



**WHOLE BRAIN TEACHING**

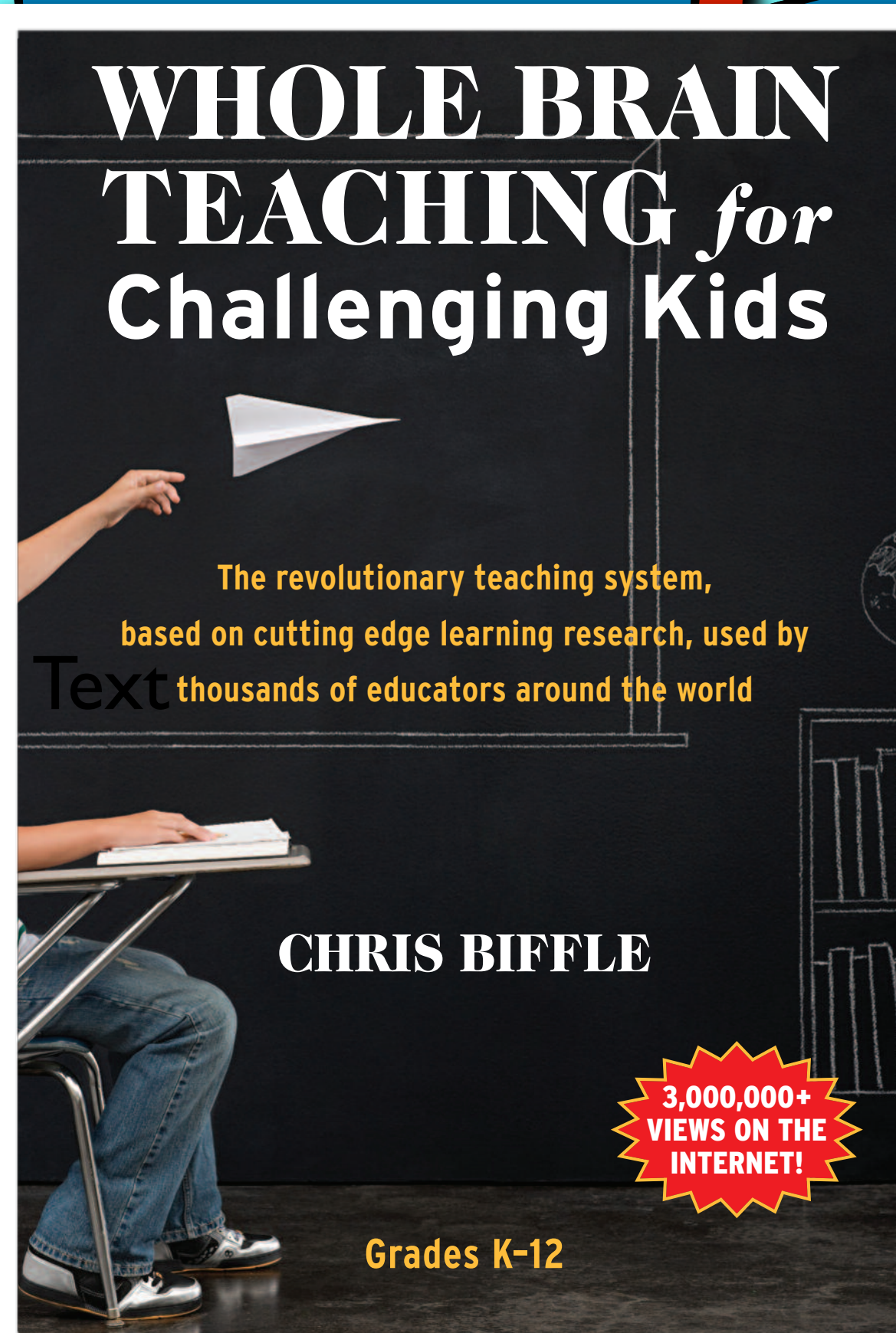
# **MASTER CLASS**

**THE BRAINY GAME**

Our manual is one the highest  
rated books IN ANY CATEGORY  
among the **millions** on  
Amazon.com ...



Biffy  
Bluebird





*Hunger Games*

4.6 out of 5 stars

*Lord of the Rings*

4.6 out of 5 stars

*Whole Brain Teaching*

4.9 out of 5 stars!

We're beating international  
best sellers.



Biffy  
Bluebird

# WHOLE BRAIN TEACHING *for* Challenging Kids

The revolutionary teaching system,  
based on cutting edge learning research, used by  
thousands of educators around the world

CHRIS BIFFLE

3,000,000+  
VIEWS ON THE  
INTERNET!

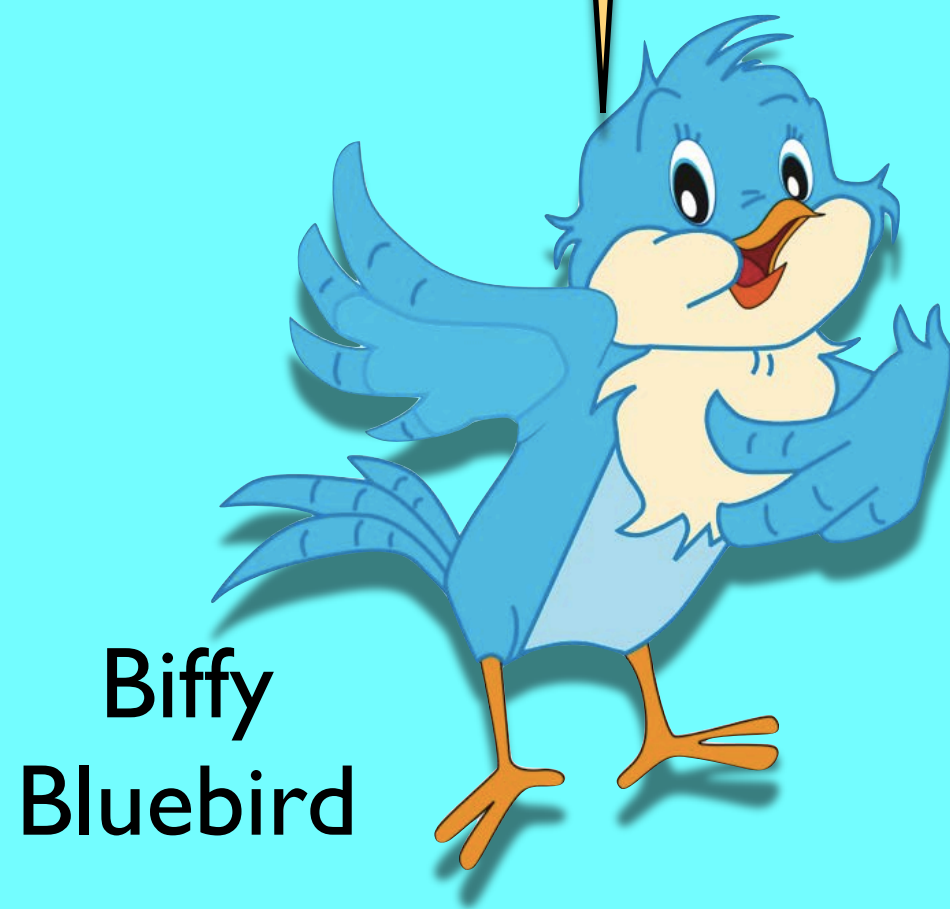
Grades K-12

The image shows the front cover of a book titled 'WHOLE BRAIN TEACHING for Challenging Kids' by Chris Biffle. The background is a chalkboard. At the top, the title is written in large, bold, white letters. Below the title, there is a small illustration of a hand throwing a paper airplane. Further down, there is a line of text in yellow and white: 'The revolutionary teaching system, based on cutting edge learning research, used by thousands of educators around the world'. Below this, the author's name 'CHRIS BIFFLE' is written in white. In the bottom right corner, there is a red starburst badge with white text that says '3,000,000+ VIEWS ON THE INTERNET!'. At the very bottom, the text 'Grades K-12' is written in yellow. On the left side of the cover, there is a partial view of a student sitting at a desk, and on the right side, there is a chalkboard drawing of a bookshelf.



Read the rave reviews on  
Amazon!

<http://goo.gl/6JiHtk>



# WHOLE BRAIN TEACHING *for* Challenging Kids

The revolutionary teaching system,  
based on cutting edge learning research, used by  
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3,000,000+  
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INTERNET!

Grades K-12



# WholeBrainTeaching.com

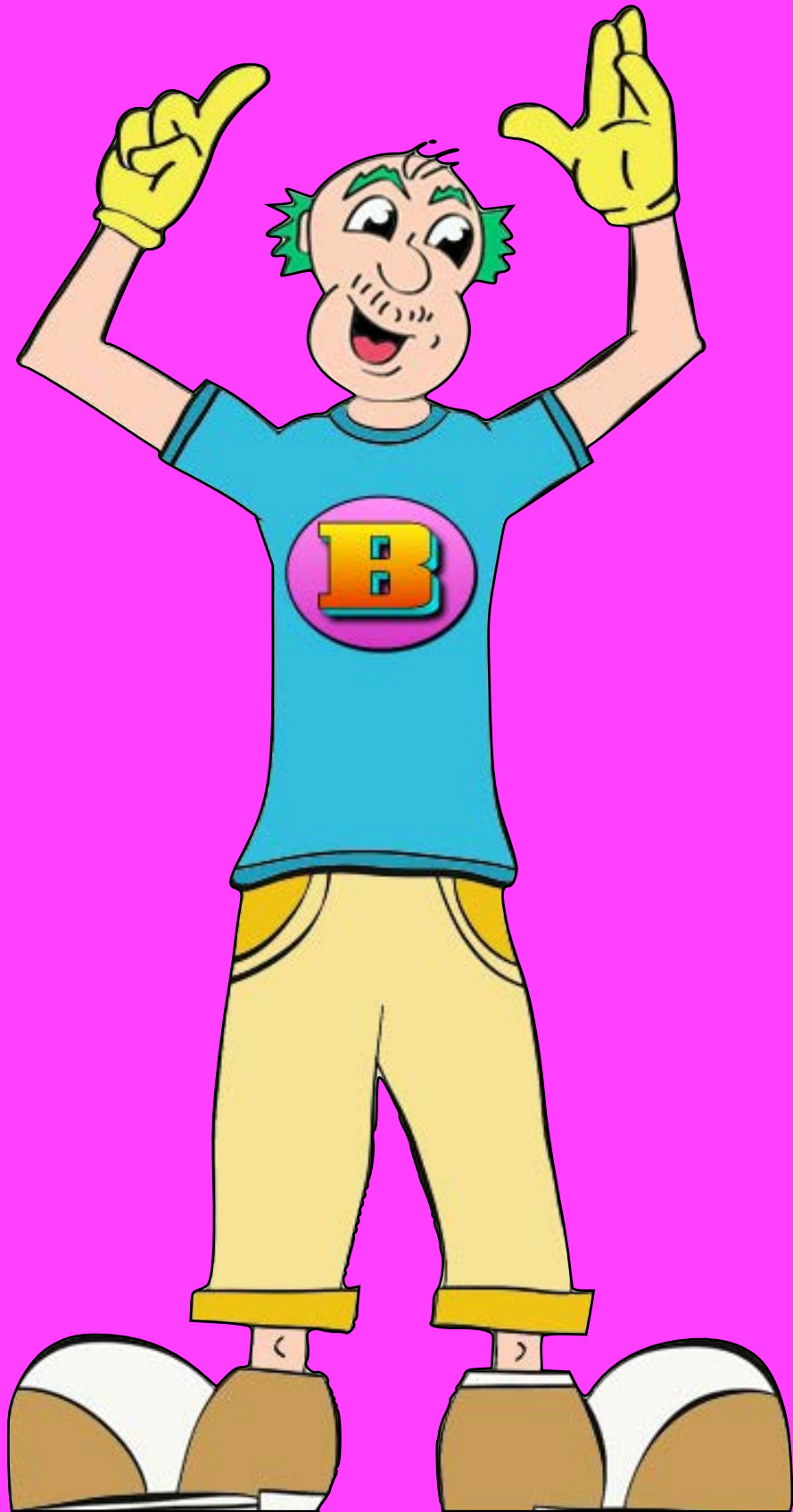
***124,250 registered members!***

***5,000,000 views on YouTube!***

***10,000,000 pages downloaded!***

WholeBrainTeaching.com ...  
One of the world's most  
popular education websites!

**Coach B**



# Contents

1. The Brainy Game is born!
2. Why is reasoning so hard?
3. Beginner Brainies (K-1st)
4. Competition Brainies (2nd-12th)
5. Competition Brainy Writing
6. Jumbo Critical Thinking Brainies
7. Jumbo Grammar Brainies
8. Jumbo Punctuation Brainies
9. Jumbo Einstein Triangle Brainies
10. Jumbo Special Brainies
11. The Topic Sentence Brainy
12. The Deep Citation Brainy
13. Fifteen Ways to Use Brainies
14. Brainies and Parent Training
15. Brainy Resources





## CHAPTER 1

# The Brainy Game

# Is Born!





Twenty years ago, I began to think about a game, “The Wisdom Game.” All I knew was “the more you played, the wiser you became.” I really didn’t believe such a game could exist ... but it was lovely to think about.





About six months ago (I write this in May, 2014) I began to draw gestures representing important concepts in critical thinking. Golly, I thought, these gestures are cool ...



Then, before long, I saw how my little drawings could actually be The Wisdom Game, ... but that wasn't a cool enough name ... so here is ...



THE



BRAIN

GAME!

*The Brainy Game* ... the more your students play, the wiser they become! Get ready for WBT's ambitious program for teaching K-12 kids critical thinking skills.

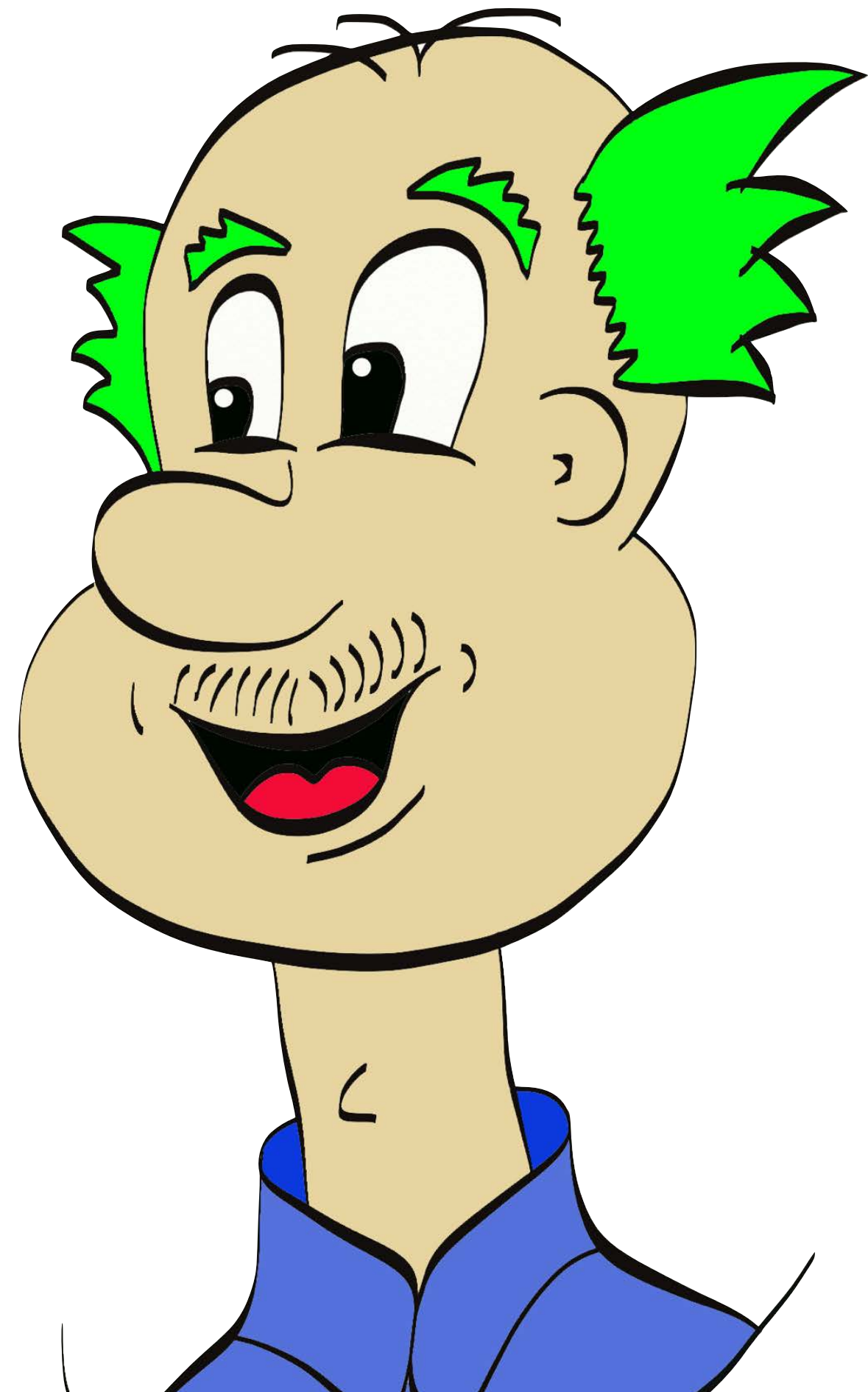
Classroom testing has demonstrated a remarkable feature of our new game ...

.





Students at **every** grade,  
K-12, **every** skill level, Special  
Ed to Gifted, in **every** subject  
can build their reasoning, and  
writing talents, WITH THE  
SAME GAME!





Making *The Brainy Game* even more remarkable, the whole K-12 program fits on the **front and back of one sheet of paper.**

Aiiii!

Yes, Aiiii!







*The Brainy Game* ... for every kid,  
everywhere ... only costs a few  
pennies to reproduce!!

I'm upset because it took me  
ages to design this wonder ... and  
I retired before I could play it  
with my college students! Poor  
me. ***Lucky you.***

## CHAPTER 2

# Why is Reasoning

# So Hard?





***But hold it! ...***

Before we explore *The Brainy Game* and its wonderful ability to develop reasoning, let's ask a question rarely posed ...

***Why is reasoning so hard?***

Why is abstract thought generally so difficult? For everyone?





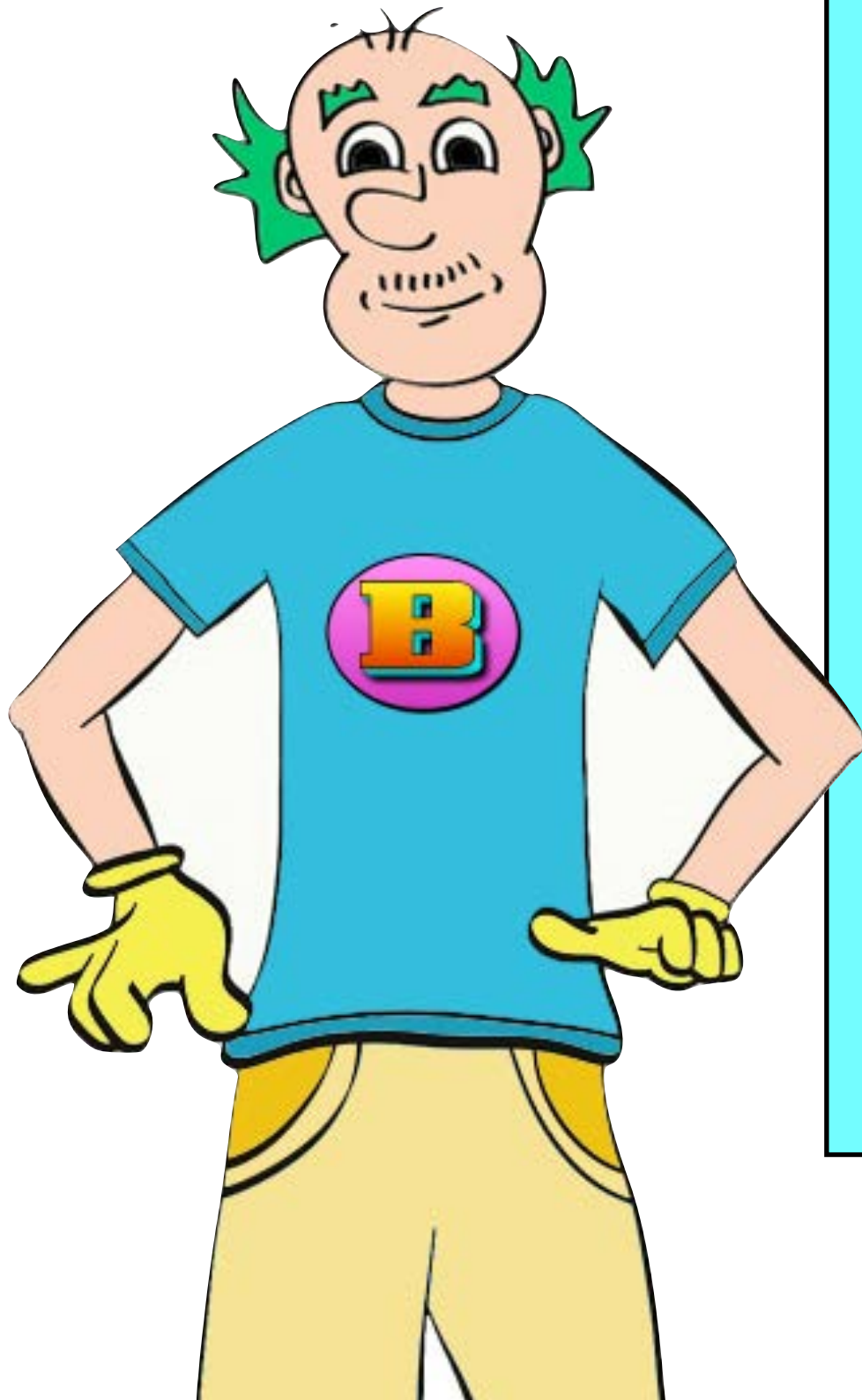
Here's an example of reasoning.

**All A is not B.**

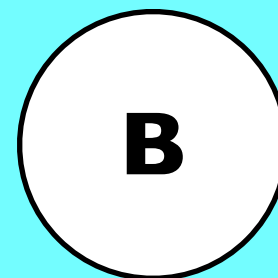
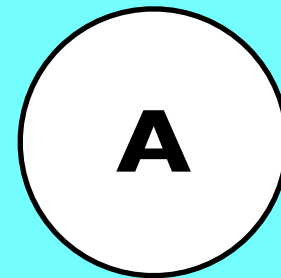
That's a bit difficult to understand.

Let's make it simpler.

.



This shows all A is not B ...  
every bit of A is not B.

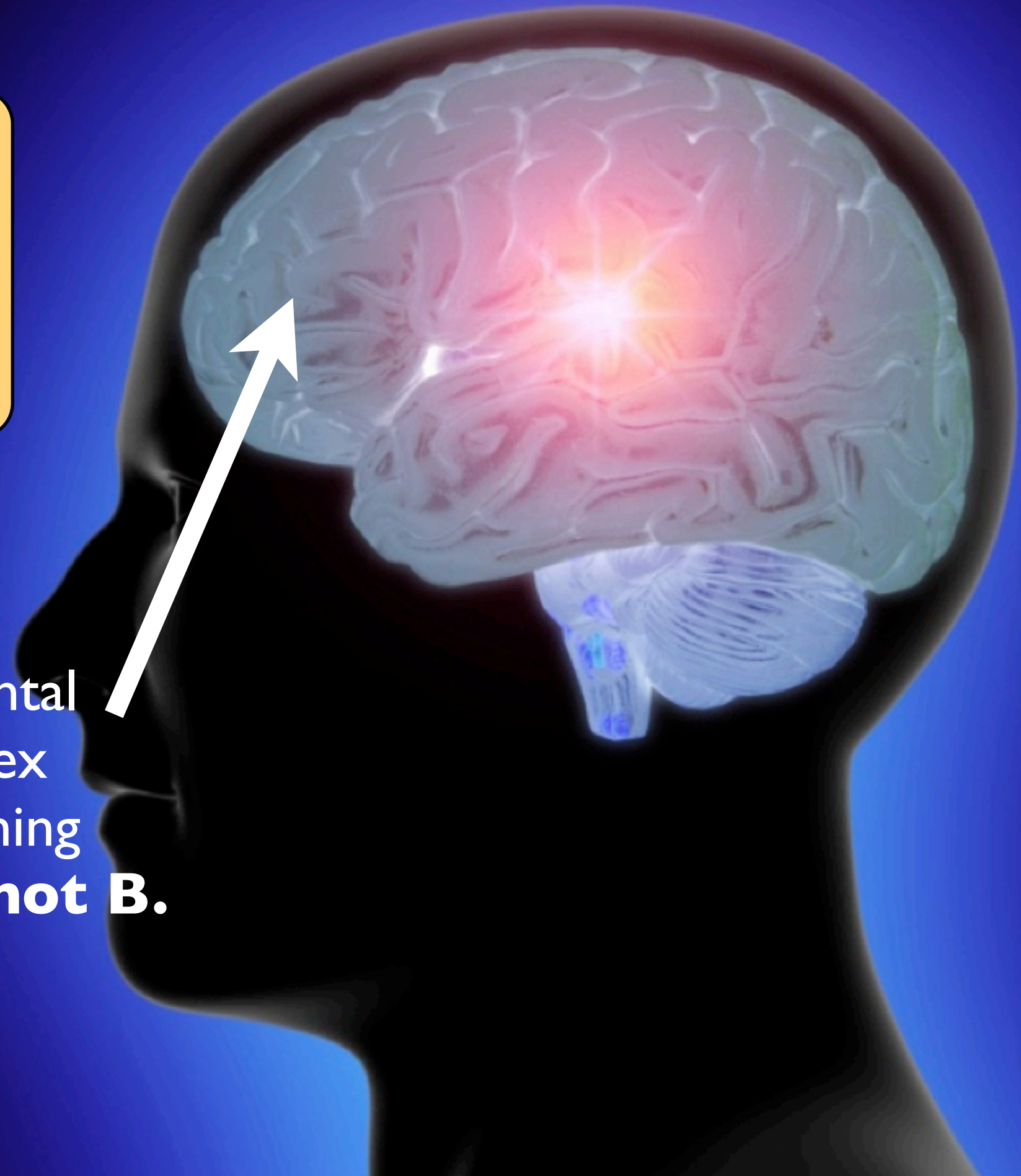


Most people would say this is  
easier to understand *because it  
is visual.*



When we reason  
with symbols ... we  
use the Prefrontal  
cortex.

Prefrontal  
Cortex  
Reasoning  
**All A is not B.**

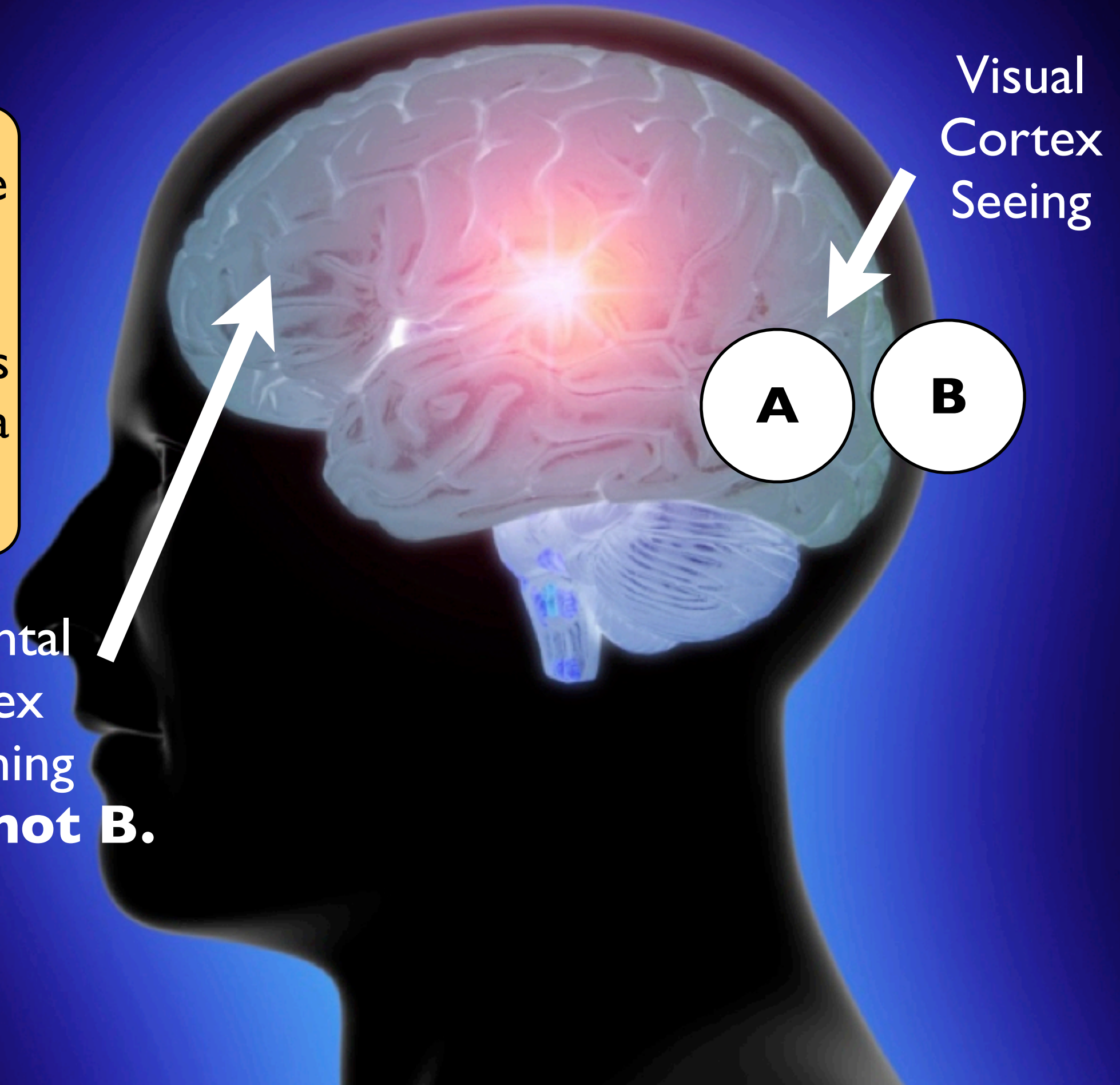




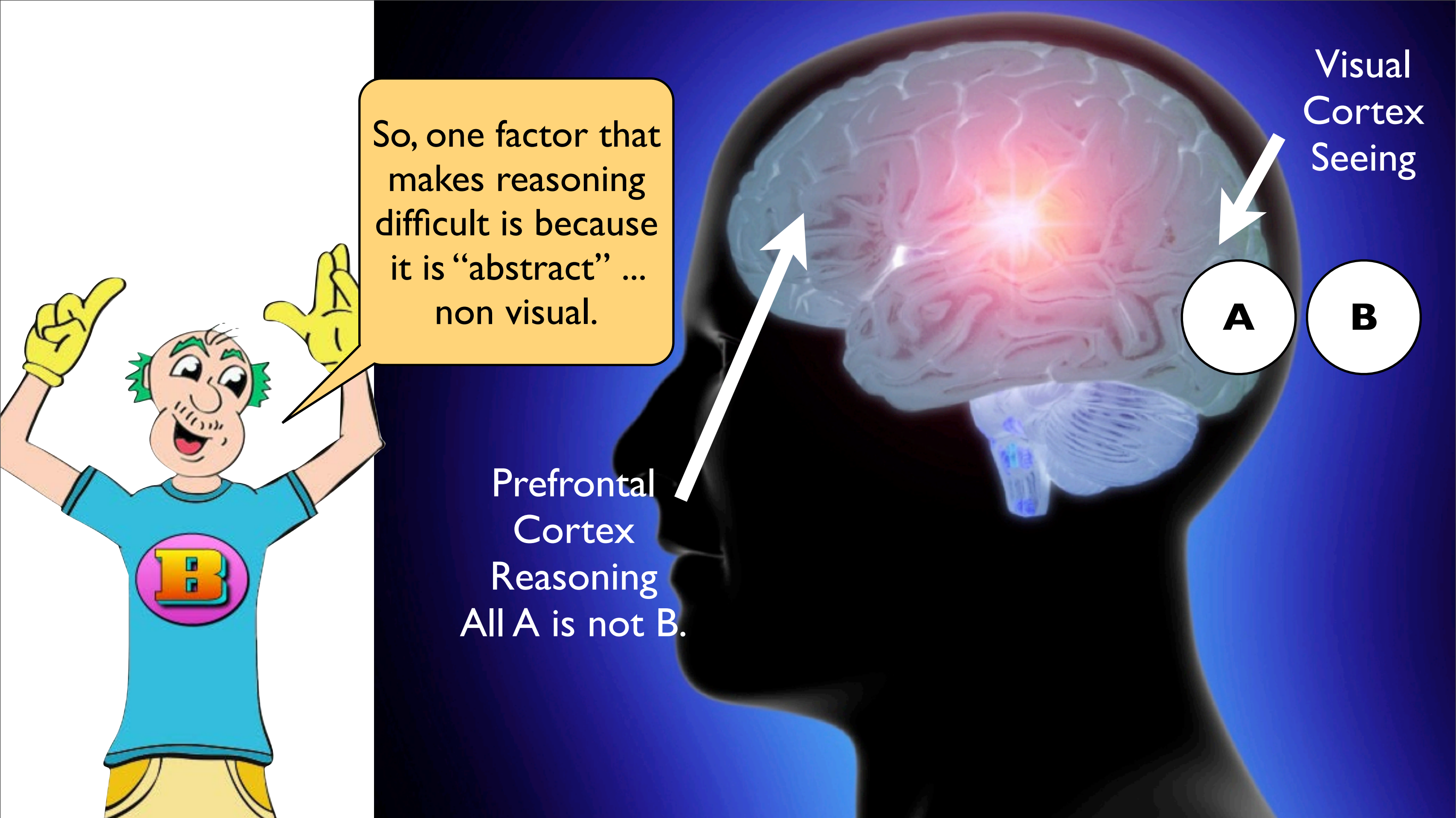


However, when we represent symbols with pictures, reasoning becomes easier “clearer” ... a visual metaphor.

Prefrontal Cortex  
Reasoning  
**All A is not B.**







So, one factor that makes reasoning difficult is because it is “abstract” ... non visual.

Prefrontal Cortex  
Reasoning  
All A is not B.

