Whole Brain Teaching

LESSON DESIGN AND DELIVERY

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin
I. What are the Big Seven Daily Instruction Techniques? (pg 4)

A. What is the Class-Yes! (pg 5)
B. What are the Five Classroom Rules? (pg 6)
   1. Follow directions quickly!
   2. Raise your hand for permission to speak.
   3. Raise your hand for permission to leave your seat.
   4. Make smart choices.
   5. Keep your dear teacher happy!
C. What is the Teach-Okay? (pg 7)
D. What is the Scoreboard? (pg 8)
E. What is Mirror (and Mirror Words)? (pg 9)
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VI. What is WBTs Big Vision?

VII. Review!
WBT’s Big Seven

1. **The Attention Getter: Class-Yes!**
   To gain students’ attention, the teacher says, “Class!” or “Class! Class!” or “Classity, Class!” with various tones of voice and students respond, “Yes!” or “Yes! Yes!” or “Yesity Yes!”

2. **The Organizer: Classroom Rules**
   Rehearse class rules at least once a day with gestures. The teacher says the rule number and students repeat the rule. For example, the teacher says “Rule 1” and the class says, “Follow directions quickly!” and makes the Rule 1 gesture. (see page 2 for more information)

3. **The Whole Brain Activator: Teach/Okay**
   Speak briefly, using gestures, usually no more than 30 seconds to 1 minute! Then clap your hands (one to five times) and say, “Teach!” Your students repeat your hand clap, and say “Okay!” Then they make a full body turn to their neighbor and, using gestures, teach their neighbor what you have just taught the class. While students are teaching each other, move around the class; check for comprehension. **All students should be gesturing! Students listening, mirror the gestures of students speaking.** Praise students who are energetically on task; briefly encourage students who are off task to become more involved (usually this means, asking them to make gestures as they speak or listen.)

4. **The Motivator: The Scoreboard**
   To keep your students intensely involved, make a Smiley/Frowny diagram on the front board. (**Use Teacher vs. Students in secondary school.**) When students are on task, mark a Smiley point. Then point at them; they clap their hands and exclaim, “Oh, yeah!” When students are off task, mark a Frowny point. Then point at them and students lift their shoulders and groan, “Awww!” **Never let the difference between Smiley and Frowny points be greater than 3.** If you reward too much, students lose energy (the game is too easy). If you punish too much, students become unhappy (the game is too hard.) At the end of the day, if there are more Smiley points than Frowny points, students can play a learning game for twice the number of minutes that they have earned in Smiley points. For example, if they have 2 Smiley points, they have earned four minutes of game time.

We suggest you use Mind Soccer as the learning game.

5. **The Class Unifier: Mirror**
   When you want your class deeply involved in your lesson, hold up your hands, ready to make gestures, and say “Mirror!” Your class says, “Mirror!,” picks up their hands and mirror your gestures as you teach.

6. **The Focuser: Hands and Eyes**
   When you have an important point to make, say “Hands and Eyes!” Your students say “hands and eyes!” and fold their hands and stare at you intensely.

7. **The Involver: Switch**
   Count your class off in 1s and 2s. When students are teaching their neighbors, after Teach-Okay, the 1s teach with gestures and the 2s mirror the gestures. When you shout, “Switch!,” all students shout “Uh, oh! Switch!” and then they reach up and pull down a large, imaginary switch. Then the 2s teach and the 1s mirror their gestures.

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**Ancient WBT saying:** The longer we talk, the more students we lose.
Class-Yes!

Class-Yes Strategies ... use to ... Start a Lesson
Interrupt a Class Activity
Reduce Hub-Bub
Before Entering/Leaving Class
Crowd Control

Why should we use Class-Yes?

1. **Quicker:** Class-Yes is faster than "1, 2, 3 ... eyes on me" and other attention getters.
2. **Echo:** Students' saying "yes!" amplifies the teacher's request for attention.
3. **Variety:** Changing tones of voice and cadence makes Class-Yes entertaining.
4. **Magic:** Something wondrous is turned on in students' brains as if they are programming themselves to receive instruction.

TEACHER: Class!
STUDENTS: Yes!
TEACHER: When I say hands and eyes, you say hands and eyes, fold your hands and stare at me, because I have a big point to make! [Pause] ... Hands and eyes!
STUDENTS: (Folding their hands together) Hands and eyes!
TEACHER: Good! Now here is my big point ...
Classroom Rules

>> Rule 1: Follow directions quickly!
(Gesture: raise one finger, then swim your hand rapidly through the air.) To use this rule in class, count aloud beginning at one, to “time” various activities like lining up, entering the room, opening books. Keep track of class times; when the class does well, give them a Smiley mark (see Scoreboard).

>> Rule 2: Raise your hand for permission to speak.
(Gesture: raise two fingers, then make a talking motion with your hand.) To use this rule in class, when a student speaks without raising a hand, say “Rule 2!” Your class responds, “Rule 2: Raise your hand for permission to speak.”

>> Rule 3: Raise your hand for permission to leave your seat.
(Gesture: raise three fingers, then walk two fingers down the arm.) To use this rule in class, follow the same procedure as for Rule 2.

>> Rule 4: Make smart choices.
(Gesture: raise four fingers, then tap your temple three times with one finger.) To use this rule in class, follow the same procedure as for Rule 2.

>> Rule 5: Keep your dear teacher happy!
(Gesture: raise five fingers, then use both hands framing your mouth and make a smiley face.) To use this rule in class, follow the same procedure as for Rule 2.

The Five Classroom Rules should be practiced several times a day

FULL COLOR COPIES OF THE 5 RULES AVAILABLE AT WHOLEBRAINTEACHING.COM
Teach-Okay in 3

1. **SAY “CLASS!”**
2. **SPEAK BRIEFLY!**
3. **CLAP TWICE AND SAY “TEACH!”**

When you’ve mastered the pattern, then add gestures and walk around the room to check comprehension!
+/− 3 Rule

Explain that the score rarely exceeds three points either way ... when up by 3 the teachers looks for the smallest negative behavior, when down by 3 the smallest positive behavior ... the game is always close!
Mirror

**Mirror Pattern**

- Use gestures as you speak.
- Clap twice “teach!”

