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

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.

** Ancient WBT saying: The longer we talk, the more students we lose.
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.

**Why should we use Class-Yes?**

**Quicker!**

**Echo!**

**Variety!**

**Magic!**

**Leadership Training**

- **Step 1**: Select several daily leaders.
- **Step 2**: Train leaders when tapped or pointed at, they stand up and give their "Class!" variation.
- **Step 3**: Use leaders as needed.

**Class-Yes Strategies ... Use to ...**

**Start a Lesson**

**Interrupt a Class Activity**

**Reduce Hub-Bub**

**Before Entering/Leaving Class**

**Crowd Control**
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 through the air.) 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.
Teach-Okay in 3 Steps!

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!
Points: Smiley points for positive behavior; Frowny points for negative behavior.

Frowny points: Student lift their shoulders and give a Mighty Groan.

Smiley points: Students clap their hands and shout “Oh, yeah!”

Initial Reward: one minute more or less recess.

+/- 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 game is always close!

SUMMARY

1. Mark for positive and negative class behavior.
2. Mark only individual positive behavior, not individual negative behavior.
3. Class exclaims “Oh Yeah” or groans.
4. Groan is crucial ... draws class back in after a penalty.
5. 10-20 total marks per day at start of the year.
6. Switch rewards/categories as necessary.
7. Keep rewards small, so they can be increased later in the year.
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

Use gestures as you speak
students teach each other over and over using gestures

Tell a story
Describe a process
Teach a state standard
Wake up a sleepy class

15-45 seconds!
walk around the room checking comprehension, then start over

Mirror Pattern

Teacher

Students
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! ... Hands and Eyes!
Students: (folding their hands together) Hands and Eyes!
Teacher: Good! Now here is my big point ...

Hands & Eyes Pattern

this is your big point
students teach each other over and over your big point

"Class!" → "Yes!" → "Hands & Eyes" → "Hands & Eyes" → Speak briefly → Clap twice "teach!" → "Okay!"

15-45 seconds!

walk around the room checking comprehension, then start over

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! ... Hands and Eyes!
Students: (folding their hands together) Hands and Eyes!
Teacher: Good! Now here is my big point ...

Why is Hands & Eyes Important?

Teaching often alternates between small and big points ... Hands & Eyes emphasizes the big points.
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

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

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!”
Switch!

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! (I's teach the 2s)

15-45 seconds!
walk around the room
checking comprehension,
then say “Class!” and begin new lesson,
or review current lesson

Leadership Training

STEP 1: SELECT LEADER(S) TO CUE SWITCH.
STEP 2: GIVE LEADERS EXAMPLES OF VARIOUS TONES OF VOICE TO USE.
STEP 3: WHEN YOU POINT AT A LEADER, THEY SAY “SWITCH!” AND STUDENTS RESPOND, “SWITCH!” AND FALL DOWN AN IMAGINARY SWITCH.

Advanced!
**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!

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**Summary Switch**

- Count your class off in 1's and 2's.
- Speak briefly using gestures, clap twice and say "Teach."
- Students clap twice and say "Okay!"
- 1's teach 2's using gestures. 2's mirror gestures.

After 1's have repeated lesson several times shout "Switch!" Students respond, "Switch!" (and pull down a giant switch). 2's then teach the 1's.
Leadership Buttons

GOSH, WHAT COULD LEADERSHIP BUTTONS BE USED FOR?

MIGHTY GROAN LEADER!

MIGHTY OH YEAH LEADER!

TEACH-OKEY LEADER!

HANDS & EYES LEADER!

RULE 1, 2, 3, 4, OR 5

MIGHTY LEADER!

ENERGY CAPTAIN!

MIRROR LEADER!

LINE LEADER!

Oh Yeah!
CERTIFICATE
of
OUTSTANDING LEADERSHIP
This certifies that
Has successfully demonstrated the characteristics of true leadership
COURTESY - DETERMINATION - SERVICE TO ALL
DATE
TEACHER SCHOOL
The Levels
Add each level to previous levels

**Level 1: The Scoreboard**
Designed for management of the class as a whole, this is your primary motivator. Emphasize the Mighty Oh Yeah for Smiley and the Mighty Groan for Frownies. Use a variety of small rewards, 1 minute more or less recess, video or music time, talking to your neighbor. Eventually switch to Mind Soccer, a hugely entertaining review of important concepts.

