

Do not let this overwhelm you! Pick and choose what you want to focus on and forget the rest for now!! Remember, I'm here to help...

The First Minute, Hour, Day just ask!!

Laura

The First Minute

The big moment has arrived! You can see your students walking towards you! Yes, there's the new haircut, the Super Hero backpack, the "I just lost my tooth at breakfast this morning" smile! Each has a story a mile long they can't wait to share with their brand new teacher... YOU!! Aren't you glad you've got the WBT schedule ready to go?

If your school schedule allows, start your first WBT activity right in the hallway! Believe me, your new students are very eager to please, and will jump right in with your first call out of the school year! When the class is finally lined up, begin:

Class-Yes!

Teacher: Look at me, please! I am [Name] and I am delighted that you are here!

Teacher: When I say **Class**, you say **Yes!** Whenever you say **Yes**, your hands should be "super glued" together in the listening position and you should be looking at me. **Class!** (Fold your hands to demonstrate.)

Students: **Yes!** (Students fold their hands together and look at you.)

Teacher: However I say **Class**, you say **Yes!** **Classity!** **Classity!** (Fold your hands again to remind them of the procedure.)

Students: **Yesity!** **Yesity!!** (Students fold their hands and look at you.)

Teacher: (Deep voice) **Oh, class!**

Students: (Deep voice) **Oh, yes!**

Teacher: (High voice) **Class! Class! Class-a-dee!**

Students: (High voice) **Yes! Yes! Yes-a-dee!**

I love, love, love **Class-Yes!** It never fails to get your group together! The more dramatic you make it, the more fun and engaging it will be! Remember, you are making your first impression on your class for the year! Put some Funtricity into it!

You already know there will be students who want to ask questions at this point, but remind them you will answer questions later, and then move on.

(**Note:** If your "first minute" of the day is driven by previously scheduled events, don't panic! Make your "first minute" happen when you can! In other words, the "first minute" doesn't have to be the very first minute!)

Teacher: **Class, oh Class!**

Students: **Yes, oh Yes!**

Teacher: **Please, sit down as quickly and quietly as you can!**

Teacher: Fold your hands and look at me! (As you say this, fold your hands and watch to see who copies your behavior. **Coach Biffle says, "Students who mirror your gesture have activated their brain's mirror neurons...central to learning."**)

Teacher: My name is _____ and I love your smiling faces! (Yes, say your name again! **Coach B says, "Smile as you speak and watch who smiles back. Again, you have activated their mirror neurons."**)

Observe who is following directions and give praise. Remind them that they've already learned Class-Yes and they've only been in class for one minute! Isn't this exciting? WBT is alive and well in your classroom!

The First Hour

Day 1: Schedule

This morning's lesson

1. Class-Yes/Please-Okay
2. Rule 1: Follow directions quickly!
3. The Scoreboard
4. Practice Rule 1
5. Learn student names
6. Thank you! You're welcome!
7. Practice Rule 1
8. Mirror Words

This afternoon's lesson

1. Teach-Okay
2. Five Rules plus Diamond Rule Rehearsal
3. Oral Writing with Brainies (capital letter and period)
4. Review of the day!

I post this schedule on my board for the students to see. This schedule contains terms that are brand new to them. Not only does it keep the interest of my students up, it keeps me on target throughout the day. For primary grades, you may choose to cover up the afternoon section of the schedule until after lunch. You may choose to cover up more of the schedule depending on the ability of your class to stay focused on the activity at hand.

Standing in front of your class, practice the Class-Yes a few more times...remember to smile, be confident, and be in charge!

Time to introduce Character Ed/Please-Okay! ...Coach B style!

When the teacher says "Please," she extends her arms to the class. The class responds, "Ok!" and mimics her gesture.

Teacher: Look at me, please! (extending her arms to her class) **Students:** Ok! (mirroring her gesture)

Teacher: Get out your geography folders, please! (extending her arms to her class)
Students: Ok! (mirroring her gesture)

Teacher: Please review the classroom rules with a neighbor! (extending her arms to her class) **Students:** Ok! (mirroring her gesture)

The more pleasantly, warmly, you say "Please!" the more pleasantly, warmly, your students will respond "Ok!" The brain automatically mirrors the behavior it receives. Repeated doses of politeness will turn children's frowns upside down.

You are ready to teach Rule 1! Oh, yeah!!

Rule 1: Follow directions quickly!