**“Class!”** → **“Yes!”** → **“Mirror”** → **“Mirror”** → **Speak briefly** → **Clap twice “teach!”** → **“Okay!”**

15–45 seconds!

Walk around the room checking comprehension, then start over.

**Mirror Strategies ... use to ...**

- **Tell a Story**
- **Describe a Process**
- **Teach a State Standard**
- **Wake up a Sleepy Class**
- **Crowd Control**

**Three Kinds of Gestures to Use with Mirror!**

1. Casual: “Talking with your hands.”
2. Graphic: Gestures that tell a story or describe a process.
3. Memory: Gestures linked to state standards or core concepts.
   - One hand over the other for numerator and denominator
   - Arms making an X for multiplication
   - Hands clasped for compare; fists bumping for contrast
WHY SHOULD WE USE MIRROR?

1. When students mirror our gestures, their motor and visual cortices are activated ... and we often achieve 100% student engagement!
2. Our gestures give students examples of gestures to use when teaching their neighbors.
3. When students speak using gestures, or listen while mirroring gestures, teachers immediately see who is on task.
4. Mirroring gestures is more stinkin’ fun than listening to lecture.

highest memory retention = motor cortex

lowest memory retention = Wernicke’s area

MIRROR VARIATIONS

Mirror Check: Swing your arms around as if doing exercises (great to wake up students ((and teachers)) on sleepy afternoons.

Memory gestures: Link a core concept or state standard to a gesture. Make the gesture, students say the term; say the term, students make the gesture.

Itty Bitty Mirror: Make small gestures (students will giggle as they mimic you.)

Crazy Giant Gestures: Make ENORMOUS gestures (students will giggle as they mimic you.)

MORE MIRROR VARIATIONS

Mirror Words: Say “Mirror words” and students respond “Mirror words.” As you speak, they repeat your gestures and words.

Mirror Lecture: Say “Mirror lecture” and students respond “Mirror lecture.” Speak slowly but don’t don’t gesture ... students create gestures to mirror your words.
Hands & Eyes

Here’s how to start the Focuser ... Hands and Eyes!

Teacher: Class!
Students: Yes!
Teacher: When I say Hands and Eyes, you say Hands and Eyes, fold your hands and stare at me, because I have a BIG POINT to make! [Pause] ... Hands and Eyes!
Students: (Holding their hands together) Hands and Eyes!
Teacher: Good! Now here is my Big Point ...
**Hands & Eyes Variations**

- **Class**-Yes follow up: If students aren’t completely focused after your Attention Getter, say “Hands & Eyes!”
- **REALLY BIG POINT:** (Excited tone of voice) Hands! Hands! Hands and Eyes!!!
- **Freezer:** Students are too antsy (in line, before leaving for lunch, on playground) – get instant focus and settle them down with Hands and Eyes.

**Leadership Training**

1. Select leader(s) to cue hands & eyes.
2. Give leaders examples of various tones of voice to use.
3. When you point at a leader, say “Hands and Eyes!” The students respond, “Hands and Eyes!”
4. If leaders are slow or lack energy, rehearse.

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**Hands & Eyes**

1. Get students’ attention with “Class!”
2. Say, “Hands & Eyes” to signal that you have a big point to make.
3. Make your point emphatically (with tone of voice and/or gestures).
4. Say, “Teach!” and students teach their neighbors your big point.
5. For a huge point, say, “Hands! Hands! Hands & Eyes!”

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**The Big Summary**
Switch!

“Class!” → “Yes!” → Speak briefly → Clap twice “teach!” → “Okay!” → Switch! → Switch!

15–45 seconds!

walk around the room
checking comprehension,
then say “Class!” and begin new lesson,
or review current lesson

Leadership Training

Teacher: Class!
Students: Yes!
Teacher: I’ve counted you off in 1s and 2s. When I say Switch, I want you all to say Switch and reach up in the air like you are pulling down a giant switch (pause) ... Switch!
Students: (pulling down a giant switch) Switch!
Teacher: Great! Now when you are teaching each other, I want the 1s to teach with gestures and the 2s to mirror gestures. When I shout Switch, you shout Switch and change roles. Teach!
Students: Okay! (Is teach the 2s)
WHY SHOULD WE USE SWITCH?

1. Chronic talkers learn listening skills; chronic listeners learn speaking skills.
2. English language learners have continuous opportunities for language development.
3. When students speak using gestures, or listen while mirroring gestures, teachers immediately see who is on task.
4. Switching with your neighbor is more fun than listening to a teacher lecture!

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SWITCH! VARIATIONS

Odd number: If you have an odd number of students, make one group 1,2,1, or you pair with the left over student, or let the student teach herself (or her shoe!).

Complex lessons: When the students are teaching each other difficult material, switch them back and forth several times ... walk around and check comprehension.

Stand up/sit down: the teaching student stands; the learning student sits. (Students love to move!)

Tag Team: When a student finishes an explanation, she tags her listening partner with a high five and the partner begins his explanation ... switching without the Switch!
Leadership Buttons

GOSH, WHAT COULD LEADERSHIP BUTTONS BE USED FOR?

MIGHTY GROAN LEADER!

MIGHTY OH YEAH LEADER!

TEACH-OH-KAY LEADER!

HANDS & EYES LEADER!

RULE 1, 2, 3, 4, OR 5 LEADER!

ENERGY CAPTAIN!

MIRROR LEADER!

LINE LEADER!
CERTIFICATE

of OUTSTANDING LEADERSHIP

This certifies that Has successfully demonstrated the characteristics of true leadership
COURTESY - DETERMINATION - SERVICE TO ALL

DATE

SCHOOL

TEACHER
Learning Acquired by Movement

Lecture is such a poor brain stimulator, that it can put students to sleep!

