said, you "guys be the smilers" and I will be the "photographer" and I instantly got this photo!!!*



After the conference, I got home and noticed the garbage needed to be taken out. Instead of calling my son and saying, "Take out the garbage." I said, "Hey Tim I'm glad you're here in the kitchen. I need some help. Would you like to be my sanitation worker?"

He replied, "Sure mom, that sounds so much better than just take out the garbage"

I have to tell you too, that over the weekend, I had the kids complete many jobs without complaining simply by giving it an "er" title. At one point my husband wanted the kids to clean the dirt off the driveway. The kids were upstairs playing xbox and I thought to myself "This is not going to work. I've been using this strategy all day. I'll give it a try but I don't think it will be easy." I went upstairs. My two kids and a friend were playing. I said, "Hey I need a scooper and a dumper" My daughter quickly responded, "I'll be the dumper. Then, "what does a dumper do?" The friend said, "Hey I want a job too." So then I said, "I need a sweeper too." So it was decided, my daughter was the dumper, the friend was the sweeper and my son was the scooper. Unbelievable success with no arguing! Thank you. Thank you. Thank you.



### Need Help Around the House?

### Create A Help-Wanted Bulletin Board



Sandra stock

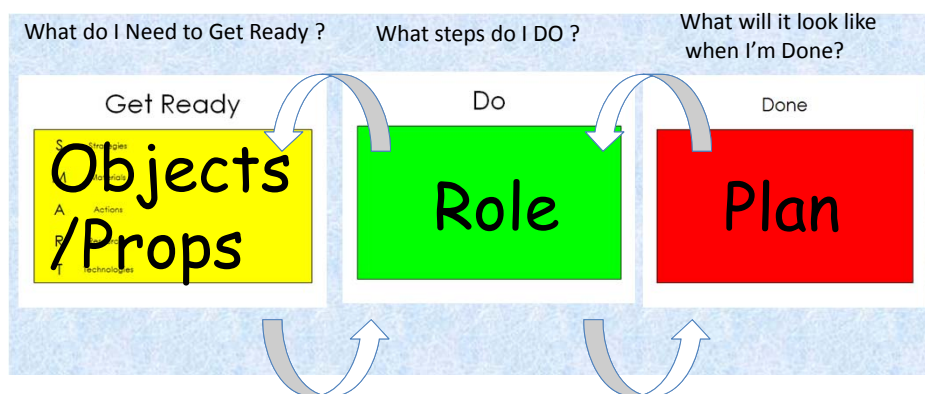


## Elements of Future Thinking 'The Mind Mime'


- Schematic Future Thinking:
  - **STOP** What will **it look** like?
- Episodic Future Thinking: What do **I Look** like?
- Prospective Visual Motor Memory: How am **I moving** to achieve this?
- The Future Emotion: How do I **feel**?




What are 3 Questions We Ask Ourselves When We Plan?  
Remember Plan Backwards to Move Forwards




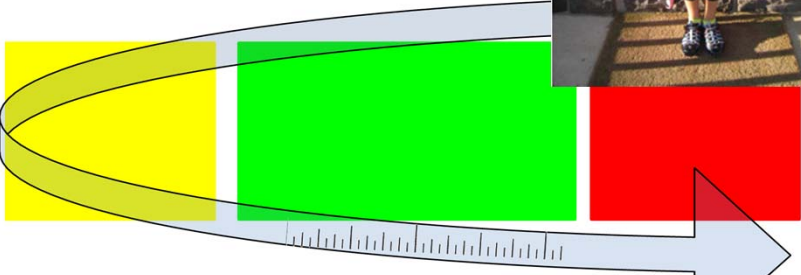
"We have to go! Are you ready for school?"




Get Ready





"Let's be a Morning Manager/Dresser/Planner!"