Teacher: When I say **Class**, please say **Yes!** [*Dramatic pause ... show that your hands are still folded.*]

Teacher: **Class! Class!**

Students: **Yes! Yes!** (Students fold hands and look at you.)

Teacher: Today, I'm going to teach you the first of our Five Rules plus Diamond rule.

Rule 1! Follow directions quickly! (Make gesture of your hand quickly moving forward like a fish swimming quickly.)

When I say Rule 1, you say...Follow directions quickly! and make the gesture for Rule .

Teacher: **Rule 1!** (Raise your arm up high with pointer finger up.)

Students: **Follow directions quickly!** (Some of the students may make the gesture.)

Teacher: **Very nice! Let's try again, but we need to be faster! Rule 1!**

Practice this two to three times.

Teacher: **Class! Class! Class!** (Fold your hands.)

Students: **Yes! Yes! Yes!** (Students fold their hands and look at you.)

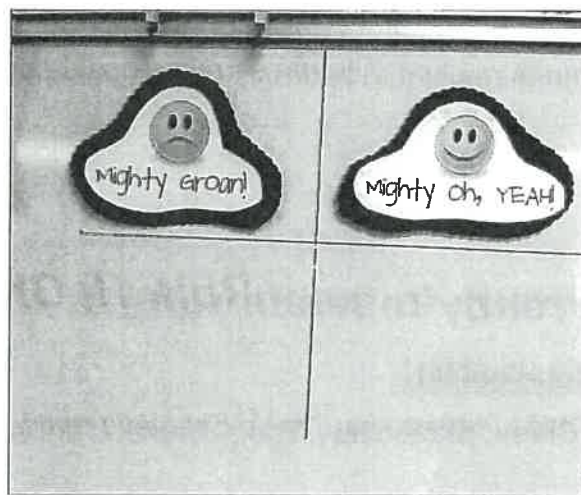
Teacher: **Now, let's practice following directions quickly!** (Quickly give some short commands ...**Look up...Look down...Raise your hand...**etc. Be sure to praise for speed!)

Teacher: Class! Class! Class!

Students: Yes! Yes! Yes!

Teacher: Rule 1 will help us learn and have fun! Raise your hands if you think Rule 1 will be good for our class. (No matter the number of hands raised, continue on with the following statement.)) I agree that Rule 1 will be good for our class!

Infinite Scoreboard



Introduce the Infinite Scoreboard next to your class. The first day I use the Scoreboard, I have it illustrated on the White Board at the front of the classroom with a Frownie Face and a Smiley Face. I want students to focus their attention there for the initial instruction. I will show them my **Portable Scoreboard** later.

Teacher: Class! (clap,clap) Class!

Students: Yes! (clap, clap) Yes!

Teacher: You are amazing students! You have already learned Class-Yes, Please-Okay, Thank you-You're welcome, and Rule 1! I think you're ready for the Scoreboard game! Tell the person next to you with great happiness, "I'm ready for the Scoreboard game! Are you ready for the Scoreboard game?"

Students: (turning to each other with great happiness and big smiles) I'm ready for the Scoreboard game! Are you ready for the Scoreboard game?

Teacher: Classity, Class!

Students: Yessity, Yes!

Teacher: All you have to do is KEEP THE SCOREKEEPER HAPPY!! I'm the

Scorekeeper! Tell your neighbor the Scorekeeper is the teacher!!

Students: The Scorekeeper is the teacher!!

Teacher: Class! Oh, wonderful class!

Students: Yes! Oh, wonderful yes!

Teacher: Today, we are playing for a class win! Say, "I can dig it!"

Students: I can dig it!

Teacher: I will put a tally mark under the Smiley face when you are doing something that keeps me happy! When I put a mark under the Frownie, that means you are doing something that doesn't keep me happy. Tell your neighbor, "We want Smilies!"

Students: We want Smilies!

Teacher: When I mark a Smiley, I will say Mighty Oh, yeah! As soon as I lift my marker off the board, you need to QUICKLY clap your hands and shout, "Oh, yeah!" (Show students the gesture and practice it several times together. Model the right way and wrong way. Don't assume they know the right way!)

When I mark a Frownie, I will say Mighty Groan! As soon as I lift my marker off the board, you need to QUICKLY lift your shoulders to your ears and give a very fast "Ugh!" (Show students the gesture and practice it together. Again, model the right way and wrong way. Don't assume they know the right way!)