The most powerful brain stimulator, movement, is rarely, if ever, used in lecture but
frequently used in Whole Brain Teaching.

Learning acquired by movement lasts longer than any other kind. Even if you don’t
ride a bicycle for 20 years, you never forget all the skills involved, because cycling is
learning acquired by movement.

Speaking, walking, eating, playing sports, operating cars, computers, cell phones all
involve thousands of complex movements. The ease with which which we perform these
activities, shows the power of learning acquired by movement.

Whole Brain Teaching requires movement, because movement is the brain’s most
powerful, stimulating learning tool.
## WBT Lesson

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1, 2, 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

### WTB Lesson Skills

1. Vocal variety  
2. Gestures  
3. Tempo (slow/fast/dramatic pause)  
4. Facial Expression  
4. Emotion: Serious-->Comic
## WBT Lesson

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>1, 2, 3</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-/S+</td>
<td></td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>4, 5, 6</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>H &amp; E</td>
<td></td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>7, 8, 9</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td>P</td>
</tr>
</tbody>
</table>

### WTB Lesson Annotations

1. M = Mirror
2. S+ = Mark a Smiley on an imaginary Scoreboard
   S- = Mark a Frowny on an imaginary Scoreboard
3. H & E = Hands and Eyes
4. P = Pause (while students teach each other)
## WBT Lesson

<table>
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<th>Say “Class!”</th>
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<th>Clap twice, say “Teach!”</th>
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<td>1, 2, 3</td>
<td>P</td>
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<tr>
<th>Say “Class!”</th>
<th></th>
<th>Clap twice, say “Teach!”</th>
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</thead>
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<td>H &amp; E</td>
<td>4, 5, 6</td>
<td>P</td>
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<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-/S+</td>
<td>10,11,12</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th></th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW</td>
<td>13,14,15</td>
<td>P</td>
</tr>
</tbody>
</table>

**WTB Lesson Annotations**

1. **M** = Mirror
2. **S+** = Mark a Smiley on an imaginary Scoreboard
   - **S-** = Mark a Frowny on an imaginary Scoreboard
3. **H & E** = Hands and Eyes
4. **P** = Pause (while students teach each other)
5. **MW** = Mirror Words
### WBT Lesson: Noun

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>“Today we are going to ask, ‘What is a noun? Our question for today is, ‘What is a noun?’”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S-/S+</strong></td>
<td>“A noun is a person, place or thing.” [Make gesture] “A noun is a person, place or thing.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>MW</strong></td>
<td>“Table is a noun, because a table is a thing.” “Book is a noun, because a book is a thing.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>S-</strong></td>
<td>“School is a noun, because school is a place.” “Home is a noun, because home is a place.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>S+</strong></td>
<td>“Mom is a noun, because mom is a person.” “Firefighter is a noun, because a firefighter is a person.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>S+/S-</strong></td>
<td>“Point at nouns around the classroom and tell your neighbor if they are a person, place or thing. Use a complete sentence. For example, ‘Flag is a noun, because flag is a thing’. ”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>S+/S-</strong></td>
<td>“Tell your neighbor some nouns that are places. Use a complete sentence.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>H &amp; E</strong></td>
<td>“Tell your neighbor some nouns that are things. Use a complete sentence.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td><strong>S+/S-</strong></td>
<td>“Tell your neighbor some nouns that are people. Use a complete sentence.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
## WBT Lesson: Verb

### Annotate this lesson yourself: S+/S-, H & E, M, MW

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>“Today we are going to ask, ‘What is a verb?’ Our question for today is, ‘What is a verb?’”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>“A verb is an action word.” [Make gesture] “A verb is an action word.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“I eat pizza. Eat is the verb because it tells what I do to pizza...I eat the pizza.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“I catch fish. Catch is the verb because it describes my action ... I catch fish.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“I read a book. Read is the verb because it describes my action ... I read.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Tell your neighbors some sentences. Whenever you say the verb, make the verb gesture.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Let’s read these nouns and verbs on the board. We will use one noun and one verb to create a sentence. (Model a sentence.) Your turn...Tell your neighbor your sentence.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“I’m going to speak some sentences slowly. When you hear the verb, make the verb gesture ...”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Write some sentences about what you did this morning, using a different verb in each one. Underline the verb.”</td>
<td>Clap twice, say “Teach!”</td>
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<td>Say “Class!”</td>
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# WBT Lesson

Write and annotate your own lesson: S+/S-, H & E, M, MW

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<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
# WBT 5 Step Lesson Template

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with Gesture</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand Answer with Examples ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way QT, Prove It!</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking with Concept</td>
<td>Clap twice, say “Teach!”</td>
</tr>
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Post Power Pix sign on wall
## WBT Lesson: Noun

| Say “Class!” | State Question:  
| | “What is a noun?” | Clap twice,  
| | | say “Teach!” |  
| Say “Class!” | Give Answer with gesture:  
| | “A noun is a person, place or thing.” | Clap twice,  
| | | say “Teach!” |  
| Say “Class!” | Expand with examples of nouns  
| | in classroom ... Review | Clap twice,  
| | | say “Teach!” |  
| Say “Class!” | Evaluate: Yes/No Way & QT  
| | State words that are & are not nouns | Clap twice,  
| | | say “Teach!” |  
| Say “Class!” | Critical Thinking: Write sentences  
| | and underline nouns | Clap twice,  
| | | say “Teach!” |  

**Post noun sign on wall**
Noun

Step 1 Question: What is a noun?

Step 2 Answer: A noun is a person, place or thing. (Gestures: Point to yourself for “person,” sweep your arms around the room for “place,” knock on a desk for “thing”.)

Step 3 Explain: Give other examples of nouns. Ask students to point to nouns in the room. Then, ask students to sort nouns from a list of nouns, verbs and adjectives on the board. Ask them to explain why a word on the list is, or isn’t, a noun using “because” in their explanation.