**Level 2: Practice Cards**
Designed for management of individual behavior, use a card pocket chart with each pocket labeled with a student’s number. Create sets of Rule 1, 2, 3, 4, and 5 cards. You will need three sets, White, Purple and Green. Stay at each Card as long as possible, before introducing new cards.

**Level 3: The Guff Counter**
Designed to eliminate backtalk, groaning, eye rolling, whining! The threat of the Guff Counter effectively eliminates the need for using the Guff Counter.

**Level 4: The Independents**
Designed to eliminate rebel cliques of students. “Independents” get their own section of the Scoreboard ... and turn their negative energy against each other!

**Level 5: The Bullseye Game**
Designed for determined rebels, those students who are immune to penalty or punishment, the Bullseye Game rewards kids for seeing their behavior from their teacher’s point of view.

**Level 6: The Agreement Bridge**
A collaborative problem solving game for students who have demonstrated long term, behavior problems.
**fiction**

**Question:** What is fiction?

**Answer:** Fiction is when a story is made up, not real

**Gesture:** Point to both your eyes at the same time and then a third one in the middle of your forehead.

California State First Grade Standard: Core Concept, but not identified as part of California State Standards for first grade.

**Teaching suggestion:** (Teach non-fiction and fiction together.) Tell your class a short story about what your happiest memory. Explain that the story is nonfiction, because everything you described actually happened. Then tell your class the same story, but introduce fictional elements, for example, you flew to the moon and played checkers with a dinosaur. Explain the difference between nonfiction and fiction.

**Play Yes/No Way!** with questions like the following:

1. Our school has a playground, is that fiction? (Introduce other fictional and nonfictional statements.)
2. Is ___ (insert a story the class has read) nonfiction? (Substitute other stories.)
3. Is this the fiction gesture? (Make various gestures.)

**Quick Test:** Say, “We’re going to play Cutie. When I say a sentence that is fiction, please raise your hand.”

1. Our floor is soft as a pillow.
2. Cars have four wheels.
3. Our principal came to school riding a giant dog.

**Critical Thinking:** Play Compare/Contrast with fiction and other Power Pix.

**Review:** Ask your students to review with each other the question, answer and gestures for fiction and other Power Pix.
nonfiction

Question: What is a nonfiction?
Answer: Nonfiction is when a story is real, not made up.

Gesture: Point to both your eyes at the same time.

California State First Grade Standard: Core Concept, but not identified as part of California State Standards for first grade.

Teaching suggestion: (Teach nonfiction and fiction together.) Tell your class a short story about what you did yesterday. Explain that the story is nonfiction, because everything you described actually happened. Then tell your class the same story, but introduce fictional elements, for example, you gave a dragon a ride to work. Explain the difference between nonfiction and fiction.

Play Yes/No Way! with questions like the following:
1. If I say a fire is hot, is that fiction? (Introduce other fictional and nonfictional statements.)
2. Is ___ (insert a story the class has read) nonfiction? (Substitute other stories.)
3. Is this the nonfiction gesture? (Make various gestures.)

Quick Test: Say, “We’re going to play Cutie. When I say a sentence that is nonfiction, please raise your hand.”
1. You are sitting in a room.
2. A tiger is sitting next to you.
3. The name of this school is (insert name).

Critical Thinking: Play Compare/Contrast with nonfiction and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for nonfiction and other Power Pix.
**author**

**Question:** What is an author?

**Answer:** An author writes the words of a book, story or poem.

**Gesture:** Pretend as if you were writing in the air.

**California State First Grade Standard:** Reading 3.2: Describe the roles of authors and illustrators and their contributions to print materials.

Teaching suggestion: Hold up books and describe the tasks of an author.

**Play Yes/No Way!:**
1. Does this have an author? (Hold books and also “non-author” materials, like chalk, erasers, etc.)
2. Does every book have an author?
3. Is this the author gesture? (Make various gestures.)

**Quick Test:** (Cutie)
1. Authors write books.
2. A girl or a boy could be an author.
3. The author of a book is always the same as the illustrator of a book.
4. Authors write poems.