Rule 1 Practice

Teacher: To begin the Scoreboard game, what keeps me happy is a class that can follow Rule 1! What doesn't keep me happy is a class that doesn't follow Rule 1! (Using the Scoreboard, give more Rule 1 practice)

"Stand up...Too slow!...Mighty Groan...Sit down!...A little slow...another Mighty Groan...Now you have to be really fast...Stand up! Great job!...Mighty Oh, yeah!...Rule 1!...Not enough gesture!...Mighty Groan!..."

Again, remind students they have to wait for you to lift that marker off the board before they clap their hands quickly with an, "Oh, yeah!" When you mark a Frownie, they need to hear you say, Mighty Groan! before they very quickly raise their shoulders to their ears and make a very fast "Ugh!"

The **+/- 3 Rule** is a must with the score. Never let the difference between Frownie tallies and Smiley tallies be more than 3! If the game is too easy, or too hard to win, your students will lose interest! Smilies are not easily given, which makes students work very hard to earn them. You control the score to heighten the engagement! By using

the Scoreboard consistently throughout the day, and emphasizing that the students in your class work as a team to support each other, student participation will stay high! We highly recommend you do not let them win the Scoreboard the first time!

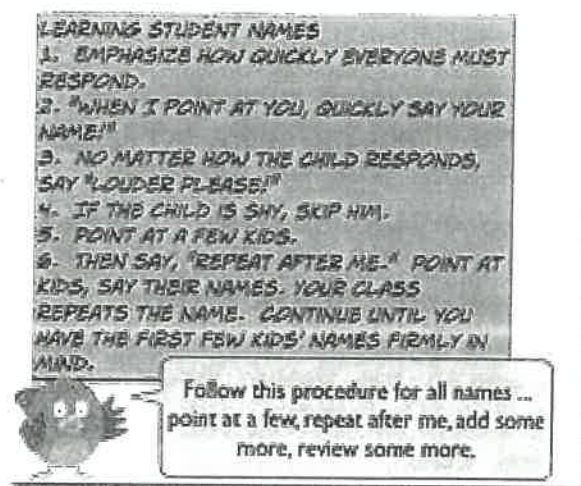
Want a fast way to energize your class and your Scoreboard? Use Ping Pong! Students and teachers LOVE this Power Boost!



*****Extremely important note:** Smilies can be earned as a result of even one student's special efforts, but a Frownie may only be given for a Team mistake, **NOT EVER** for an individual error. We **NEVER** chastise or punish an individual student before their peers.

Name Game

In WBT, we have a fast, efficient, and fun way to learn the names of your students...all of them!



Coach B's Name Game is not only fantastic for quickly learning your students' names, it is a great way to set your expectations for getting students to answer questions with complete sentences!

When you ask, "What is your name?" you will model how you expect them to answer. "My name is ...". Since you expect "**college talk**" (complete sentence answers) in your class this year, you get the ball rolling with the expectation of your students answering in complete sentences the very first day! Play this game with lots of energy! Remember, these are young students with "fragile" attention spans. They've only been in your class for a short period of time! You most likely don't know who might roll out of their chair at any moment! So to keep engagement high, I use a script similar to this:

Teacher: Oh, class!

Students: Oh, yes!

Teacher: I just LOVE to play games! One of my favorites is the Name Game! It's really fun! It's really fast! And, the only things you need to know for this game are your name and how to listen really well! Tell your neighbor, "I can play this game! Piece of pie!"

Students: "I can play this game! Piece of pie!"

Teacher: So this is how we play! I am going to point at someone and say, "What is your name?" That person will answer back with their name in this sentence. "My name is ____." (To help students remember what to say, I have a sentence frame on the board for them to use if needed.)

Teacher: (Point at a student you believe will answer quickly.) **What is your name?**

Student: My name is Tom. (If the student does not answer with a complete sentence, prompt with, "Complete sentence, please." Student should try it again.)

Teacher: (Once a student answers prompt, always ask the child to repeat their answer again.) **Please, say it again.** (After you have called on 3-4 students, tell the students: **Repeat after me.** You will then point at a few students and say, **This is Susan.** Students echo back. **This is Bill.** Students echo back. When you come to a student that has been introduced previously, but you can't remember the student's name, don't panic! Just say as you point to that student, **What is this student's name?** At least one person in that class will know! Continue on with the game, pointing to a student and asking them, **What is her name?** This gives the class a chance to practice the names, and it will help you learn the names also! If you forget a name anytime during the day, use your class to help you! **Class, what is his name?** Your students will help you on the spot! Now you can proudly say at the end of the day, that you know all your students' names, not just the names of those three people in trouble on the playground today!