Step 4 Test: Students respond “Yes” or “No Way” (with emphatic gestures) to the following questions:

-- Is “boy” a noun?
-- Is “run” a noun?
-- Is “happy” a noun?
-- Is “tree” a noun?
-- Is “school” a noun?
-- Is “eating” a noun?

If the 90% of the class answers correctly, use the QT (Quick Test) with the following True/False statements.

-- Every noun is a person, place or activity.
-- Every noun is a person, thing or adjective.
-- Every noun is a person, place or thing.
-- “Desk” is a noun.
-- “Running” is a noun.
-- There are two nouns in the following sentence: “The boy went home.”

If at least 90% of your students passed the QT, then go on to step 5. If not, return and reteach Step 3 with new materials.

Step 5 Critical Thinking: Students complete one or more of the following exercises:

-- Given a noun, for example “dog”, complete each sentence type in the Genius Ladder.
-- Talk to your neighbor and compare and contrast verbs and nouns.
-- Write simple sentences and underline each noun.
-- Play Zork: Write a letter to the aliens on Planet Zork. Using examples they could understand, explain the Earthling word, “noun”.
Verb

Step 1 Question: What is a verb?

Step 2 Answer: A verb is an action word. (Gesture: Pump your arms as if you are running.)

Step 3 Expand: Provide examples of verbs. Ask students to give each other original examples of verbs. Tell students to sort verbs from a list of verbs, nouns and adjectives on the board. Ask them to explain why a word on the board is, or isn’t, a verb using “because” in their explanation.

Step 4 Test: Students respond “Yes” or “No Way” (with emphatic gestures) to the following questions:

-- Is “running” a verb?
-- Is “ate” a verb?
-- Is “dog” a verb?
-- Is “pencil” a verb?
-- Is “wrote” a verb?
-- Is “sleeping” a verb?

If 90% of the class responds correctly, use the QT (Quick Test) with the following True/False statements.

-- Every verb is a person, place or thing.
-- Verbs are action words.
-- “Blue” is a verb.
-- “To eat” is a verb.
-- “Running” is a verb.
-- There are two verbs in the sentence, “I ate beans at home.”

If at least 90% of your students passed the QT, then go on to step 5. If not, return and reteach Step 3 with new materials.

Step 5 Critical Thinking: Students complete one or more of the following exercises.

-- Given a subject and verb, for example “Pedro runs ...”, complete each of the sentence types in the Genius Ladder.
-- Talk to your neighbor and compare and contrast verbs and nouns.
-- Play Zork: Write a letter to the aliens on Planet Zork. Using examples they could understand, explain the Earthling word, “verb”.
## WBT Lesson: Procedures

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question: “How do we...?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with gesture</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand answer with correct and incorrect procedure ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way &amp; QT Correct &amp; incorrect procedure &amp; order</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking “ ______ (procedure name) ______”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>

Post Power Pix sign on wall
WBT Lesson: Thesis Sentence

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question: “What is a thesis sentence?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with gesture: “A thesis sentence states the ...”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand answer with board diagrams/examples ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way &amp; QT Characteristics of a thesis sentence</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking “ _____ (thesis sentence) ____”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>

Post Power Pix sign on wall
## WBT Lesson: Prediction

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question: “What is a prediction?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with gesture: “A prediction is a guess about the future.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand with examples of predictions ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way &amp; QT, Prove It! Sentences that are/are not predictions</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking: Use “I predict __________.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>

*Post Power Pix sign on wall*
**WBT Lesson: Sorting**

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question: “What is sorting?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with gesture: “Sorting is dividing things into similar groups.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand with examples of sorting ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way, QT, Prove It! Sentences that are/are not sorting</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking: “An example of sorting is ________.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>

Post Power Pix sign on wall
# WBT Lesson: Vocabulary

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question: “What is [vocab word]?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with gesture</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand with examples of Vocab word ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way, QT and Prove It! Synonyms/antonyms and neither</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking: Vocab candy</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>

Post Power Pix sign on wall
# WBT Lesson: Fiction

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question: “What is fiction?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with gesture: “Fiction is a story that is make-believe, not real.” (Show Power Pix)</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand Answer with examples of fiction ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way QT, “Is [x] fiction?”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking: “_____ is fiction because_______. ”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>

Post Power Pix sign on wall
## WBT Lesson: Author

| Say “Class!” | State Question:  
|             | “What is an author?” | Clap twice, say “Teach!” |
| Say “Class!” | Give Answer with gesture: “An author writes the words of a book ...” (Show Power Pix) | Clap twice, say “Teach!” |
| Say “Class!” | Expand Answer with examples of authors ... Review | Clap twice, say “Teach!” |
| Say “Class!” | Evaluate: Yes/No Way QT, “Does [x] have an author?” | Clap twice, say “Teach!” |
| Say “Class!” | Critical Thinking:  
|             | “An author can write _______. ” | Clap twice, say “Teach!” |

Post Power Pix sign on wall
## WBT Lesson: Fractions
### Expanded Lesson

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>“Hands &amp; eyes”</th>
<th>Hook: Scary Fractions Q: “What is a fraction?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>“Mirror”</td>
<td>A: “A fraction is two numbers that show ...”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand: Show examples on board</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Mirror”</td>
<td>Expand: Repeat definition and gesture</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand: Explain board examples</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Mirror”</td>
<td>Gesture top number = Numerator</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Mirror”</td>
<td>Gesture bottom number = Denominator ... Review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way QT, Prove It!</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Hands &amp; eyes”</td>
<td>Critical Thinking: “A_____can be divided into fractions.” Draw a picture of things that can be divided into fractions.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
Your First WBT Lesson

(This simple, entertaining lesson will teach the following: Rule 1, Rule 1 gesture, following directions quickly, Class-Yes, Mirror, Mighty Groan, Mighty Oh Yeah, Help me!, Yes-No Way, QT and critical thinking sentence frames!)