Get Ready      Do      Done



<p>Get Ready</p> 	<p>Do</p>	<p>Done</p>
<p>What are the problems with planning this way?</p> <ol style="list-style-type: none"> <li>1. What does "Clean" look like?</li> <li>2. Where /How do I start? (sequence)</li> <li>3. Emotionally overwhelming...</li> </ol>		<p>Get Done</p>




<p>Get Ready</p>	<p>Do</p>  <p>But I am cleaning my desk.....</p>	<p>Done</p>
		<p>Get Done</p>




Get Ready

Do



Done



Get Done



### Clean Your Desk: Match the Picture

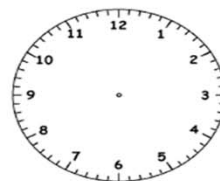



# Clean your Locker: Match the Picture



Common Core/Objective

Job Talk



**Get Ready**

**Do**

What will the students Do to Achieve the Done Goal?

**Done**


Essential Question  
Skill to Be Learned:  
"I can..."

**Get Done**







## Tracers



## Cutters

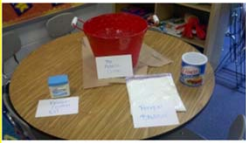



*Willard Elementary,  
Concord, Massachusetts*




CCSS.ELA-Literacy.W.K.3 — Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.


**Job: Event Describer**


<div style="border: 2px solid yellow; padding: 5px;"> <p><b>Get Ready - Today</b></p>  </div>	<div style="border: 2px solid green; padding: 5px;"> <p><b>Do</b></p> <ol style="list-style-type: none"> <li>1. </li> <li>2. Draw and write about which kept me warmer using comparison words.</li> </ol> </div>	<div style="border: 2px solid red; padding: 5px;"> <p><b>Done</b></p> <p>Learn how blubber helps keep penguins warm. <b>I can:</b> Write and draw about an event.</p> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 5px;"> <p><b>Get Done</b></p> <p>Peer Pair Share</p> </div>
--	---	---

**Common Core/Objective:** Rights, responsibilities, and roles of citizens are different within and among various nations

**Job:** Investigator




Get Ready	Do	Done
<ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Class notes</li> <li>• Article "The People of China"</li> <li>• Text Book: US History</li> </ul>	<p>Fill out a Venn Diagram comparing citizens in China and the US</p> 	<p>I can describe what it means to be a Citizen.</p> <p><b>Get Done</b> Turn into HW Bin</p>



**Common Core:** CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.



**Job:** Text Book Decoders


Get Ready - Today	Do	Done
<ul style="list-style-type: none"> <li>• Text Book</li> <li>• THIEVES worksheet</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to read a text book</li> <li>• Read newspapers</li> <li>• Watch News Clips</li> <li>• Watch videos (documentaries, real footage, news clips)</li> <li>• Write a research paper</li> </ul>	<p>Determine the Difference between a Primary and Secondary Source</p>





<p>Get Ready</p> 	<p>Do</p> 	<p>Done</p> 
<p>Launderer</p>		<p>Get Done</p> 

<p>Get Ready</p> 	<p>Do</p>	<p>Done</p> 
<p>Packer</p>		<p>Get Done</p>



Get Ready




Do





Done





## Dresser

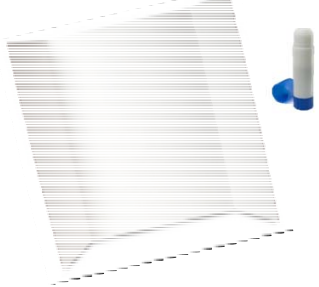

Get Ready \* Do \* Done © Copyright Sarah Ward, M.S., CCC/SLP and Kristen Jacobsen, M.S., CCC/SLP. All Rights reserved.

Get Done

Put Materials away/Unplug Dryer  
Hang Up Towel



Get Ready

Do

Title

Background

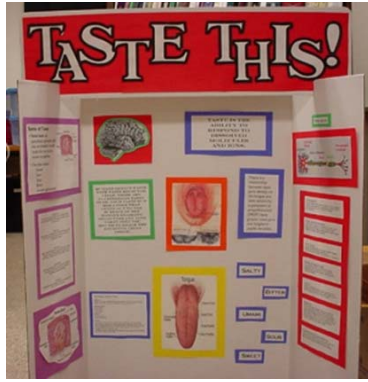
Picture


Caption

Background

Printed Facts or Findings

Done






## Scientist

Get Done

Practice!  
Arrange Ride to School!  
Bring samples to taste!



# Questions

Tri State Webinar Series 2015-2016



# THANK YOU!

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