Time to introduce Character Ed/Thank you! You're welcome! ...Coach B style!

When the teacher says, "**Thank you!**" at any point in a lesson, she places her hands over her heart. The class replies, "**You're welcome!**" and imitates her gesture. Delightfully, the more an instructor weaves **Please-Thank you-You're welcome** into daily instruction, the more she will hear her students speak politely to each other.

Teacher: Everyone worked hard on that lesson. Thank you! (placing her hands on her heart) **Students:** You're welcome! (mirroring her gesture)

Teacher: Thank you for lining up quickly. (placing her hands on her heart) **Students:** You're welcome! (mirroring her gesture)

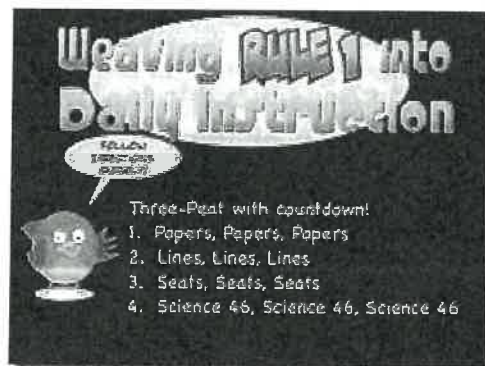
Teacher: The librarian said you had excellent manners. Thank you! (placing her hands on her heart) **Students:** You're welcome! (mirroring her gesture)

Insofar as these exchanges sound unusual, to that degree we have departed from classrooms where respectful behavior is the norm. More important than teaching kids how to be good readers or writers, is teaching them how to be good. For special celebrations, the teacher exclaims, "**Air Hug!**," and flings her arms toward her kids, giving them an imaginary hug. Kids imitate her embrace and everyone murmurs "**Ahhh!**" The Air Hug is Love's triumph.

The longer a group of students is in your care, the more you discover the obvious; kids treat each other as kindly as you treat them.

Classroom Procedures with 3Peat

Procedures, procedures, procedures! These make or break a class! You know exactly what it is like to step into a classroom where disorganization is evident just by the frantic look on the teacher's face! You cannot start teaching productively until you have procedures! So, starting the VERY first hour of the day, teach procedures! I will say that again! **Teach procedures! Teach procedures! Teach procedures!**



Rule #1, "Follow directions quickly!" has been introduced and practiced several times at this point of the day. Teaching procedures using 3peat, involves the repetition of this rule several times. Setting your expectations is very important that first hour and throughout the day!

We repeatedly use "Seats, Seats, Seats", "Bodies up, up, up", and "Lines, lines, lines"

during the day. Any direction that you want a quick student response to will become a 3peat! Here are some examples...and note the use of Character Ed Manners:

Teacher: Bodies up, please! Students: Okay! Bodies up, up, up! Your students should immediately stand and push in their chairs, if appropriate, and stand straight without a sound. **Teacher: Thank you! Students: You're welcome!**

I model the RIGHT way and the WRONG way to do this. Do not assume they understand your expectations the first time they hear the direction! Practice, and use the Scoreboard!

Teacher: Line, please! Students: Okay! Line, line, line! Your students move quickly and orderly to the line-up area without a sound! **Teacher: Thank you! Students: You're welcome!** Use the Scoreboard, and MODEL again.

Teacher: Seat, please! Students: Okay! Seats, seats, seats! Students must move to sit down, feet under the desk, hands folded on the desk. **Teacher: Thank you! Students: You're welcome!**

With all of these commands, and any others you choose, practice the Right way and Wrong way! If you are not consistent with your expectations, your students will cue right into that! Whatever level of response you are willing to accept, that is what you will get! Make it right the first time, and realize you will be practicing a lot! Use the Scoreboard...a lot! You should have a total of at least 10 to 15 marks on it by the end of the first hour!

Mirror Words

At this point in the schedule, it's time to pull out your MIRROR! Oh, yeah! There are three kinds of WBT Mirrors, but for the first day, our focus is on **Mirror Words**. You will be using this amazing technique from the first day of school until the last day of school! It is that powerful! This can be used for teaching and reinforcing any concept or procedure throughout your day! You will get an instant read on who is participating and who is not! Informal assessments start here, on the first day of school!! Here is a script for introducing **Mirror Words** to your class:

Teacher: Class! Class! Class!

