



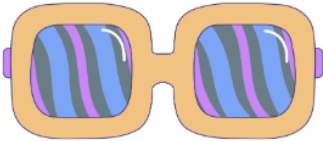








Working Memory Strategies & How To Teach Them

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

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? <i>Example - furniture; holiday; piece of clothing</i>
	Blue: Do What do you do with it? What does it do? <i>Example - kick it; cook with it; keeps you warm</i>
	What does it look like? Size / Shape / Color
	What is it made of (or made from)? <i>Example - wood; leather; metal</i>
	Pink: Parts What are its parts? What parts? <i>Example - rubber; wood; lead (= pencil)</i>
	White: Where Where would you see it? Where would you use it? <i>Example - school; office; space; jungle</i>
	What else do I know? Prior Knowledge & Fun Facts <i>Example - it is sharp, it can cut you, only adults can use it (= knife)</i>

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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.