

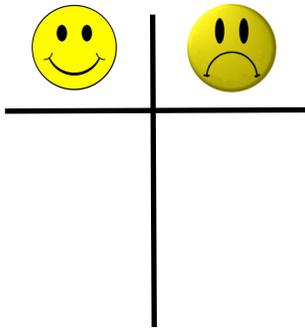
# WHOLE BRAIN TEACHING - THE FIRST DAY

Before the kids arrive:

- \* Set up Whiteboard (see next card)
- \* Super Improver Wall
- \* Power Pix Grid
- \* Five Rules and Other Signs

## Whiteboard set up

Date



Rule 1:  
Follow directions quickly.

This morning's lesson:

1. Class-Yes
2. Rule 1: Follow directions quickly.
3. The Scoreboard
4. Practice Rule 1
5. Learn Student Names
6. Practice Rule 1
7. Mirror
8. Teach-Okay

## Class Yes

1) Teacher: When I say Class! ... You say YES! [Pause] ... CLASS!

Students: Yes! (80% of kids will say yes)

T: However I say CLASS, you say YES! ... CLASS! CLASS!

S: YES! YES!

T: CLASSITY!, CLASSITY!

S: YESITY!, YESITY!

T: Whenever I say *Class* and you respond... your hands should also be folded in the listening position. ... *CLASS!*

S: YES! (many students will have folded hands)

T: *CLASS! CLASS!*

S: YES! YES! (more students will be at listening position)

2) Do the *Class-Yes* a few more times! Sound happy, confident, and commanding.

3) Quickly Review the morning lesson (as written on board).

4) "Great job... you've already learned *Class-Yes!*"

5) Teach Rule 1 with the gesture. (see next card)

## Teach rule 1

T: *Class!*

S: *Yes!*

T: I'm now going to teach you one of the five classroom rules. Rule 1 is follow directions quickly (make gesture... pause) When I say Rule 1, you say... Follow directions quickly! (pause ... ) *RULE 1!*

S: Follow directions quickly! (some make gesture)

T: *Good, but let's try that again ... but be fast! (continue review)*

## Fast Pace Rule 1 Review

- 1) In a brisk voice, give rule 1 commands. "Look up... look down... a little faster... raise one hand... put it down... raise both hands... faster...raise your hands... wiggle your fingers" ETC.
- 2) Sound happy, confident, commanding.
- 3) Praise individual kids and groups for speed.

## Get Buy In

- 1) Explain why you have chosen the rule 1 ... it will create a fun, organized classroom.
- 2) Ask for a show of hands "Raise your hands if you think Rule 1 would be good for us to follow."
- 3) No matter the result (the rules will have almost every child's support) say, "I think it will be a good idea to start with this rule. We can make changes later if we need to."

## Starting the Scoreboard

1) "Here is our classroom Scoreboard. We will be playing this *GAME* all year long. When you do something great the class gets a smiley point. When you are too slow... or make poor choices you get a frownie."

YOU WILL NOT ACTUALLY BE MARKING ON THE SCOREBOARD YET!

2) "When I make a mark on the smiley side you will quickly clap your hands ONCE and shout OH, yeah". (model for them)

- 3) "Let's try it! (T: Mighty Oh Yeah... S: OH YEAH)" Praise or prompt depending on kids response.
- 4) "When I make a mark on the frownie side you will quickly lift your shoulders and give a Mighty Groan (model for them).
- 5) "Let's try it!"(T: Mighty Groan ... S:MIGHTY GROAN)" Praise or prompt depending on kids response.
- 6) More Practice... Stand up... too slow, mighty groan... shoulders didn't come high enough, mighty groan... GREAT Job, mighty oh yeah...

## **Scoreboard and Rule 1**

(Remember NEVER have a difference of more than three between smilies and frownies. Also, remember that the first time they are going to end with MORE Frownies.)

- 1) Augmented by the scoreboard, give more rule 1 practice.

"Stand up ... too slow... mighty groan... sit down... a little slow ... another might groan... now you have to be really fast... standup! Great Job! Mighty Oh Yeah!" ETC.

- 2) Sound happy, confident, commanding
- 3) Emphasize the Mighty Oh Yeahs and Mighty Groans should be crisp, sharp. Quickly ended!
- 4) Stop, Say, "Rule 1!" Students repeat rule and make gesture.
- 5) Cycle back to step 1 above.

## **NAME GAME**

- 1) Emphasize how quickly everyone must respond
- 2) "When I point to you, quickly say your name!"
- 3) Point to a kid... no matter how the child responds say "louder please!"
- 4) If the child is shy skip them.
- 5) Point to a few kids.
- 6) Then say, "Repeat after me." Point at kids (the ones from before) say their names, your class repeats the name.
- 7) Continue until you have the first few kids' names firmly in mind.
- 8) If you forget a kid's name... don't worry... AND don't admit it! Say, "Who is this?" Someone always remembers... it will be like you know ... but were testing them! No matter when you forget... say "Class, quickly tell me who this?"
- 9) Finish up with a review of all names... then say them yourself in a masterful demonstration of your memory!