Visual Cortex  
Seeing

A

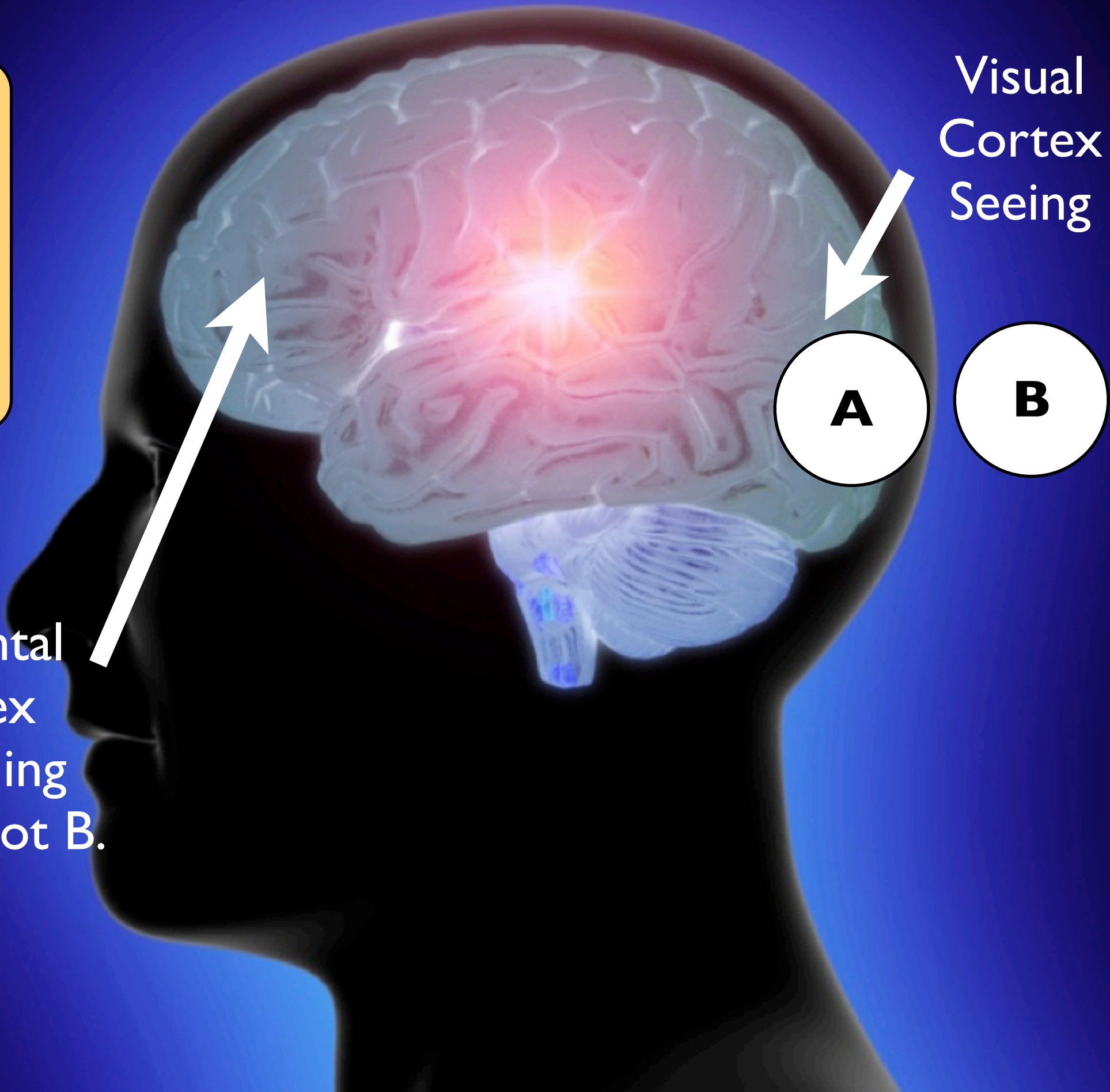
B



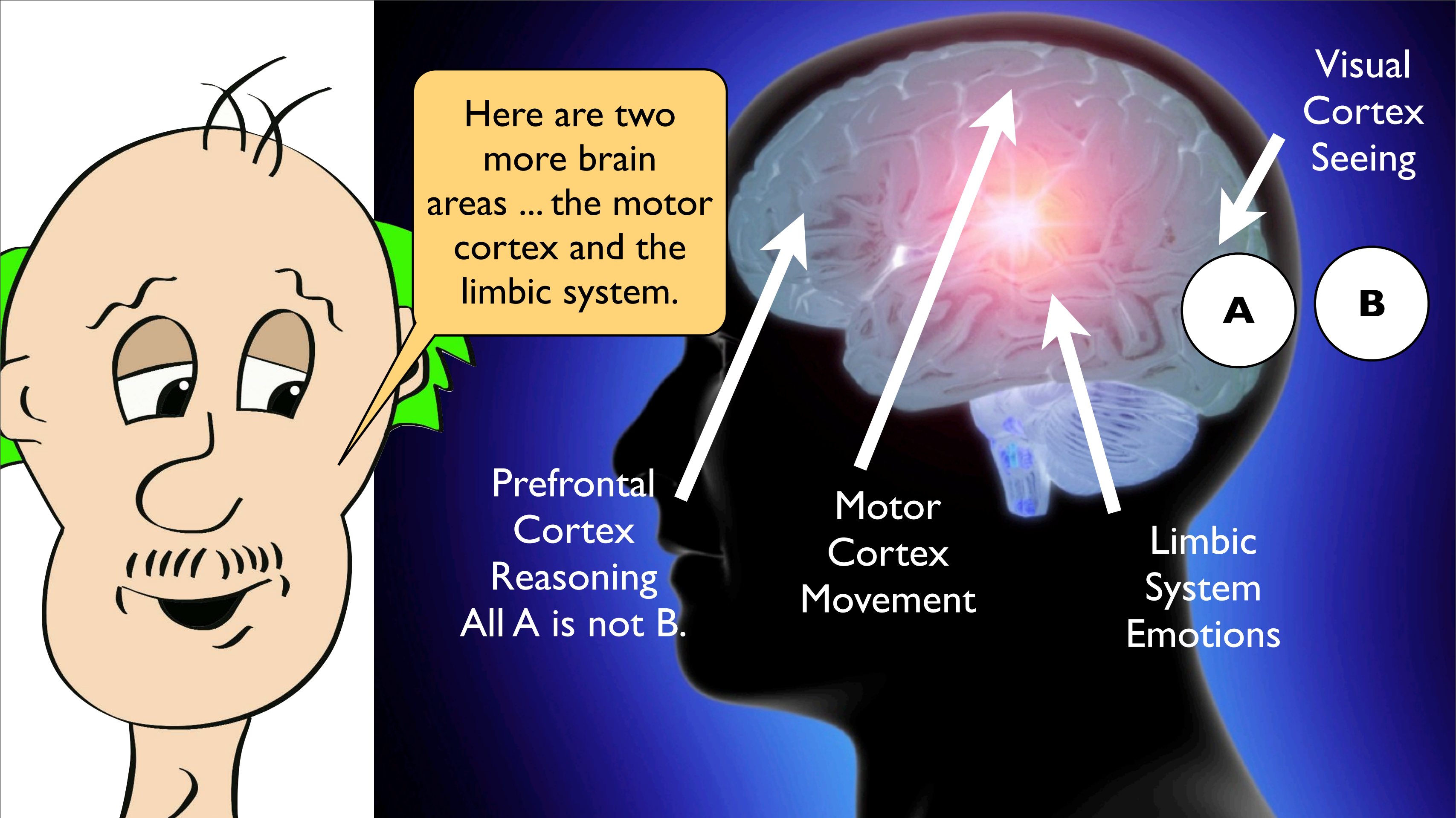


Thus, we can make abstract thought easier to understand by making it visual.

Prefrontal Cortex  
Reasoning  
All A is not B.







Here are two more brain areas ... the motor cortex and the limbic system.

Prefrontal Cortex  
Reasoning  
All A is not B.

Motor Cortex  
Movement

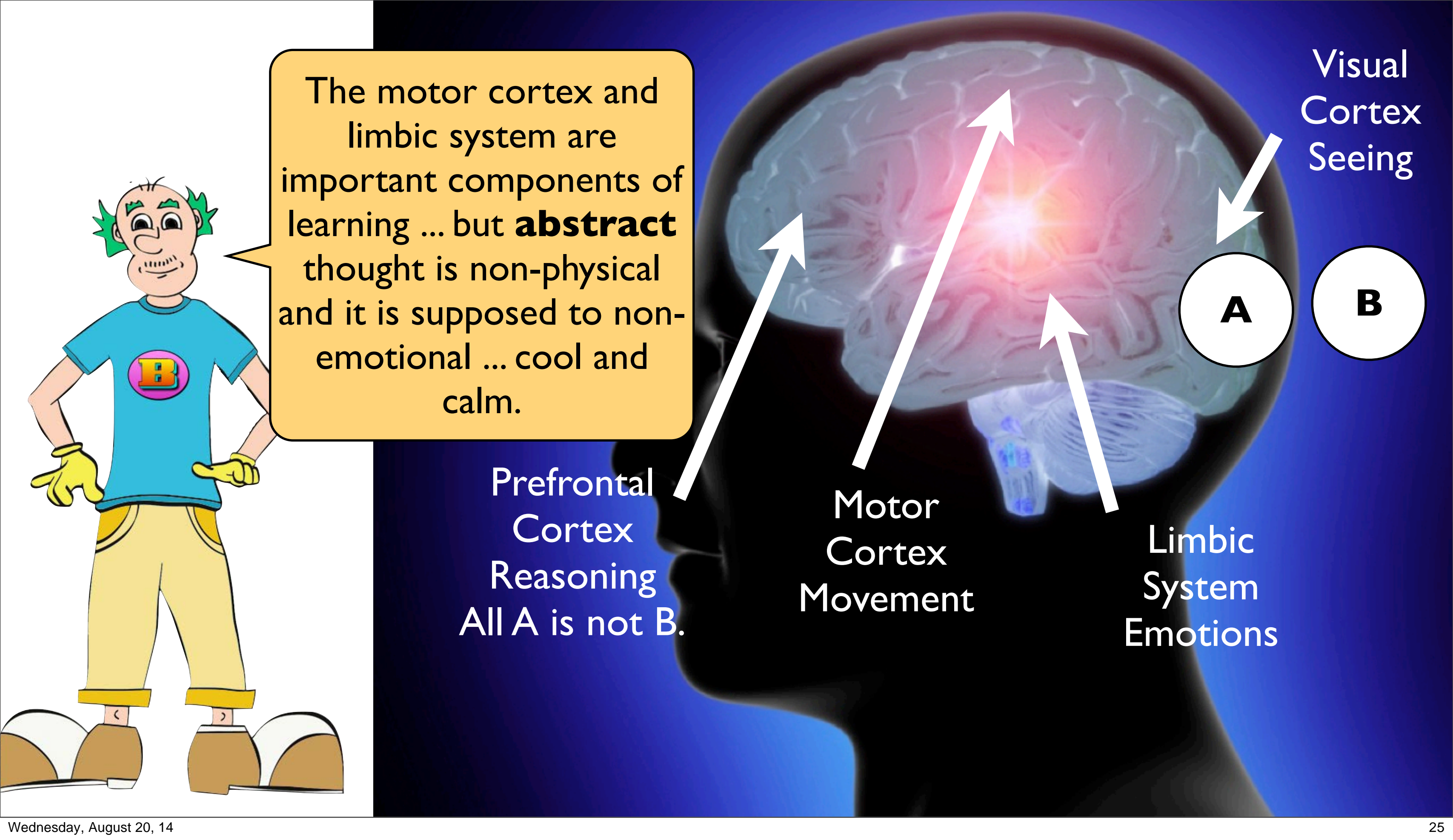
Limbic System  
Emotions

Visual Cortex  
Seeing

A

B





The motor cortex and limbic system are important components of learning ... but **abstract** thought is non-physical and it is supposed to be non-emotional ... cool and calm.

Prefrontal Cortex  
Reasoning  
All A is not B.

Motor Cortex  
Movement

Limbic System  
Emotions

Visual Cortex  
Seeing

A

B



When you ponder All A is not B **as symbols** ... you're not physically moving and you're emotions are not involved.

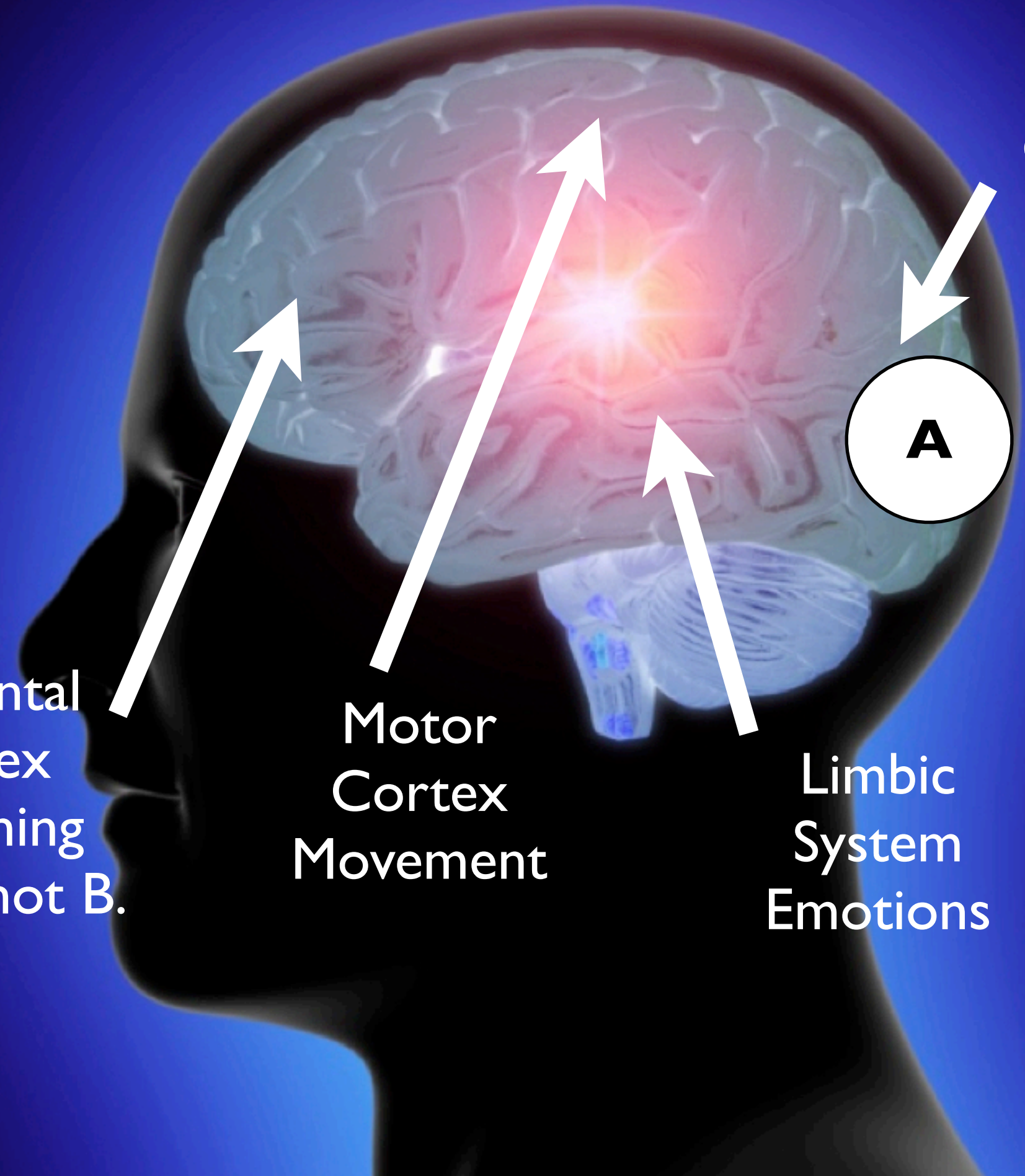
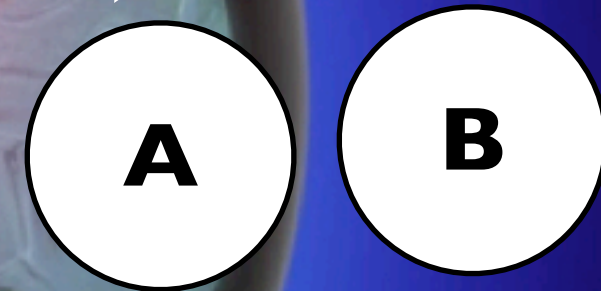


Prefrontal Cortex  
Reasoning  
All A is not B.

Motor Cortex  
Movement

Limbic System  
Emotions

Visual Cortex  
Seeing





But what if we could make abstract thought, **visual**, **physical** and **fun** ... something it has never, been?????

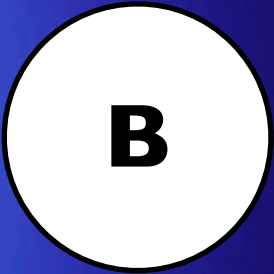
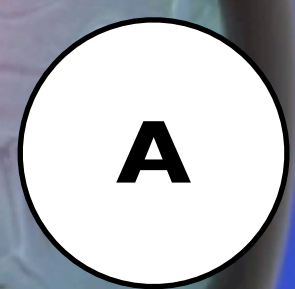


Prefrontal  
Cortex  
Reasoning  
All A is not B.

Motor  
Cortex  
Movement

Limbic  
System  
Emotions

Visual  
Cortex  
Seeing







In other words, what if we could transform reasoning into a Whole Brain activity ... instead of a merely prefrontal cortex activity???

Prefrontal Cortex  
Reasoning  
All A is not B.

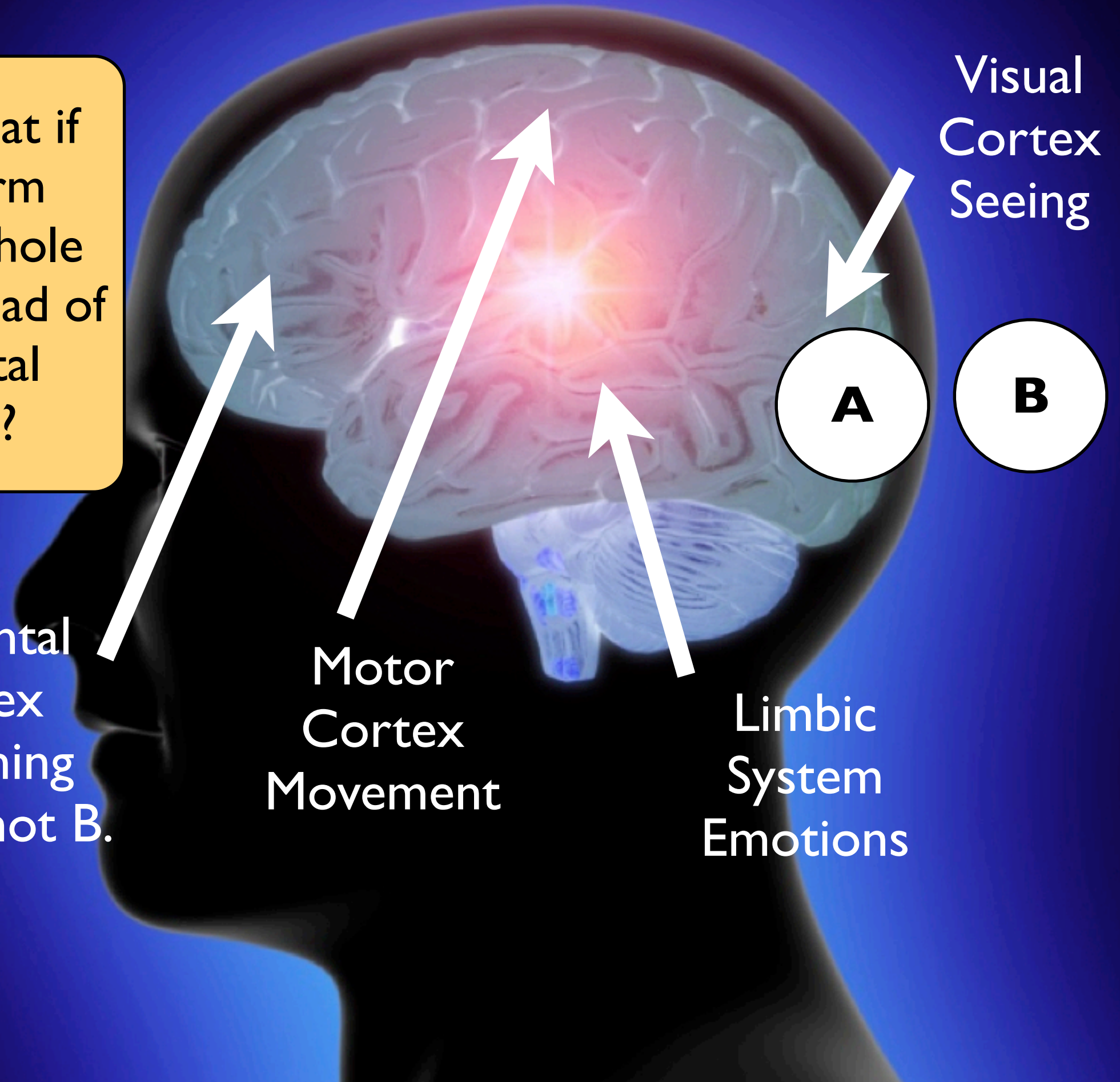
Motor Cortex  
Movement

Limbic System  
Emotions

Visual Cortex  
Seeing

**A**

**B**



## CHAPTER 3

# Beginner Brainies







## ***The Brainy Game***

- makes reasoning **visual**, by representing concepts with pictures.
- makes reasoning **physical** by linking the pictures to gestures.
- makes reasoning **fun** ... by turning abstract thought into a crazy, race against the clock, game.



## ***Coach B's Brainies***

Writing is not fun. Ask any writer. Critical thinking carves deep furrows across our brows.

*The Brainy Game* does the impossible.

A revolutionary set of icons makes dry, abstract thought, visual, physical and ***crazy fun.***

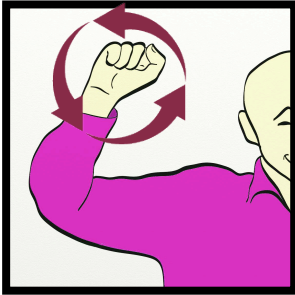
The Brainies are arranged in two levels, Beginner (K-1st) and Competition (1st-12th).

# COACH B'S BEGINNER BRAINIES

## CRITICAL THINKING



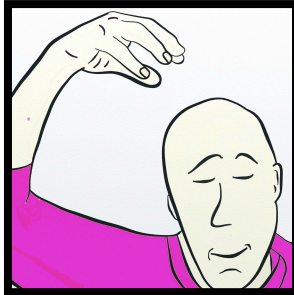
because



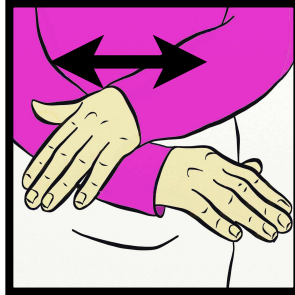
and



Also,



For example,



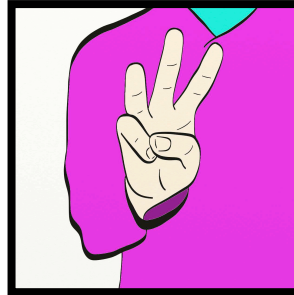
In conclusion,



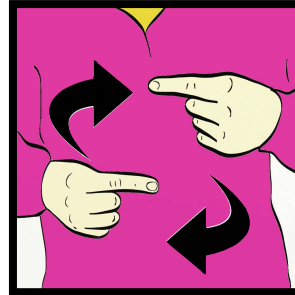
but however



If-then

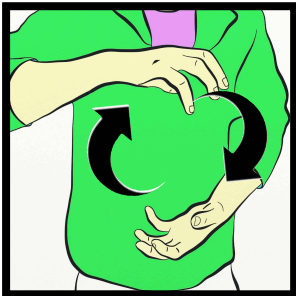


Triple Whammy

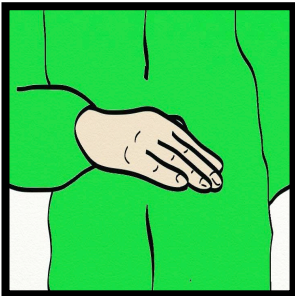


detail adder

## GRAMMAR



adjective

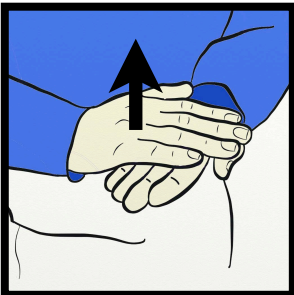


preposition

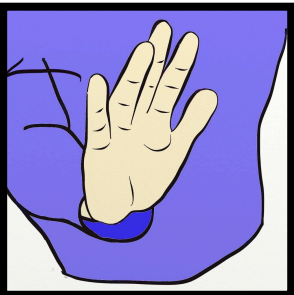
Prepositions: in, on, under, over, inside, beside, around, before, during, while, after, when, as, like.

## EINSTEIN TRIANGLE

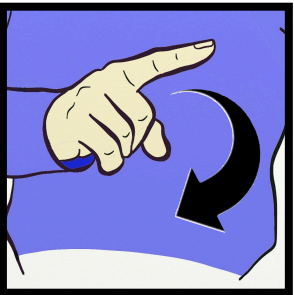
## PUNCTUATION



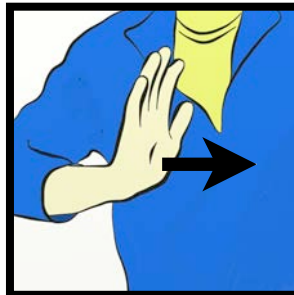
capital



end marks



comma



indent

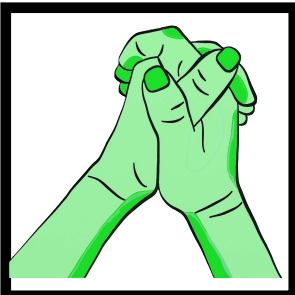
## SPECIALS



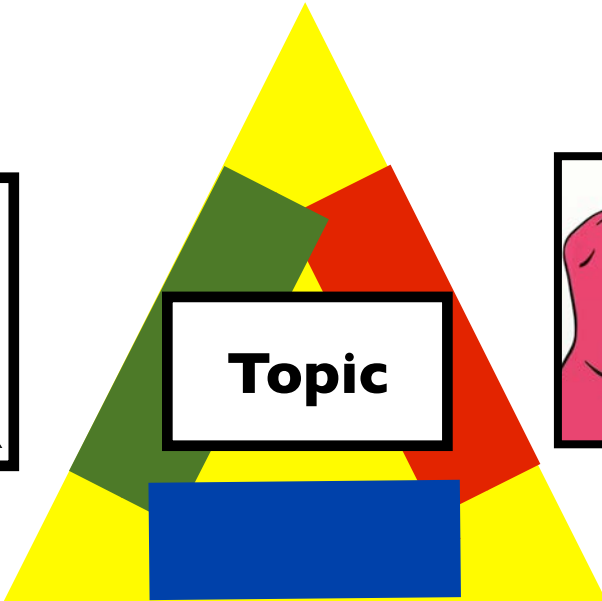
complete sentence please!



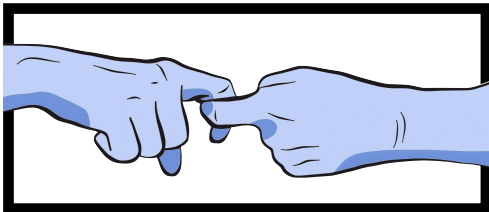
Help me!



compare



contrast



connect

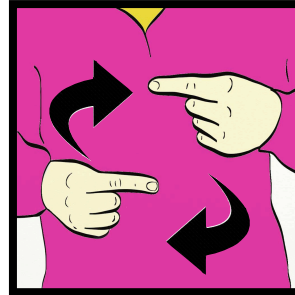
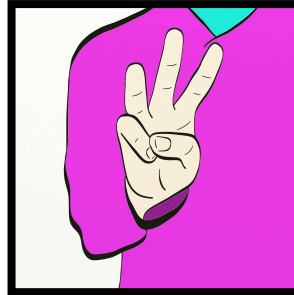
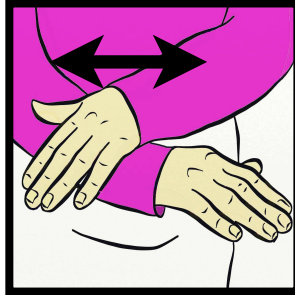
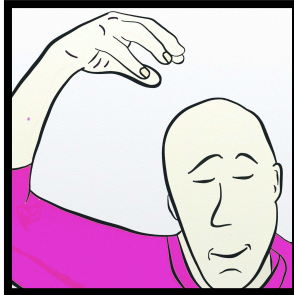
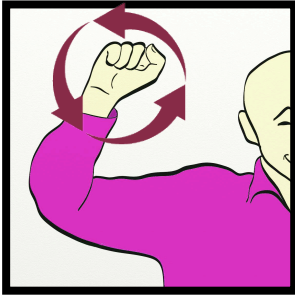




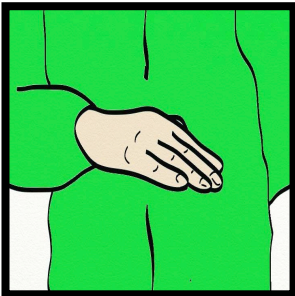
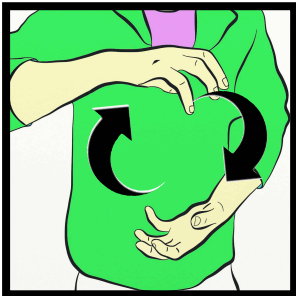
The next screen only has the gestures, making the Brainies easy to learn. Ask students to look at the gesture, name the concept.

# COACH B'S BEGINNER BRAINIES

CRITICAL THINKING



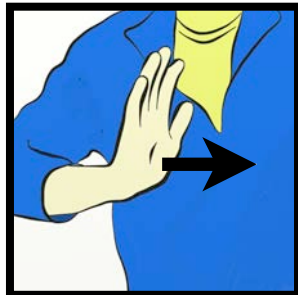
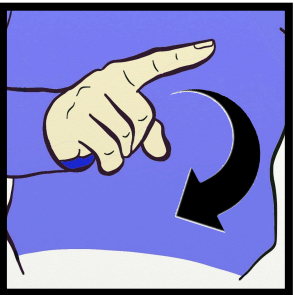
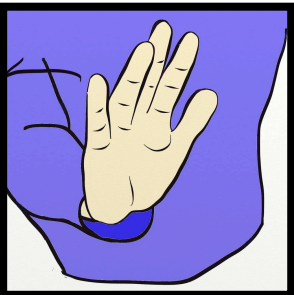
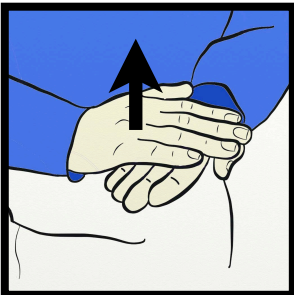
GRAMMAR



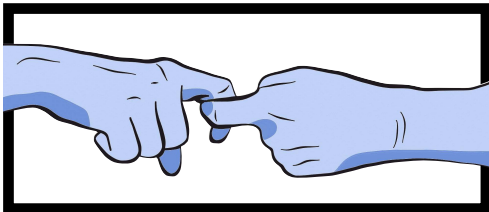
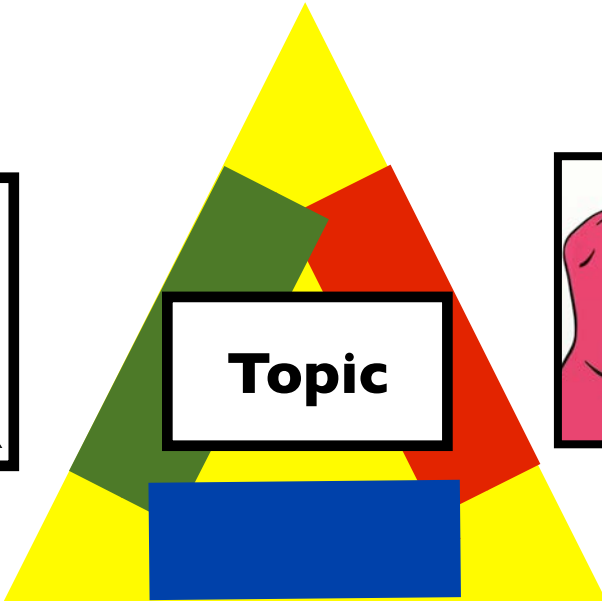
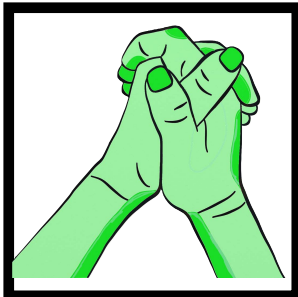
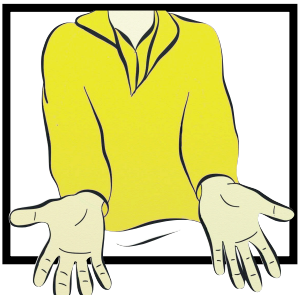
Prepositions: ??