**Critical Thinking:** Play Compare/Contrast with author and other Power Pix.

**Review:** Ask your students to review with each other the question, answer and gestures for author and other Power Pix.
**illustrator**

**Question:** What is an illustrator?

**Answer:** An illustrator draws the pictures in a book, story or poem.

**Gesture:** Use both hands and make a frame, as if you were a photographer or a painter.

**California State First Grade Standard:** Reading 3.2: Describe the roles of authors and illustrators and their contributions to print materials.

**Teaching suggestion:** Hold up sample pages from books with illustrations and describe the tasks of an illustrator.

**Play Yes/No Way!** with questions like the following:
1. Does this have an illustrator? (Hold illustrated books and also “non-illustrator” materials, like chalk, erasers, etc.)
2. Does every book have an illustrator?
3. Is this the illustrator gesture? (Make various gestures.)

**Quick Test:** Play Cutie with statements like the following:
1. Illustrators write books.
2. A girl or a boy could be an illustrator.
3. Illustrators make pictures in books.

**Critical Thinking:** Play Compare/Contrast with illustrator and other Power Pix.

**Review:** Ask your students to review with each other the question, answer and gestures for illustrator and other Power Pix.
characters

**Question:** What are characters?

**Answer:** Characters are people, animals, or even things in a story.

**Gesture:** Using two fingers on each hand, walk your fingers through the air, as if they were characters running around in a story.

**California State First Grade Standard:** Reading Comprehension 3.1: Identify elements of plot, setting and character(s) in a story.

**Teaching suggestion:** (Teach plot, characters and setting together.) Tell your students a simple story, like The Three Little Pigs. Explain the difference between plot, setting and character in the story. Ask your students to retell each other a story they have read as a group. After their discussion, ask students to describe the characters.

**Play Yes/No Way!** with questions like the following:
1. Does every story have characters?
2. Could a character in a story be an animal?
3. Is this the character gesture? (make various gestures.)
4. Could a character in a story be a little girl?
5. Could a character in a story be the same as the setting?

**Quick Test:** Play Cutie with statements like the following:

**Critical Thinking:** Play Compare/Contrast with characters and other Power Pix.

**Review:** Ask your students to review with each other the question, answer and gestures for characters and other Power Pix.
setting

**Question:** What is a setting?

**Answer:** A setting is where a story takes place.

**Gesture:** Sweep your arms out in the air, indicating that the classroom could be the setting for a story.

**California State First Grade Standard:** Reading Comprehension 3.1: Identify elements of plot, setting and character(s) in a story.

**Teaching suggestion:** (Teach plot, characters and setting together.) Tell your students a simple story, like The Three Little Pigs. Explain the difference between plot, setting and character in the story. Ask your students to retell each other a story they have read as a group. After their discussion, ask students to describe the setting.

**Play Yes/No Way!** with questions like the following:
1. Does every story have a setting?
2. Could the setting in a story be a city?
3. Is this the setting gesture? (Make various gestures.)
4. Could the setting in a story be a farm?
5. Could the setting in a story be a character?

**Quick Test:** Play Cutie with statements like the following:
1. A setting is where a story takes place.
2. Every story has a setting.
3. Every setting has trees.

**Critical Thinking:** Play Compare/Contrast with setting and other Power Pix.

**Review:** Ask your students to review with each other the question, answer and gestures for setting and other Power Pix.
plot

Question: What is a plot?
Answer: A plot is the actions taken by characters in a story to solve a problem.
Gesture: Scratch your head to show that characters are trying to solve a problem.

California State First Grade Standard: Reading Comprehension 3.1: Identify elements of plot, setting and character(s) in a story.

Teaching suggestion: (Teach plot, characters and setting together.) Tell your students a simple story, like The Three Little Pigs. Explain the difference between plot, setting and character in the story. Ask your students to retell each other a story they have read as a group. After their discussion, ask students to describe the plot, i.e. the problem in the story and the actions the characters took to solve the problem.

Play Yes/No Way! with questions like the following:
1. Does every plot have characters?
2. Is the plot where the story takes place?
3. Is this the plot gesture? (Make various gestures.)
4. Is the plot the actions taken by characters in a story to solve a problem?

Quick Test: Play Cutie with statements like the following:
1. A plot always has only one character.
2. Every plot has a problem that the characters are trying to solve.
3. Every story has a plot.
4. A plot is always stated on the first page of a story.