## **Three- Peat (perfect way to review rule 1)**

- 1) T: You all have your books under your seat. I'm going to say Reading book 42. You PRETEND like you get out the Reading book and you PRETEND like you open it to 42. When you get it open you are going to do this (model saying WOOOOO... with wiggling fingers over your head). Keep saying WOO until I call you back.
- 2) T: Reading Book 42 (No one should actually get out books)

S: Reading Book 42, Reading Book 42, Reading Book 42 (then they will say WOOOO and waggle fingers... until...)

T: Reading Book Away

S: Reading Book Away, Reading Book Away, Reading Book Away (WOO)

T: Reading Book 33

S: Reading Book 33, Reading Book 33, Reading Book 33

3) Keep practicing... change it up... ask for imaginary papers (Papers, Papers, Papers), imaginary pencils (Pencils, Pencils, Pencils).

## Papers

1) T: When I want to hand out papers, I will break the stack up and place them in two different places. I will say PAPERS... You will say, Papers, Papers, Papers.

2) T: Let's practice just that part...Papers

S: Papers, Papers, Papers (Praise or Prompt them and use the scoreboard)

3) T: After I say Papers and you repeat it three times, someone will grab each stack, take one, then break that stack into two and hand them off. As you get a piece of paper Waggle your fingers and say WOOO just like with our books earlier. If you have extras slowly waggle them over your head. If someone doesn't have one ... **like a hawk on a fat gopher** go get that extra paper! All extra papers will go in a NICE NEAT STACK back up front.

4) (At this point go ahead and get papers to hand out... use notebook/ drawing paper so they are not distracted with some kind of assignment).

5) T: Class S: Yes T: CLASSY! CLASS! S: Yesy! Yes!

T: (Hold two stacks of papers over your head) "When everyone has a paper the extras will go in a NICE NEAT STACK right HERE.

Papers" (Place each stack of papers on different sides of the room)

S: Papers, Papers, Papers (Be sure to praise and prompt... remind them to do it quickly, split papers when handing on, waggle extras overhead, make sure they are saying WOOOOO! )

6) (When all extras are back...) T: Class S: Yes (Be sure to be using scoreboard... point out hands in listening position!)

7) PRACTICE

## LINES

(Remember... don't teach this when you actually need to go somewhere... teach this ... to teach the procedure!)

1) T: "You have done a great job so far let's see if you can handle the next step! I don't know if you can handle it." (If they react to this really go with it!) S: They may say "Yes, PLEASE, Come on..."

2) Talk about your expectations for line behavior. (Mine for example are stand directly behind the person in front of you, hands to your side, face forward, and once the line is formed and moving ... voices off)

3) Show them WHERE to line up.

4) If you are going to have a line order: show them where they stand in line before you say Lines.

5) T: (You should be standing by the scoreboard) "Lines"

S: Lines, Lines, Lines (They should be doing this quickly, no talking... only noise is the WOOOO when they are in line.)

T: CLASS S: YES

T: (point out something for a frownie) "That was too slow" "Not everyone waggled their fingers and said WOOO!"

T: "Mighty Groan! Not fast enough! Mighty Groan! Great job Mighty Oh Yeah!"

T: "Seats"

S: "Seats, Seats, Seats"

T: "Not everyone said WOOOO when they got to their seats. Mighty Groan!"

T: "Lines"

S: "Lines, Lines, Lines..... WOOOOO"

T: "Some people were saying WOO before they were in line. Mighty Groan."

T: "Seats"

S: "Seats, Seats, Seats! WOOOOO"

T: "Great job! Mighty Oh Yeah! Not fast enough. Mighty Groan!"

Continue Line Practice ...

## SCOREBOARD

Does your scoreboard show 10 or more total tallies yet? If not pump it up!

\*\*\*\*\* This should take the 1st hour of the day. \*\*\*\*\*

## CONTINUING THE DAY

By end of day (Core Four):

- Class - Yes (HANDS FOLDED)
- Scoreboard
- Mirror (Locks students" visual and motor cortices)
- Teach -Okay

## Mirror! (Class Unifier)

Teacher: Class! Students: Yes!

T: When I say Mirror, You Say Mirror, and make my gestures (pause) ...  
Mirror! (Raise your Hands)

S: (Raising their hands) Mirror!

Teacher: Good! Now, Mirror my gestures. Great job... I like seeing all of you mirroring my gestures. This really makes me happy. (as you are talking make gestures that the students have to mirror).

(Add Mirror to the morning"s lesson ... it would be # 7)

T: Class! S: Yes!

T: "When I say Mirror, you say Mirror, and lift your hands like this (demonstrating) ... (pause) ... Mirror!"