EINSTEIN TRIANGLE

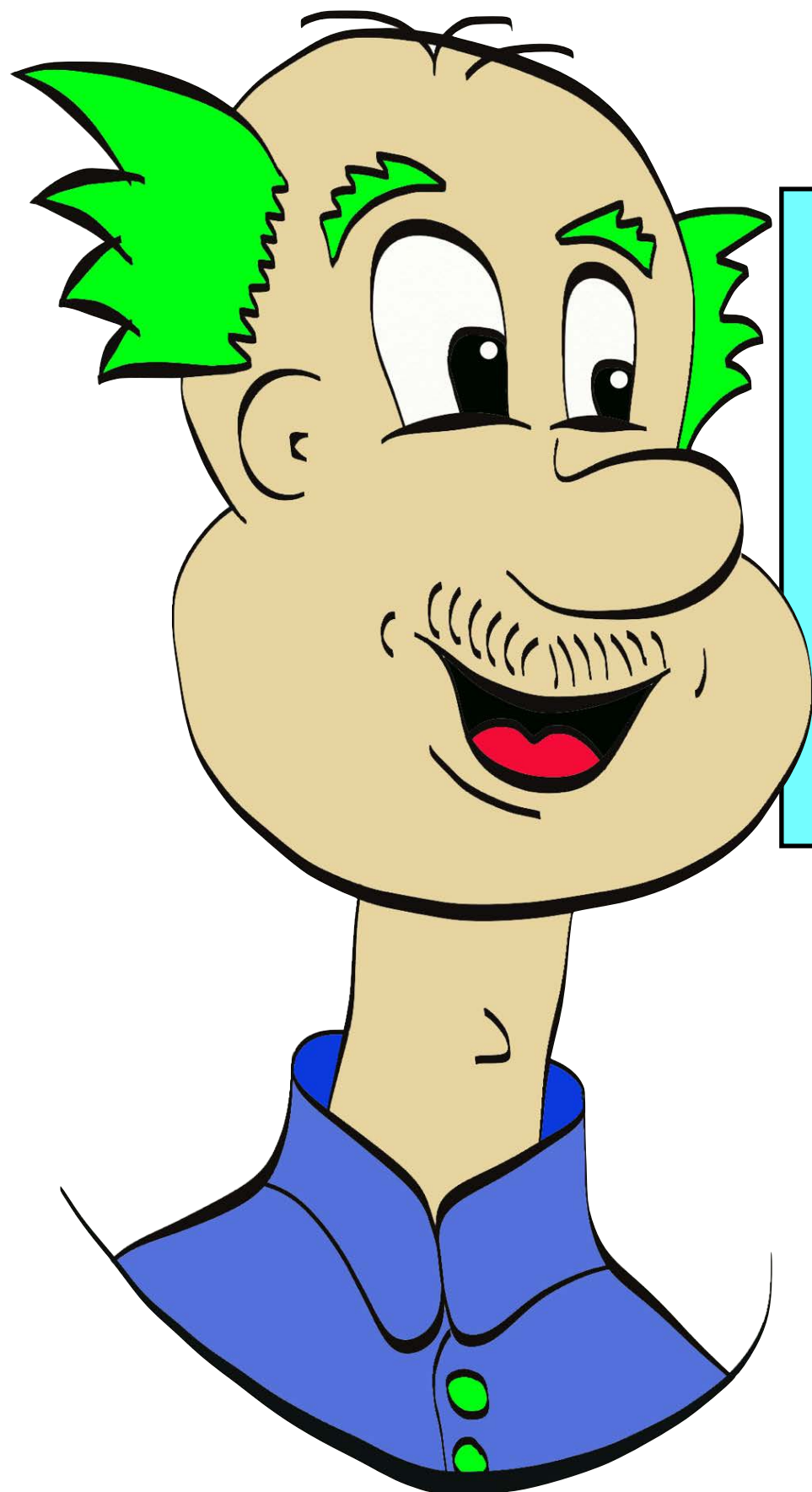
PUNCTUATION



SPECIALS







Print the two pages of  
*Coach B's Beginner Brainies*, back to  
back, and give each kid the world's  
largest flash card!



Now, let's look at how to start  
*Coach B's Beginner Brainies.*

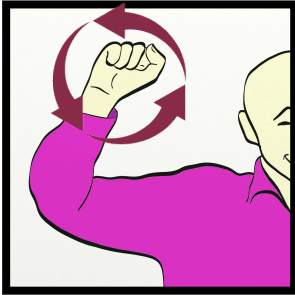


# COACH B'S BEGINNER BRAINIES

## CRITICAL THINKING



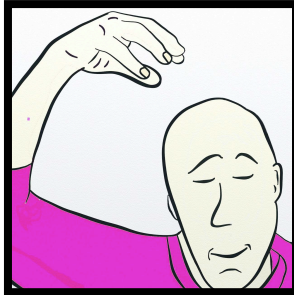
because



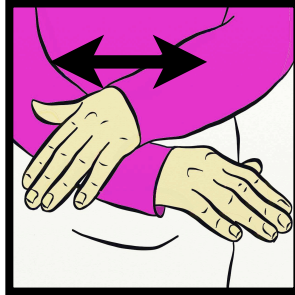
and



Also,



For example,



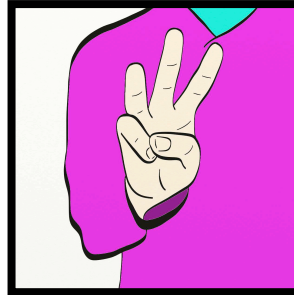
In conclusion,



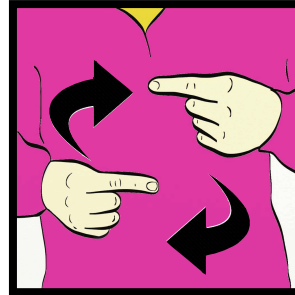
but however



If-then

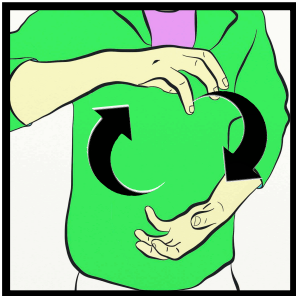


Triple Whammy

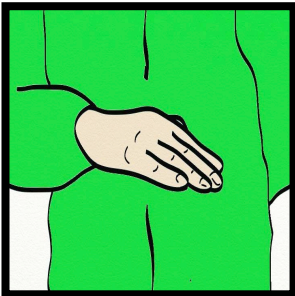


detail adder

## GRAMMAR



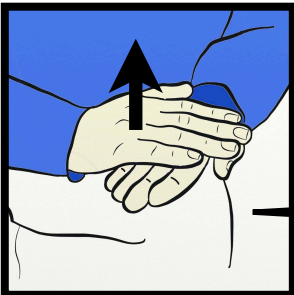
adjective



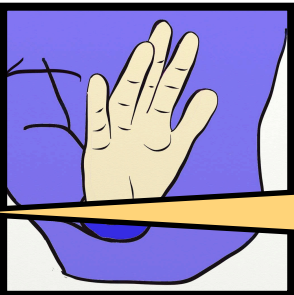
preposition

Prep  
beside  
after,

## PUNCTUATION



capital



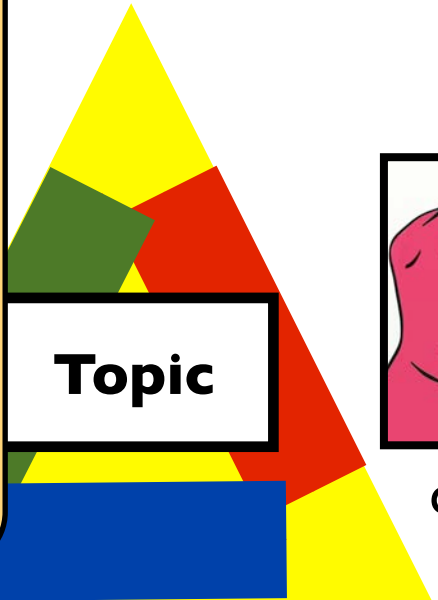
end marks



comma

Start by teaching your students that a capital letter is a “big letter” ... lift one hand off the other. Ask them to speak to each other about their favorite toy, starting every sentence with the capital letter gesture.

## IN TRIANGLE



Topic



contrast

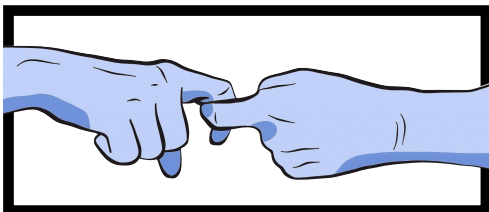
## SPECIALS



complete sentence please!



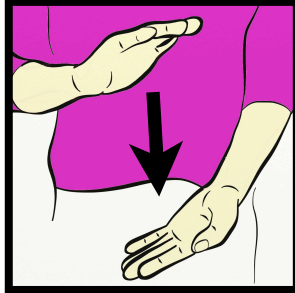
Help me!



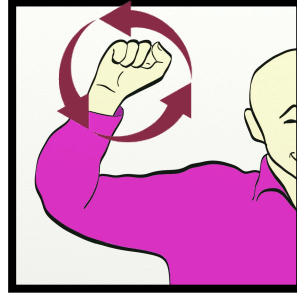
connect

# COACH B'S BEGINNER BRAINIES

## CRITICAL THINKING



because



and

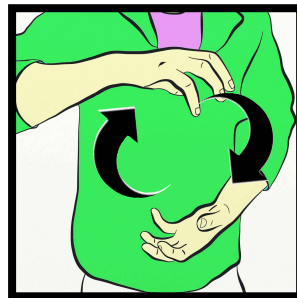


Also,

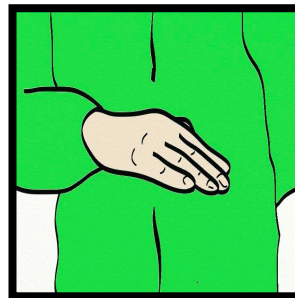


For ex

## GRAMMAR



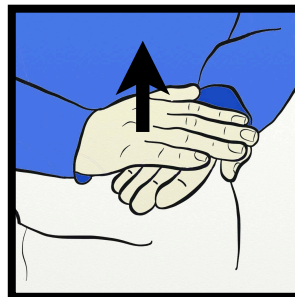
adjective



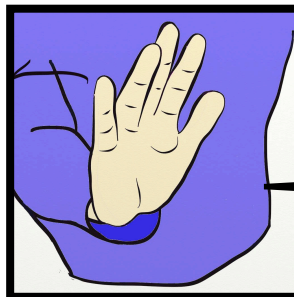
preposition

Prepositions: in, on, under, beside, around, before, after, when, as, like.

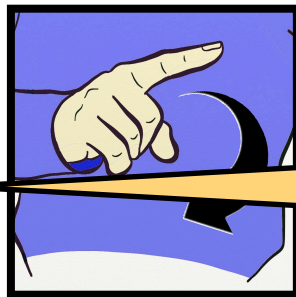
## PUNCTUATION



capital



end marks



comma



in

## SPECIALS



complete sentence please!

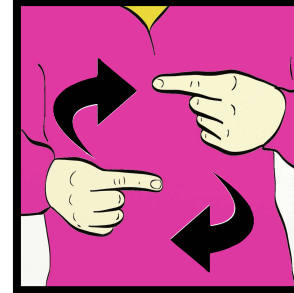


connect

Next, teach your kids that every sentence ends with an end mark. One end mark is a period. A period comes at the end of sentences and is like putting on the brakes in a car. When you make the period gesture, push your hand out and say “errt!” as if putting on the brakes. Tell kids to speak to each other about their last birthday, making the capital letter and the period gesture.



e ammy



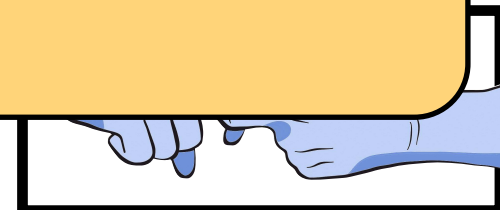
detail adder



E



contrast



connect



# COACH B'S BEGINNER BRAINIES

CRITICAL  
THINKING



because



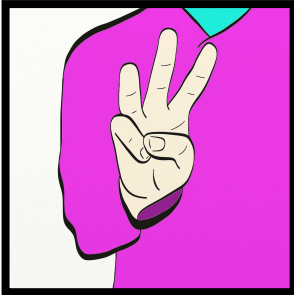
and



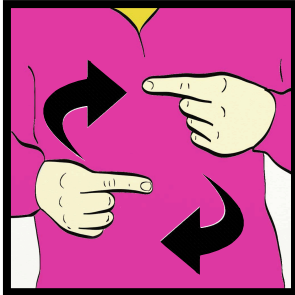
never



If-then

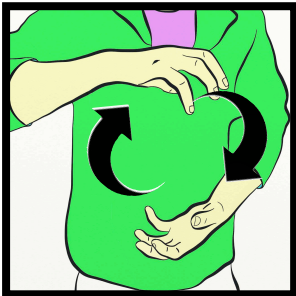


Triple  
Whammy

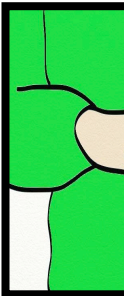


detail  
adder

GRAMMAR

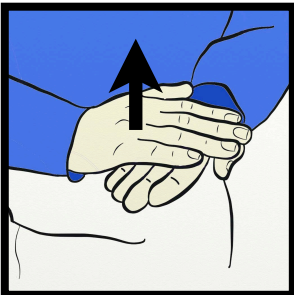


adjective



prepo

PUNCTUATION



capital



end

Because is an excellent Brainy to add next. Explain that *because* is so important, that we clap our hands, giving ourselves applause, whenever we say it *because*. Ask your students to fill in a sentence frame like

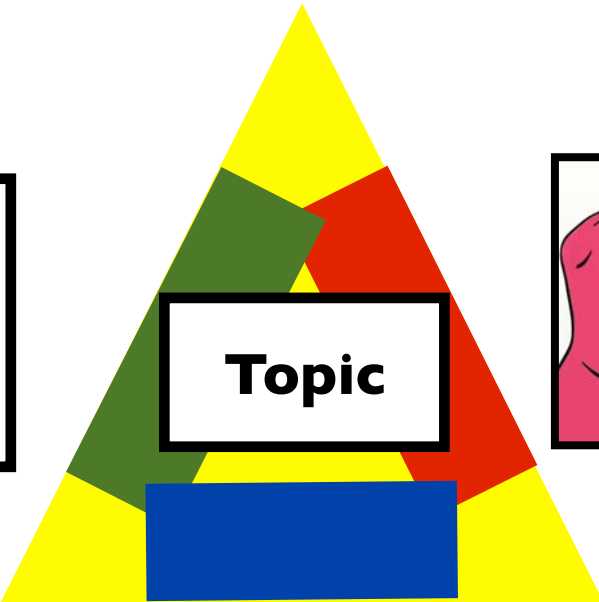
“I love \_\_\_\_\_ because \_\_\_\_\_.”

They should use the gestures for capitals, periods and because.



compare

EINSTEIN TRIANGLE



contrast

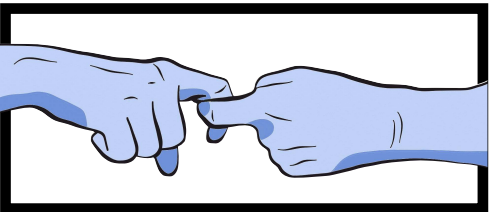
SPECIALS



complete  
sentence  
please!



Help me!



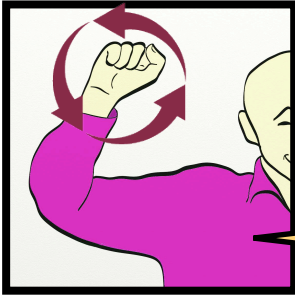
connect

# COACH B'S BEGINNER BRAINIES

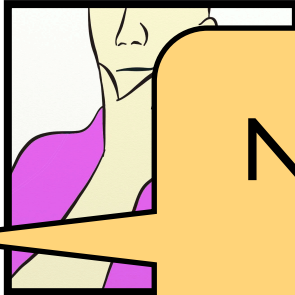
CRITICAL  
THINKING



because



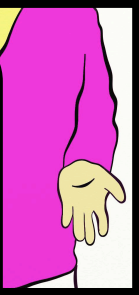
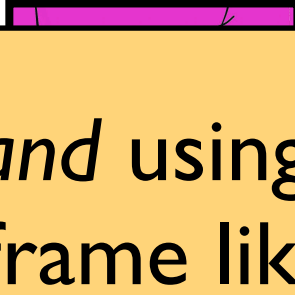
and



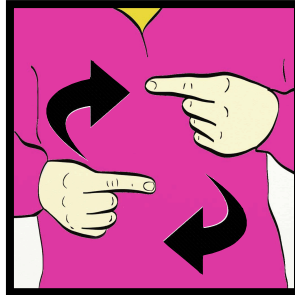
All



Preposition  
beside  
after, y

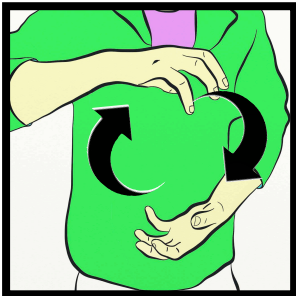


Triple  
Whammy

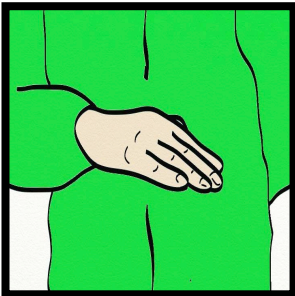


detail  
adder

GRAMMAR

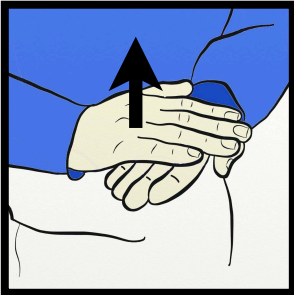


adjective

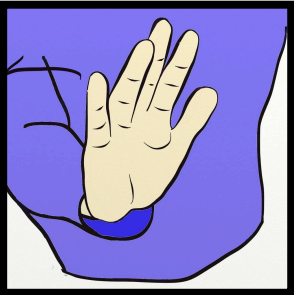


preposition

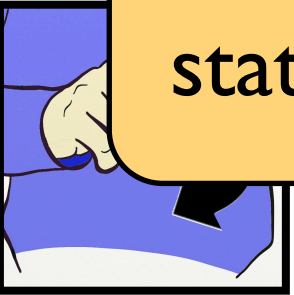
PUNCTUATION



capital



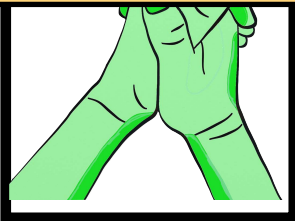
end marks



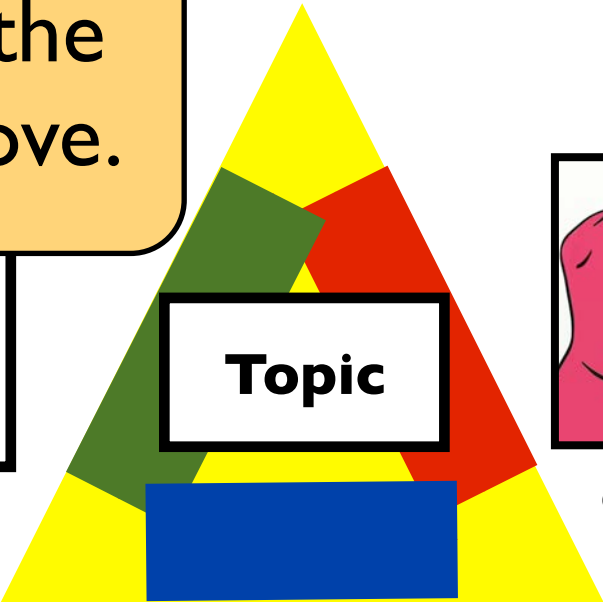
comma



indent



compare



contrast

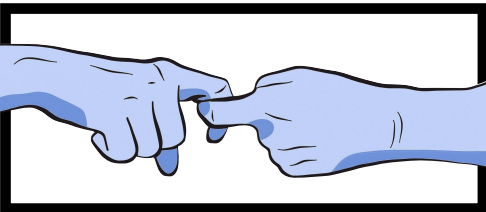
SPECIALS



complete  
sentence  
please!



Help me!



connect

Next, add *and* using a sentence frame like

“I love \_\_\_\_ because \_\_\_\_ and \_\_\_\_.”

This sentence frame requires students to give two reasons, two bits of evidence, to support the statement about what they love.

IN TRIANGLE

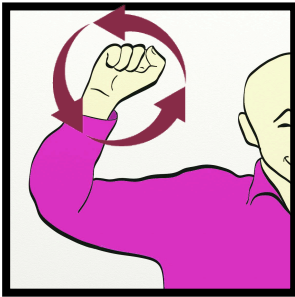


# COACH B'S BEGINNER BRAINIES

## CRITICAL THINKING



because



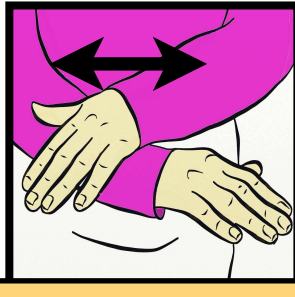
and



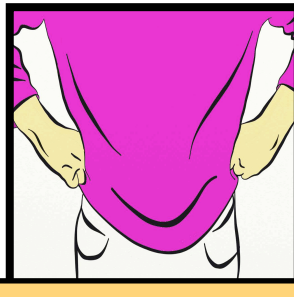
If-then



Triple Whammy

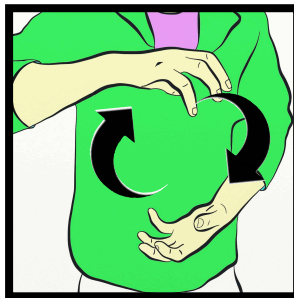


detail adder

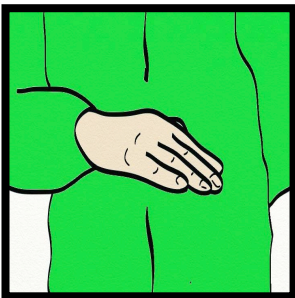


## STEIN TRIANGLE

## GRAMMAR



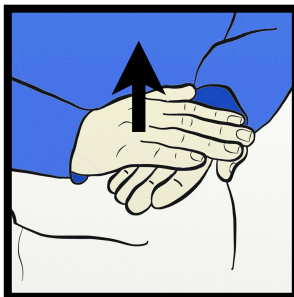
adjective



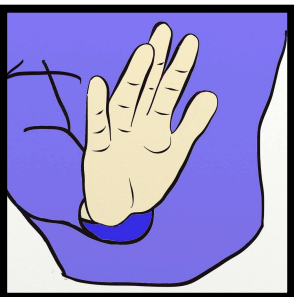
preposition

That's enough for a beginning!  
Detailed information about every  
Brainy can be found on slide 60.

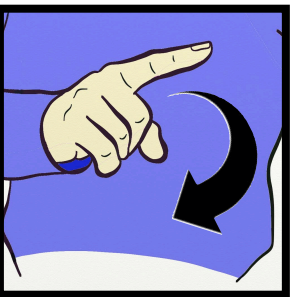
## PUNCTUATION



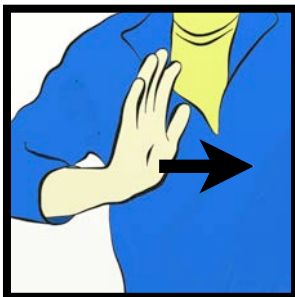
capital



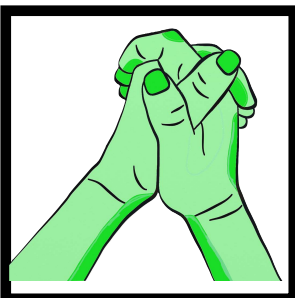
end marks



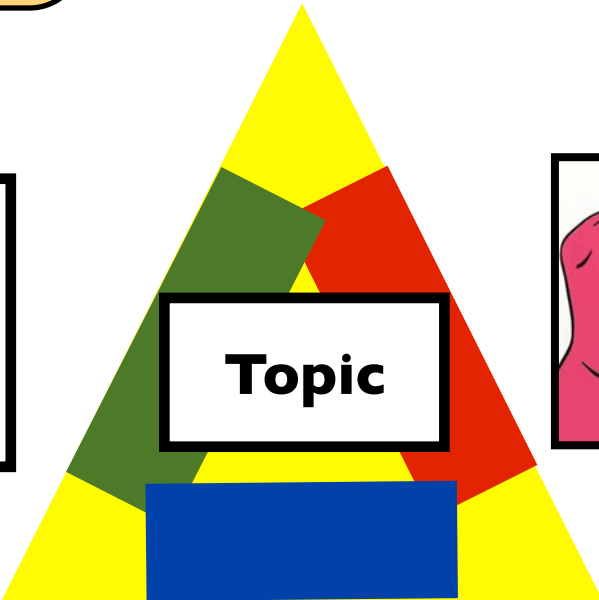
comma



indent



compare



contrast

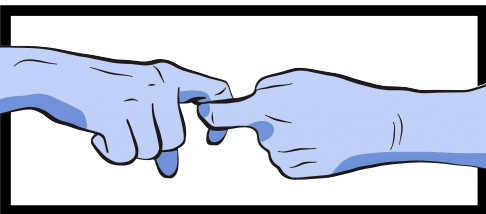
## SPECIALS



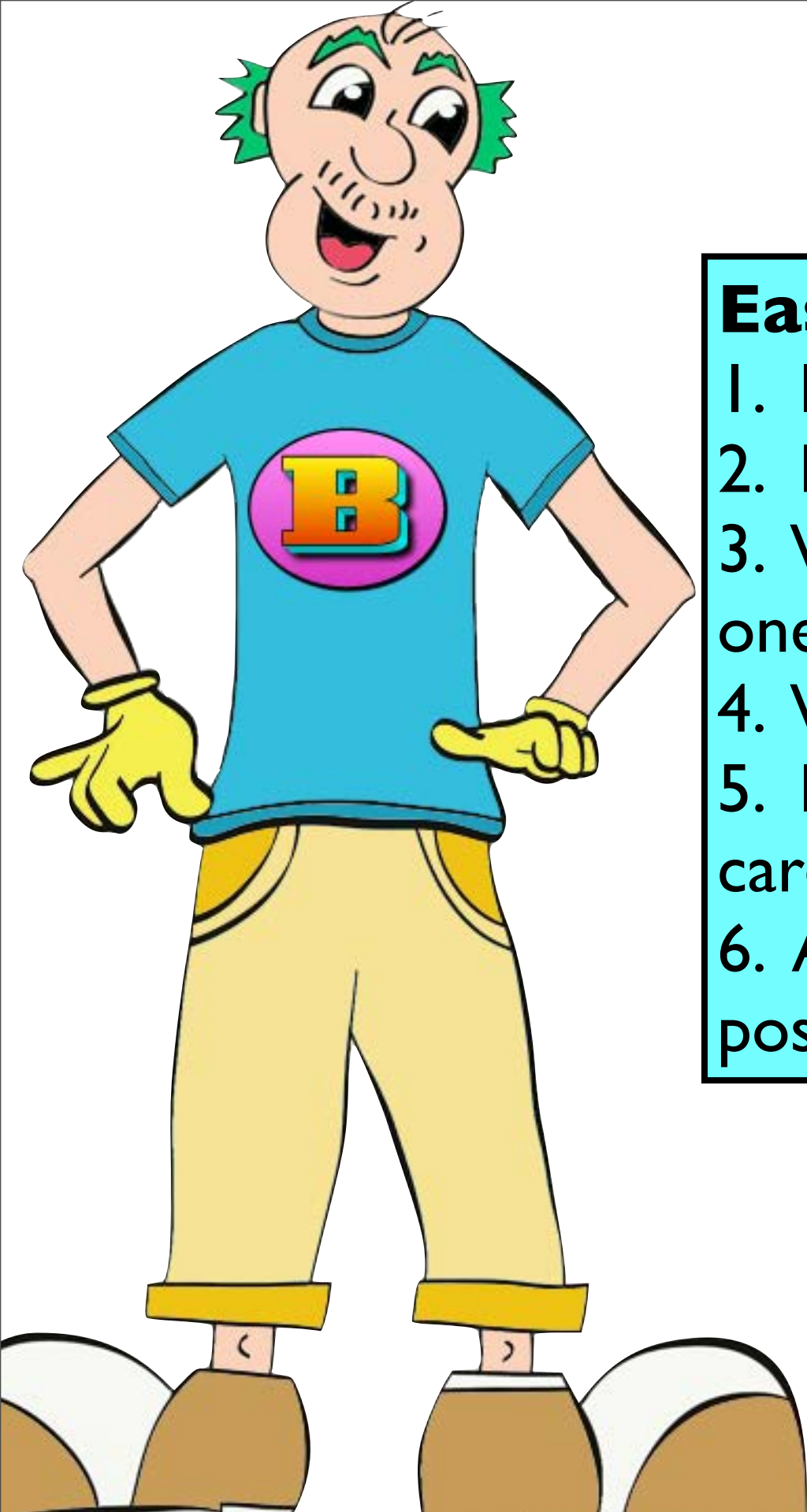
complete sentence please!



Help me!



connect



## **Easy Ways to Use Beginner Brainies**

1. In a prominent place in the classroom, post one or more Brainies.
2. Frequently model the selected Brainies as you talk to the class.
3. When students speak to each other, or the class, ask them to use one or more of the posted Brainies.
4. When students write, ask them to underline each Brainy used.
5. For reference, be sure every student has a laminated, two sided card with all the Brainies.
6. Add other Brainies, when students have mastered the ones you posted.



## A Simple Brainy Game

1. In teams of two or three, students spend a minute, using their laminated cards, reviewing the Brainies you select.
2. Then, without looking at the cards, students take turns naming and making the gesture for as many Brainies as possible in a minute (if they name all the Brainies you selected, they should start over).
3. One member of the team records tally marks for every Brainy.
4. At the end of a minute, students play again to try to beat their record.
5. The difficulty of the game may be increased, by asking students, taking turns, to **speak** as many Brainy sentences as possible in a minute.



## CHAPTER 4

# Competition

# Brainies







**WARNING!** The next screen may be too exciting for you. Shut your eyes, if you have a weak ticker.

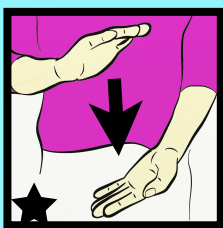
.

# COACH B'S COMPETITION BRAINIES!

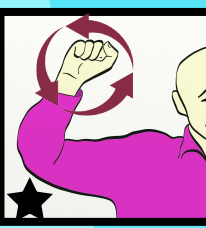


Super  
Brainies

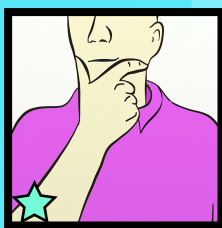
## CRITICAL THINKING



because+



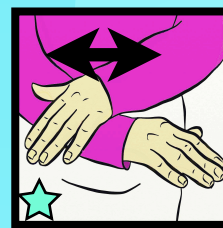
and



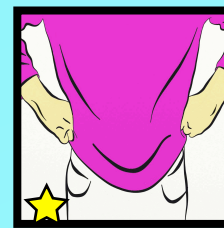
Also,+



For



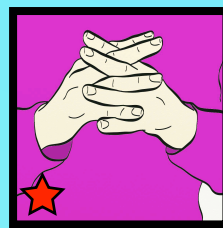
In



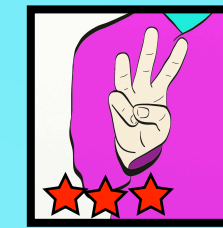
but



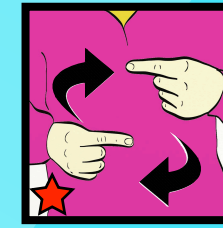
If-then+



simile+



Triple  
Whammy

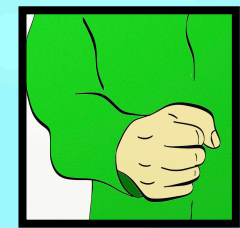


detail  
adder\*

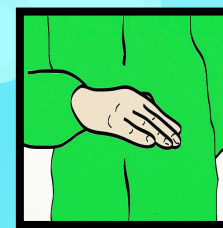
## GRAMMAR



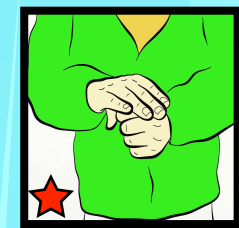
adjective



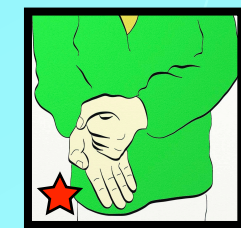
independent  
clause



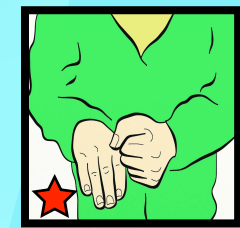
prepositional  
phrase



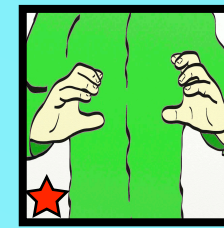
advanced  
sentence 1



advanced  
sentence 2

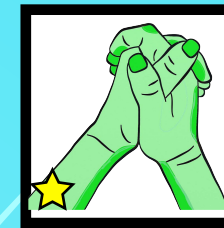


advanced  
sentence 3



appositive

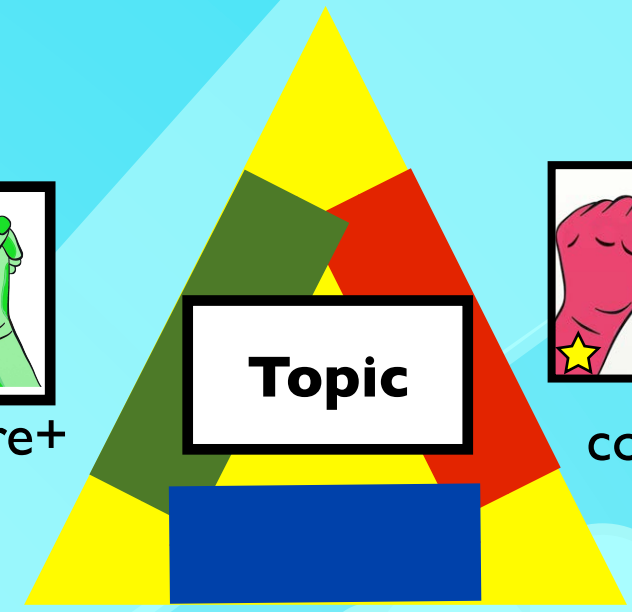
## EINSTEIN TRIANGLE



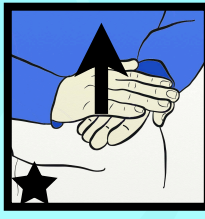
compare+



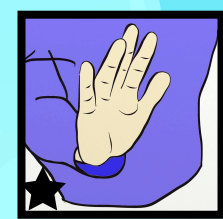
contrast+



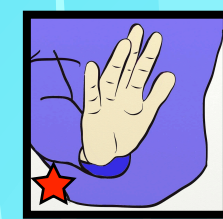
## PUNCTUATION



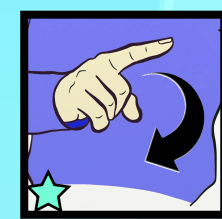
capital



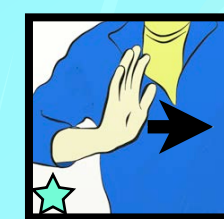
end marks



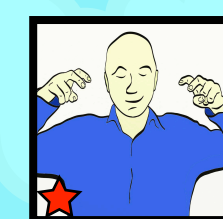
colon



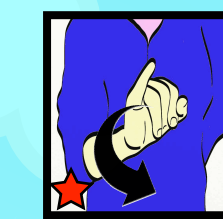
comma



indent



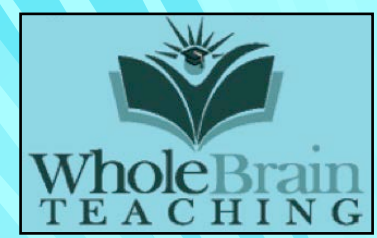
quotes



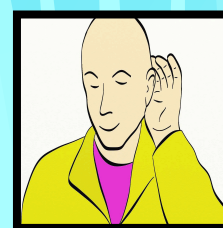
apostrophe

- ★ 1 point
- ★ 2 points
- ★ 3 points
- ★ 5 points

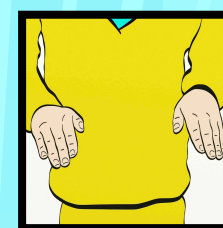
## SPECIALS



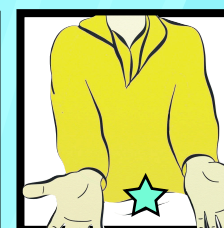
copyright 2014 Chris Biffle



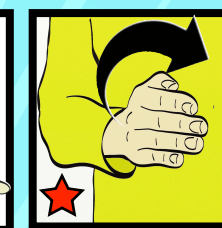
complete  
sentence  
please!