Critical Thinking: Play Compare/Contrast with plot and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for plot and other Power Pix.
equals sign
Question: What is the equals sign?
Answer: The equals sign means “the same as.”
Gesture: Make an equals sign by holding your forearms parallel to the ground in front of your body.
California State Third Grade Math Standard: Algebra and Functions 1.2 Solve problems involving numeric equations or inequalities.
Teaching Suggestion: While your students are involved in individual or group projects, write groups of numbers on the board, some of which include the correct use of the equals sign. Explain the concept of equality and the equals sign.
Play Yes/No Way! with one or more questions like the following:
1. Is this an equals sign? (Point at various symbols/numbers on the board.)
2. Does the equals sign mean “the same as?”
3. Does 4 + 4 equal 4?
4. Is this the equals sign gesture? (Make various gestures.)
Quick Test: Play Cutie with statements like the following:
1. The equals sign means “one more than.”
2. The equals sign means “the same as.”
3. Two plus two equals four.
4. Critical Thinking: Play Compare/Contrast with the equals sign and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for the equals sign and other Power Pix.
Question: What is division?
Answer: Division is separating a group into equal sized parts. (Division is one of the most difficult, elementary math concepts to define. An accepted definition is, “division is repeated subtraction.” This matches well with the definition of multiplication “multiplication is repeated addition” but in practice it is very difficult to demonstrate to students that division actually is “repeated subtraction.”)
Gesture: Make a slashing gesture in the air, like the slash mark in a division problem.

California State Third Grade Math Standard: Number Sense 2.5 Solve division problems in which a multi digit number is evenly divided by a one-digit number (135 ÷ 5 = ___).

Teaching Suggestion: While your students are involved in individual or group projects, write a collection of simple division problems on the board (6/3 = 2.) Demonstrate to your class that division involves separating a group into equal sized parts. Thus, dividing 6 by 3 involves separating 6 into two equal sized units of 3. Write a collection of simple addition, subtraction, multiplication and division problems on the board.

Play Yes/No Way! with one or more questions like the following:
1. Is this a division problem? (Point at various problems on the board.)
2. Is division repeated addition?
3. Is division dividing a group into equal sized parts?
4. Is division repeated multiplication?
5. Is this the division gesture? (Make various gestures.)

Quick Test: Play Cutie with statements like the following:
1. Division is the same as multiplication.
2. Division is dividing a group into equal sized parts.
3. Four can be divided into two groups of two.

Critical Thinking: Play Compare/Contast with the division and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the division and other Power Pix.
total cost

Question: What is the total cost?
Answer: The total cost is the cost of all the units.

Gesture: Pretend as if you are taking coins out of your hand and giving them to someone.

California State Third Grade Math Standard: Number Sense 2.7 Determine the unit cost when given the total cost and number of units.

Teaching Suggestion: (teach unit cost, total cost and unit cost rule together) Write the formula, total cost/number of units = unit cost, on the board. Using number problems and objects explain the concept of total cost. Put a list of correctly solved total cost/number of units = unit cost problems on the board.

Play Yes/No Way! with one or more questions like the following:
1. Is this the total cost? (Point at parts of various problems on the board.)
2. Is the total cost the cost of one unit?
3. Is the total cost in this problem the cost of all the units?
4. Is this the total cost gesture? (Make various gestures.)

Quick Test: Play Cutie with statements like the following:
1. The total cost is the cost of all the units.
2. The total cost is always the same as the unit cost.
3. The total cost of a bag of apples is the cost of all the apples.

Critical Thinking: Play Together/Apart with total cost and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for total cost and other Power Pix.
**Answer: The unit cost rule is: the total cost divided by the number of units equals the unit cost.**

**Gesture:** Use four gestures as follows (this reads more complicated than it is in actual performance): 1. Hold an imaginary apple in your hand as you say “The unit cost rule is:” 2. Make the slashing in the air division gesture as you say “the total cost divided by the number of units” 3. Make the equals sign, one forearm above the other, parallel to the ground “equals” 4. Hold the imaginary apple again, “the unit cost.”

**California State Third Grade Math Standard:** Number Sense 2.7 Determine the unit cost when given the total cost and number of units.