Students: Yes! Yes! Yes! (Reminder: Students should fold hands quickly and look at you intensely! I call it Laser Eyes! Remember, use your Scoreboard!)

Teacher: When I say Mirror Words, you say Mirror Words and pick up your hands like me. Mirror Words! (Your hands should go up quickly with palms facing forward.)

Students: Mirror Words (Students raise hands with palms facing forward.)

Teacher: That was pretty good, but you need to go faster! We don't waste any time in 2nd grade! Mirror Words!

Students: Mirror Words! (Students raise hands fast this time!)

Teacher: Great job! Mighty Oh, Yeah! (Mark the Scoreboard with a tally on the

Smilie side to reinforce their response.)

Students: Students clap quickly and call out, Oh, Yeah!

Teacher: When I say **Mirror Words**, you say **Mirror Words** and raise your hands quickly. Whatever I say, repeat back. However I move my hands and arms, move your hands and arms the same. **Mirror Words!** (Quickly raise your hands, palms forward.)

Students: **Mirror Words!** (Students repeat and quickly raise hands, palms forward.)

Teacher: **Today is** (Sweep your arms wide with lots of energy. This is not only more FUN, but it gets everyone engaged in your energy!)

Students: **Today is** (Students repeat and sweep their arms wide.)

Teacher: **the first day of second grade.** (Hold out one finger and then switch to two fingers out.)

Students: **the first day of second grade.** (Students repeat and hold out one finger and then switch to two fingers out.)

Teacher: **I am so glad** (Pat your hand rapidly on your heart!)

Students: **I am so glad** (Students repeat and pat their hand rapidly on their heart!)

Teacher: **that we** (Circle your hand towards them and back to yourself, dramatically.)

Students: **that we** (Students repeat and circle their hand towards you and back to themselves, dramatically.)

Teacher: **will be learning together this year!** (Touch your fingers to your brain and massage it!)

Students: **will be learning together this year!** (Students repeat and touch their fingers to their brain and massage it!)

Teacher: **Mirrors off, please!** (Drop your hands and fold them together so they can see what you did.)

Students: **Okay! Mirrors off!** (Students repeat, drop their hands and fold them together.)

Teacher: Thank you!

Students: You're welcome!

Note: 'Mirrors off' will signal the end to this activity. Students' hands are folded and their eyes are looking at you! Oh, yeah!

Coach B says, "Your kids will magically repeat after you and imitate your gestures. You now have everyone's mirror neurons locked into yours. 100% STUDENT ENGAGEMENT!"

The Rest of the Day Schedule

This afternoon's lesson

Teach-Okay

Five Rules plus Diamond Rule Rehearsal

Oral Writing

Review of the day!

Teach-Okay

The afternoon begins! Now that you have taught your students Class Yes, Please-Okay, Rule 1, and some of the 3-Peat Procedures, you need to Activate the class! It's time to instruct your class about **Teach-Okay**, also known as the WBT Activator for Collaborative Learning! Teach-Okay turns your students into Teachers! Yes, it's true! You were just blessed with the addition of 30 (however many students you have) Teacher Assistants in your class! Oh, joy! And they said there was no budget this year!! Now I am going to show you how to get your best help out of these brand new assistants!

Step 1

Just as you started the day with **Class-Yes**, you will begin this set with the same call out:

Teacher: Class! Class!

Students: Yes! Yes

Teacher: Today is a very important day in 2nd grade for you! Tell your neighbor, "Today is a very important day!" (Students repeat this statement to the student closest to them.)

Teacher: Class, class, class!

Students: Yes, yes, yes!

Teacher: Today, you all are going to learn how to be teachers! Yes, teachers! Say, “oooooo!” (Students energetically respond with “oooooo!”)

Teacher: So to get started on learning to be a teacher, I am going to show you how to do Teach-Okay! Class!

Students: Yes!

Teacher: When I say Teach!, you say Okay! Teach!

Students: Okay!

Teacher: However I say Teach!, you say Okay! (Clap Clap) Teach!

Students: (Clap Clap) Okay!

Teacher: (Using a high voice) Teeeach!

Students: Okaaay!

Step 2

You are now going to add in the next level of Teach-Okay: The Full Turn!