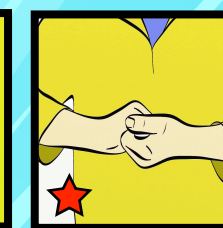
shallow



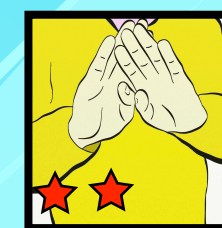
Help me!



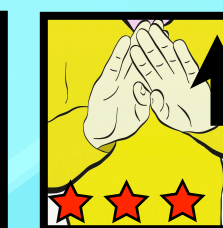
change(s)+



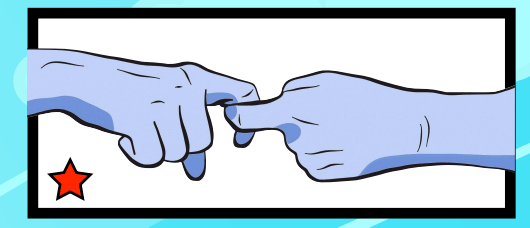
topic  
sentence



deep



deep  
citation+



connect  
vocabulary+

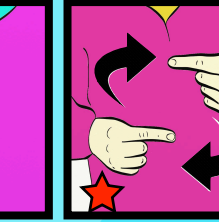
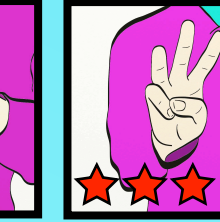
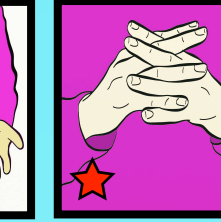
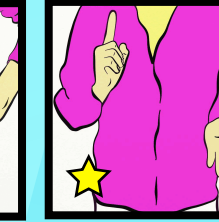
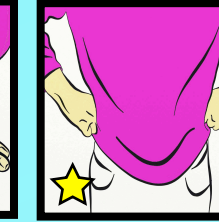
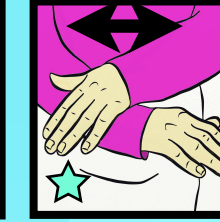
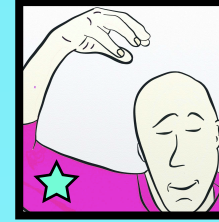
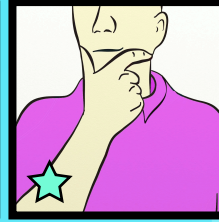
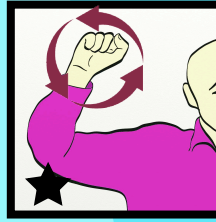
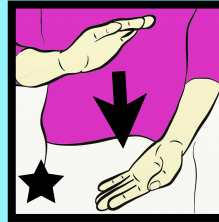
Prepositions: in, on, under, around, before, during, while, after, when, as, like.



# COACH B'S COMPETITION BRAINIES!

S

## CRITICAL THINKING



+

+

+

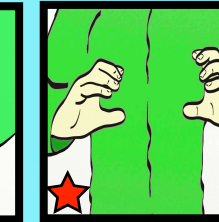
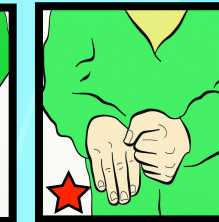
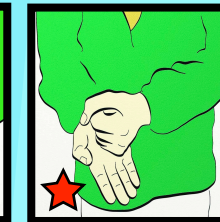
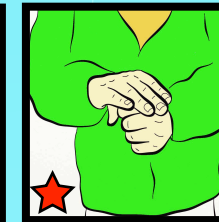
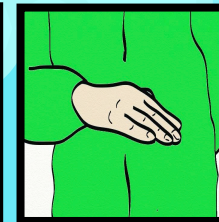
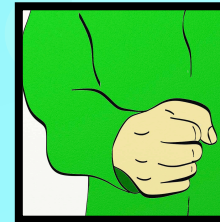
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+

+

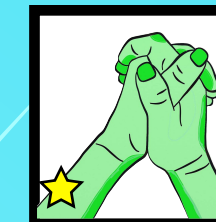
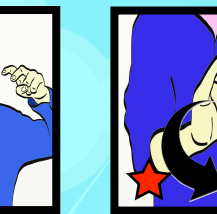
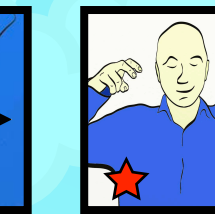
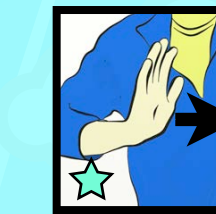
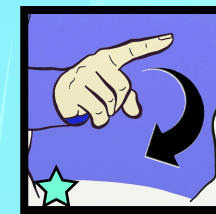
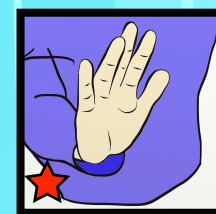
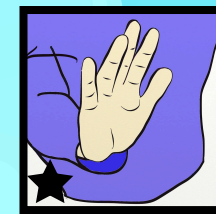
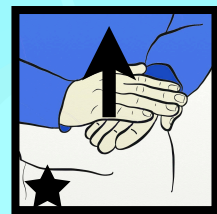
+ shows a term must be accompanied by detail adder. Brainies only score the **first** time they are played except for detail adders, which score every time, and deep citations, which score once per paragraph.

## GRAMMAR



## EINSTEIN TRIANGLE

## PUNCTUATION



+

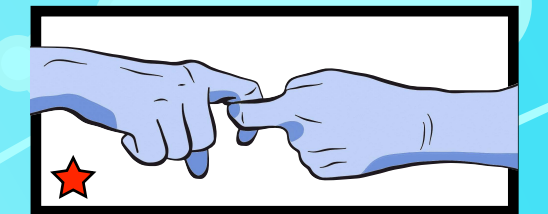
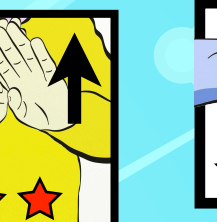
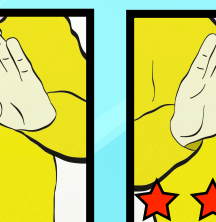
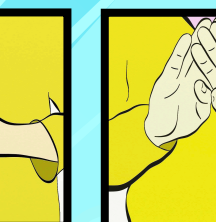
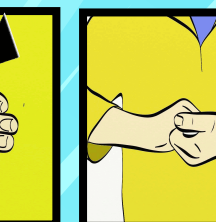
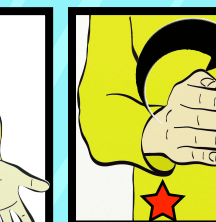
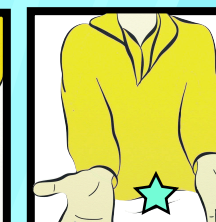
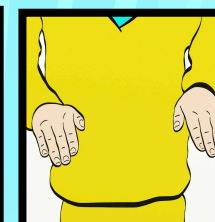
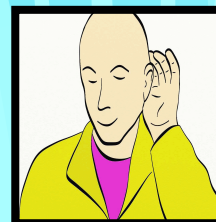
Topic



+

- ★ 1 point
- ★ 2 points
- ★ 3 points
- ★ 5 points

## SPECIALS



+

Prepositions:

..



Print the two pages of *Coach B's Competition Brainies*, back to back, and give each student the most complete critical thinking system on Earth.

*Super Brainies* (upper right hand corner of the Brainy card) can be anything you want, adverbs, dependent clauses, compound-complex sentences, ... whatever!

.





## Easy Ways to Use Competition Brainies

*Use exactly the same procedures as described with Beginner Brainies on slide 42 ... with one extra step (#6 below).*

1. In a prominent place in the classroom, post one or more Brainies.
2. Frequently model the selected Brainies as you talk to the class.
3. When students speak to each other, or the class, ask them to use one or more of the posted Brainies.
4. When students write, ask them to underline each Brainy used.
5. For reference, be sure every student has a laminated, two sided card with all the Brainies.
6. Add other Brainies, when students have mastered the ones you posted.

### **-- The extra step!**

7. Point out that some Brainies are marked with a + (because, also, for example, but, however, If-then, simile/metaphor, comparison, contrast, connection) These Brainies require more information, more details, thus they should always be followed by one or more Detail Adders. Employing Detail Adders will significantly expand your students critical thinking skills.



## **The Competition Brainies Game**

1. The teacher selects a random topic from a group of important concepts covered thus far in the school year.
2. Kids have a minute to plan how to use the highest scoring Brainies in an oral essay on the topic.
3. With a four minute time limit, while a video camera records the action, the teacher points at one student after another to use Mirror Words and speak a sentence in a Triple Whammy essay on the topic (see slide 77).
4. If students freeze up, they call “Help me!”
5. If a student makes an error, the teacher says “You’re still cool!” The student fixes the error, calls “Help me!” or, as a last resort, the teacher corrects the error.
6. At the end of four minutes, the class watches the instant replay of the game and calculates their score.
7. The class plays again trying to beat their score on the same topic. To see video samples of Competition Brainies, go to <http://goo.gl/WN794X>



# ***Competition Brainies: Rules***

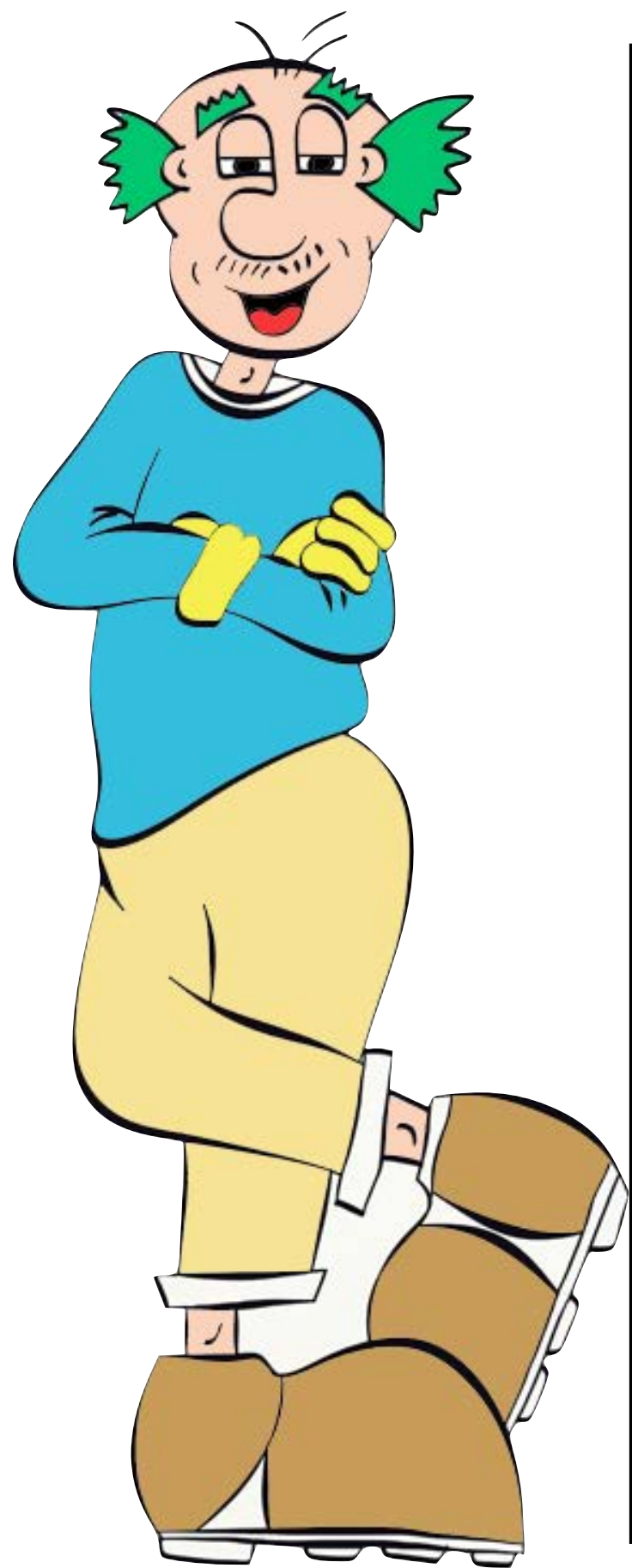
1. Two sentences in a row cannot begin with the same word. **This ensures sentence variety.**
2. Because of their importance in writing, Adjectives, Deep Citations, and Detail Adders score every time they are used. Because, also, for example, but, however, if-then, simile/metaphor, comparison, contrast and connection require Detail Adders. ***This rewards students for adding lots of details!***
3. Other Brainies only score the first time they are used. Thus, a Capital Letter Brainy or Comma Brainy only scores once. ***This rewards students for using as many different Brainies as possible.***
4. All in all, high scores are only possible under four conditions: a large variety of Brainies are used, lots of Detail Adders are employed, sentences of significant complexity are constructed, supporting citations are created ... ***all of which is exactly what we want from student writers!!!***



## Competition Brainies Strategy

- *Plan carefully:* Use the one minute prep to focus on the highest scoring Brainies other team members may be unlikely to use.
- *Every second is precious:* Students, and their mirroring audience, should speak as quickly as possible.
- *Accuracy is vital:* time is lost when the teacher calls “You’re still cool” and you have to correct an error.
- *Don’t repeat:* The same Brainy, the second time, scores zip.
- *Add Details, Adjectives and Deep Citations:* Detail Adders, Adjectives and Deep Citations score every time they’re used!





## ***Advantages of playing Competition Brainies***

1. Brainies are visual and physical ... thus they access parts of the brain, visual and motor cortices, rarely used in traditional lessons on grammar, punctuation, and critical thinking.
2. Working against a time limit, makes Brainies crazy fun ... thus activating the brain's deep emotional centers.
3. Competition Brainies reward students for speed (fluency), complex critical thinking skills (the highest scoring Brainies) and creativity (Brainies can be combined in infinite variations).
4. Videotaping Competition Brainies makes the game irresistibly engaging ... which is precisely what we need for a critical thinking exercise!!
5. Brainies are perfectly differentiated because they reward for improvement and not ability ... in addition, the game can be played at **every** grade level and in **every** subject.

To see sample Competition Brainy  
videos ... click this link!

<http://goo.gl/qBue6K>



**BIFFY BLUEBIRD**



## CHAPTER 5

# Competition

# Brainy Writing





## ***Competition Brainy Writing Exercises***

In sports, dance, music, we practice part of a skill before practicing the whole skill. For example, in tennis we practice ball tossing before serving, and serving before playing a game. This is called part-whole practice. Use the same strategy in Brainy writing. Practice Brainy sentences (parts) before writing Brainy paragraphs and essays (wholes).

On the following page are some useful sentence frames for Brainy practice (parts).



# Brainy Sentence Frames

1. \_\_\_\_\_ **because** \_\_\_\_\_.
2. \_\_\_\_\_ **because** \_\_\_\_\_. **Also,** \_\_\_\_\_.
3. \_\_\_\_\_ **because** \_\_\_\_\_ **but** \_\_\_\_\_.
4. \_\_\_\_\_ **because** \_\_\_\_\_ **and** \_\_\_\_\_.
5. \_\_\_\_\_ **because** \_\_\_\_\_, \_\_\_\_\_, **and** \_\_\_\_\_. **(Triple Whammy)**
6. **If** \_\_\_\_\_ **then** \_\_\_\_\_.
7. **If** \_\_\_\_\_ **then** \_\_\_\_\_ **and** \_\_\_\_\_.
8. **If** \_\_\_\_\_ **then** \_\_\_\_\_ **but** \_\_\_\_\_.
9. **If** \_\_\_\_\_ **then** \_\_\_\_\_. **For example,** \_\_\_\_\_.
10. \_\_\_\_\_ **because** \_\_\_\_\_. **For example,** \_\_\_\_\_.
11. \_\_\_\_\_ (is,are) \_\_\_\_\_. **Also,** \_\_\_\_\_.
12. \_\_\_\_\_ (is,are) \_\_\_\_\_. **In addition,** \_\_\_\_\_.
13. \_\_\_\_\_ **is different than** \_\_\_\_\_ **because** \_\_\_\_\_.
14. \_\_\_\_\_ **is similar to** \_\_\_\_\_ **because** \_\_\_\_\_.

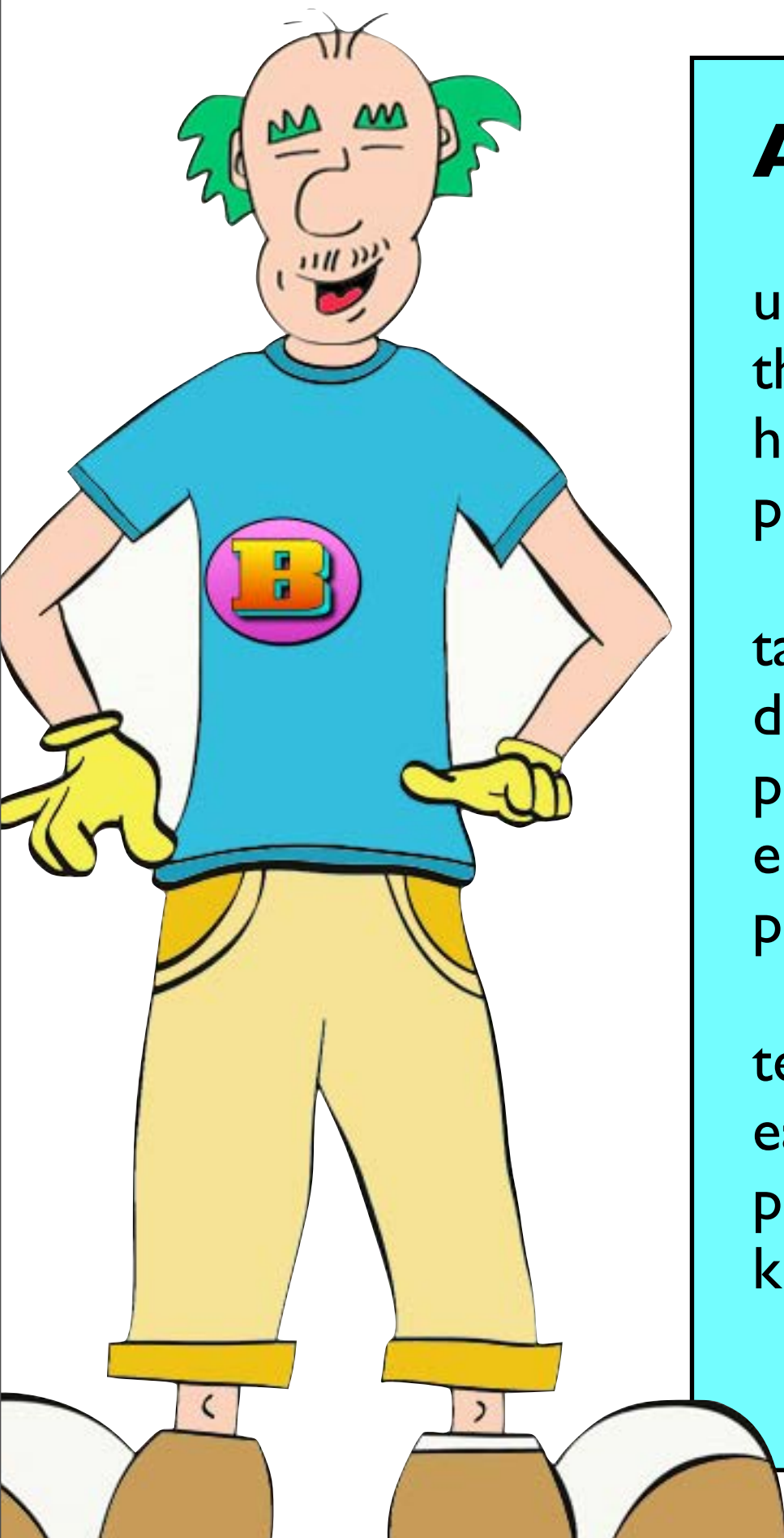
## ***Brainy Paragraphs and Essays***

As students master using individual Brainies give them essay and paragraph prompts to practice creating longer form writing. For in-class compositions, here is a suggested sequence:

1. Students write continuously for a set time, 5-10 minutes. Thus, they can't race through their assignment and claim they are "done."
2. Students write paragraphs or an essay, skipping every other line (for future scoring).
3. Every Brainy is underlined.
4. When time is up, each student goes through and scores his/her Brainies, writing the point value on the line above where the Brainy is used.
5. Neighbors check for addition accuracy.
6. Total points are written at the top of each student's composition.
7. You check the point totals, subtracting -5 for each mistake! For example, even though the Capital Brainy only scores the first time it is used, missing capitals cost students -5 each.
8. Record the student's point total.
9. Each student's goal is to beat his or her previous best score.







## Advantages of Brainy Writing

Writing for most students (and adults!) is a difficult, often unpleasant, enterprise. In school, students are frequently unclear about the instructor's requirements. Kids don't understand their writing goals, how the goals are to be achieved, and have no clear way of judging their progress.

Using Brainies turns writing into a game ... with a clear, simple target ... score as many points as possible! Brainy Writing is perfectly differentiated because each student's goal is beating their previous personal record. By identifying the types of Brainies that should be employed, the instructor can build skill in critical thinking, grammar, punctuation or all three.

Evaluating the quality of writing, a notoriously difficult task for teachers, is simplified in Brainy Writing. Count up the number of points earned by Brainies; subtract five points for each error. If you wish to push your strongest writers harder, be more rigorous in the number and kinds of errors that cause five point deductions.

## CHAPTER 6

# Jumbo

# Critical Thinking Brainies





Now, let's look at Jumbo Brainies, a description of each picture and gesture.

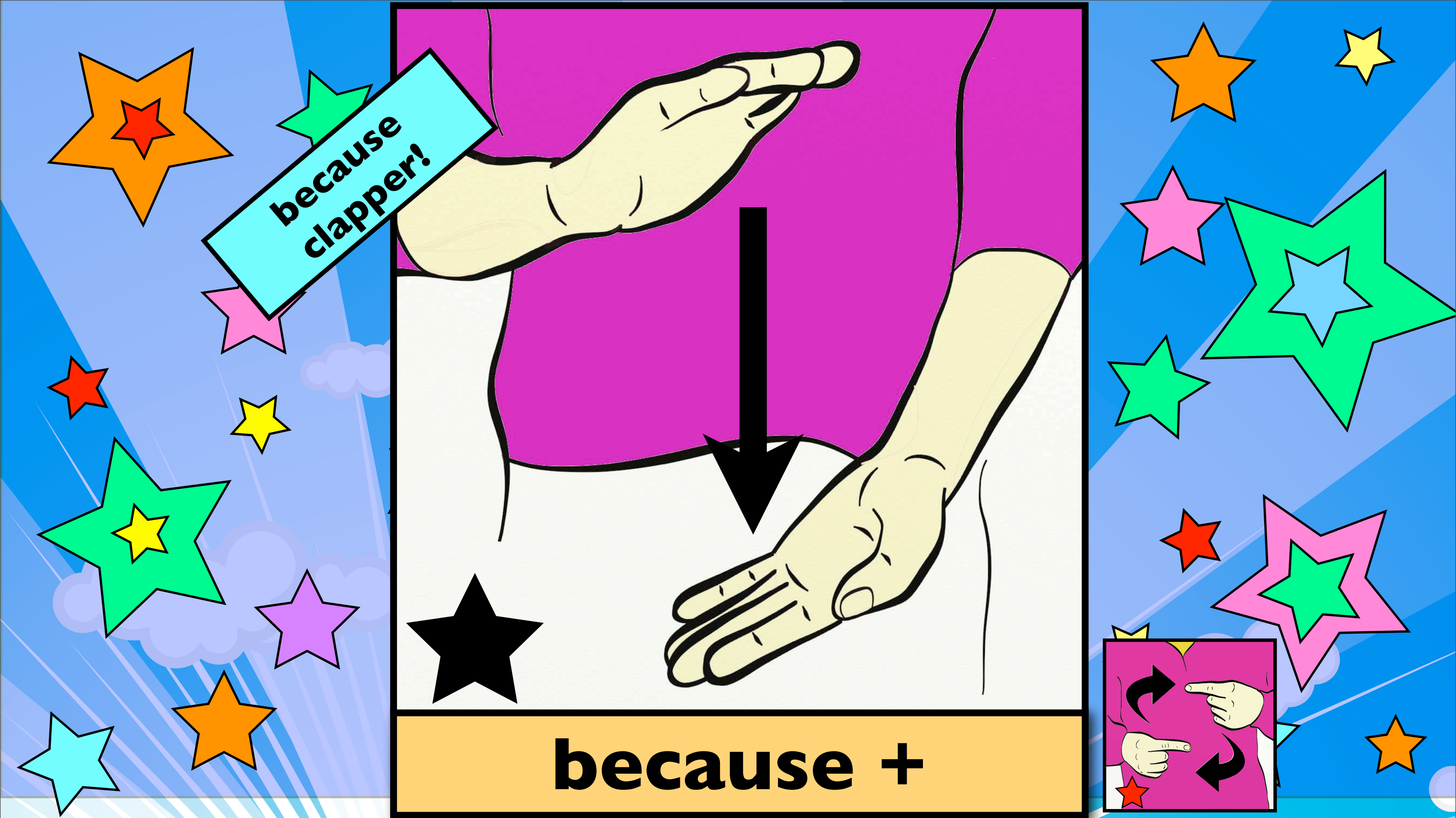
Post Jumbo Brainies in the front of your room ... when you want kids to focus on one, or several, thinking skills.

.

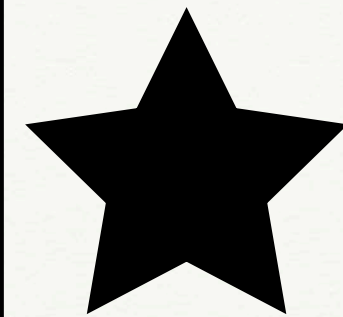




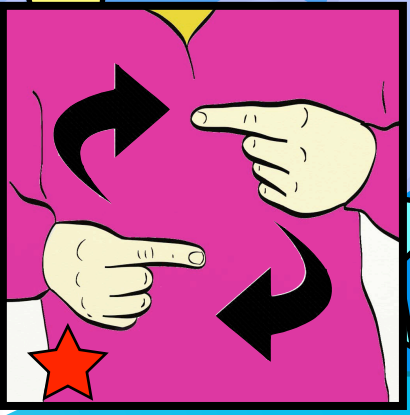
All Critical Thinking  
Brainies are purple.



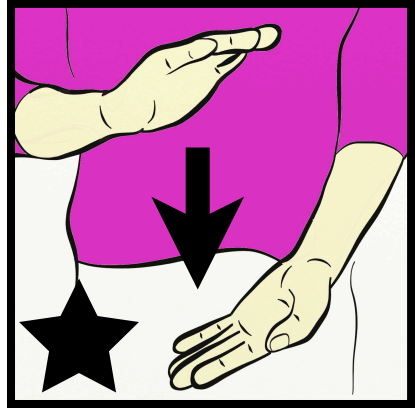
because  
clapper!



because +



# Because+ (Because Clapper)



**Gesture:** One hand claps the other. We give ourselves applause, since “because” is such an important word in reasoning. (The + indicates this Brainy must be followed by a Detail Adder.)

**Teaching:** Reasoning starts with because. This key word links a statement to evidence. “I like Whole Brain Teaching.” That’s a statement. “I like Whole Brain teaching **because** it is fun.” That’s reasoning. “It is fun” is the evidence used to support the statement, “I like Whole Brain Teaching.”

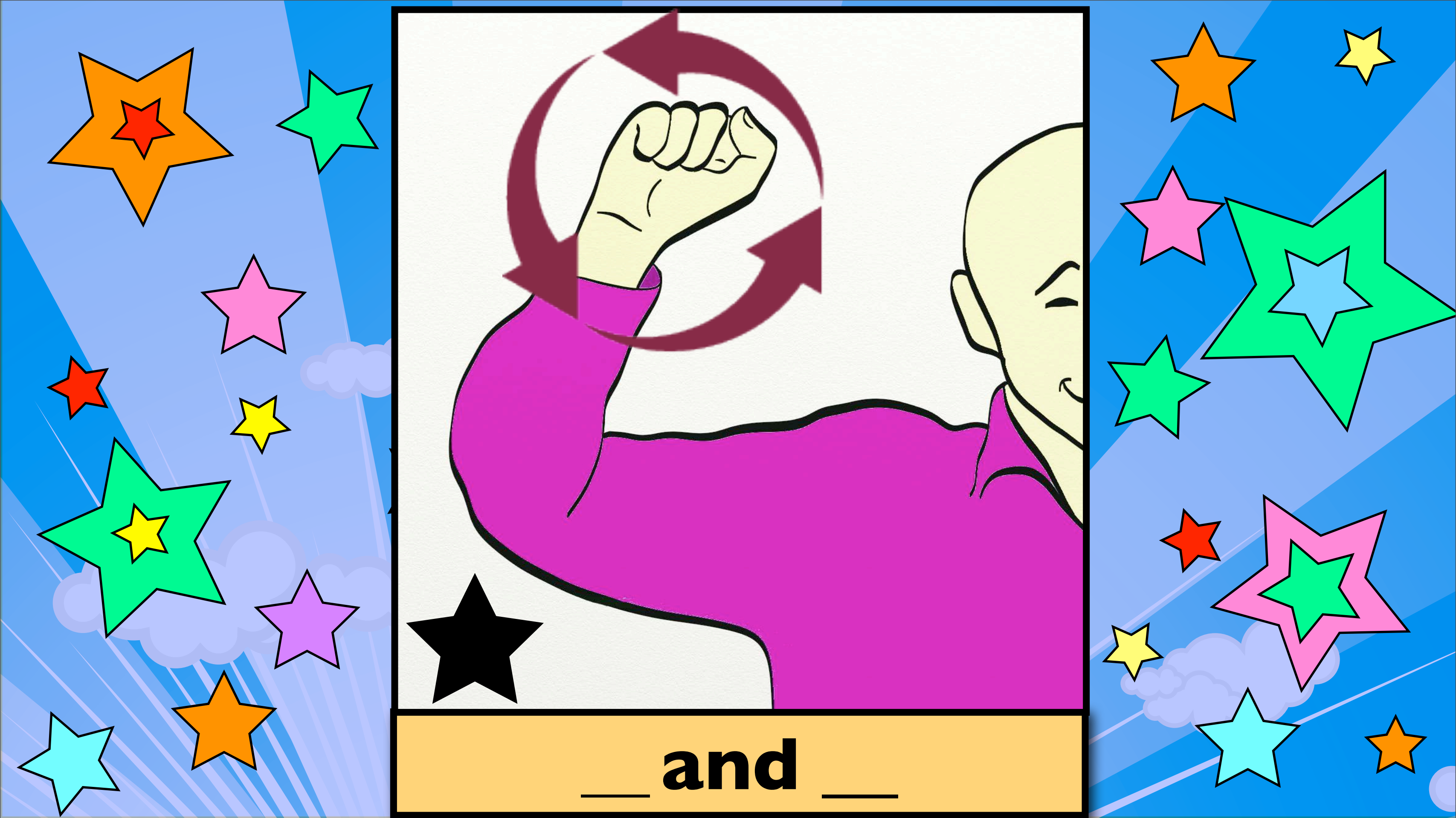
Happily enough, kids use the Because Clapper naturally, energetically. For more complex reasoning, ask them to use two or three “becausees.” “I like Whole Brain Teaching because it is fun, free, and engages the whole brain.” When using the Because Clapper, check for weak reasoning. “Whole Brain Teaching is great because I like clapping.” You may like clapping, but that isn’t sufficient evidence to show the greatness of Whole Brain Teaching.

“Because” cannot begin a sentence (at least for elementary school students) because this often produces fragments.

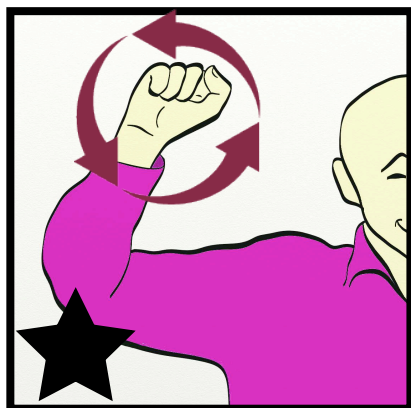
**Other Brainies:** Because should be followed by a Detail Adder, supplying additional information about the Because statement.

**Scoring:** Though it can be used many times in a Brainy Competition, Because scores one point only the first time it occurs.