**Teaching Suggestion:** Review each of the four gestures and explain how they relate to the answer above. Write the formula total cost/number of units = unit cost on the board. Using number problems and objects, explain the principles involved in the formula. Put a list of correctly solved total cost/number of units = unit cost problems on the board.

**Play Yes/No Way!** with one or more questions like the following:
1. Is this the unit cost? (Point at parts of various problems on the board.)
2. Is this the total cost? (Point at parts of various problems on the board.)
3. Is this the number of units? (Point at parts of various problems on the board.)
4. Is this the unit cost rule gesture? (Make various gestures.)

**Quick Test:** Play Cutie with statements like the following:
1. The unit cost rule is: the total cost divided by the number of units equals the unit cost.
2. The unit cost rule is: multiplying any number by 0 equals zero.
3. The unit cost rule is used to find the cost of a unit.

**Critical Thinking:** Play Compare/Contrast with the unit cost rule and other Power Pix.
Make Your Own Power Pix!

**Question:**

**Answer:**

**Gesture:**

--------------------------------------------------------------

**Question:**

**Answer:**

**Gesture:**

--------------------------------------------------------------

**Question:**

**Answer:**

**Gesture:**

--------------------------------------------------------------

**Question:**

**Answer:**

**Gesture:**

--------------------------------------------------------------
323 State Standards Power Pix!

Available at WholeBrainTeaching.com

Kindergarten Language Arts: 35
author, black, blue, capital letter, characters, colors, end mark, exclamation mark, fiction, front cover, gray, 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

Kindergarten Math: 38
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

1st Grade Language Arts: 37
5 W + H, adjective, apostrophe, author, capital letter, capitalization rule, characters, compound word, contraction, days of the week, exclamation mark, fiction, illustrator, letter “I”, letters, long vowel, months of the year, nonfiction, noun, period, plot, plural noun, possessive noun, prediction, pronoun, question mark, quotation marks, rhyming words, sentence, setting, short vowel, singular noun, syllables, title, verb, vowels, word

1st Grade Math: 40
1 less than, 1 more than, 10 less than, 10 more than, 1s place, 10s place, 100s place, addition, addition sign, bar graph, circle, cone, counting by 2s, counting by 5s, counting by 10s, cube, dime, equals sign, estimate, expanded form, foot and 12 inches, half hour, hour, less than/more than, minute, nickel, nonstandard unit rule, penny, pounds and ounces, quarter, rectangle, sphere, square, subtraction, subtraction sign, tally marks, triangle

2nd Grade Language Arts: 38
abbreviation, adjective, alliteration, antonyms, atlas, body of a letter, cause and effect, chapter heading, characters, closing of a letter, comma, comparison, compound word, 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 of a letter, suffix, syllables, synonyms, table of contents, thesaurus, verb

2nd Grade Math: 44
1s place, 10s place, 100s place, 1000s place, addition checking rule, bar graph, cent sign, centimeter, circle, cone, counting by 5s, counting by 10s, counting by 100s, cube, cylinder, day, denominator, dime, division, dollar, dollar sign, equals sign, estimate, expanded form, foot and 12 inches, fraction, half hour, hour, less than/more than, meter, months, multiplication, nickel, nonstandard unit rule, numerator, numerator equals denominator rule, penny, pyramid, quarter, quarter hour, rectangle, sphere, square, subtraction checking rule, tally marks, triangle, week, year

3rd Grade Language Arts: 31
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, homographs, 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

3rd Grade Math: 60
1s, 10s, 100s, 1000s, 10000s place, bar graph, big slice rule, centimeter, circle, cone, counting by 100s, counting by 1000s, cube, cup, cylinder, decimal point, denominator, dividing by 1 rule, dividing by zero rule, division, division checking rule, equilateral triangle, estimate, expanded form, fraction, gallon, hexagon, isosceles triangle, less than/more than rule, little slices rule, meter, multiplication, multiplication checking rule, multiplying by 1 rule, multiplying by zero rule, numerator, numerator equals denominator rule, octagon, one fourth, one half, one third, parallel lines, pentagon, perimeter, pint, point 1, point 5, point 75, pyramid, quart, rectangle, right angle, right triangle, rounding off rule, sphere, square, total cost, triangle, unit cost, unit cost rule
There are three levels of understanding: memorization, paraphrasing and original thinking. Brain Toys are used to engage the prefrontal, visual, motor and auditory cortex in original thinking, learning’s highest level.

