# ORGANIZE INTO CHUNKS

Reduce what students have to **process, hold, navigate**, or **produce** at one time.

## TEACHING

How much am I teaching at once?

- Teach one step or concept at a time.
- Model, then stop for practice.
- Use I do → We do → You do.
- Teach 2–3 vocabulary words at a time.
- Break read-alouds or lessons into sections.
- Include purposeful processing pauses.

## HOLDING

How much are students having to remember or hold onto at once?

- Give one direction or question at a time.
- Keep important information visible.
- Use checklists, anchor tools, or references.
- Break complex thinking into steps.
- Let students jot or talk before writing.
- Reduce the number of ideas they must keep in mind at the same time.

## LOOK AT THE LOAD

Where might students be getting overloaded? Use these four questions to decide what needs chunking.

## DOING

How much am I asking them to do at once?

- Break assignments into smaller sections.
- Give 3–5 problems instead of an entire page.
- Complete one part, check, then continue.
- Break writing into plan → draft → revise.
- Use "Now / Next / Later."
- Build in mini-deadlines or checkpoints.

## SEEING

How much are students seeing or navigating at once?

- Reduce visual clutter.
- Show one section at a time (cover, fold, or cut).
- Use whitespace, boxes, or clear headings.
- Highlight the part they need right now.
- Provide only the reference tools needed for the current task.
- Use consistent, organized layouts.

## 4 WAYS TO ORGANIZE INTO CHUNKS

Once you know where the load is, choose how to chunk it.

### TIME

When/how long do students process at once?

- Shorter instructional segments
- Planned processing pauses
- Work for 5–10 minutes, then check
- Break longer tasks across time
- Build in wait/think time

### STRUCTURE

How is the learning broken into manageable parts?

- One step at a time
- I do → We do → You do
- First → Next → Then
- Think → jot → talk → write
- One question → respond → next

### CONTENT

How much information is processed at once?

- Teach one concept before adding another
- Focus on 2–3 key ideas at a time
- Break text into meaningful sections
- Build complex responses in parts
- Introduce related ideas gradually

### LAYOUT / MATERIALS

How much do students see or navigate at once?

- Show fewer items at a time
- Use whitespace, boxes, or shading
- Cover or cut lengthy assignments
- Number or visually separate directions
- Provide organized, uncluttered materials

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