\_\_\_ and \_\_\_



# And

**Gesture:** Close your fist and rotate it front to back, not spin it in a circle!

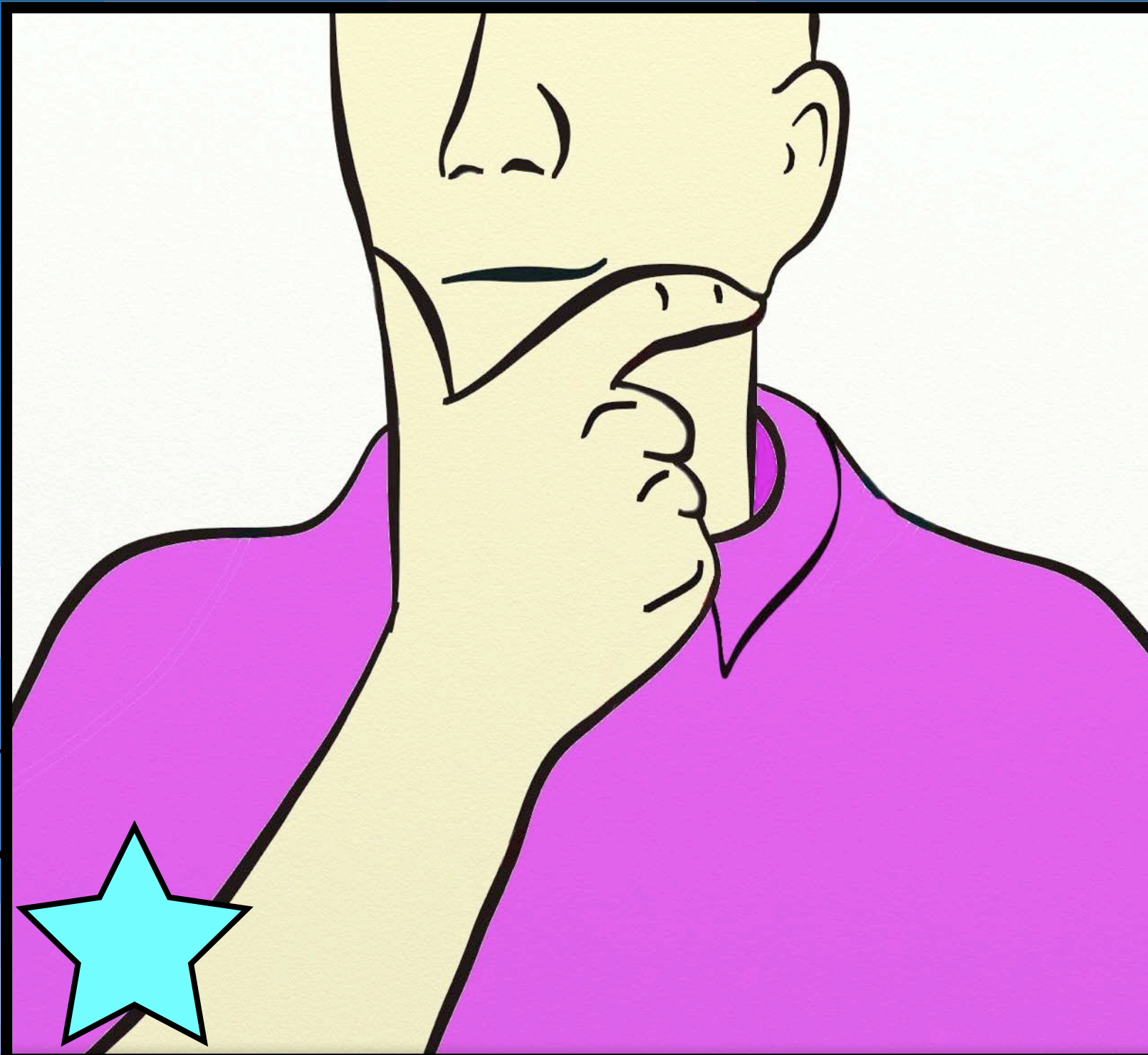
**Teaching:** Students use “and” too frequently, often creating run-on sentences. “I like skiing and water polo and this summer I got to play both and it was fun!”

In Whole Brain Teaching, the primary use of “and” is in creating a Triple Whammy Sentence. “I like skiing, water polo, and surfing.” A Triple Whammy has three parts; each part can be expanded into a well organized paragraph or essay. (See slide 77 for more details on a Triple Whammy.)

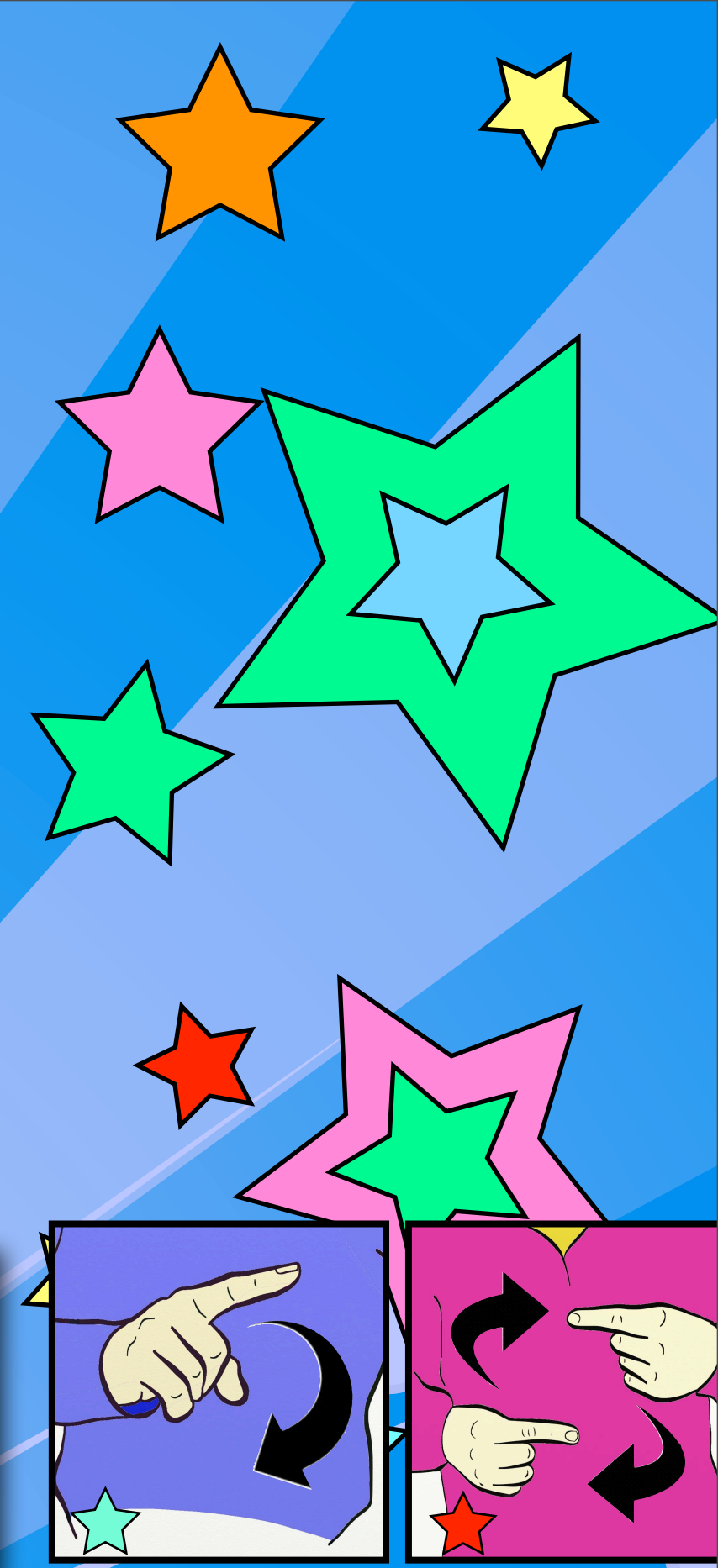
The blanks on each side of “and” in the large illustration show that “and” cannot begin a sentence.

**Scoring:** Though it can be used many times in a Brainy Competition, the And Brainy scores one point only the first time it occurs.





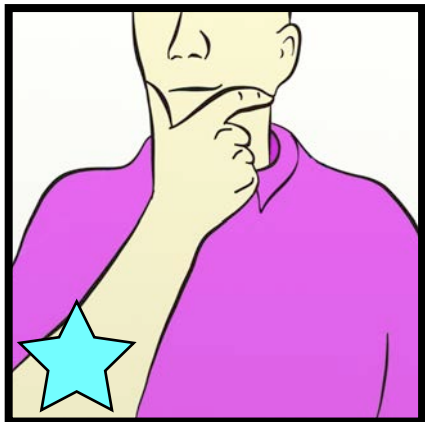
**Also, +**  
**In addition, +**





# Also,+

## In addition,+

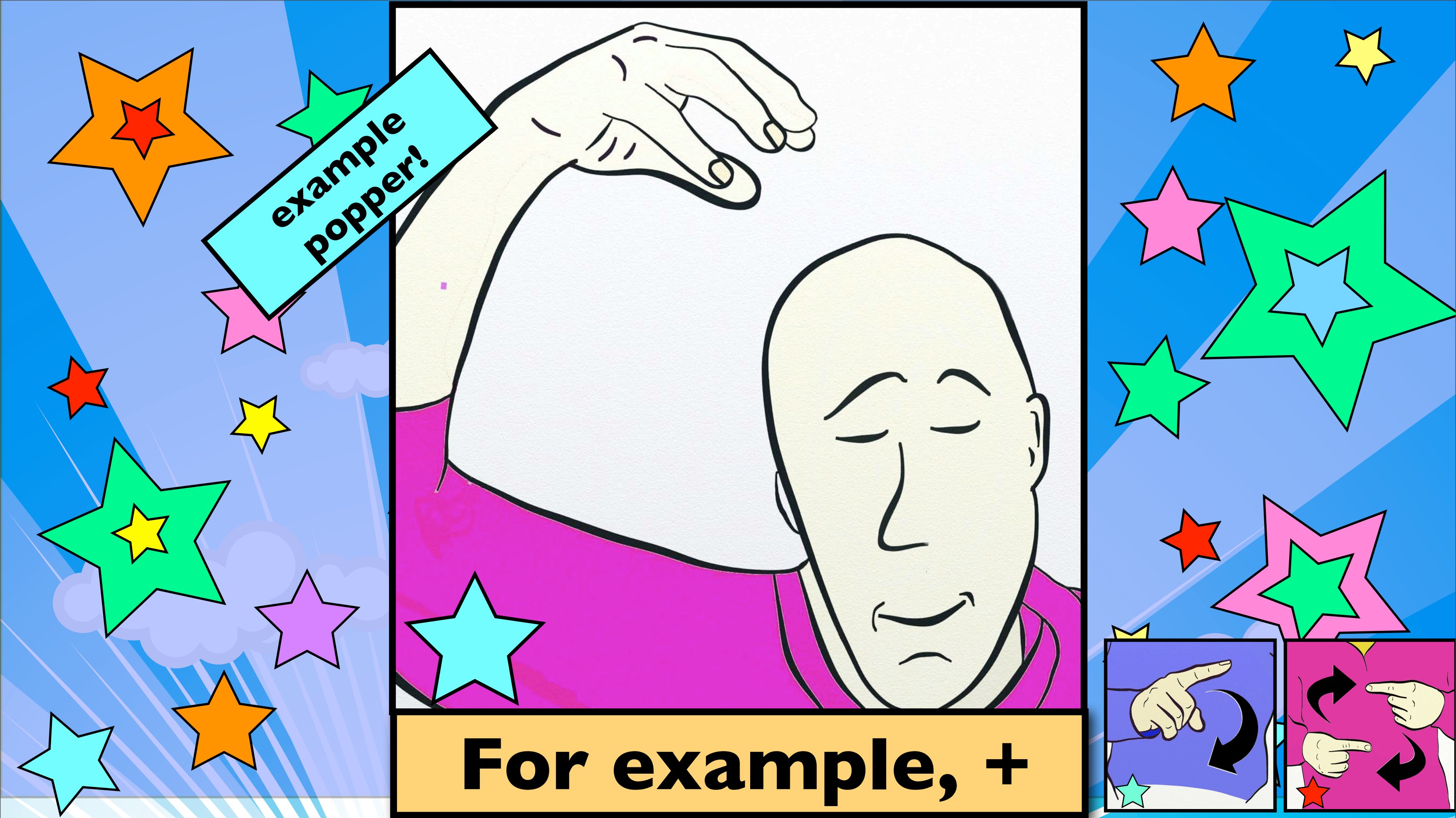


**Gesture:** Stroke your chin thoughtfully. You've just thought of something you want to add to what you said. (The + indicates these Brainies should be followed by a Detail Adder. See slide xx for a description of the Detail Adder.)

**Teaching:** The Also Brainy is one of the easiest for students to add to their speaking (and eventually, writing.) As a prompt, when a student is talking, stroke your chin. The student mimics your gesture and says, "Also," .. with a "zoop!" for the comma. More sophisticated is "In addition," ... kids love more sophisticated.

**Other Brainies:** Also, and In addition, are always followed by commas. A Detail Adder sentence should follow, developing the point made by Also or In addition.

**Scoring:** Though they can be used many times in a Brainy Competition, Also, and In addition, score 2 points each, the first time they are used. The Comma does not add to the score.



example  
popper!

For example, +





# For Example,+ (Example Popper)

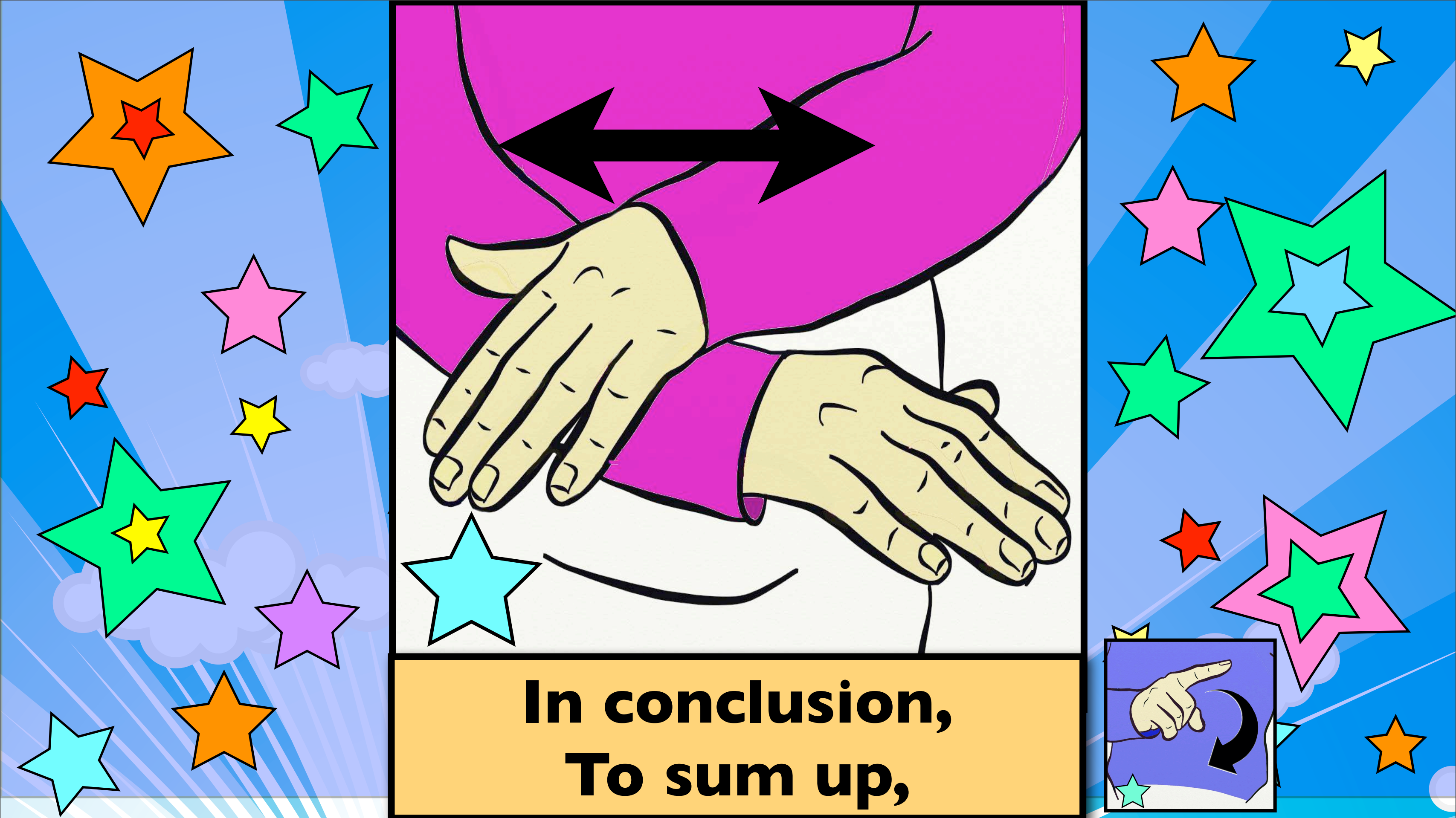
**Gesture:** Pull an example out of the top of your head. An Example Popper is always followed by a comma. (The + indicates this Brainy should be followed by a Detail Adder.)

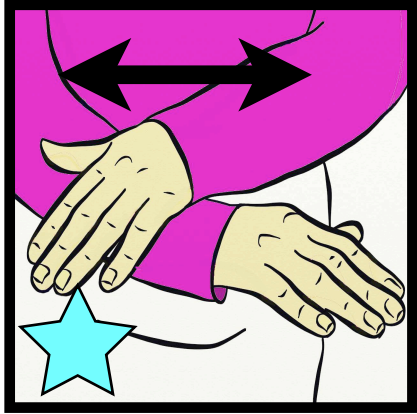
**Teaching:** Kids make generalizations, all inclusive statements, that need to be backed up by fully developed examples. “Math is hard. For example, fractions make no sense. How can you have one number on top of another number and say it is still one number?” We not only want kids to give examples, we want their examples to be supported by Detail Adders.

**Other Brainies:** For example should be followed by a Detail Adder, supplying additional information about the For example statement.

**Scoring:** Though it can be used many times in a Brainy Competition, For example, scores two points only the first time it occurs. The comma does not add an extra point.







# In conclusion, To sum up,

**Gesture:** Wave your hands like you're an umpire. The play (paragraph or essay) is over. You're safe.

**Teaching:** Kids use the Conclusion Brainy naturally to finish paragraph writing tasks or essays. Point out that the Conclusion Brainy is always followed by a comma. The longer the paragraph or essay, the more Detail Adders should follow the Conclusion Brainy.

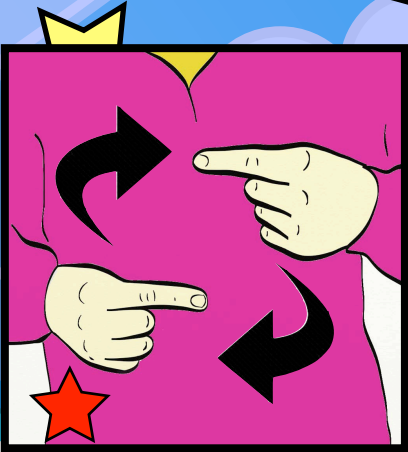
**Other Brainies:** In conclusion and To sum up should be followed by a comma.

**Scoring:** Though it can be used many times in a Brainy Competition, In conclusion or To sum up scores two points only the first time they occur. The comma does not add an extra point.

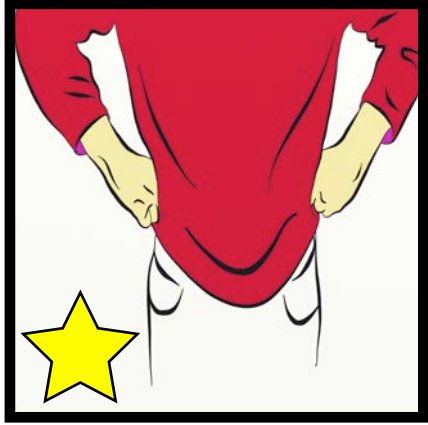




\_\_\_ but \_\_\_ +  
**However, +**







# \_\_ **but** \_\_ + **however,** +

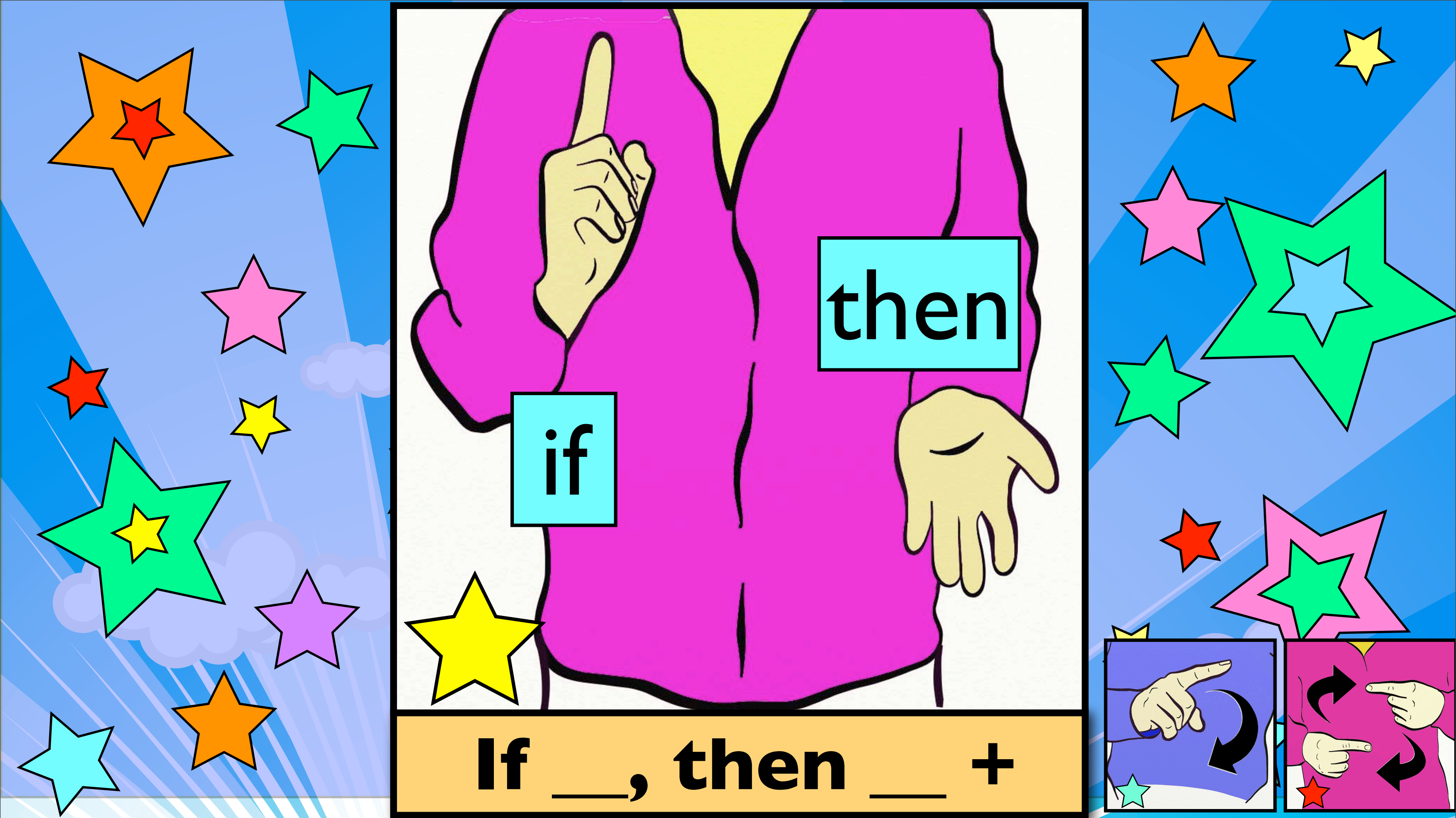
**Gesture:** Put your hands assertively on your hips. You're about to make a very important qualification. "I like Whole Brain teaching **but** sometimes it is hard! You have to learn lots of new techniques." (The + indicates these Brainies should be followed by a Detail Adder.)

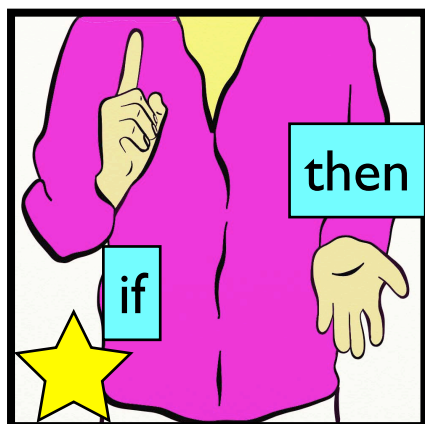
**Teaching:** With practice, the But Brainy (a great phrase!) can be mastered by kindergarteners. Point out that "but" never begins a sentence. "However," sounds more sophisticated, even snooty ... it's wonderful to hear kinders say "I like candy *however*, I like ice cream more!"

The blanks on each side of *but* in the large illustration show that *but* cannot begin a sentence.

**Other Brainies:** Both *but* and *however* should be followed by a *Detail Adder*. *However* should be followed by a Comma.

**Scoring:** Though they can be used many times in a Brainy Competition, *but* and *however* score three points only the first time each occurs. The comma does not add an extra point.





# If \_\_\_\_, then \_\_\_\_ +

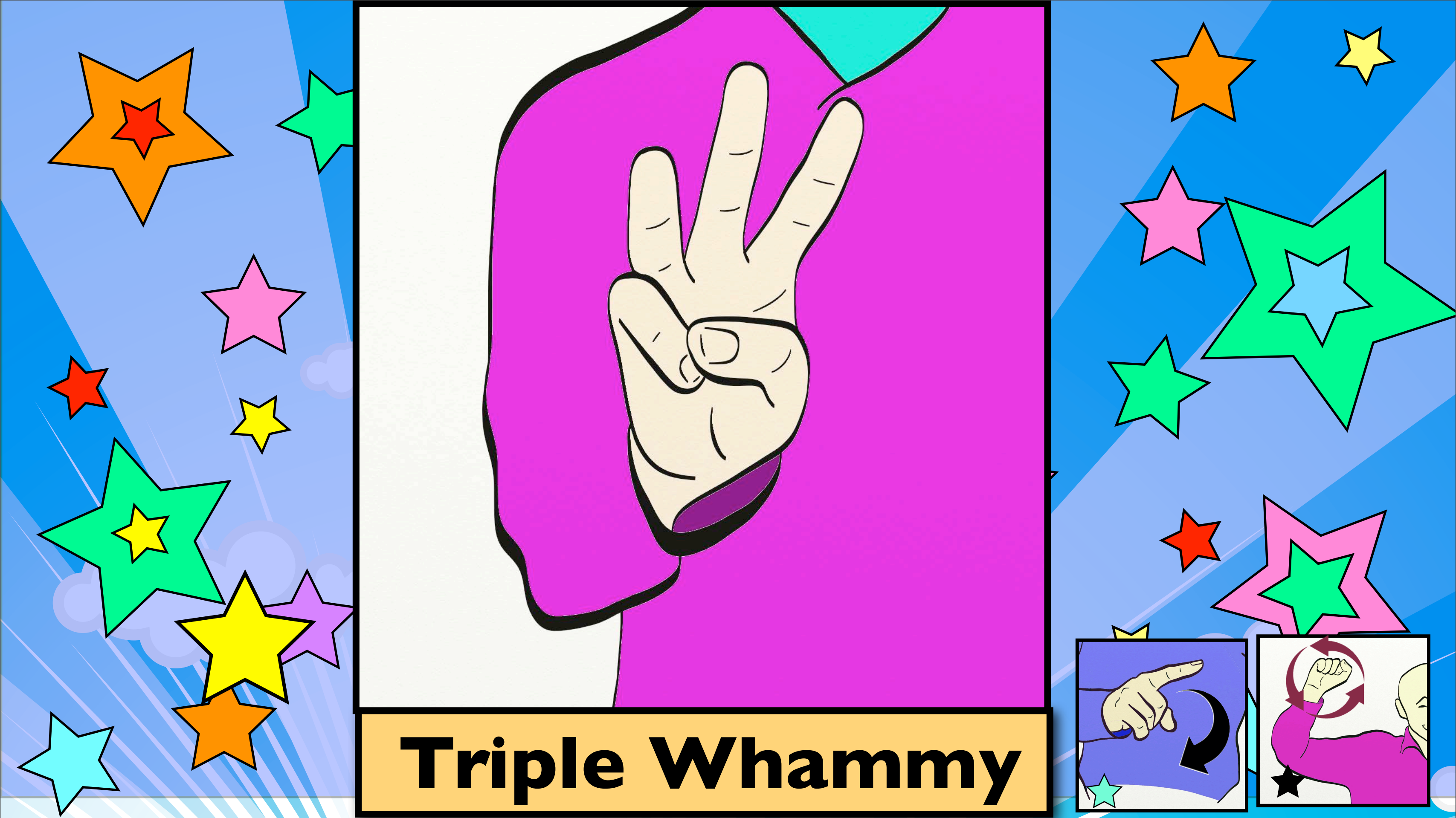
**Gesture:** Hold one hand up as you say “if” and then hold out the other hand, as you say “then.” (The + indicates this Brainy should be followed by a Detail Adder.)

**Teaching:** The *If-then Brainy* is useful in hypothetical, predictive and cause-effect reasoning. **Hypothetical:** “**If** wet bread is placed in a warm place, **then**, my hypothesis is the bread will form blue green mold.” **Predictive:** “**If** you see black clouds, **then** you can expect rain.” **Cause-effect:** “**If** you push the doorbell, then you’ll hear a lovely chime.” Note that a comma is used after the “if” phrase.

**Other Brainies:** *If* \_\_\_\_, *then* \_\_\_\_ should be followed by a *Detail Adder*. *If* should be followed by a comma.

**Scoring:** Though it can be used many times in a Brainy Competition, *If* \_\_\_\_, *then* \_\_\_\_ scores three points only the first time it occurs. The comma does not add an extra point.





# Triple Whammy



# Triple Whammy

**Gesture:** Hold up three fingers; a Triple Whammy has three parts.

**Teaching:** The Triple Whammy is the heart of our writing program. Every Triple Whammy sentence has three parts that can be developed into a well constructed paragraph or a tightly organized essay. For clarity, we color code each of the three parts. Don't miss Andrea Schindler's amazing video showing the stages of development for Triple Whammy writing with her inner city kindergarteners, <https://www.youtube.com/watch?v=z2N4q0WOFv4>

## Triple Whammy Frame

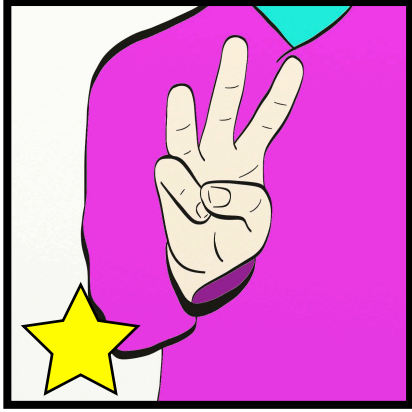
Spiderman is a great superhero because **blue blank**, **green blank**, and **red blank**.

Sentence (or paragraph) about the **blue blank**.

Sentence (or paragraph) about the **green blank**.

Sentence (or paragraph) about the **red blank**.

Several concluding sentences about the **blue**, **green** and **red** blanks.

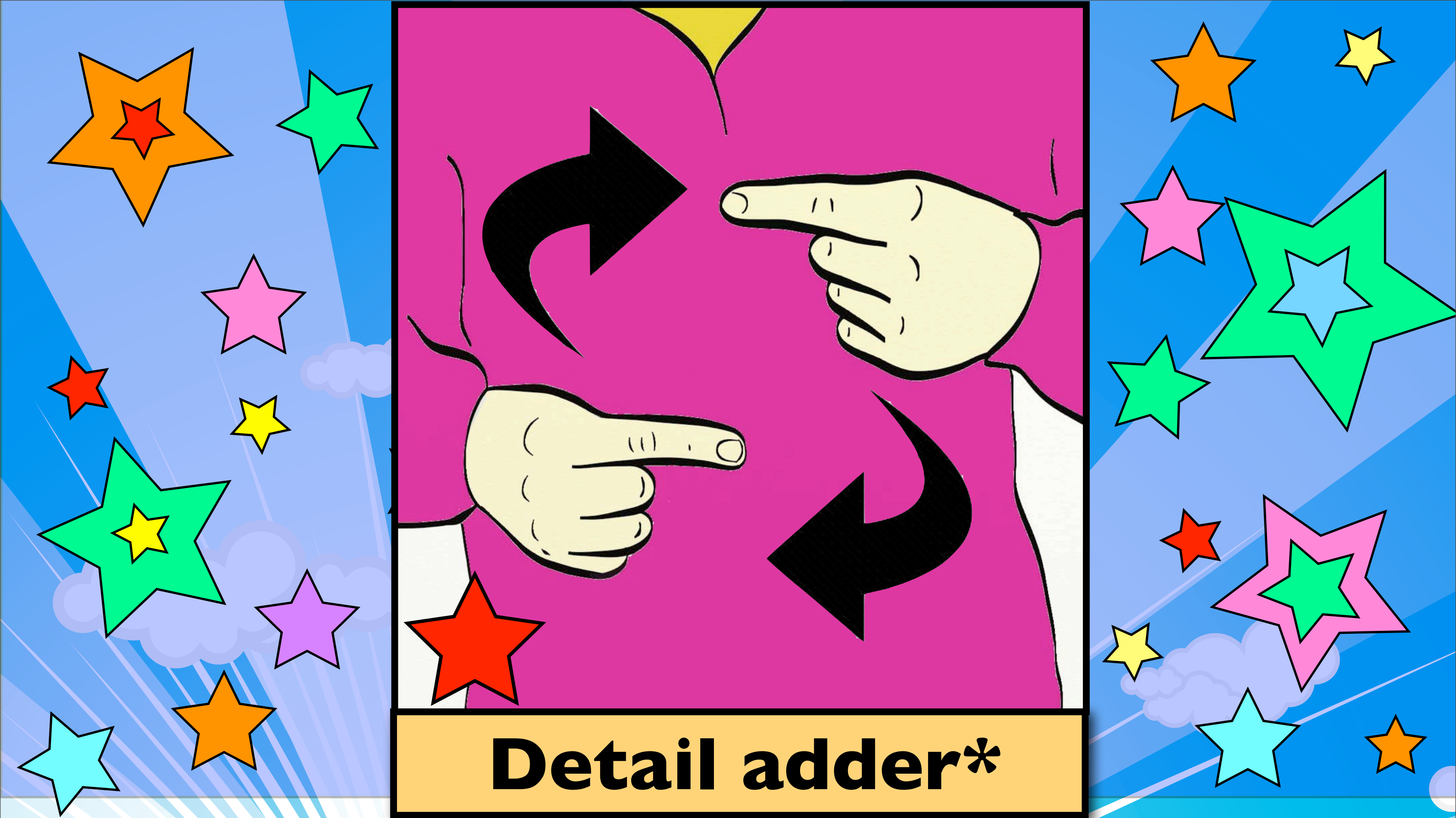


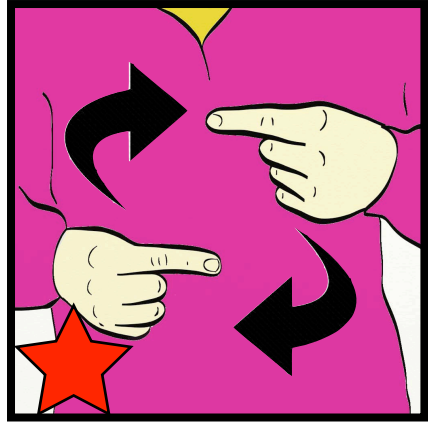
# Triple Whammy

**Other Brainies:** *Triple Whammy* should be employed with *And* and *Comma* Brainies.

**Scoring:** Though it can be used many times in a Brainy Competition, a *Triple Whammy* scores three points only the first time it occurs. The *Comma* and *And* do not add extra points.





