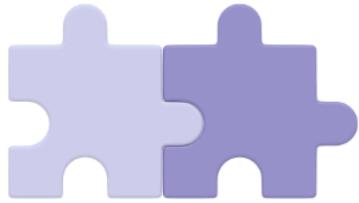


Working Memory Strategies & How To Teach Them

Chunk It!  Break a big task into smaller pieces.	Picture It!  Make a picture in your mind to hold onto information
Tap & Track!  Repeat information aloud and tap out each item or step.	Write It Down!  Repeat information aloud and tap out each item or step.
Future Glasses  Imagine the steps of the task before starting.	Time Checker  Pause halfway through tasks to see if you are on track.

1) Chunk It!

- Chunking means breaking a big task into smaller, easier to remember parts. This helps your brain remember better.
- Model: show a long paragraph or multistep direction, then break it into first, second, and last.
- Give the student instructions, have them highlight the first part then the second.
- Chunking can also be used to group related items together based on meaning, type, or category.
 - Identify related words to “plant” (parts of a plant, processes related to plants, functions) and use coloured markers to highlight each chunk.
 - Use the EET to think of semantic categories and use a mind map (i.e., via <https://www.popplet.com/>) for new vocabulary

Expanding Expression Tool <small>(adapted from the EET created by Sara L. Smith)</small>	
	Green: Group What group or category does it belong to? <small>Example - furniture; holiday; piece of clothing</small>
	Blue: Do What do you do with it? What does it do? <small>Example - kick it; cook with it; keeps you warm</small>
	What does it look like? Size / Shape / Color
	What is it made of (or made from)? <small>Example - wood; leather; metal</small>
	Pink: Parts What are its parts? What parts? <small>Example - rubber; wood; lead (= pencil)</small>
	White: Where Where would you see it? Where would you use it? <small>Example - school; office; space; jungle</small>
	What else do I know? Prior Knowledge & Fun Facts <small>Example - it is sharp, it can cut you, only adults can use it (= knife)</small>

© Nicole Quirk; TpT → QuirkySpeech

2) Picture It!

- Visualization means making a movie or picture in your mind. It helps your brain hold onto information, just like taking a snapshot.
- Use terminology like “We’re going to use our brain camera”.
- Model: If someone says “Draw a purple circle above a red triangle”, I’m going to picture a red triangle... then a purple circle above it.
- Put 2-3 objects on the table, ask the child to ‘take a picture’, cover the objects, ask “What did you see?” while encouraging details, colours, positions, sizes, etc. The same can be done with a picture scene.
- Spoken directions: give a simple direction, have the student visualize it, then have them follow the direction.
- Teach a routine to visualize if needed: Pause, picture, add details, check it, do it.
- Teach when to use it (remembering directions, stories, organizing ideas in writing, math problems)

3) Tap & Track!

- Repeating something aloud or in your head helps you hold it in memory for a small amount of time. Tapping helps your brain keep track of each item or step.
- Model: Read a list aloud (e.g., “apple, blanket, tree”) while tapping one finger at a time and saying it aloud. Eventually, the student will rehearse in their head.
- Gradually increase list length or complexity.
- Use functional classroom tasks such as multistep directions, math problems, science experiments, story retelling.

4) Write It Down!

- Writing down important information keeps your brain free for understanding, not just remembering.

- Teach how to highlight key words in a paragraph, jot down key points on sticky notes, using graphic organizers and mind maps.
- Use guided practice such as listening to instructions or a paragraph, then writing down keywords, short phrases, or doing a quick sketch.

5) Future Glasses

- Before starting a task, imagine what the finished task should look like. This helps plan your steps and know what materials to gather.
- Model: Show a completed drawing, project, math equation, any other relevant task and talk about the steps that would need to be taken to get to the final.
- Guided practice: Have the student sketch/draw the final outcome of a task before completing.
- Combine rehearsing steps loud and checking their progress halfway through.
- Encourage reflection: Which part of the task was easier? How can you use glasses at home or in school? Did the project turn out as expected?

6) Time Checker

- Sometimes we need to pause halfway through activities to check if we are on track and to make sure we didn't miss anything.
- Model: pause and check in during a task (e.g., a craft, math problem).
- Encourage verbal rehearsal and self-monitoring throughout tasks (Does your work match the plan? Did you miss anything? Are we on track? Are you facing any time robbers?)
- Increase complexity of tasks to longer instructions, multi-paragraph reading, math homework, etc.
- Use visual cues like shading in a clock or using a timer count down.