Rule 1
Step 1 Question: What is Rule 1?
Step 2 Answer: Rule 1 is "Follow directions quickly!" (Gesture: Raise one finger and then waggle your hand rapidly forward through the air.)
Step 3 Explain: Give examples of what it means to follow directions quickly.
   1. You say, "Rule 1" and your students, making the Rule 1 gesture, rapidly say, "Follow directions quickly!" and then are sitting up straight with their hands folded.
   2. You say, "Class!" Your students rapidly respond, "Yes!" and then are sitting up straight with their hands folded.
   Repeat steps 1-2.
   3. You say, "Mirror!" Your students rapidly respond, "Mirror!" and lift their hands, mirroring your gestures.
   Repeat steps 1-3
   4. You say, "Mighty Groan!" and your students rapidly lift their shoulders, groan and then are sitting up straight with their hands folded.
   5. You say, "Mighty Oh Yeah!" and your students rapidly clap their hands and exclaim, “Oh Yeah!” and then are sitting up straight with their hands folded.
   Repeat steps 1-5
   6. You count to five and then, raising your hands, exclaim, "Help me!" and your students rapidly respond, “Six!” Repeat this routine for other numbers, the alphabet, etc.
   Repeat steps 4-6
   7. Teach your students that when you clap twice and say “Teach!”, they rapidly clap twice, say “Okay!” and make a full turn to their neighbors.
   Repeat steps above as needed.
Step 4 Test: Students respond “Yes” or “No Way” (with emphatic gestures) to the following questions:
   -- Is Rule 1 follow directions slowly?
   -- Is Rule 1 follow directions kinda fast?
   -- Is Rule 1 follow directions quickly?
   -- If I say “Class!” do you say, “What?”
   -- If I say “Mirror!” do you say, “Mirror?”
   -- Is this the Rule 1 gesture? (Make various gestures)
Your First WBT Lesson (continued)

If the 90% of the class answers correctly, use QT (Quick Test) with the following True/False statements.

-- Rule 1 is follow directions quickly.
-- If I clap twice and say “Teach!” you clap twice and say, “Okay!”
-- When I, or anyone else, says “Help me!” you should give that person your help.
-- We use Rule 1 in many classroom activities.
-- When we give a Mighty Groan, we clap our hands.
-- When we give a Mighty “Oh Yeah”, we clap our hands.

If at least 90% of your students passed the QT, then go on to step 5. If not, return and reteach Step 3 with new materials.

Step 5 Critical Thinking:

Complete these sentence frames, first by speaking, then by writing, as many times as possible:

-- Using examples of Rule 1, complete each sentence type in the Genius Ladder.
-- An example of following directions quickly would be __________.
-- “Rule 1 is fun because ______.”
-- “If I was a teacher, I would (or would not) use Rule 1 because ______.”
-- Play Zork: Write a letter to the aliens on Planet Zork. Using examples they could understand, explain Rule 1.
-- Use Sockless Hand Puppets, then the Air Blackboard, then Props, then Action Figures to explain Rule 1 to your neighbor.

At the end of the lesson, post a sheet of typing paper with the word “Rule 1” on the Power Pix wall. (Or, use the custom designed signs available in the store at WholeBrainTeaching.com).
Verb

Step 1 Question: What is a verb?

Step 2 Answer: A verb is an action word. (Gesture: Pump your arms as if you are running.)

Step 3 Expand: Provide examples of verbs. Ask students to give each other original examples of verbs. Tell students to sort verbs from a list of verbs, nouns and adjectives on the board. Ask them to explain why a word on the board is, or isn't, a verb using “because” in their explanation.

Step 4 Test: Students respond “Yes” or “No Way” (with emphatic gestures) to the following questions:

-- Is “running” a verb?
-- Is “ate” a verb?
-- Is “dog” a verb?
-- Is “pencil” a verb?
-- Is “wrote” a verb?
-- Is “sleeping” a verb?

If 90% of the class responds correctly, use the QT (Quick Test) with the following True/False statements.

-- Every verb is a person, place or thing.
-- Verbs are action words.
-- “Blue” is a verb.
-- “To eat” is a verb.
-- “Running” is a verb.
-- There are two verbs in the sentence, “I ate beans at home.”

If at least 90% of your students passed the QT, then go on to step 5. If not, return and reteach Step 3 with new materials.

Step 5 Critical Thinking: Students complete one or more of the following exercises.

-- Given a subject and verb, for example “Pedro runs ...”, complete each of the sentence types in the Genius Ladder.
-- Talk to your neighbor and compare and contrast verbs and nouns.
-- Play Zork: Write a letter to the aliens on Planet Zork. Using examples they could understand, explain the Earthling word, “verb.”
-- Use Sockless Hand Puppets, then the Air Blackboard, then Props, then Action Figures to explain verbs to your neighbor.

At the end of the lesson, post a sheet of typing paper with the word “verb” on the Power Pix wall.
Multiplying Fractions

