

This book features a young boy as he tries to remember what he's supposed to get at the shops for his mother. This lends itself to talking about how hard it can be to try to remember lots of things without a list or some type of reminder!

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

REGULATE



Children will:

- ◆ Hold an increasing amount of information in mind to complete tasks.

Teachers will:

- ◆ Narrate use of working memory

TEACHING TIP

Because children are still in the beginning stages of developing their working memory skills, providing tools (like visuals) helps them remember what to do. It's still hard for them to keep a rule or instruction in mind, especially in a busy classroom. Be reasonable about your expectations for what you want children to remember. Provide clear instructions with visual reminders to support their working memory.

1. INTRODUCE

- ◆ "Remembering more than a few things in your brain without a list of pictures or something to help you can be hard! Today we're going to read *Chimpanzees for TEA!* It's about a boy who really tries to remember, but it doesn't exactly work out."

2. READ THE BOOK

- ◆ Pause occasionally to ask questions about the main character and what's happening.
- ◆ Encourage children to share their thoughts about the story and acknowledge their responses.

Narrate Use of Working Memory

Read: "Oh NO ... the list! What was it? Umm... a Bunch of Carrots..."

Ask: "What is the problem? What's happening?"

Acknowledge: "Yes! He lost the list. He can remember most of the things because he just had the list. A list can help you remember what you need, so without it, it can be hard!"

Read: "Sorry, can't stop, Mr. Wood... a Big Furry Bear, a Trapeze..."

Ask: "What's going on? Does he still know what he needs to get?"

Acknowledge: "I hear you thinking! He remembers carrots and rice, but some Chimpanzees? A Big Furry Bear? It's hard to remember! It sounds close – some tasty cheese/Chimpanzees; a Big Firm Pear/a Big Furry Bear – but they're definitely not the same thing!"

Read: "... a Branch of Parrots, a Box of Mice... a Trapeze. Hurry home..."

Ask: "It's our turn. Let's try to remember what's on his list (*while hiding book*). Do you know?"

Acknowledge: "That's tough! I remember that there are five things on the list. Let's see if that helps us remember what they are (*Hold up five fingers. Each time children remember one, fold a finger and count the remaining.*)

3. REVIEW

- ◆ "It can be hard to remember without a little help. Today Vincent tried really hard, but the more he tried to remember, the harder it got. He got a little mixed up! That's why it's good for everyone to use a list or something to help us remember!"

4. KEEP IT GOING

- ◆ Find ways to incorporate materials and activities to support children's development of working memory, such as graphic organizers, visuals, or charts. These can help children to remember chunks of information. For more support, keep visuals and directions as simple as possible and use First-Then language.