S: (Lifting their hands) Mirror! T: (Holding up one finger)

S: (students hold up one finger)

T: (moves hands around to get kids following)

T: "Don't say my words... just mirror my gestures. The first thing I taught you was Class-Yes (uses hand to make a talking gesture)

S: (students use hand to make a talking gesture.)

T: "Remember when you say "yes" you also fold your hands (fold your hands and they will mirror)

T: "Then I taught you "Follow directions quickly!" (makes gesture)

(If students are copying your words... tell them "Mirrors don't talk.")

T: Next, I taught you about the scoreboard (make invisible tally marks in air) (Students will copy)

T: When things are going well... I will mark a smilie. When I make a smilie you clap your hands together and say, "Oh, Yeah!"

T: If you are not following the rules then I will mark a frownie and you lift up your shoulders and drop them down while saying "UHHH!"

T: I taught you how to line up and get out your books. All I have to say is one word... and you repeat the word THREE times and follow my directions quickly.

T: Great job mirroring my gestures. Ready (mark smilie) S: Oh Yeah!

T: Not fast enough! (Mark frownie) S: UHHHH!

## "SCHOOL BUSINESS" -

Take care of business using the Class Yes, Scoreboard and Mirrors.  
This could take a couple of hours.

- 1  Transportation needs
- 2  Supplies away

## TEACH OKAY (Grades 2nd-12th)

- 1  Write Teach - Okay on Lesson list (#8)
- 2  There are 3 STEPS... to teaching this to students

### TEACH OKAY (Grades 2-12) - STEP 1

Teacher: Class!

Students: Yes!

T: When I clap twice, you clap twice. (Claps twice)

S: (claps twice)

T: When I clap twice and say "Teach!," you clap twice and say "Okay!"  
I'll say that again. When I clap twice and say

"Teach!," you clap twice and say "Okay!" (Claps twice) Teach!

S: (most students clap twice) Okay!

If necessary, repeat Step 1 until students can follow you smoothly and quickly. Use the Scoreboard as necessary!

You want it to go slow... because you want it to go smooth.

## **Teach-Okay (Grades 2-12): Step 2**

T: Class!

S: Yes!

T: I'm going to clap twice and say "Teach!" You clap twice and say "Okay!" And immediately turn your whole body to your neighbor. (Claps twice) "Teach!"

S: (many clap twice and turn to their neighbor) Okay!

**YOU HAVE TO EXPECT THE TURN TO THE NEIGHBOR!**

If necessary, repeat Step 2 until students can follow you smoothly and quickly... and use the full body turn. Keep these rehearsals fun and fast with the Scoreboard.

## **Teach-Okay (Grades 2-12): Step 3**

T: Class! S: Yes!

T: Now, when you turn to your neighbor, use **BIG GESTURES** to teach your neighbor Rule 1 over and over, until I call you back with Class. I'll say that again. When you turn to your neighbor, use **BIG GESTURES** to teach

your neighbor Rule 1 over and over, until I call you back with Class.  
(Claps twice) Teach!

S: (many clap twice, turn to their neighbor, use gestures and teach their neighbor about Rule 1) Okay!

If necessary, repeat Step 3 until students can follow you smoothly and quickly, use the full body turn and **BIG GESTURES**.

## TEACH OKAY (K-1st)

- Write Teach - Okay on Lesson list (#8)
- There are 2 STEPS... to teaching this to students

### **Teach-Okay (K-1) Step 1**

Teacher: Class!

Students: Yes!

T: When I clap twice, you clap twice. (Claps twice) S: (claps twice) T:  
Tell your neighbor, "This is fun!"

S: (many say to their neighbor) This is fun!

T: When I clap twice, you clap twice. (Claps twice) S: (claps twice) T:  
Tell you neighbor, "Let's be fast!" S: (many say to their neighbor)  
Let's be fast!

And so forth... USE THE SCOREBOARD... Keep telling them what to say to their neighbor and practicing the clap twice and "Tell your neighbor..." until you feel the kids are ready to move on.

### **Teach-Okay (K-1) : Step 2**

T: Class!

S: Yes!

T: When I clap twice, you clap twice. (Claps twice)

S: (claps twice)

T: **Turn to your neighbor... TURN! And say!, "This is fun!"**

S: (many turn to their neighbor) This is fun!

T: Class!

S: Yes!

T: When I clap twice, you clap twice. (Claps twice)

S: (claps twice)

T: **Turn to your neighbor... Turn! And say!, "Let's be fast!"**

S: (many turn to their neighbor) Let's be fast!

and so forth ... it may take several days for K-1 students to do this easily. Then, go on to the 2nd-12th sequence.

**THE REST OF THE DAY! Depending on grade level:**

- What are the Five Rules?
- How do we answer questions? (Oral Writing)
- What is the first Power Pix?
- How do we write? (Red/Green Marker)