Step 1 Question: How do we multiply fractions?
Step 2 Answer: We multiply fractions across and then we reduce the answer if possible. (Make an X by crossing your forearms when you say “multiply” and then wave one hand horizontally when you say “across;” pinch your fingers together when you say “reduce.”)
Step 3 Expand: Work sample fraction multiplication problems on the board. Use “Help me!” as a cue for students to tell you the next step. Have pairs of students work together, with one student being the “captain” and the other student being the “rookie.” The captain tells the rookie what to do; the rookie follows the captain’s instructions by writing and solving fraction multiplication problems. After several minutes, students switch roles.
Step 4 Test: Students respond “Yes” or “No Way” (with emphatic gestures) to the following questions:
  -- Is this the multiplying fractions gesture? (use several gestures)
  -- When multiplying fractions do we ever use addition?
  -- When multiplying fractions do we ever use subtraction?
  -- When multiplying fractions do we multiply numerators and denominators?
  -- Can every answer of a multiplying fractions problem be reduced?
If 90% of the class responds correctly, use the QT (Quick Test) with the following True/False statements.
  -- Multiplying fractions is the same as adding fractions.
  -- To reduce an answer, we must use division.
  -- The top number in a fraction is called the denominator.
  -- 1/3 times 1/3 is 1/6. (Add other problems simple enough for students to do in their heads.)
If at least 90% of your students passed the QT, then go on to step 5. If not, return and reteach Step 3 with new materials.
Step 5 Critical Thinking: Students complete one or more of the following exercises.
  -- Write sentences that compare and contrast adding fractions and multiplying fractions.
  -- Write a paragraph that could be used in a textbook, describing how to multiply fractions.
  -- Write a letter to your cousin Doofus describing how to multiply fractions. Use simple examples and labeled diagrams that even Doofus could understand.
  -- Play Zork: Write an email to the aliens on Planet Zork. Using examples they could understand, explain the Earthling word, “fraction”. Then, write another email explaining how to multiply fractions.
  -- Use Sockless Hand Puppets, then the Air Blackboard, then Props, then Action Figures to explain how to multiply fractions to your neighbor.

At the end of the lesson, post a sheet of typing paper with the words “Multiplying Fractions” on the Power Pix wall.
Handing In Papers

Step 1 Question: How do we hand in papers?
Step 2 Answer: We hand in papers as quickly as possible to the paper captains; the paper captains stack the papers neatly on the teacher’s desk. (Use gestures to demonstrate how quickly papers are handed in. Then tap on your desk indicating where papers should be stacked.)
Step 3 Expand: Practice with students the right and wrong way to hand in papers.
Step 4 Test: Using a practice stack of papers, time your class to see how quickly they can hand in papers. After several tries, record their best time on the board as the class record.
Step 5 Critical Thinking: Students complete one or more of the following exercises.
   -- Employing each sentence type in the Genius Ladder, describe the correct way to hand in papers.
   -- Ask students to evaluate the current plan for handing in papers. Then, give them time to write a new design for handing in papers. The new design should include a way to test the plan’s effectiveness. Encourage suggestions that would make the procedure fun … students cheering, clapping, finger snapping, chanting.

At the end of the lesson, post a sheet of typing paper with the words “Handing in papers” on the Power Pix wall.
Noun

Step 1 Question: What is a noun?
Step 2 Answer: A noun is a person, place or thing. (Gesture: Point to yourself for “person,” sweep your arms around the room for “place,” knock on a desk for “thing.”)
Step 3 Explain: Give examples of nouns. Ask students to point to nouns in the room. Then, ask students to sort nouns from a list of nouns, verbs, and adjectives on the board. Ask them to explain why a word on the list is, or isn’t, a noun using “because” in their explanation.
Step 4 Test: Students respond “Yes” or “No Way” (with emphatic gestures) to the following questions:
  -- Is “boy” a noun?
  -- Is “run” a noun?
  -- Is “happy” a noun?
  -- Is “tree” a noun?
  -- Is “school” a noun?
  -- Is “eating” a noun?

If the 90% of the class answers correctly, use the QT (Quick Test) with the following True/False statements.
  -- Every noun is a person, place or activity.
  -- Every noun is a person, thing or adjective.
  -- Every noun is a person, place or thing.
  -- “Desk” is a noun.
  -- “Running” is a noun.
  -- There are two nouns in the following sentence: “The boy went home.”

If at least 90% of your students passed the QT, then go on to step 5. If not, return and reteach Step 3 with new materials.
Step 5 Critical Thinking: Students complete one or more of the following exercises:
  -- Given a noun, for example “dog,” complete each sentence type in the Genius Ladder.
  -- Talk to your neighbor and compare and contrast verbs and nouns.
  -- Write simple sentences and underline each noun.
  -- Play Zork: Write a letter to the aliens on Planet Zork. Using examples they could understand, explain the Earthling word, “noun.”
  -- Use Sockless Hand Puppets, then the Air Blackboard, then Props, then Action Figures to explain nouns to your neighbor.

At the end of the lesson, post the Power Pix sign for “noun” on the wall.
WBT Questions
WBT Questions
## WBT Lesson: Philosophy

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>“Today we are going to ask, ‘What is a philosophy? Our question for today is, ‘What is a philosophy?’”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>“Philosophy is the study of the nature of wisdom.” [Make gesture ... Repeat definition]</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Philosophy seeks wisdom. But what is wisdom? Wisdom is the answer to large questions. (Repeat with variations.)</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>If I ask, “What time is it?”, that is not a wisdom question because the time is a small question. If I ask, “What is Time itself?”, that is a wisdom question.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>If I ask, “What are you going to do this weekend?”, that is a small question. It’s only about you and your weekend. [Give examples of more small questions]</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>If I ask, “What is happiness? or What is the purpose of life?”, those are Wisdom questions because they are not just about you, but about all humans at all times.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>And so, Philosophy is the study of the nature of Wisdom, the biggest questions we can ask ... Questions that apply to all humans at all times.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Turn to your neighbors, sum up what I have said ... And then ask your neighbors some small, non-philosophical questions and some huge philosophical questions.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“Today we are going to ask, ‘What is a prime number?’ Our question is, ‘What is a prime number?’”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>“A prime number can be divided evenly only by itself and 1.” [Repeat with gesture]</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Three is a prime number because it can only be divided by itself, three, and 1. Three goes into three one time; 1 goes into three, three times.”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Five is a prime number. Think about it. You can’t divide two into five evenly. You can’t divide four into five evenly. You can only divide five by itself and 1.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Now, is 9 a prime number? Well, you can divide 9 by itself. That gives you 1. You can divide 9 by one ... That gives you nine. But you can also divide 9 by 3 ... So 9 is not a prime number.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Make a list of numbers, in numerical order, of all the prime numbers. Prove to your neighbor that each one is either prime, or not prime!</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Okay, John. Tell me what a prime number is in your own words. Use gestures. Give me some examples.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Mary, prove to me that 25 is, or is not, a prime number.</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Clap twice, say “Teach!”</td>
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**Whole Brain Teaching for Challenging Kids**

WBT's core manual for classroom management! Lively units provide descriptions of the Big Seven, daily instruction techniques: Class-Yes, the Five Classroom Rules, Teach-Okay (three chapters!), the Scoreboard, Hands & Eyes, Mirror, and Switch. You'll marvel at the easy to follow scripts that guide you through WBT's year long, classroom management system: Scoreboard, Practice Cards, Guff Counter, Independents, Bullseye Game, and Agreement Bridge. You won't be able to stop reading as you discover new chapters on critical thinking, student leadership training and WBT related research. The appendix is jammed with units on Mind Soccer, Mind Basketball, Mind Volleyball, the Five Classroom Management signs, lists of free e-books and videos.