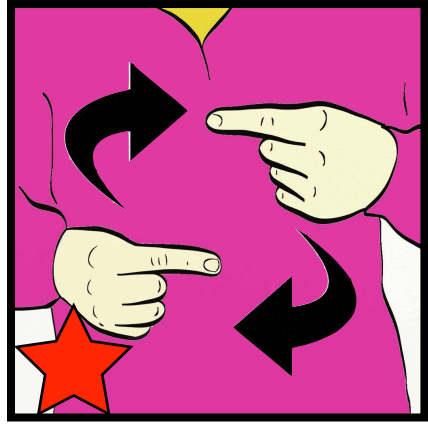


# Detail Adder\*

**Gesture:** Spin your forefingers around each other, as if saying “I’m giving you more.” The \* indicates the Detail Adder, in Competition Brainies, may be used more than once to score points. All other Brainies only score the first time they are employed, except Deep Citations and Adjectives which score each time they are used.

**Teaching:** Detail Adders are sentences that add information to the sentence they follow. Thus, “If you want fresh bananas, then you should climb a banana tree. You can’t get bananas any fresher than straight from the tree.” The second sentence adds details to the previous sentence. We prefer the term Detail Adders to the term detail sentences. Typically, detail sentences add information to a paragraph’s topic sentence. We want fine grained writing in which details support ideas **inside** paragraphs. A student cites an example. A Detail Adder should follow, amplifying the example. A student creates a metaphor. A Detail Adder should follow, expanding the metaphor. A student cites a quotation. A Detail adder should follow, linking the quote to the paragraph’s main point.

Detail Adders address one of a writing teacher’s largest problems ... students supply insufficient information in their compositions. A frequent comment English instructors add to papers is “more!” When students employ Detail Adders there is no more, “more!”

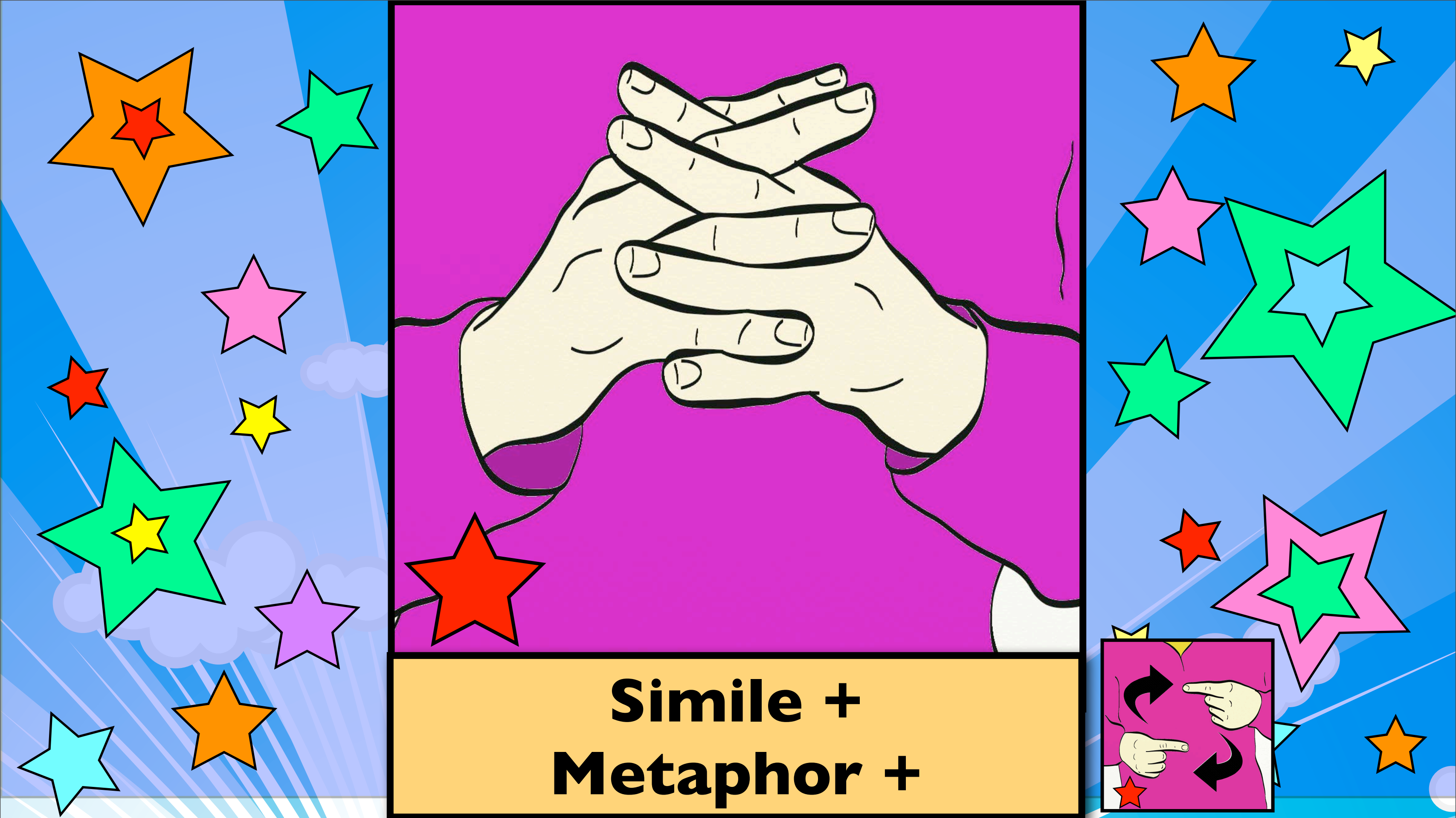


# Detail Adder\*

**Other Brainies:** *Detail Adders\** should follow sentences containing these Brainies: *because, For example, In addition, Also, If\_\_then \_\_, but, however, simile, metaphor, comparison, contrast, connection.*

**Scoring:** The \* indicates that the Detail Adder is so crucial in reasoning and writing, that it scores five points for every occurrence. All other Brainies only score the first time they are used, except Deep Citations and Adjectives, which score on every use. Why? We want to reward kids for adding details, quotations and adjectives.





**Simile +  
Metaphor +**



# Simile+

# Metaphor+

**Gesture:** Lace your fingers together. (The + indicates these Brainies should be followed by a Detail Adder.)

**Teaching:** Similes are probably easier to teach than metaphors. Tell your students that a simile must contain the words “like” or “as.” “My uncle growled **like** a bear.” “Robin Hood is smart **as** a fox.” Changing to a metaphor is simple. Remove the simile words! “My uncle is a bear.” “Robin Hood is a smart fox.” Here are two sentence frames. Begin with a simile; then create a metaphor.

## Similes

\_\_\_\_\_ is as \_\_\_\_\_ as a \_\_\_\_\_.

\_\_\_\_\_ is like a \_\_\_\_\_.

## Metaphor

\_\_\_\_\_ is \_\_\_\_\_.

**Other Brainies:** *Simile* and *Metaphor* should be followed by *Detail Adders*.

**Scoring:** Though they can be used many times in a Brainy Competition, *Simile* and *Metaphor* score five points each, the first time they are used.

**CHAPTER 7**

**Jumbo**

**Grammar Brainies**

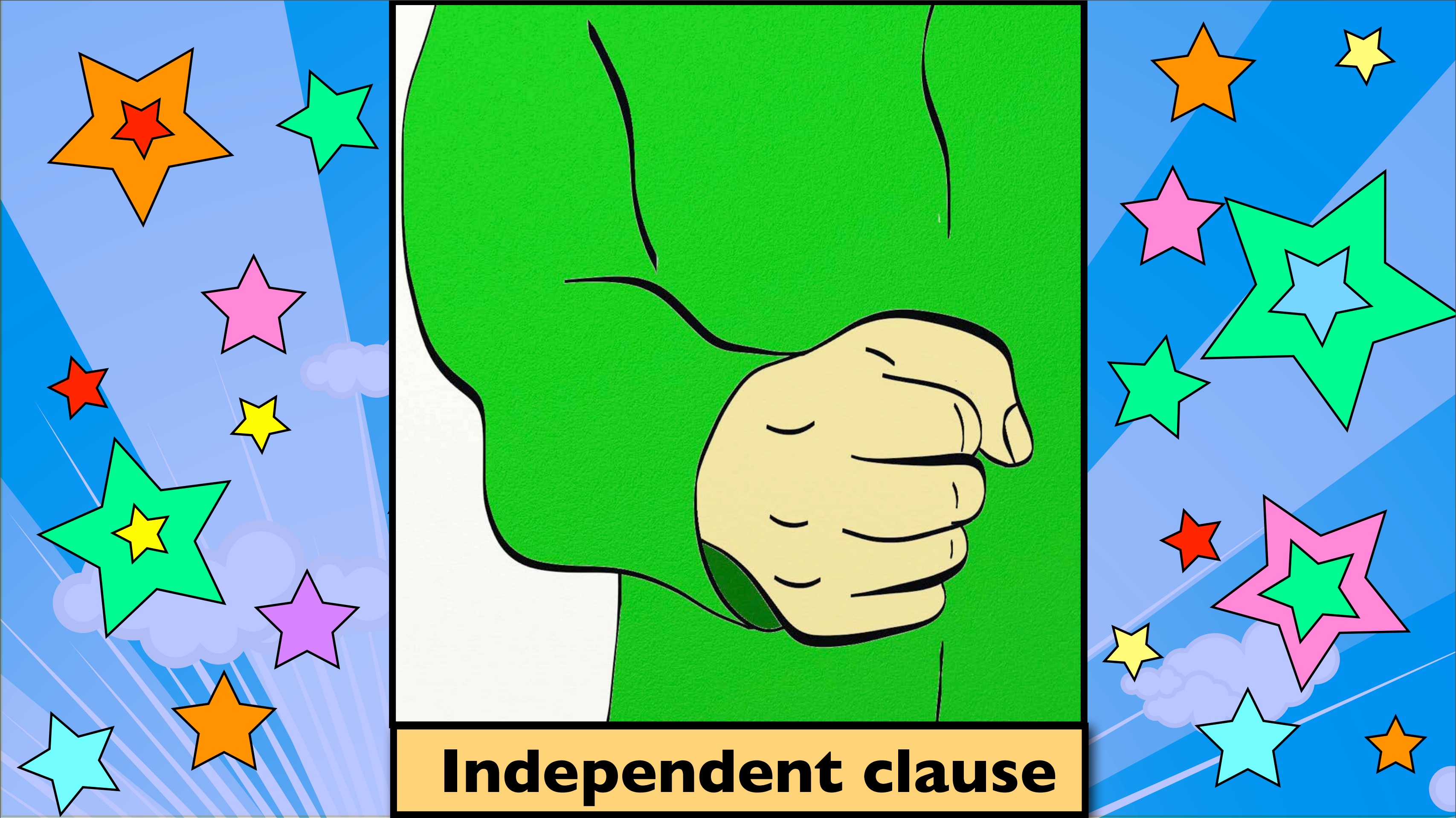






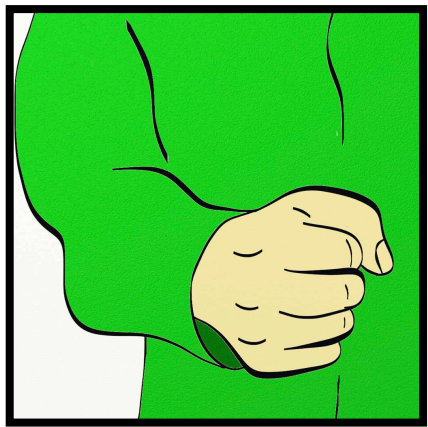
All Grammar Brainies  
are green.





**Independent clause**





# Independent Clause

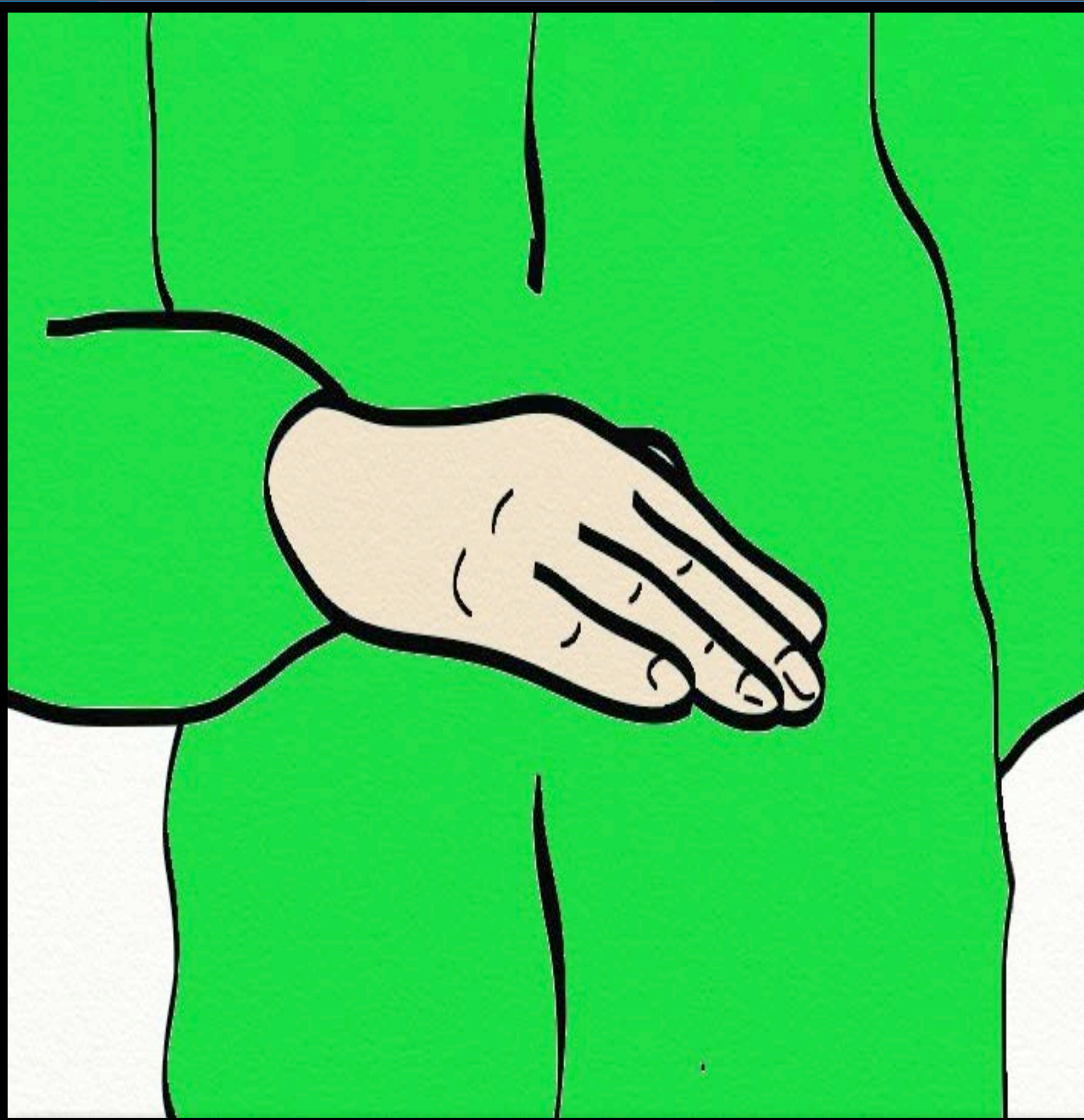
**Gesture:** Hold out your clenched fist, showing the sturdiness and independence of an independent clause.

**Teaching:** Begin by distinguishing between a sentence and a fragment. The phone rings at night. The Mystery Voice says, “Running along the beach.” That was not a complete message; that was not a sentence. Next night, the Mystery Voice says, “I was running along the beach.” Well! That was a complete message; that was a sentence. A sentence is a complete message that would make sense in a middle of the night phone call from the Mystery Voice. A *sentence is an independent clause*. Next, give your students examples of independent clauses with prepositional phrases. “In the middle of the night, I hate phone calls.” “I hate phone calls” is an independent clauses; it could stand on its own. “In the middle of the night,” is a prepositional phrase; it can’t stand on its own.

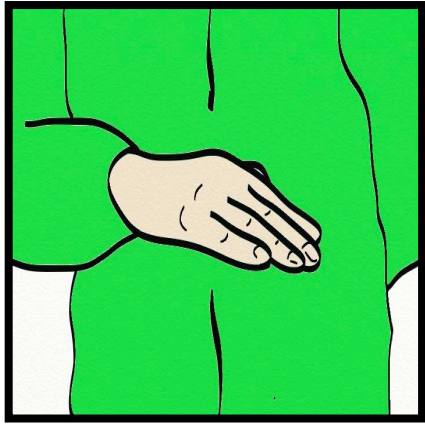
**Other Brainies:** Use with *Prepositional Phrase*.

**Scoring:** The *Independent Clause*, scores no points, and is included among the Brainies to clarify the *Advanced Sentence Brainies* that employ *Prepositional Phrases*.





**Prepositional Phrase**



## Prepositional Phrase

**Gesture:** Hold out your flat hand and *wiggle* it like a nervous squirrel. A squirrely Prepositional Phrase needs support! Nervous Prepositional Phrases are funny. Funny teaching is good teaching.

**Teaching:** We teach students that a preposition is a squirrel word. A squirrel can go over, under, around, through a log. Over, under, around, and through are prepositions. Make your left forearm a log; jump your squirrel hand around the log, demonstrating varieties of prepositions. We believe the easiest way to teach students to write advanced sentences is by having them add Prepositional Phrases at the beginning, end, or within Independent Clauses.

*In the woods*, the bear ate berries.

The bear, *in the woods*, ate berries.

The bear ate berries *in the woods*.

Note that a Prepositional Phrase at the end of a sentence requires no commas.

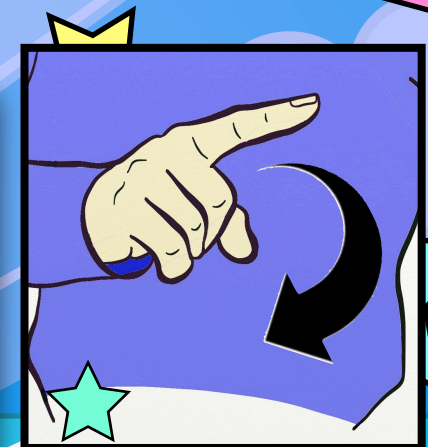
Here are some prepositions students can use to create advanced sentences: *in, on, over, under, around, through, before, during, while, after, when, as, like*.

**Scoring:** Prepositional Phrases, score no points, and are included among the Brainies to clarify the *Advanced Sentence* Brainies that involve independent clauses.





# Advanced Sentence I







# Advanced Sentence I

**Gesture:** Place your shaky Prepositional Phrase on top of your sturdy Independent Clause. The Prepositional Phrase needs the support of the Independent Clause.

**Teaching:** See slide 97 in this ebook for examples of the relationship between prepositional phrases and independent clauses.

**Other Brainies:** When the prepositional phrase begins a sentence, it should always be followed by a comma.

**Scoring:** Advanced Sentence I should be employed many times in a Brainy Competition but scores five points only on the first occurrence. The comma after the *Prepositional Phrase* adds no extra points.



## Advanced Sentence 2





# Advanced Sentence 2

**Gesture:** Place your shaky, flat hand, the Prepositional Phrase, under your sturdy fist. The Prepositional Phrase is shaky because it can't support the independent clause

**Teaching:** Point out that Advanced Sentence 2 is merely an Independent Clause combined with a Prepositional Phrase. See the suggestions on slides 97 in this ebook for examples of the relationship between prepositional phrases and independent clauses.

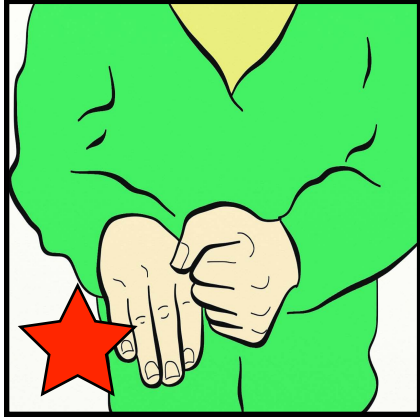
**Other Brainies:** Note that there is no *Comma* after the *Prepositional Phrase* when it follows an Independent Clause.

**Scoring:** Advanced Sentence 2 should be employed many times in a Brainy Competition but scores five points only on the first occurrence.





## Advanced Sentence 3



# Advanced Sentence 3

**Gesture:** Place your shaky, flat hand, the Prepositional Phrase, between the fingers of your sturdy fist, the Independent Clause. The Prepositional Phrase is shaky because it needs the support of the Independent Clause.

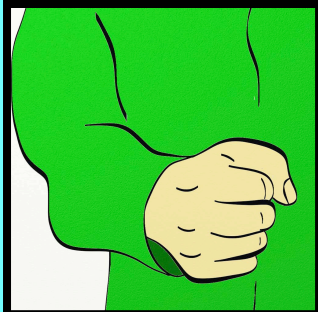
**Teaching:** Point out that Advanced Sentence 3 is merely an Independent Clause combined with a Prepositional Phrase. See the suggestions on slides 97 in this ebook for examples of the relationship between prepositional phrases and independent clauses.

**Other Brainies:** In Advanced Sentence 3 the Prepositional Phrase is set off by commas. The bear, *in the woods*, ate berries.

**Scoring:** Advanced Sentence 3 should be employed many times in a Brainy Competition but scores five points only the first time it is used.

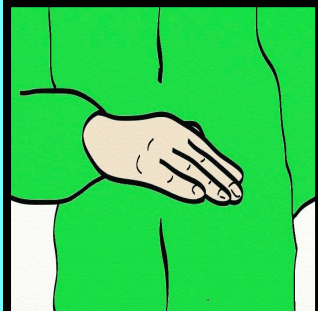
# Advanced Sentences 1, 2, 3

42



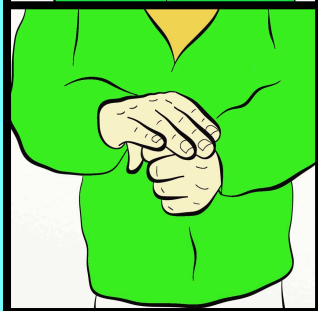
Independent clause

**The bear ate berries.**



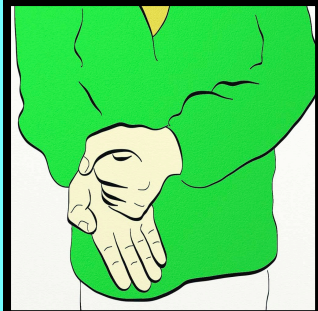
Prepositional phrase

**In the woods,**



Prepositional phrase/  
independent clause

**In the woods, the bear ate berries.**



Independent/  
Prepositional phrase  
Independent clause

**The bear ate berries in the woods.**



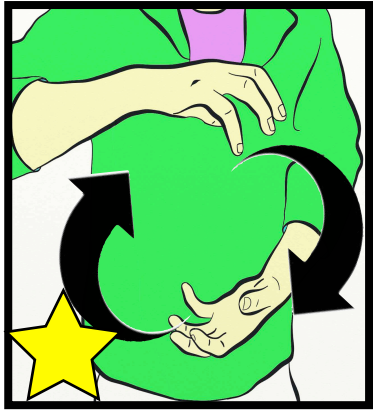
containing  
Prepositional  
phrase

**The bear, in the woods, ate berries.**





**Adjective**



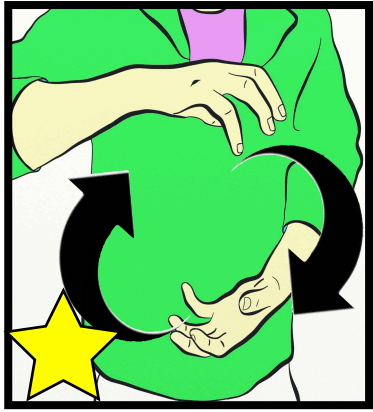
# Adjective

**Gesture:** According to Whole Brain Teaching's definition, "an adjective changes, modifies, a noun." Thus, the adjective gesture shows a modifying, reshaping gesture, as if a noun was a ball of clay "changed" by an adjective.

**Teaching:** Adjectives are often easiest to add after a paragraph or essay is written. As part of a their final draft, ask your students to go back through their essays, find a noun in every other sentence, except topic sentences, and add an adjective.

Professional writers use adjectives wonderfully. Find a selection of adjective rich writing, copy it into a word processor and then replace every adjective with ????. Ask kids to match wits with the pro and guess the adjective.

As students master one, or more Brainies, introduce new gestures and leave behind, until time for review, old Brainies. When starting adjectives, ask kids to only focus on their adjective gestures ... leave behind capital letter, period, etc. ... for the time being.



# Adjective

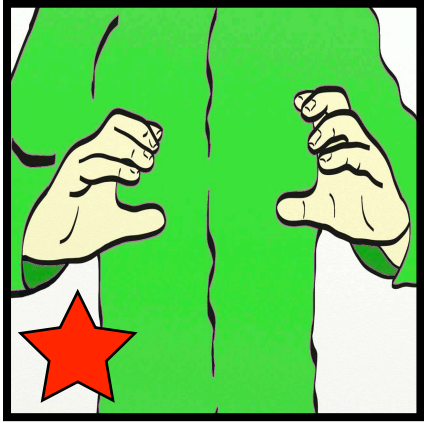
**Other Brainies:** *Adjective* precedes nouns, but there are no noun Brainies, as yet.

**Scoring:** The *Adjective Brainy* is so important in writing, it is one of three Brainies that score every time a *new* one is used. Thus, if a student describes a “wonderful story” and a “wonderful character” ... only the first “wonderful” scores points. Detail Adders and Deep Citations are the other Brainies that score with every use.





**Appositive**



# Appositive

**Gesture:** Cup your hands together, as if they are on both sides of a phrase. “John, *a Sunday School teacher*, loves racquet ball.”

**Teaching:** Appositives are one of the easiest ways to make student writing shine. Teach kids to find a noun, then add a descriptive phrase bracketed by commas. “The old house, **near the corner**, looked haunted.” “When we go to the store, Jack, **my best friend**, always buys candy.” Here is a useful sentence frame to place on the board:  
*Noun, appositive, rest of sentence.*

**Other Brainies:** The *Appositive Brainy* should be bracketed by commas.

**Scoring:** An *Appositive* should be employed many times in a Brainy Competition but scores five points only the first time it is used. The comma add no extra points.

## CHAPTER 8

# Jumbo

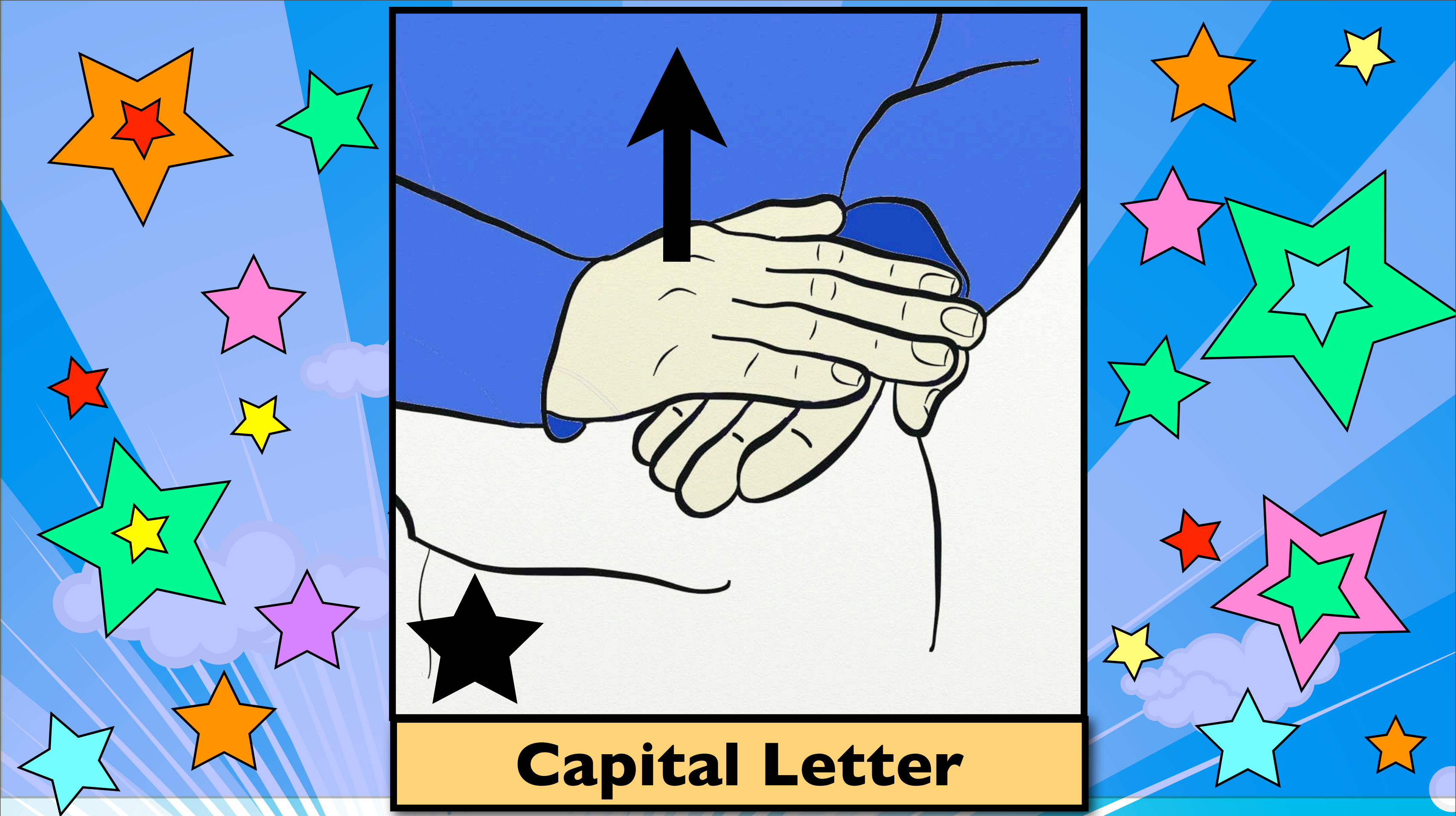
# Punctuation Brainies







All Punctuation Brainies  
are blue.



**Capital Letter**



# Capital letter

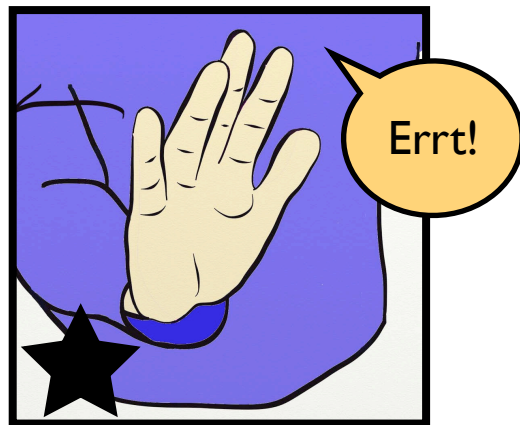
**Gesture:** Lift the top hand off the bottom hand, showing that a capital letter is a “big” letter.

**Teaching:** Introduce *Capital Letter* as your first Brainy. You’ll note that even after you move on to other Brainies, students will continue to use this gesture to begin sentences. The *Capital Letter* and *Period* gestures become, happily!, automatic. As soon as possible, instruct students to use the *Capital Letter* gesture for proper nouns. Deliberately introduce proper nouns into your lesson, “Today, Wednesday, here at Yeats Elementary School, we are going to study proper nouns. Teach!”

**Scoring:** The *Capital Letter* Brainy should be employed many times in a Brainy Competition, but scores one point only the first time it is used.







# End mark

**Period Gesture:** Push one hand out and say “errt!” like you’re stepping on the brakes.

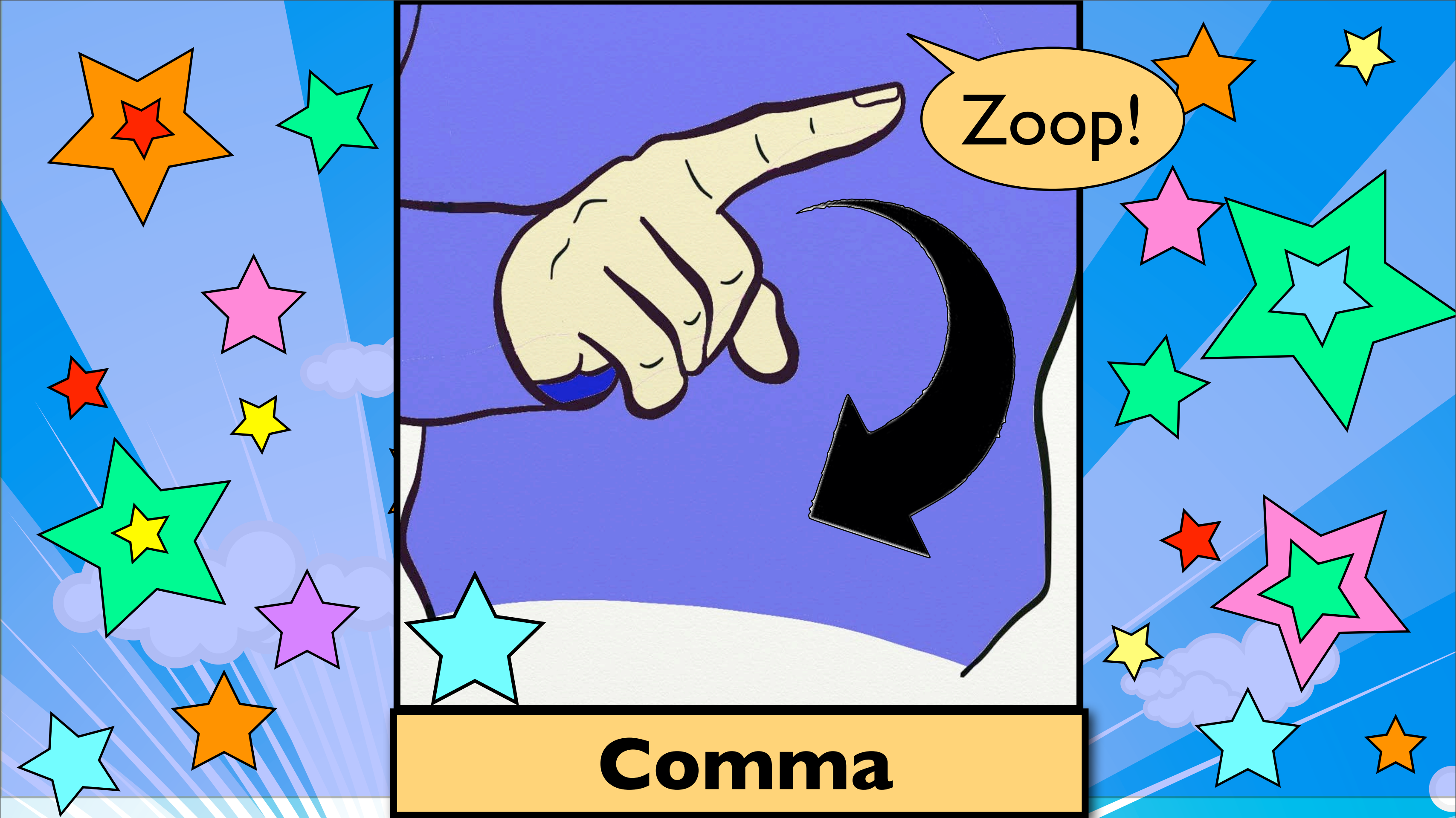
**Question mark Gesture:** Draw a question mark in the air and when you come to the period, push your hand out and say “errt!”