1. **Props**: books, pencils, papers, keys, even a whole classroom can become problems, ideas, events, abstractions, etc.
2. **Air Blackboard**: clean the dirty left corner, pull the screen to any size you want, make invisible diagrams. Good for illustrating the relationship between ideas, creating outlines, anything that can be drawn.
3. **Mirror**: Use your hands to act out a story. "First," (hold up one finger) "the man drove his car to town" (pantomime driving a car), etc.
4. **Sockless Hand Puppets**: great for conversations between opposing points of view: can be used to compare and contrast or in any dialogue situation.
5. **Infinity Sack**: Use the Infinity Sack when you need something that can’t be illustrated by a single prop. Pull anything you want out of your Infinity Sack: mountains, cities, people, an ocean, a mouse, a planet of daffodils to use in any explanation ...
6. **Example Popper**: Pop examples out of the top of your head to illustrate important points.
7. **Vocab Candy**: Pop one in your mouth and automatically use a vocabulary word in your next sentence!
8. **Two Finger, All Terrain, Action Figures with Anti-Gravity Boots**: use them to recreate any sequence of events in a story or a process. Walk your Action Figures on your desk, in the air, up your arm, anywhere. They’re All Terrain! And they hop free of gravity!
9. **Because Slappers**: “Because” is probably the single most important word in clear thinking, *because* it introduces evidence for your conclusions. Slap one hand on top of the other when you use "because" to show you are "building" evidence.
10. **Compare/Contrast**: Bump your fists together when contrasting; lace your fingers together when comparing. Compare/Contrast is probably the most powerful, most deeply explanatory of all Brain Toys ... use it frequently!
11. **Combos**: Use any combination of the above.
How to Use Brain Toys

1. **Levels:** Brain Toys provide a year long critical thinking curriculum if you introduce about one a month.
2. **Reading comprehension:** divide a reading selection into short units, about half a page. Have pairs of students read a unit, use a Brain Toy to explain it to each other and then go on to the next unit.
3. **Teach-Okay:** Explain a complex concept and then select a Brain Toy that students will use to explain the concept to each other.
4. **Mirror:** Explain a concept using a Brain Toy as students mirror you. Students then use the same Brain Toy to teach each other or, for a challenge, use a different Brain Toy to teach each other.
5. **Switch:** When you call Switch, point at a new Brain Toy on the board for students to use as they teach each other.
6. **Hands and Eyes:** Students watch you using one or more Brain Toys and then imitate you as they teach their neighbor.
7. **360 degree Learning:** When we fully understand a topic, we can explain it in multiple ways. Pick any challenging subject, ask students to use four Brain Toys to explain the subject. Then, have them stand in their small group and practice using the Brain Toy to teach each other. Finally, select individuals to present the Brain Toy explanation to the class. This is a good occasion for students to practice at being WBT teachers beginning with "Class" and ending with "Teach!"
8. **Math word problems:** Give students a list of word problems. Ask them to use one or more Brain Toys to simply explain the problems to each other, *without even trying to find a solution*. Next, ask them to use Brain Toys to explain the steps in the solution. If the word problem has multiple choice answers (like the state standards tests), ask students to use Brain Toys to prove their answer is correct and that the other answers are incorrect.
Writing Brain Toys

Writing Brain Toys are used in Oral Writing practice to prepare students for Writing Writing.

1. **Triple Blackboard**: draw three blackboards in the air, one above the other. Because dividing topics into three parts (introduction, body and conclusion) is crucial to writing, the Triple Blackboard is used for three part presentations. The student points at the top blackboard and says, “My first point is ...” Then points at the middle blackboard and says, “My second point is ...” Then points at the bottom blackboard and says, “My third point is ...”

   At a more advanced level, the student points at the top blackboard and says, “My introduction is ...” Then points at the middle blackboard, holds up three fingers and says, “The three points in my body are ....” Finally, the student points at the bottom blackboard and says, “My conclusion is ....”

2. **Adder**: Point your forefingers at each other and roll them, as if saying, “more!” An adder is any sentence that adds information to the previous sentence. If a student first sentence is, “On weekends, I like to play at my friend Johnny’s house,” an adder would be a second (or third sentence) that gives more information about what the student does at Johnny’s. Adders are crucial to writing because they add more information. One of the most frequent comments that teachers write on student papers is, “More!”