**ELEMENTARY: STATE STANDARDS, READING AND MATH**

**Kindergarten Power Pix**

Over 170 pages! More than 70 full color signs! Everything you need to teach math and language arts STATE STANDARDS to your little ones! Individual signs, gestures, definitions, quick tests for all the following! Language Arts: author, black, blue, capital letter, characters, colors, end mark, exclamation mark, front cover, fiction, green, illustrator, letters, lowercase alphabet, nonfiction, orange, period, purple, question mark, red, rhyming words, sentence, setting, sorting, spaces, syllables, table of contents, title, title page, uppercase alphabet, vowels, yellow, white, word  

Math: addition, afternoon, big hand on a clock, calendar, circle, clock, cone, counting 1 to 5, counting 1 to 10, counting 1 to 15, counting 1 to 20, counting 1 to 25, counting 1 to 30, cube, cylinder, days of the week, equal height, equal numbers, equals sign, estimate, evening, less than, little hand on a clock, minus sign, more than, morning, noon, plus sign, pointer counting, rectangle, sorting, sphere, square, subtraction, today, tomorrow, triangle, yesterday

**First Grade Language Arts Power Pix**

First Grade, Language Arts Power Pix: Individual signs, gestures, definitions, quick tests for all the following! 5 W + H, apostrophe, author, capital letter, capitalized words, characters, compound word, contraction, days of the week, descriptive words, exclamation mark, illustrator, letter “I”, long vowel, months of the year, noun, plot, plural noun, possessive, noun, period, prediction, pronoun, question mark, rhyming words, sentence, setting, short vowel, singular noun, title, verb, word

**First Grade Math Power Pix**

First Grade, Math Power Pix: Individual signs, gestures, definitions, quick tests for all the following! addition, addition checking rule, bar graph, circle, cone, counting by 2s, counting by 5s, counting by 10s, cube, dime, equals sign, estimate, foot and 12 inches, good manners, half hour, hour, left thumb rule, less than/more than, minute, nickel, nonstandard unit rule, penny, pounds and ounces, quarter, rectangle, right hand rule, sphere, square, subtraction, subtraction checking, tally marks, triangle, 1 less than, 1 more than, 10 less than, 10 more than, 1s place, 10s place, 100s place

**Second Grade Language Arts Power Pix**

Second Grade, Language Arts Power Pix: Individual signs, gestures, definitions, quick tests for all the following! abbreviation, adjective, alliteration, antonyms, atlas, body of a letter, cause and effect, chapter heading, characters, closing, comma, comparison, contrast, date of a letter, dictionary, draft of a paper, fact, five parts of a letter, greeting of a letter, map, noun, opinion, plot, plural noun, prefix, pronoun, proper nouns, quotation marks, rhyming words, sentence, setting, signature, suffix, syllables, synonyms, table of contents, thesaurus, verb
Second Grade Math Power Pix
Second Grade, Math Power Pix: Individual signs, gestures, definitions, quick tests for all the following!
addition checking rule, bar graph, cent sign, centimeter, circle, counting by 5s, counting by 10s, counting by 100s, cube, cone, cylinder, day, denominator, division, dollar, dollar sign, equals sign, estimate, expanded form, foot and 12 inches, fraction, half hour, hour, less than/more than rule, months, multiplication, numerator equals denominator rule, nonstandard unit rule, numerator, pyramid, quarter, quarter hour, rectangle, sphere, square, subtraction checking rule, tally marks, triangle, week, year, 1s place, 10s place, 100s place, 1000s place

Third Grade Language Arts Power Pix
Third Grade, Language Arts Power Pix: Individual signs, gestures, definitions, quick tests for all the following! alphabetical order, chapter heading, chronological order, city and state comma rule, dates comma rule, days of the week rule, draft of a paper, encyclopedia, fact, first word of a sentence rule, geographical name rule, glossary, historical period rule, holiday name rule, homonyms, homophones, “I” rule, indented sentence, index, main idea, months rule, names of people rule, narrator, opinion, paragraph, paraphrase, subject of a sentence, subject/verb agreement rule, topic sentence, verb tense, word family

Third Grade Math Power Pix
Third Grade, Language Arts Power Pix: Individual signs, gestures, definitions, quick tests for all the following! 1s, 10s, 100s, 1000s, 10000s place, rounding off rule, counting by 100s, counting by 1000s, expanded form, multiplication checking rule, division checking rule, multiplication, division, multiplying by zero rule, multiplying by 1 rule, dividing by 1 rule, dividing by zero rule, unit cost, total cost, unit cost rule, big slice rule, little slices rule, less than/greater than rule, decimal point, .1, .5, .75, 1/2, 1/4, 1/3, perimeter, pentagon, hexagon, octagon, gallon, quart, pint, cup, right angle, right triangle, isosceles triangle, equilateral triangle, parallel lines, numerator, denominator, numerator equals denominator rule, fraction, estimate, centimeter, meter, cone, cylinder, cube, square, circle, triangle, rectangle, sphere, pyramid, bar graph

The Whole Brain Writing Game
The Whole Brain Writing Game is Whole Brain Teaching's long awaited composition system. Using striking visuals, K-12 students learn a host of skills, including: brainstorming, writing topic sentences, composing short paragraphs, constructing narrative, explanatory and argumentative essays, proofreading, use of adjectives, active verbs, descriptive language, prepositional and adverbial phrases, avoiding fragments, misspellings, subject verb agreement errors, under developed ideas ... you name it! The Whole Brain Writing Game is a lively, modular system that can be adapted to any writing program ... and, we've included a special unit that enormously reduces the amount of time teachers spend grading papers! Please do not read this ebook without a large hanky, because when you're done you'll be sobbing tears of joy!