**Exclamation mark Gesture:** Draw an exclamation mark in the air and when you come to the period, push your hand out and say “errrt!”

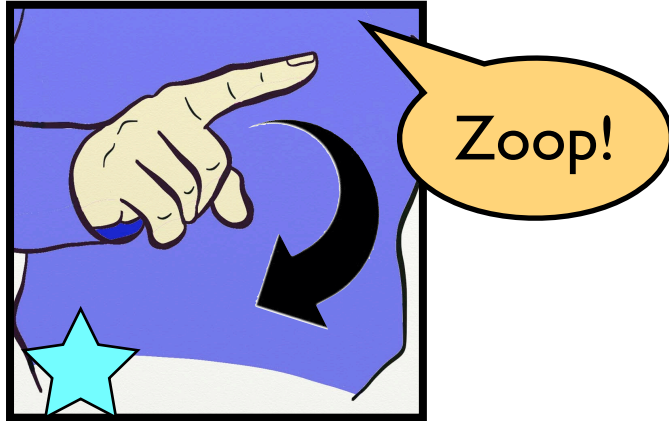
All end marks use the period gesture and sound effect.

**Scoring:** *End Mark* scores one point as a period, one point as an exclamation and one point as a question mark. As in most other Brainies, end marks score only the first time they are used.







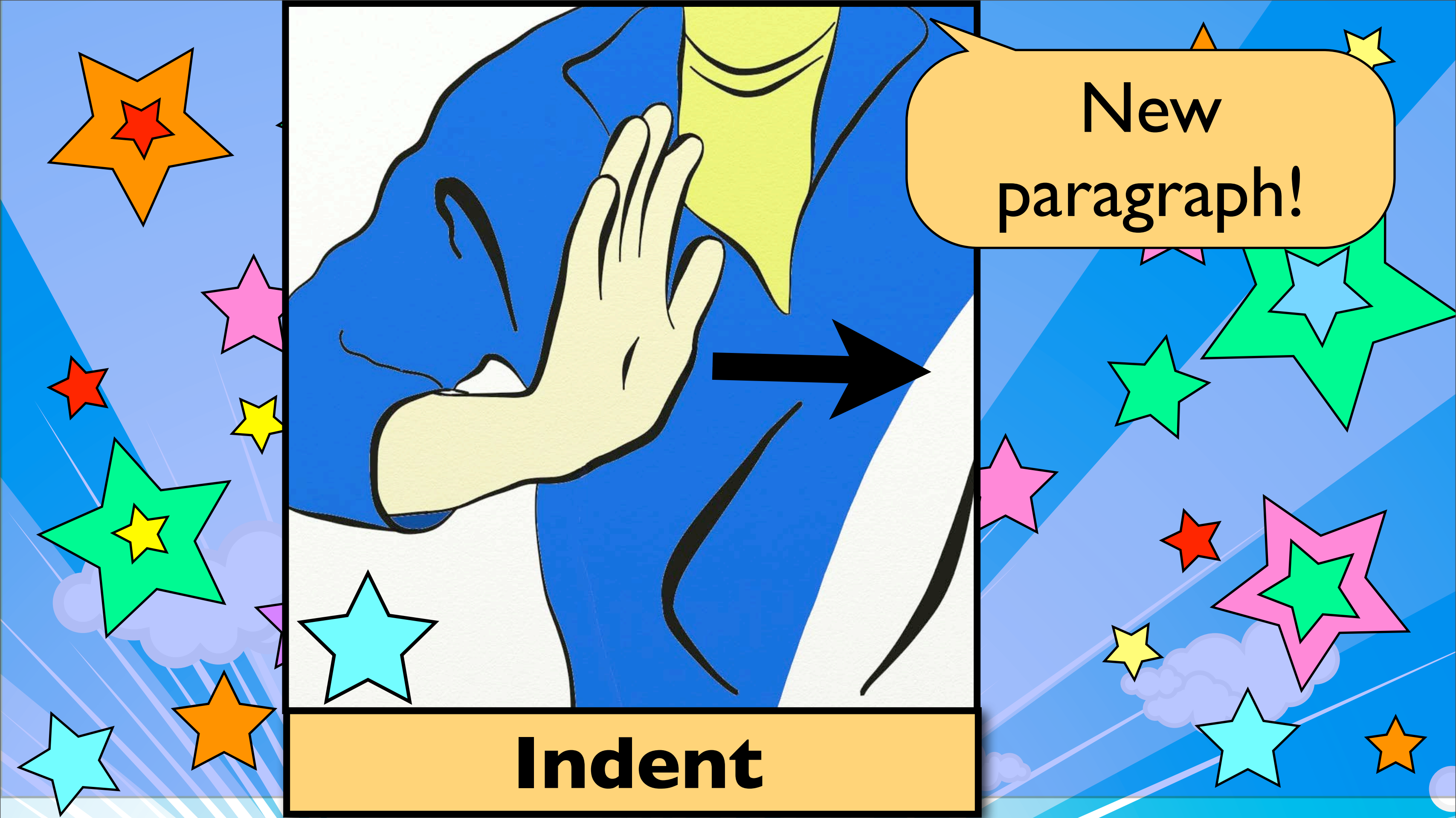


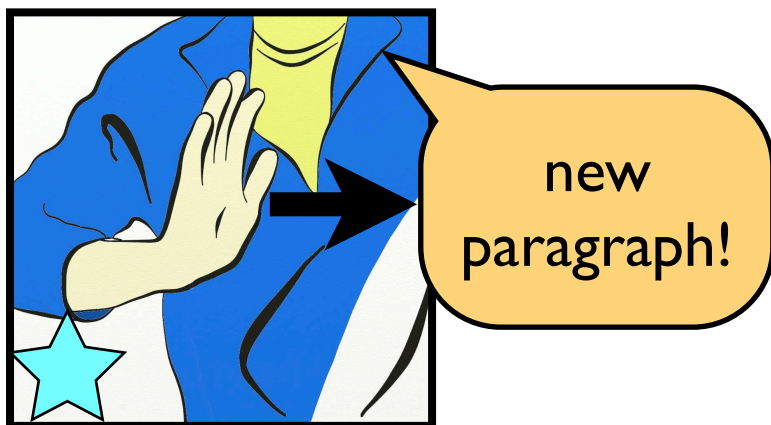
# Comma

**Gesture:** Make a comma in the air and say “zoop!”

**Teaching:** For most classes, the comma is first used when speaking a *Triple Whammy*, a sentence with three parts. “I like bananas, apples, and oranges.” *Triple Whammy* sentences neatly unpack into three part paragraphs or three part essays. See the description of the *Triple Whammy* beginning on slide 77. Note that in a *Triple Whammy*, students will use gestures for *Capital Letter*, *Comma*, *And*, and *Period*. (In formal writing, which we support, a comma is inserted before the “and” as in the sample sentence about fruit. This is termed the Harvard Comma.)

**Scoring:** The *Comma Brainy* should be employed many times in a Brainy Competition but scores two points only the first time it is used.





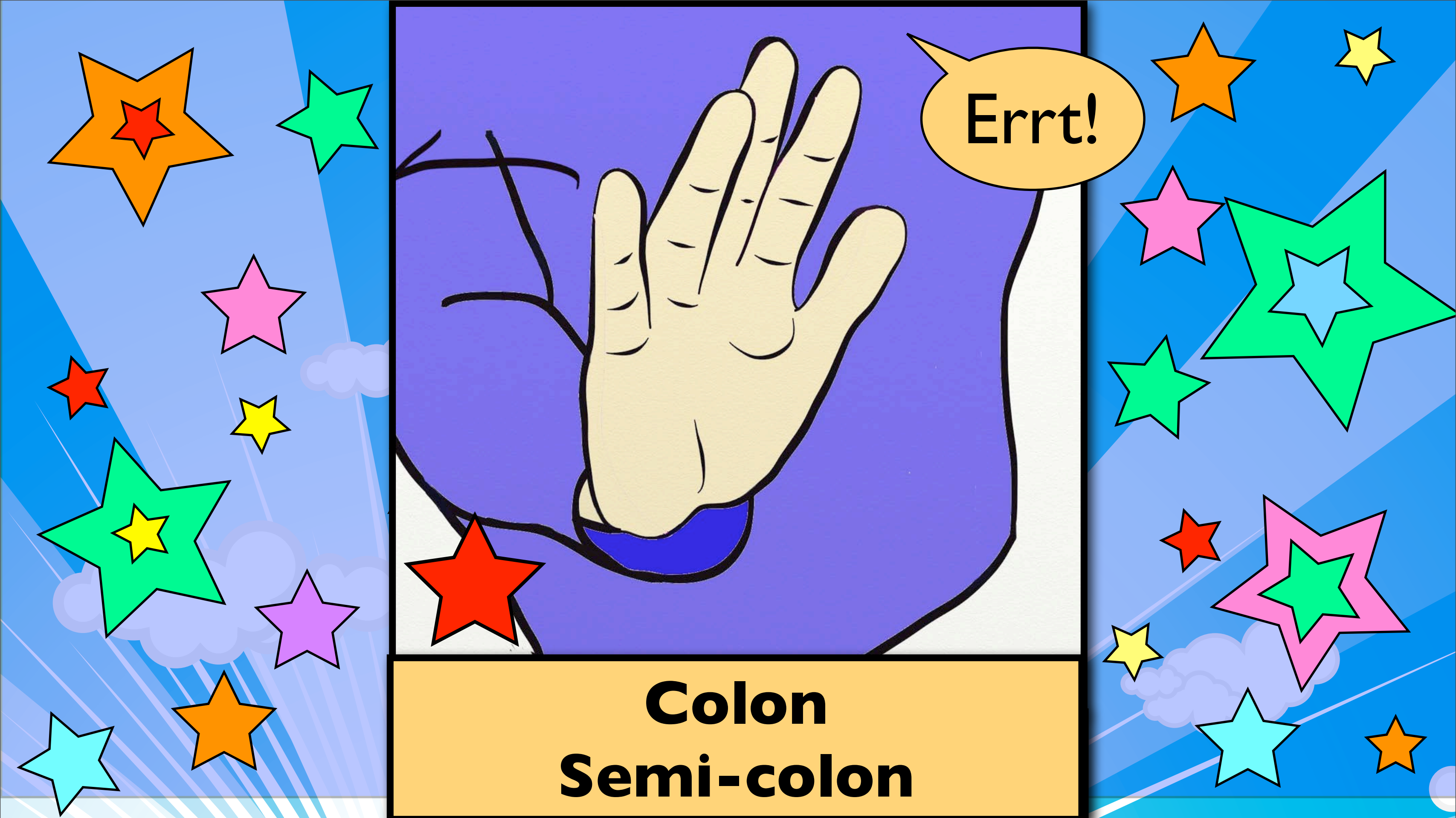
# Indent

**Gesture:** Students push their hands left to right, as if pushing words over and say “Unnh! New paragraph!”

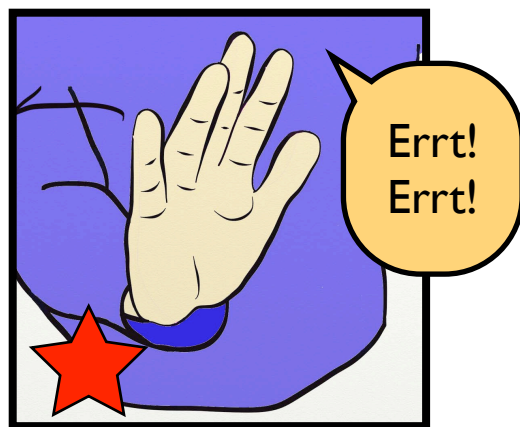
**Teaching:** The indent gesture is first introduced, for most classes, when students are constructing oral, Triple Whammy essays. To teach this gesture, speak several short paragraphs, while using Mirror Words.

**Scoring:** The *Indent* Brainy should be employed many times in a Brainy Competition but scores two points only the first time it is used.





**Colon**  
**Semi-colon**



# Colon

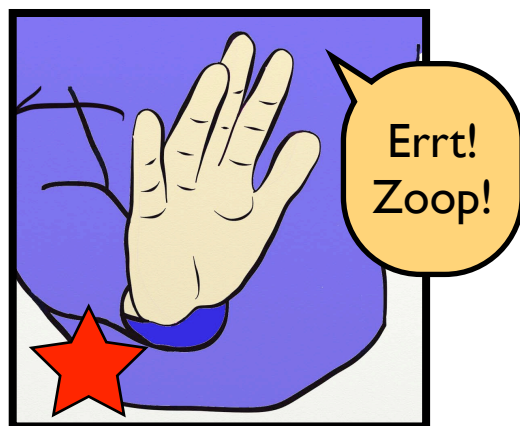
## Semi-colon

**Colon Gesture:** Push one hand out and make two periods in the air. Say “errt!” twice. Colons can be used to introduce a series. “The writers I love are: W.B. Yeats, Leo Tolstoy, and James Agee.”

**Semi-colon Gesture:** Push one hand out, say “errt.” Then, make a comma mark and say, “zoop!” the sound effect for comma. Semi-colons join two, closely related sentences. “When you play with Brainies you’ll have lots of fun; you’ll even find you dream about them at night.” Note the second sentence, if stated by itself, doesn’t make sense ... thus, its close relation to the first.

Observe that colons and semi-colons, befitting their grammatical complexity, are worth five points each!

**Scoring:** **Colon** and **Semi-colon** score five points the first time each is used.



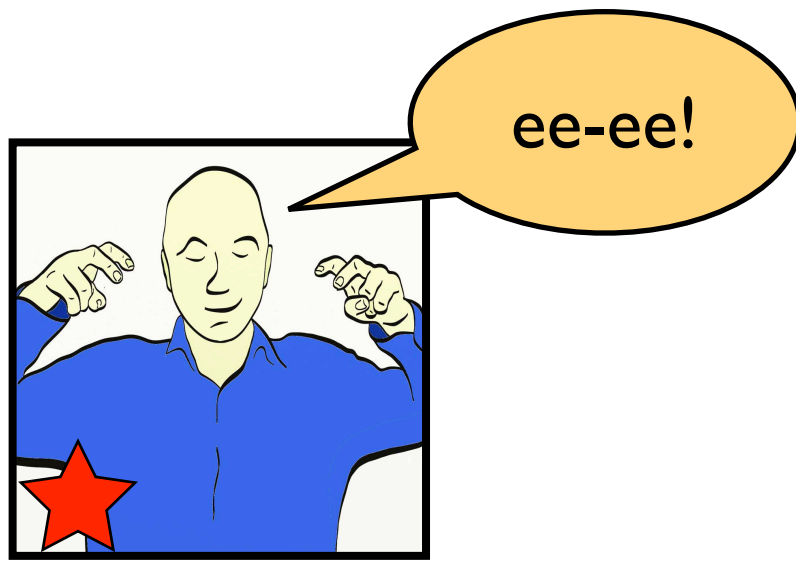




ee-ee

**Quotation Marks**



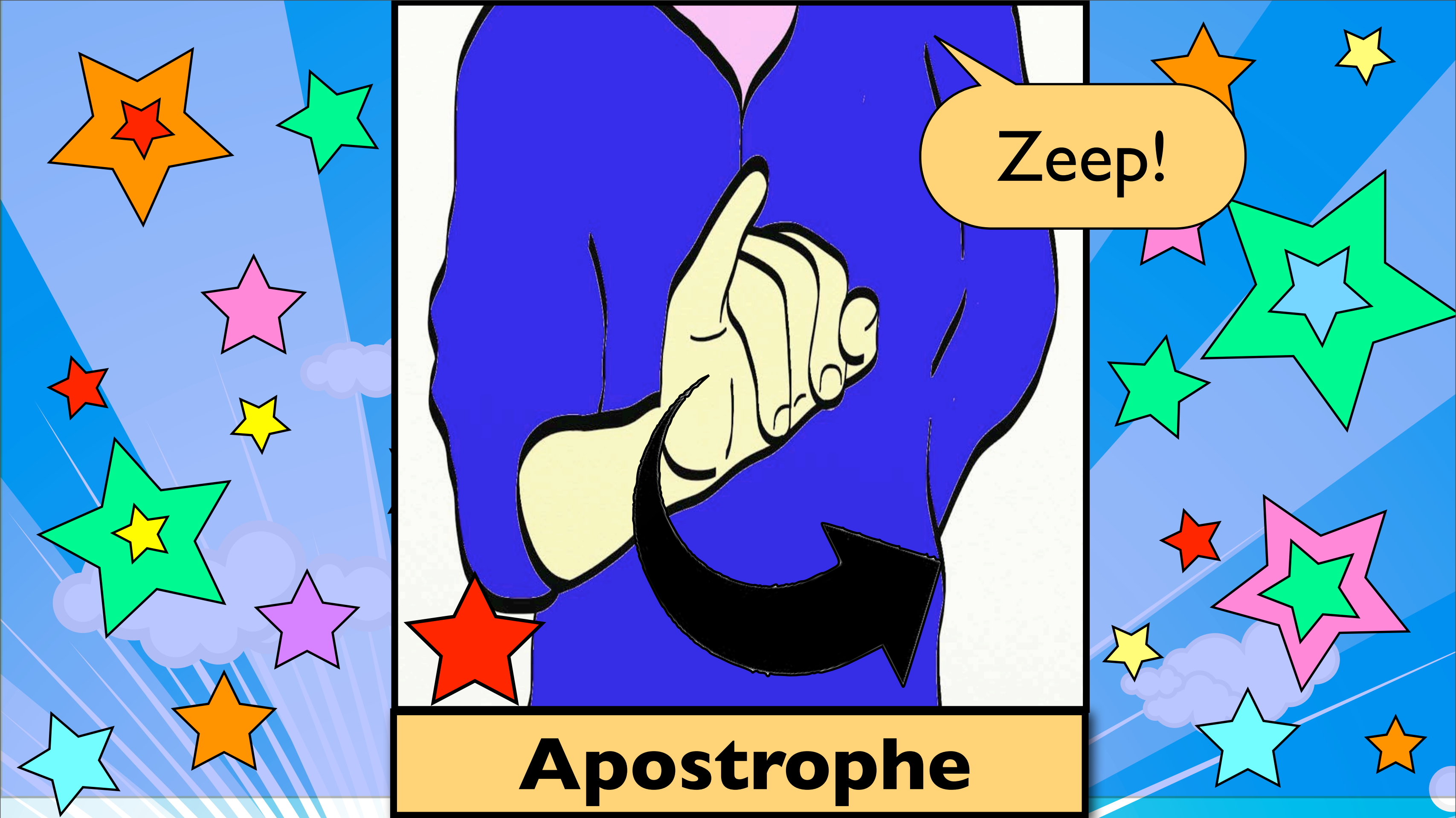


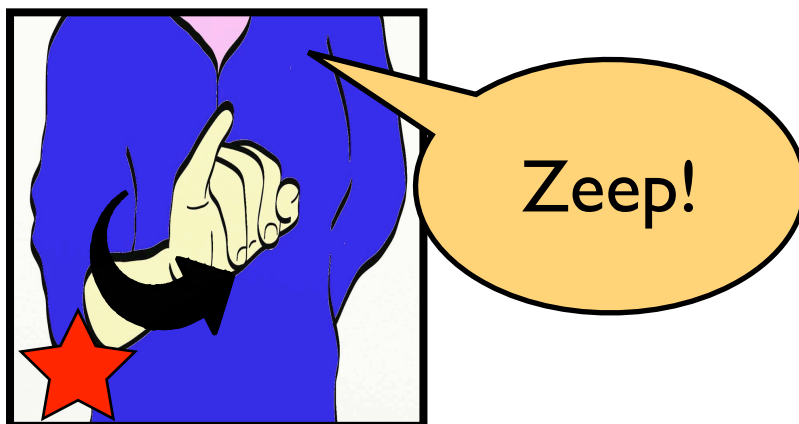
# Quotation marks

**Gesture:** Students hold two fingers on each hand in the air and say “eee-eee,” the sound effect many people use when making air quotation marks.

**Teaching:** For a great example of the use of Quotation Marks gestures, see Lindsey Roush’s third graders at <https://www.youtube.com/watch?v=A9IFAU7v3fs>.

**Scoring:** If not used as part of a *Deep Citation*, *Quotation Marks*, for example surrounding the title of a magazine article, score five points the first time they are used. *Deep Citations*, in the correct format, score 15 points in each paragraph they are used.





# Apostrophe

**Gesture:** Use your baby finger and make a small comma in the air. The sound effect “zeep” sounds like a higher pitched version of the deeper, comma sound effect, “zoop.”

**Teaching:** Apostrophes are punctuation’s nightmare. Kids never use them, or use them incorrectly. Here’s your first point: “it’s” *always* means “it is” and thus never, ever is possessive. “The dog chews it’s bone” is wrong, wrong, wrong!

To teach apostrophes put these two sentences on the board, “the boy’s boat” “the boys’ boat.” Teach kids that an apostrophe is either a splitter, splitting the “s” from boy and leaving one boy behind (singular possessive) or a shover, shoving the “s” over to the boy and making many boys (plural possessive). For proofreading, ask kids to find every word that ends in “s” and decide if it needs a splitter, a shover, or neither.

**Scoring:** The *Apostrophe* Brainy should be employed many times in a Brainy Competition but scores five points only the first time it is used.



**CHAPTER 9**

**Jumbo**

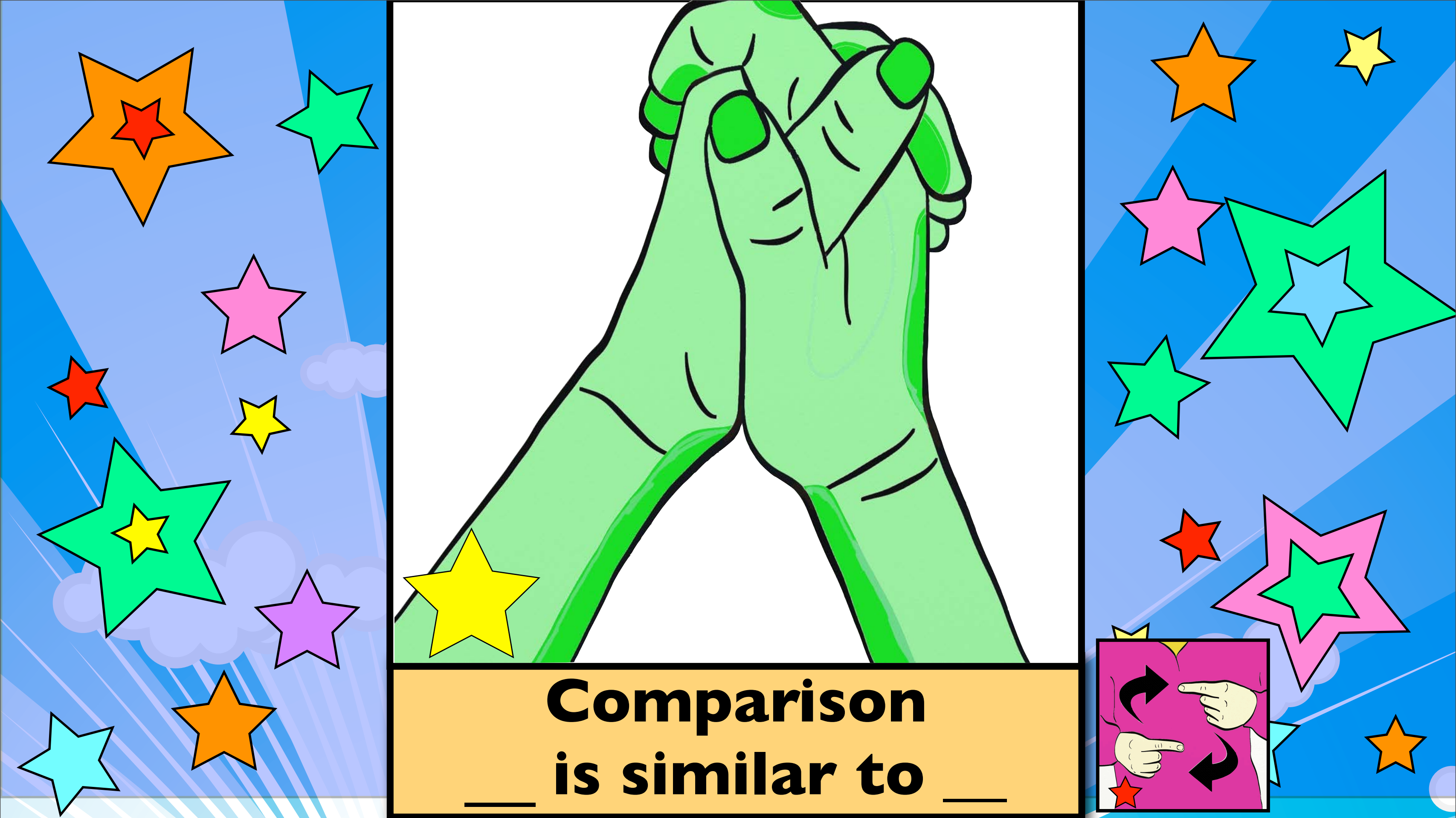
**Einstein Triangle**

**Brainies**

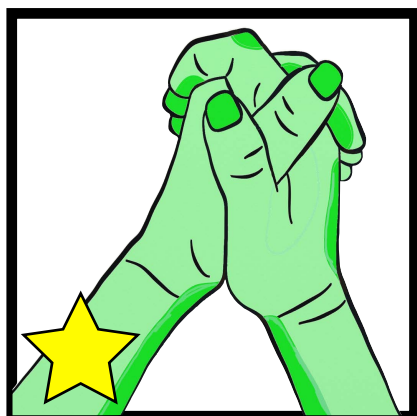




The Einstein Triangle Brainies  
are green (comparison),  
red (contrast) and  
blue (connection).







# Comparison+

## \_\_\_\_\_ is similar to \_\_\_\_\_ +

**Gesture:** Lace your fingers together, showing concepts that are similar. (The + indicates these Brainies should be followed by a Detail Adder.)

**Teaching:** Comparison, Contrast and Connect Brainies are used with Einstein Triangles, one of our most powerful, critical thinking tools. Note that each of these Brainies should be accompanied by a Because Clapper and one or more Detail Adders. Please see webcasts 570-571 at [WholeBrainTeaching.com](http://WholeBrainTeaching.com) for a complete description.

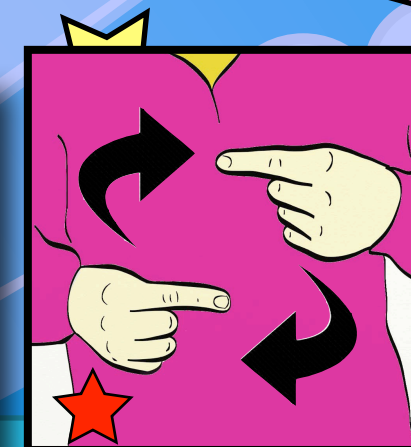
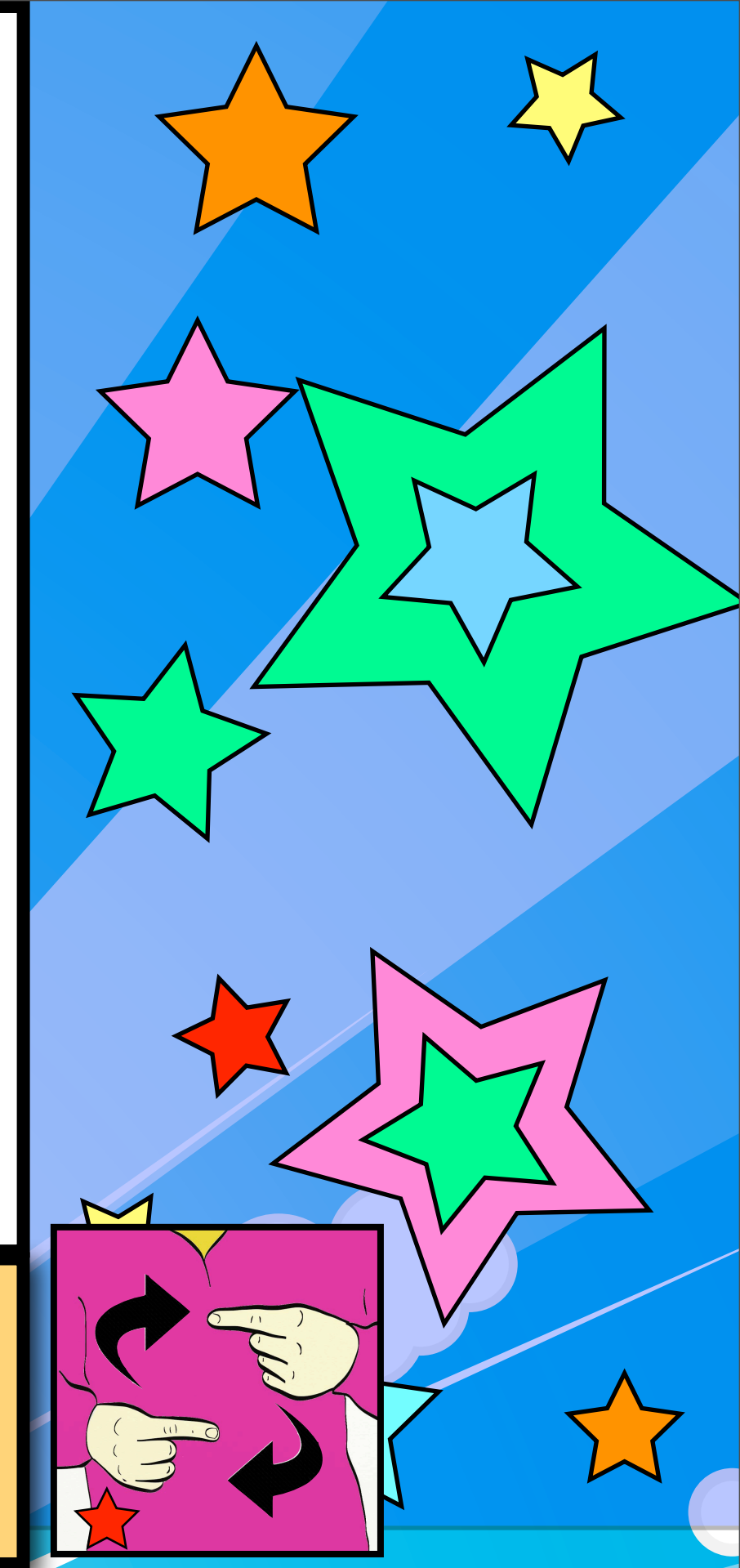
### **Comparison sentence frame**

\_\_\_\_\_ is similar to \_\_\_\_\_ because \_\_\_\_\_. Detail Adder.

**Scoring:** *Comparison* should be employed many times in a Brainy Competition but scores three points only the first time it is used. The Detail Adder adds another five points.



**Contrast+**  
**is different than** \_\_\_\_





# Contrast+

\_\_\_\_\_ is different than \_\_\_\_\_

**Gesture:** Bump your fists together, showing two concepts that don't go together. (The + indicates these Brainies should be followed by a Detail Adder.)

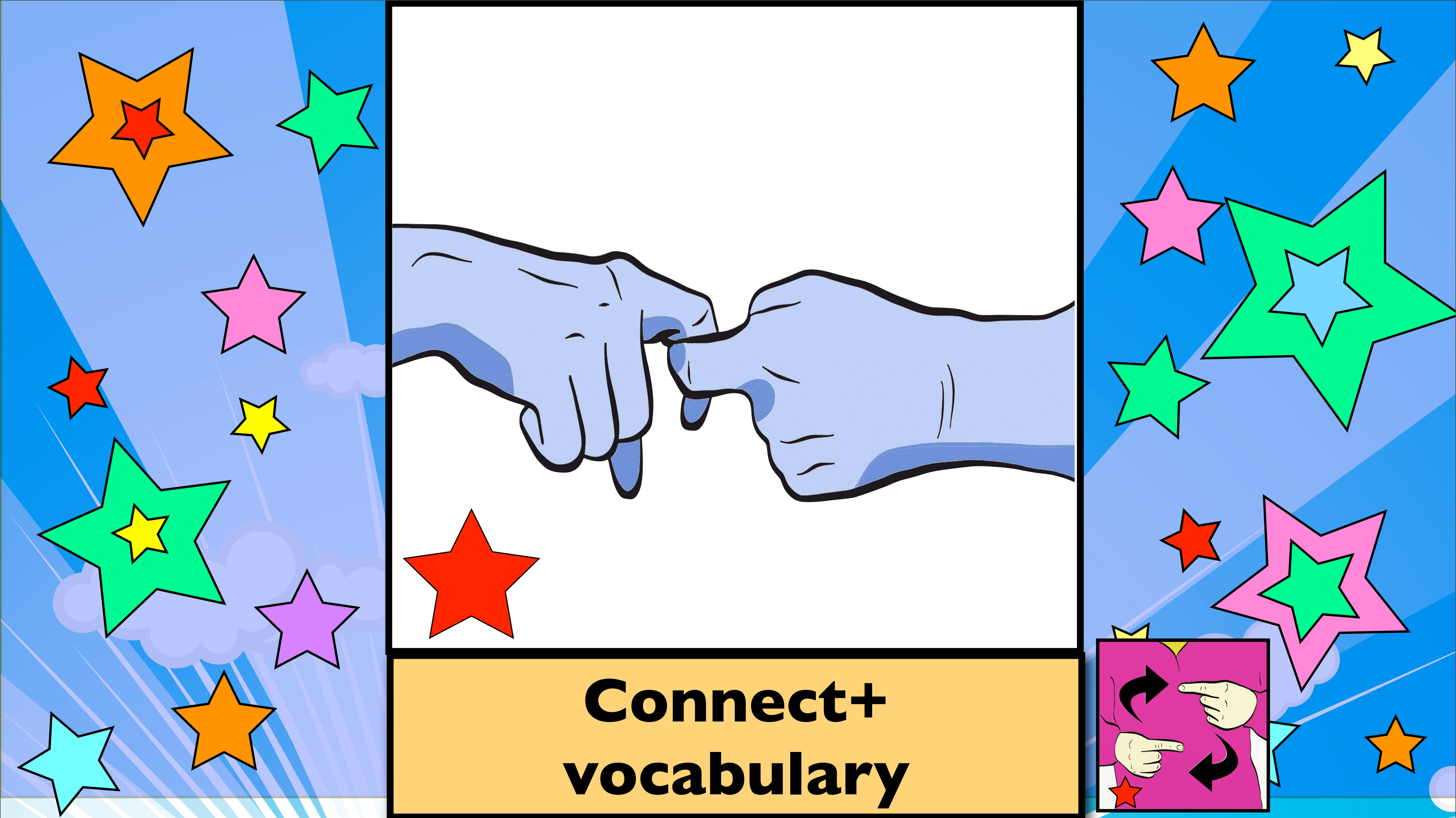
**Teaching:** Comparison, Contrast and Connect Brainies are used with Einstein Triangles, one of our most powerful, critical thinking tools. Note that each of these Brainies should be accompanied by a Because Clapper and one or more Detail Adders. Please see webcasts 570-571 at [WholeBrainTeaching.com](http://WholeBrainTeaching.com) for a complete description.