Teacher: This time when I say Teach! you will say Okay! and quickly make a full turn in your seat facing your partner so that you will be knees to knees. (Model what you expect) Teach!

Students: Okay! (while turning quickly in their seat to the partner, knees to knees)

Teacher: Class, class!

Students: Yes, yes! (as they quickly turn back to you with their hands folded)

Note: Repeat these two steps several times. Be sure to model the Wrong way and the Right way to do this

Step 3

The next element is the Hands Up Ready to do Gestures.

Teacher: You are getting really good at Teach-Okay, so I think you are ready for the next part. While you are making that quick, full turn to your partner, you need to put your hands toward your partner so you are ready to make big gestures! (Model this the Wrong way and Right way) **Teach! Teach!**

Students: **Okay! Okay!** (turning quickly, and raising both hands prepared to gesture)

Note: Repeat these three steps several times, practicing the Right way and Wrong way!

Step 4

The next step is adding the Conversation.

Teacher: **Fantastic! You are ready! When I say Teach, you will make a full turn, hands up to gesture, and teach your partner “Yada Yada Yada”** (Use wiggly fingers for gestures) **over and over until I say Class again! (Clap Clap) Teach!**

Students: (Clap Clap) **Okay!**

Teacher: (Call them back fairly quickly) **Class!**

Step 5

The last step today is the Partner element. I seat my students in groups of twos and I tell them ahead, Partner 1 is the person closest to the closet doors. Partner 2 is closest to the windows. It eliminates a lot of discussions on who is who when I call out Teach! (Look at the design of your room and decide your focal points) Partner 1 will stand and teach first, while Partner 2 Mirrors. Using **High 5 Switch**, Partner 1 “High 5s” Partner 2 and they immediately change roles, with Partner 2 rising and Partner 1 sitting and raising hands to Mirror Partner 2. Remind students that they **KEEP Teaching and mirroring until they hear you say, Class! Using Switch ensures that Talkers become skilled at Listening and Listeners become skilled at Speaking!**

Teacher: **Class! Oh, class!**

Students: **Yes! Oh, yes!**

Teacher: **When I say Teach, you and your partner will take turns teaching each**

other Rule 1, Follow Directions quickly (use gesture of fish swimming quickly through the water) **Partner 1 will go first. Use High 5 Switch to take turns!** (Clap Clap) **Teach!**

Students: (Clap Clap) **Okay!**

*****Note:** In WBT, we teach the students to put their arms out and say, **“Help me!”** when they are confused or don’t know an answer. This encourages all students to contribute to conversations.

Rules 2-5 and the Diamond Rule

Now we begin work on the other WBT Rules. Use big energy and big gestures. Just as you taught Rule 1, you will teach the rule with the correct gesture. Using Teach-Okay sets, students will practice, practice, practice! Mark that Scoreboard! Don’t forget the +/- 3 guideline for tally marks.

Rule 2 Raise your hand for permission to speak! (Raise two fingers, and then make a talking motion with your hand held near the side of your mouth.)

Rule 3 Raise your hand for permission to leave your seat! (Raise three fingers, and then walk two fingers down your outstretched arm. When your fingers get near your wrist, have the two fingers “fall off” and cry out, AHHHH!)

Rule 4 Make smart choices! (Raise four fingers, and then alternately tap your temples with one finger.) **Glorious Kindness** (Extend one palm for Glorious and then the other for Kindness.) **Leadership** (Raise one finger.) **Courage** (Flex your muscles.) **Invincible Grit** (Tap your heart.) **Creativity** (Paint an invisible painting.)

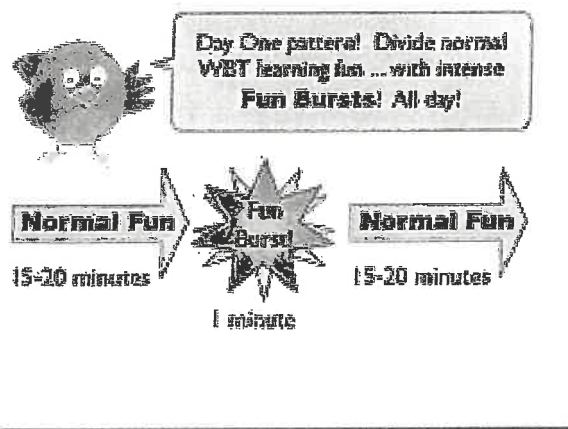
Rule 5 Keep our dear learning community happy! (Raise five fingers, and then use both hands framing your mouth and make a smiley face.)