3. **Because Slappers**: “Because” is probably the single most important word in clear thinking, *because* it introduces evidence for your conclusions. Slap one hand on top of the other when you use "because" to show you are "building" evidence. So that points are well developed, Because Slappers should always be followed by one or more adders.

4. **Example Popper**: Pop examples out of the top of your head to illustrate important points. Examples are key to good writing. Students should always say, “For example, ...” to preface their oral or written example. So that points are well developed, Example Popppers should always be followed by one or more adders.

5. **Vocab Candy**: Pop one in your mouth and automatically use a vocabulary word in your next sentence! So that points are well developed, Vocab Candy should always be followed by one or more adders.

6. **Oral essay**: See the next page for the Brain Toy of Brain Toys!
**Oral Essay**

**INTRODUCTION**

A student holds up three fingers and says, pointing at each finger in turn,

“My first point is ... My second point is ... My third point is ...”

**BODY**

A student holds up one finger and says, pointing at the finger,

“My first point is ...”

and then expands that point with Adders, Because Slappers, Example Poppers and Vocabulary Candy

A student holds up two fingers and says, pointing at the finger,

“My second point is ...”

and then expands that point with Adders, Because Slappers, Example Poppers and Vocabulary Candy

A student holds up three fingers and says, pointing at the finger,

“My third point is ...”

and then expands that point with Adders, Because Slappers, Example Poppers and Vocabulary Candy

**CONCLUSION**

A student says “My conclusion is ... “ and then expands that point with Adders and Because Slappers.
The Wibeteer Olympics!

To develop student leadership, teach your students how to make Whole Brain Teaching presentations! Give them a question, ask them to practice with each other using Brain Toys to answer the question. Then, point at students and let them try for a Bronze, Silver or Gold WBT lesson.

Bronze

SAY, “CLASS!”

SPEAK BRIEFLY

CLAP TWICE SAY “TEACH!”

Silver

SAY, “CLASS!”

USE A BRAIN TOY

CLAP TWICE SAY “TEACH!”

Gold

SAY, “CLASS!”

USE A COMBO BRAIN TOY

SIGNATURE TEACH!
To powerfully develop students’ critical thinking abilities while they master state standards, play Wackadoodle. Pick 4-5 state standards that you have discussed and draw a grid like the one above on the board. Divide the class into 3-4 person teams with a strong student as each team’s captain. Make a Scoreboard on the board with a box for each team. Give teams time to create a gesture, explanation, example, comparison, and contrast for each term. Then, start pointing at teams and say, “Give me a gesture with an explanation for ‘Division … Compare and Contrast characters with setting’ etc.. Give points for the best answers. Give the most points when a student can complete an entire row, Gesture to Contrast. To celebrate this victory, all students crow, “Wackaddoodle-do!”
**Mind Soccer Rules**

1. One rule: Keep the ref happy.
2. Divide class into two teams
3. Use eraser as soccer ball and divide white board into hash marks (soccer field)
4. Use list of 50+ short answer questions (review course material)
5. Quick, “strong” answer moves eraser toward opponents’ goal
6. Advancing team cheers; defending team groans
7. Ball reversal when team misses a question, is too slow or makes ref unhappy.
8. Steal unexpectedly reverses ball direction
**WB7 5 Step Lesson Plan Template**

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question with Personal hook.</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Give Answer with Gesture (show Power Pix!)</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 test</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking Sentence Frames</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
# WBT Lesson: Author

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question with Personal hook. “What is an author?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Ans. “An author writes the words Of a book ... “ (show gesture &amp; Power Pix!)</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand Answer with Examples of authors &amp; review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way QT test “does [x] have an author?”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking ____ author _______</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
# WBT Lesson: Fiction

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>State Question with Personal hook. “What is fiction?”</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td>Ans. “Fiction is a story that is make-believe, Not real. “ (show gesture &amp; Power Pix!)</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Expand Answer with Examples of fiction &amp; review</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Evaluate: Yes/No Way QT test “Is [x] fiction?”</td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Critical Thinking ______ fiction ________</td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
# W&I Lessons

