Sample Lesson Plan: Breaking Down Tasks

Goal: Help the students complete multi-step classroom tasks by breaking them into manageable parts using the Ready, Do, Done Model (Ward & Jacobsen, 2014).
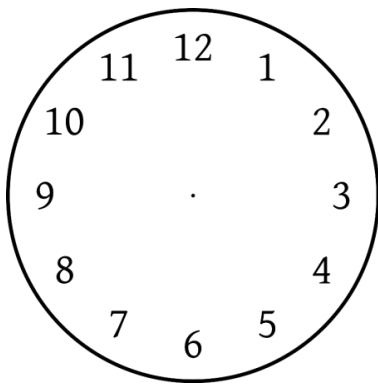
Materials:
- Craft materials, markers or pencil crayons
- Timer
- Blank clock printout
- Strategy cards: future glasses, time checker (from Working Memory Strategies pdf)

Plan:
1. Show the student the final product (e.g., finished craft, solved problem). Refer to Future Glasses strategy card.

2. Ask the student to predict what steps might be needed. Students can write steps down if they are able.
3. The student will estimate how long each step will take. This should be done after prior knowledge of teaching concepts such as "minutes", "hour", etc.
4. The student will estimate the total time of the task by shading in the clock.

5. The student gathers all the materials needed out of an array (e.g., buttons, paper, pipe cleaners, markers, googly eyes, toilet paper roll) which could include distractors (e.g., popsicle sticks, paint, felt, etc), or missing materials.
6. Guide the student to complete each step in the sequence while encouraging verbal rehearsal (Step 1…, Step 2…) or checking off steps. Provide cues as needed.
7. The student uses a clock with a timer to visualize steps and check progress halfway through. Refer to the Time Checker strategy.
8. The student can reflect on any 'time robbers', and adjust as needed.

Managing Time Robbers

My Body	Thirsty or Hungry	☐	Possible Solutions
	Tired or Sleepy	☐	
	Antsy	☐	
	Overwhelmed	☐	
My Organization	I can't find my assignment	☐	
	My papers/folders are messy.	☐	
	I'm looking for materials	☐	
	I don't have a plan for my task	☐	
My Scope	I don't know how to start	☐	
	I don't have a goal.	☐	
	I'm trying to do too much.	☐	
	I'm trying to make it perfect.	☐	
My Focus	I'm distracted by electronics.	☐	
	I'm jumping from task to task.	☐	
	I'm distracted by peers.	☐	
	I forgot what I'm doing.	☐	
Other		☐	
		☐	
		☐	
		☐	

9. Compare the completed task with the original picture.
10. Ask the student "What steps were the easiest/trickiest?" "Why do we think this is?" "What could we do next time to improve?"