Diamond Rule Keep your eyes on the target!

Modeling the Right Way and Wrong Way is especially important to demonstrate your expectations! When someone makes a mistake, we do not tolerate ridicule. Students learn to say, **“You’re still cool!”** I remind them that our class is a Team, and we support our teammates!

With these “tools” in their back pockets it is time for a **Fun Burst!**

Fun Burst!



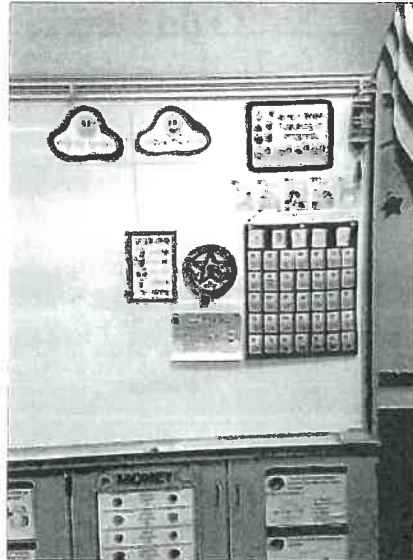
1. Sample Fun Burst

Teacher: (Walking quickly to whiteboard, marker in hand) "Stand up!"
 Students: (slowly stand up)
 Teacher: Too slow! (marks a frowny) Groan!
 Students: (a few groan)
 Teacher: Rule 1!
 Students: (Getting the idea and making the gesture) Follow directions quickly!
 Teacher: Faster!
 Students: (much faster) Follow directions quickly!
 Teacher: Sit down!
 Students: (up to speed) Sit down, down, down!
 Teacher: Great! (Marking a Smiley) Mighty OH YEAH!
 Students: OH YEAH!
 Teacher: Now, we'll go on to our math lesson. Math folders out!
 Students: (very quickly) Math folders out, out! out!



Very Important Point! Whenever you say "Class!", students should respond "Yes!" and, becoming silent, quickly fold their hands. If you don't emphasize this, Fun Bursts will become too bursty. You want to create a pattern of wild energy during the burst, then absolute silence when you call kids back. Done correctly, kids will love this rapid alternation between high energy and frozen self control.

The **Fun Burst** in the afternoon is especially effective in helping students release some energy, while also keeping the learning mode intact! As Coach B states in the slide above, the Class/Yes is a must for instant control! I use Coach's official **Wacky Star Fun Button** posted on my front board whenever I want a "fast" Rule Rehearsal or a quick review of content material! Without notice, I will "hit" the Wacky Star sign and students will immediately stand and using big energetic gestures and voices, with rehearse all the Rules with their partners until I call them back with Class! They LOVE it!



Here is [link](#) for you to make one on cardstock and hang in your room.

Oral Writing

genius paragraph

extender sentence

spicy sentence

blah sentence

Oral Writing is the finale of the day, and it notches up the energy in a group of any students who have been looking for the fridge since 10:00 am! That first day can be an endurance test, especially after a summer with little or no set schedules! We work on **Blah and Spicy Sentences!** I use a sentence frame, "The dog jumps." Students, working with their partner, come up with as many nouns as they can to replace the noun "dog". You will be able to incorporate Teach/Okay into this activity, since students have practiced it earlier in the day with the Rules.

Now switch to the verb, "The dog jumps. Incorporate Teach Okay and have students work with partners to come up with as many verbs as they can to replace the verb "jumps".

For the **Spicy Sentence**, switch to, "The brown dog jumps." Again, students work with their partner to replace the adjective "brown" with as many words as they can. Working with a partner encourages participation from everyone, especially children who are not comfortable sharing with the whole class yet.

***The first few days you do the **Genius Ladder**, you may only focus on the Blah

Sentence, replacing the noun and the verb. Get those **Brainies** in play by using gestures for Capital Letter and Period!

End of Day

Clean-up the room, one more whole class **5 Rules plus Diamond Rule Rehearsal**, and you've just completed your first very full day of Whole Brain Teaching! **Ten Finger Woos** to everyone! Now it's time for another **3peat!** **Teacher:** "Backpacks, please!" **Students:** "Okay! Backpacks! Backpacks! Backpacks!" Off to waiting parents with lots of experiences to share about the first day! Mighty oh, yeah!!!

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