<table>
<thead>
<tr>
<th>Say “Class!”</th>
<th>Speak briefly</th>
<th>Clap twice, say “Teach!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Class!”</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
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<td>Clap twice, say “Teach!”</td>
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<td>Say “Class!”</td>
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<td>Clap twice, say “Teach!”</td>
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<td>Say “Class!”</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td>Speak briefly</td>
<td>Clap twice, say “Teach!”</td>
</tr>
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<td>--------------------------</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
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<td>Clap twice, say “Teach!”</td>
</tr>
<tr>
<td>Say “Class!”</td>
<td></td>
<td>Clap twice, say “Teach!”</td>
</tr>
</tbody>
</table>
The Whole Brain Teaching (WBT) videos on this CD were shot over a period of three years, beginning in Fall 1997 and finishing in Spring 2010. Viewed in chronological order, they show the development of our techniques from Power Teaching (our first name) to Whole Brain Teaching. As with any complex art, we learned as we went along.

For more information about Whole Brain Teaching, go to WholeBrainTeaching.com
Or email Chris Biffle, at
CBiffle@AOL.com
All classroom materials used below are available as free downloads at our website.

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Intro to Whole Brain Teaching: Lessons 1-8
Each short video demonstrates a key component of WBT. Taken in order, the movies show what we believe is a logical sequence for introducing many of our strategies to classes from kindergarten through high school.

WBT Basics
Chris Biffle uses his philosophy classroom to demonstrate the Big Six (and early version of the Big Seven). Note that all of the techniques employed with young adults can also be found in our videos of elementary students.

How to Begin WBT Part 1 and 2
Our most recent video demonstrates how to begin the Big Seven using middle school students as a sample population. The Big Seven, fully described on our website WholeBrainTeaching.com, are: Class-Yes, the Five Classroom Rules, Teach-Okay, Scoreboard, Mirror, Hands and Eyes, Switch. The class in this video had practiced for about 25 minutes before beginning. With older kids, the Big Seven can be introduced fairly quickly, as demonstrated in the video. In K-3 classes, introduction of the Big Seven might be spread over several weeks.

WBT College Aristotle
Biffle demonstrates advanced techniques to combine individual and group learning in a WBT classroom.

Portrait of a New Teacher
The video provides impressionistic overview of a new teacher, Andrea Schindler, using Whole Brain Teaching in its earliest stage of development. In seven minutes, you'll see a portrait of the birth of a remarkable teacher; Andrea is currently (2010) one of the most viewed and imitated kindergarten educators in the U.S.

WBT Kindergarten
Andrea Schindler, who began Whole Brain Teaching on her first day as an instructor, demonstrates several engaging WBT strategies with young learners. This video is among the most popular in the WBT series.

WBT 1st Grade
An excellent demonstration of low key, Whole Brain Teaching. If you like quiet, calm, intensely focused classes, and who doesn't?, these first graders provide excellent models.
**WBT 6th Grade math**
One of the most viewed education videos on YouTube (over 100,000 at last count!), this sixth grade teacher combines remarkably effective pacing, humor and gestures to teach a complex subject, the order of operations. To show the range of WBT, contrast these highly trained, disciplined 6th graders to the rowdy, spontaneous 4th graders in the critical thinking video above.

**Crazy Professor**
In one of our first videos, Chris Rekstad demonstrates an early version of The Crazy Professor Reading Game, designed to increase student reading comprehension for both fiction and non-fiction.

**SuperSpeed 100**
A classroom of special ed kids master 100 of the most common sight words using one our most popular free downloads at WholeBrainTeaching.com. SuperSpeed 100 is used from grades K-5; the key motivator is that students are setting and breaking personal records for reading speed.

**Mind Soccer**
This entertaining, often hilarious video, features WBT Co-Founder Chris Rekstad and his fourth grade, Yucaipa, California class. As you'll see, Mind Soccer provides a remarkably flexible (and comic!) format for reviewing course material. The game is so entertaining that kids will work hard, tallying marks on the Scoreboard, for the privilege of playing Mind Soccer. A whole class learning with as much energy as possible for the reward of reviewing what they have learned? You know what that is. Teacher Heaven.
Whole Brain Teaching for Challenging Kids

WBTT'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.
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!
WBT For Your School!

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

Have an administrator contact Chris Biffl
CBiffl@AOL.com

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 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