Smoothy Bumper Planet
Smoothy Bumper Planet is a wonderful world that enormously simplifies math instruction for K-2 students! Teach kids to add, subtract, count to 1,000, skip count by 2s, 4s, 5s, 10s, 100s and deepen their understanding of place value for 1s, 10s, 100s and 1000s ... all on the back and front of one sheet of paper! Complete instructions included for in-class and at home instruction.
**Biffytoons Manual**
Teach young learners sight words with Biffytoons cartoons. This ebook is packed! 48 full color cartoons, 48 line drawings, 48 mini-cartoons and Biffytoons Bingo ... a host of features introduce new readers to the most common words in English.

**SuperSpeed Numbers**
A lively game for school or home that teaches the counting numbers 1-100. Works like a wonder!

**SuperSpeed 100**
New readers learn 100 of the most common sight words, while having a blast!

**CLASSROOM MANAGEMENT**

*Practice Cards*
A powerful addition to Whole Brain Teaching's Classroom Management System! Give your kids Positive Practice following the classroom rules!

*Classroom Management Signs*
Beautiful, FULL COLOR classroom signs to accompany our guide, "Teaching Challenging Students."

**Teaching Challenging Teens**
Our 225 page classroom management guide ... designed especially for middle school and high school!

**Industrial Strength Whole Brain Teaching**
We designed this special, extra strength, version of Whole Brain Teaching for the most challenging K-12 classes ... oddly enough, we've found it also works wonders with any group of students who want an extra challenge. You'll be especially happy with Industrial Strength Whole Brain Teaching if you'd like to introduce a leadership training component in your class.

**The Agreement Bridge**
The Agreement Bridge is Whole Brain Teaching's most powerful tool for helping troubled students. Teacher and student work together in a game that teaches, and rewards, collaborative problem solving. Issues that can be addressed in The Agreement Bridge range from the minor, but chronic (homework never completed, unrelenting chattiness) to the major (gang activity, drug abuse). Bonus chapters include descriptions of how the game may be played with a group of students or between peer mentors and their classmates.

**Mind Soccer!**
The incredible K-12 Review Anything Game ... perfect for use with Whole Brain Teaching's Scoreboard!
**Upper Elementary Reading and Math**

*The Crazy Professor Reading Game*
One of our first ebooks, “The Crazy Professor Reading Game” has also been one of our most popular. Used by thousands of K-12 teachers across the country, the Crazy Professor is designed to deepen students’ reading comprehension of both fiction and nonfiction. In a gamelike format, your kids learn to paraphrase, translate ideas into gestures, skim read for key ideas, connect their reading to personal experiences, and much more!

*SuperSpeed 1000*
Teach your class 1,000 of the most common sight words! Kids will BEG YOU to let them play!

*SuperSpeed Math*
Addition! Subtraction! Multiplication! Division! Kids can't get enough of SuperSpeed Math!

**General**

*Whole Brain Teachers Training Manual*
Everything you need to be a Whole Brain Teacher trainer!

*Power Student Olympics*
Watch your students break 100's of personal records in reading, math, writing and art!

*Whole Brain Teaching Case Studies*
Over 60 true stories of Whole Brain Teaching in action!
WHOLE BRAIN TEACHING EVALUATION

City/State of Conference: ____________________________ Date: _____________

Name ______________________________________________________________________________________

You are: circle one (teacher, administrator, support personnel, student teacher, substitute teacher) other
____________________________________________________________________________________________

From State/City ___________________ Grade taught ________________________________

To receive announcements about Whole Brain Teaching conferences and free downloads (please print neatly!)

Home email: __________________________________________________________________________________

School email __________________________________________________________________________________

What is your reaction to our seminar? ____________________________________________________________

____________________________________________________________________________________________ (use reverse side if necessary!)

How can we improve? __________________________________________________________________________

____________________________________________________________________________________________ (use reverse side if necessary!)

Grade you would give your presenter: A, B, C, D, F because
____________________________________________________________________________________________

In comparison to other instructional methods you’re familiar with, Whole Brain Teaching is:

1. the best
2. much better
3. better
4. about the same
5. worse
6. much worse
7. the worst

If you would be interested in helping to organize a Whole Brain Teaching presentation at your school or district,
please put your contact information here: __________________________________________________________________________________

____________________________________________________________________________________________
Whole Brain Teaching is a grass roots, education reform movement begun in 1999 by three Yucaipa, California teachers: Chris Biffle (college), Jay Vanderfin (elementary school) and Chris Rekstad (elementary school). Since then we have been joined by a dedicated group of K-12 educators who form our Board of Directors.

In the last 11 years we have given seminars across America to over 8,000 educators representing over 300,000 students. Our websites receive over 2,000 hits per day. WBT videos have received over 1,000,000 views on the Internet. Whole Brain Teaching is one of the fastest growing, education reform movements in the United States.
WBT K-6 Seminars

⭐ Whole Brain Teaching for Challenging Kids
   (and the rest of your class, too!)
⭐ Whole Brain Reading and Math
⭐ Whole Brain State Standards and Critical Thinking
⭐ Whole Brain Writing
⭐ Whole Brain Lesson Design and Delivery

Free Ebooks
Free Web Forum
Training Videos
Skype Sessions
Web Seminars
On Site Conferences

Have an administrator contact Chris Bifflle
CBifflle@AOL.com