## Contrast sentence frame

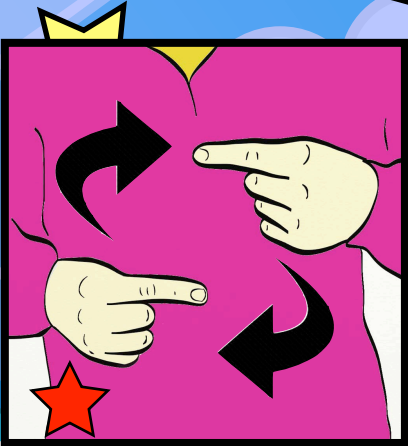
\_\_\_\_\_ is different than \_\_\_\_\_ because \_\_\_\_\_. Detail Adder.

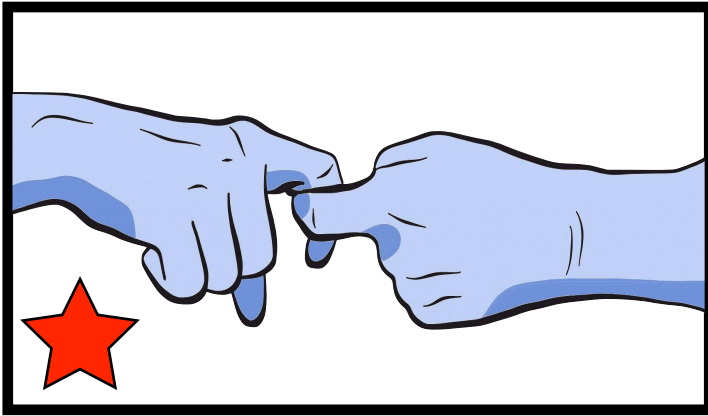
**Scoring:** *Contrast* should be employed many times in a Brainy Competition but scores three points only the first time it is used. The Detail Adder adds another five points.





**Connect+**  
**vocabulary**





## Connect+, vocabulary

**Gesture:** Link your forefingers together, connecting one concept with another.

**Teaching:** Comparison, Contrast and Connect Brainies are used with Einstein Triangles, one of our most powerful, critical thinking tools. Note that each of these Brainies should be accompanied by a Because Clapper and one or more Detail Adders. Please see webcasts 570-571 at [WholeBrainTeaching.com](http://WholeBrainTeaching.com) for a complete description.

We have found that kids often substitute comparisons for connections. “A connection between dogs and cats is that they are both mammals.” This is almost the same as saying, “A comparison between dogs and cats is that they both have four feet.” To distinguish between connections and comparisons, we want students to think of a connection as adding a vocabulary word. Thus, “A comparison between dogs and cats is they both have four feet.” A connection would involve using one or more vocabulary words like mammal or carnivores “Dogs and cats are both mammals.” “Dogs and cats both eat meat, therefore they are carnivores.”

**Scoring:** *Connect* should be employed many times in a Brainy Competition but scores five points only the first time it is used. The Detail Adder adds another five points.

**CHAPTER 10**

**Jumbo**

**Special Brainies**





All Special Brainies are yellow.





**Complete sentence  
please!**



# Complete sentence please!

**Gesture:** Cup your hand to your ear, indicating you want to hear a complete sentence answer to your question.

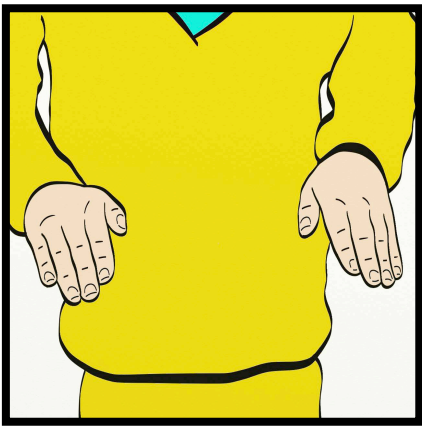
**Teaching:** *The Complete Sentence Please Brainy (CSPB) is the foundation of our critical thinking/writing system.* Every question posed by a teacher to one student or the entire class, must be answered with a complete sentence. Cup your hand behind your ear as the cue. All adults on campus, office workers, playground supervisors, custodians, kitchen help should be trained in the CSPB. Our schools need to be transformed into a community of teachers. As many parents as possible should be trained in CSPB. Then, when kids are giving complete sentence answers, we roll our fingers to coax them to supply Detail Adders ... and boomalay! *Our students are speaking paragraphs!*

**Scoring:** This Brainy is included as an instructional aid and scores no points.





**Shallow**



# Shallow

**Gesture:** Push your hands down, as if touching the surface of shallow water.

**Teaching:** Students need to understand the difference between shallow and deep statements because, frankly, most of their writing is shallow. Sample shallow statements: “I like bananas.” “My dog is a good dog.” “This is a great book.”

Give kids a list of topics and ask them to make shallow statements ... short, requiring no commas, babyish. Then, give them examples of deeper statements.

“My dog, Jack, is big, white, and fast.” “‘For Whom the Bell Tolls,’ by Ernest Hemingway, is an exciting tale of the Spanish Civil War.” Point out that Deep statements are longer, often require commas, and contain more than one idea.

**Scoring:** This Brainy is included as an instructional aid and scores no points.





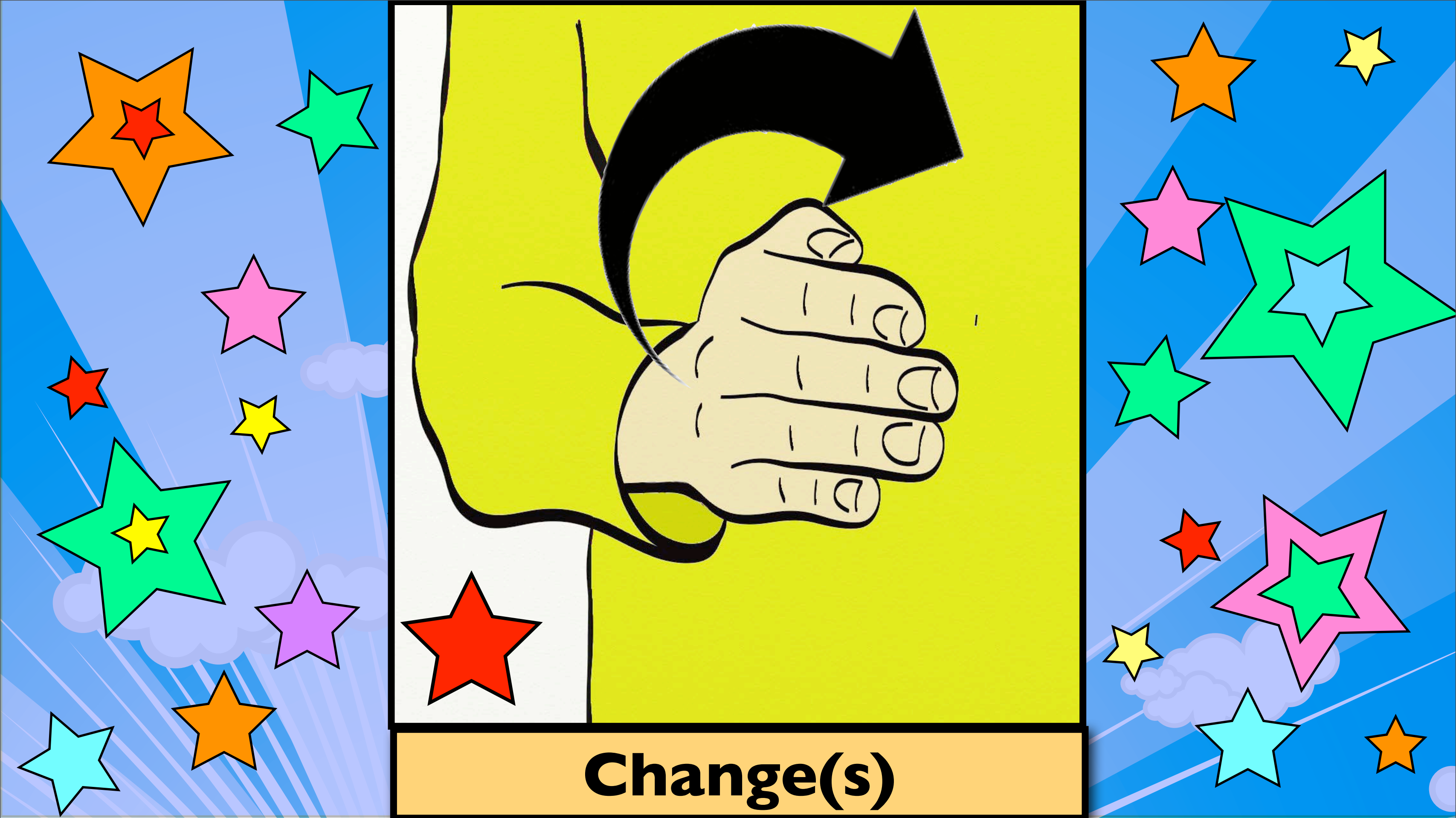


# Help me!

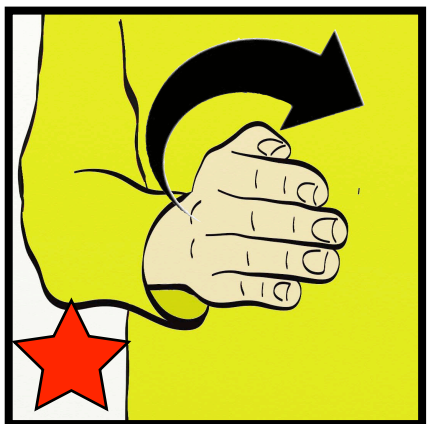
**Gesture:** Thrust your hands out and exclaim, “Help me!”

**Teaching:** Teachers watching video demonstrations of the *Help Me Brainy* have been moved to tears. When children are called on and draw a blank, they thrust out their hands, call out “Help me!” and their classmates crowd around with suggestions. The speaker listens, selects the best advice, and quiets the crowd with “Class!” and proceeds on. You can model this frequently during the day by pretending to draw a blank, thrusting out your hands and exclaiming, “Help me!” “Now I’m going to skip count by twos ... 2, 4, 6 ... help me!”

**Scoring:** This Brainy can be used many times in a competition, but scores two points the first time it is used.



**Change(s)**



# Change(s)

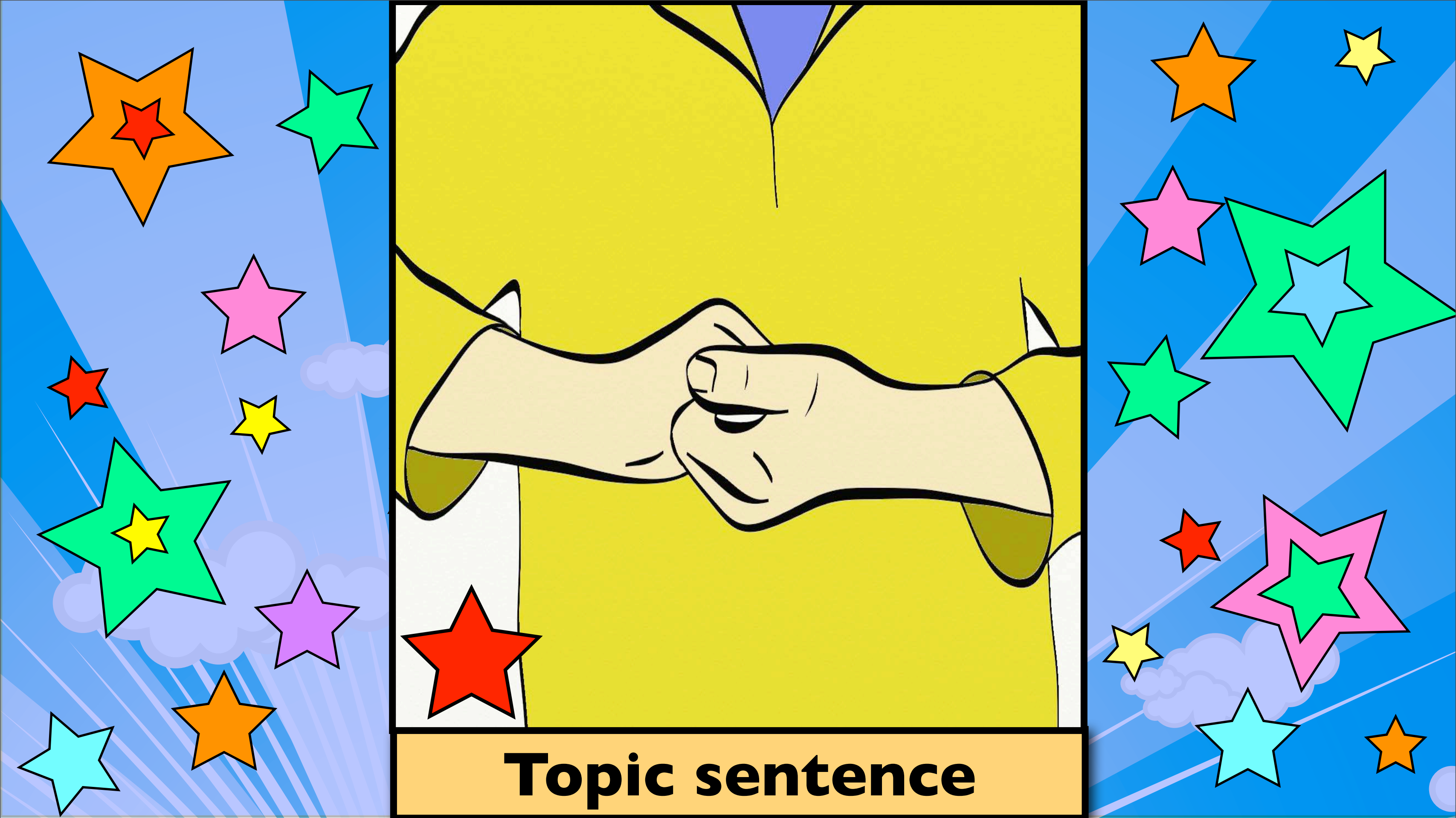
**Gesture:** Tilt your hand over, to show a changing position.

**Teaching:** Describing change is one of the most frequent educational activities. Characters change, subjects in an essay change, numbers in math problems require changes, the environment is changing, science is, in large measure, the description of change, history is the record of changes, the universe is constantly changing.

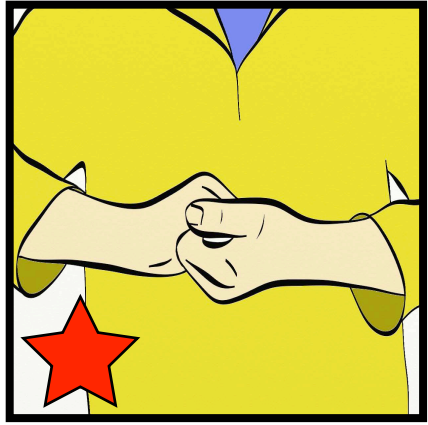
Encouraging students to use this gesture helps them attend to a fundamental feature of human experience.

**Scoring:** *Change(s)* can be used many times in a Brainy Competition, but scores five points the first time it is used.





**Topic sentence**



# Topic Sentence

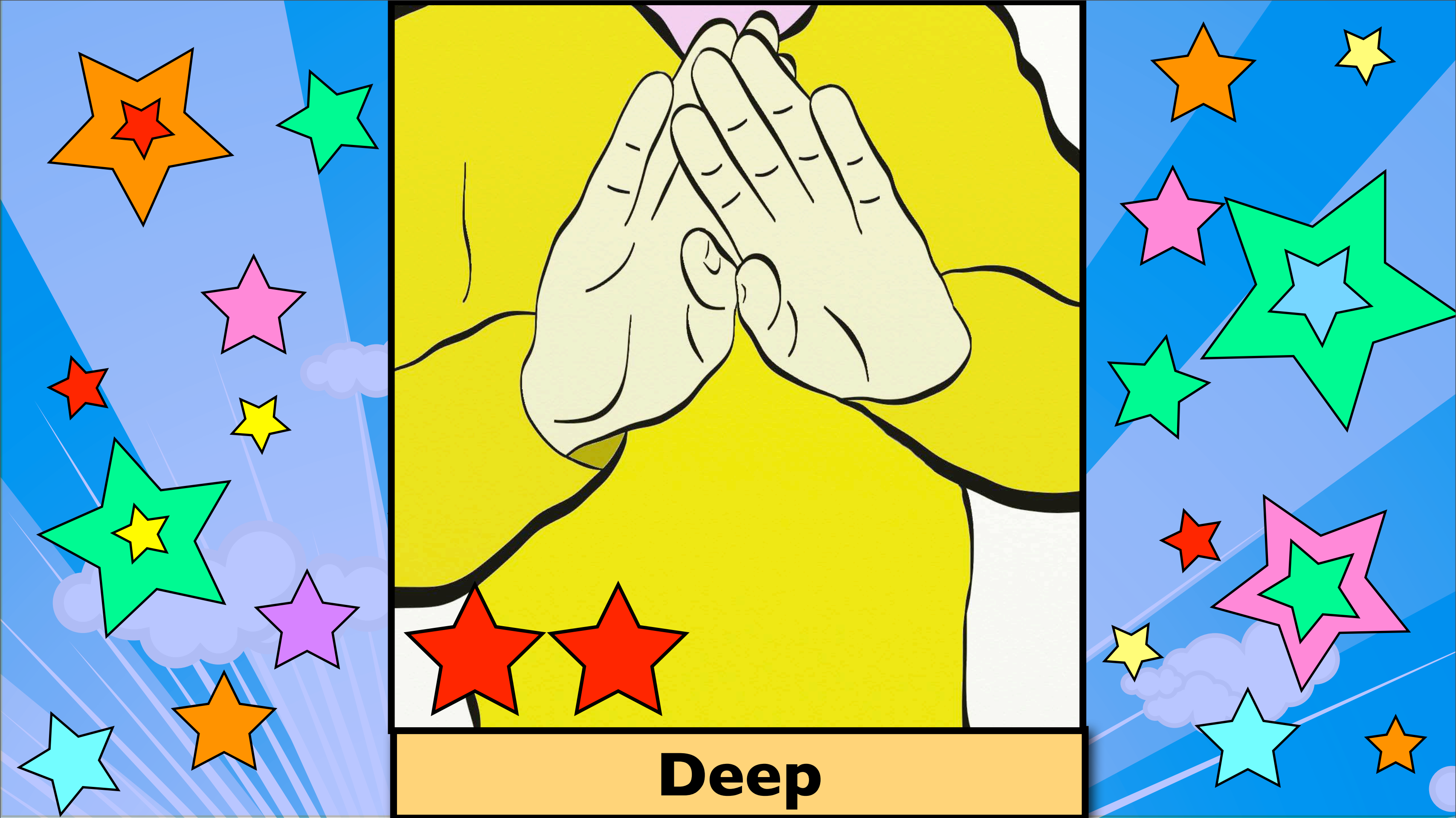
**Gesture:** One fist clasp the other, to show a topic sentence holds together the main subject of a paragraph.

The *Topic Sentence Brainy* is one of the most powerful in Coach B's collection. A topic sentence establishes the theme for every well written paragraph.

Of course, just having a gesture for a topic sentence ... does not teach kids how to *actually write* topic sentences.

What we need is a **Cosmically Universal Sentence Frame** that would easily generate every type of topic sentence the feverish minds of writers, young and old, could create. See the sequence beginning with slide 143 for a detailed description of how to use the *Topic Sentence Brainy*.

**Scoring:** The *Topic Sentence Brainy* should be employed many times in a Brainy Competition, but scores five points the first time it is used.



**Deep**





# Deep

**Gesture:** Put your hands together as if you're about to dive into deep water.

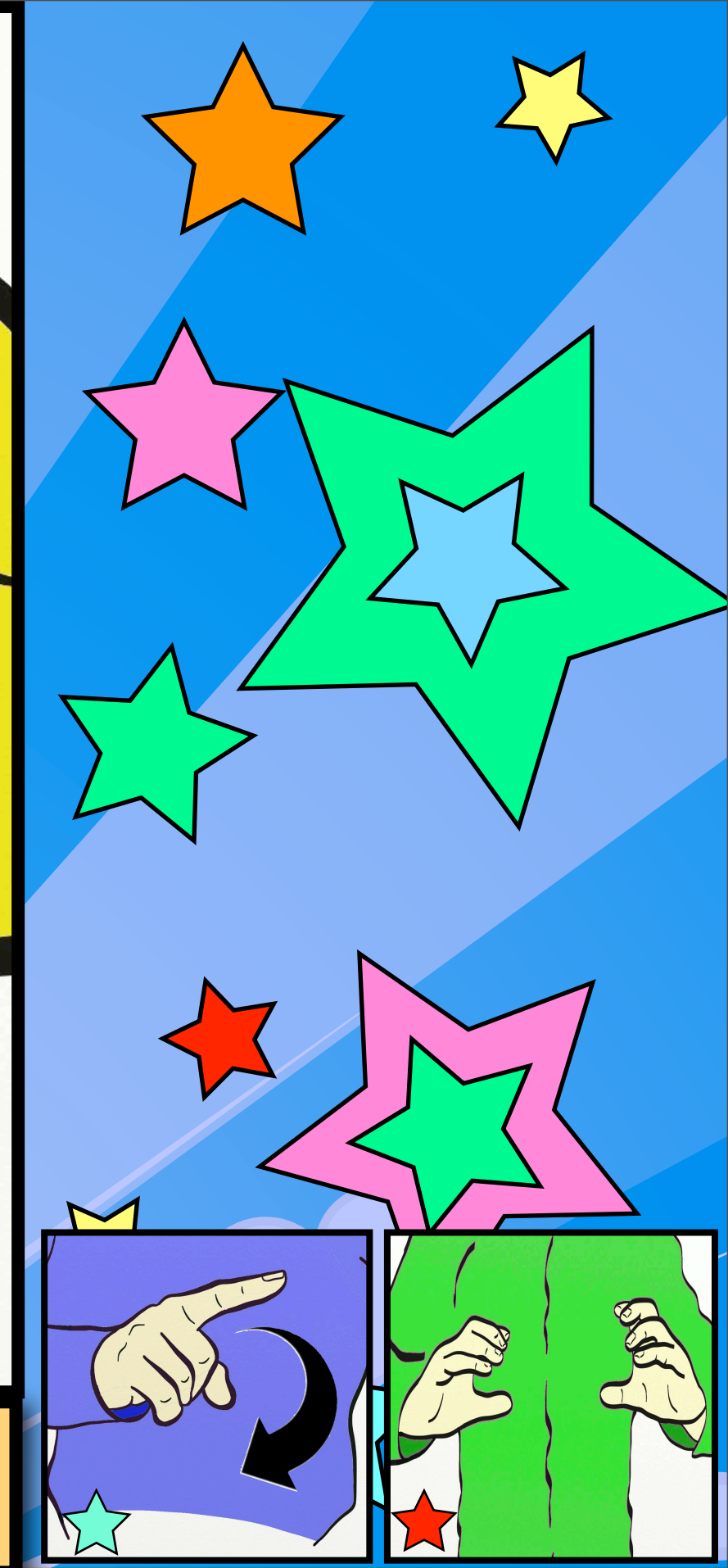
**Teaching:** See the teaching suggestion accompanying the Shallow Brainy. When playing Competition Brainies, the teacher makes the award for a Deep Sentence during the scoring period. Point out the remarkable difference between the Deep Sentence and other sentences in the oral essay.

Please see webcast 573 at [WholeBrainTeaching.com](http://WholeBrainTeaching.com) for a description of how to move your students from shallow speaking, writing, thinking to deep speaking, writing, thinking.

**Scoring:** On review of the game, the teacher may award 10 points for every Deep Sentence.



# Deep Citation





# Deep Citation

**Deep Citation Gesture:** The gesture is the same as for a Deep Sentence, putting your hands together as if diving into deep water ... however, the arrow indicates that you should enlarge this motion. Push your hands up high and then swoop them down, dramatically.

Observe the remarkable value of Deep Citations ... 15 points, the highest scoring Brainy! ... appropriate for the most complex of critical thinking skills.

Create any sentence frame you wish for a citation. However, here is one that can be frequently used in formal writing. Note the punctuation.

*According to source, credentials, "Sentence." Detail Adder.*

See the sequence beginning with slide 170 for a detailed description of how to use the *Deep Citation* Brainy.

**Scoring:** The *Deep Citation* Brainy scores 15 points for each paragraph where it is correctly employed. Thus, if a different *Deep Citation* was used in three paragraphs, the total points scored would be 45.



## CHAPTER 11

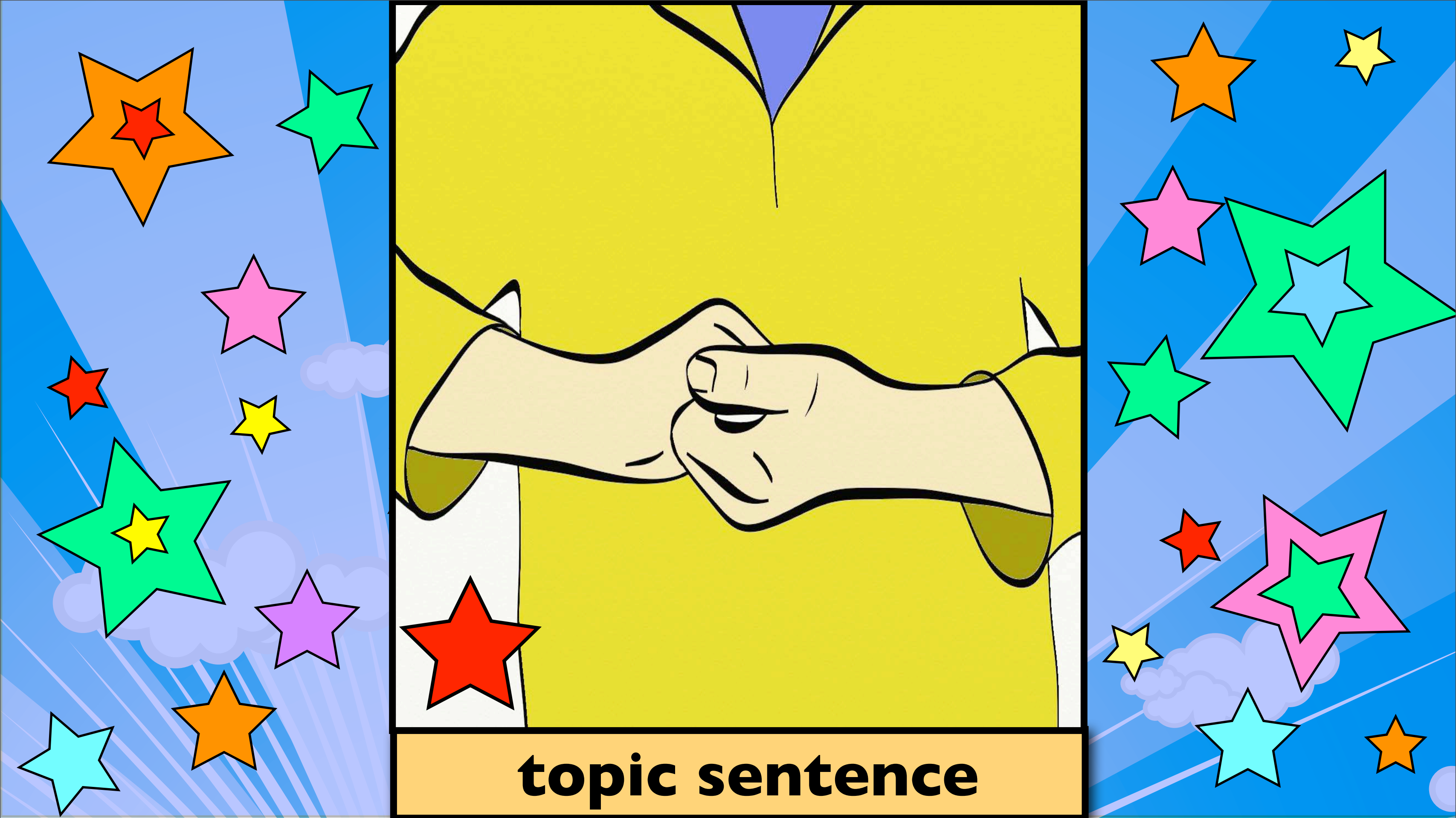
# Topic Sentence

# Brainy



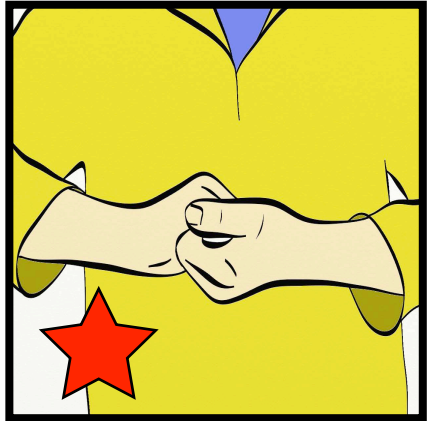


# TOPIC SENTENCE BRAINY!



**topic sentence**





# Topic Sentence

**Gesture:** One fist clasp the other, to show a topic sentence holds together the main subject of a paragraph.

The Topic Sentence Brainy is one of the most powerful in Coach B's collection. A Topic Sentence establishes the theme for every well written paragraph.

Of course, just having a gesture for a Topic Sentence ... does not teach kids how to **actually write** Topic Sentences.

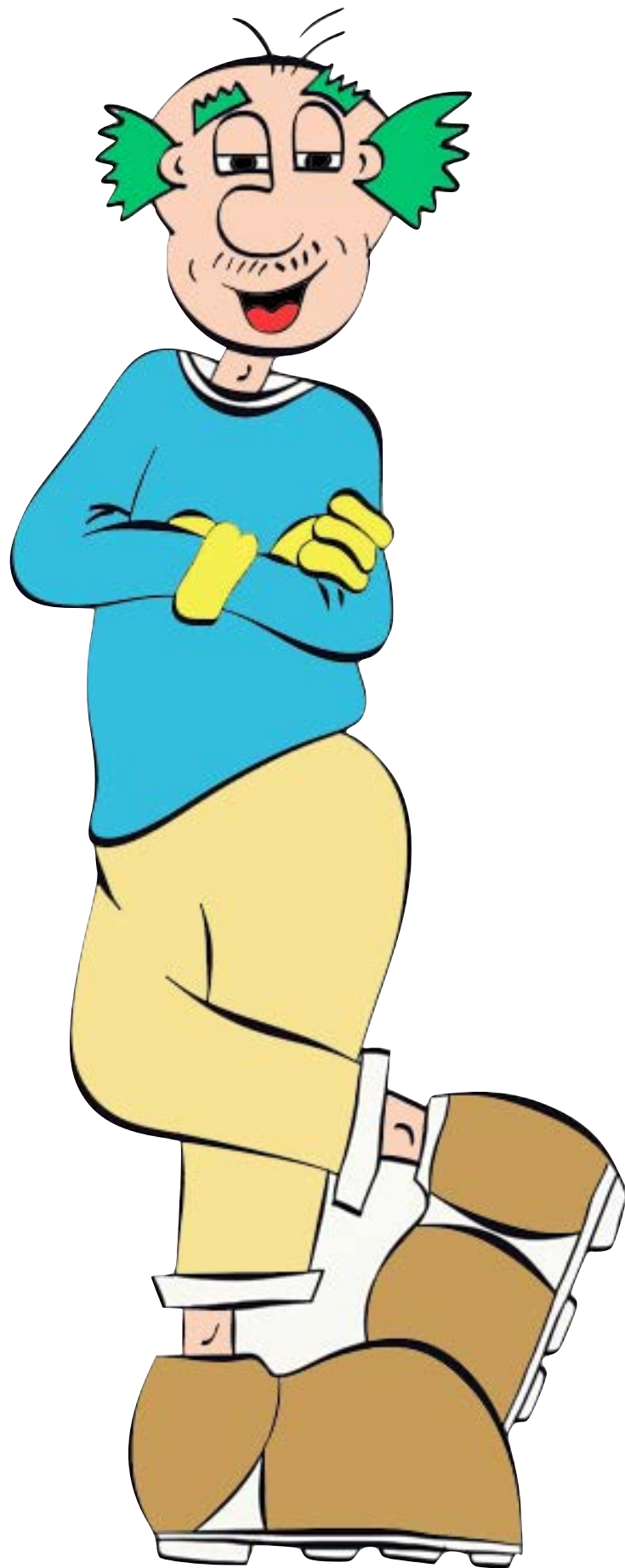
What we need is a

## **Cosmically Universal Sentence Frame**

that would easily generate every type of Topic Sentence the feverish minds of writers, young and old, could create.

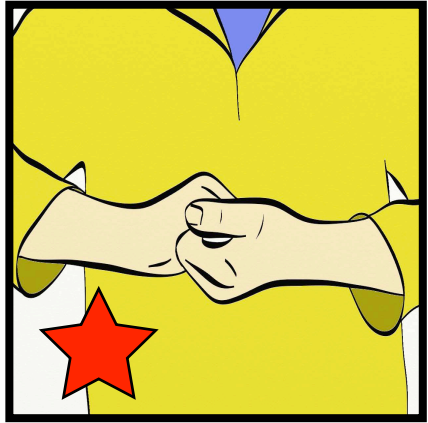


What, oh what?, is the  
**Cosmically Universal  
Sentence Frame?**



**How could there even  
be a sentence frame  
that would easily  
generate every type of  
Topic Sentence. Huh???**





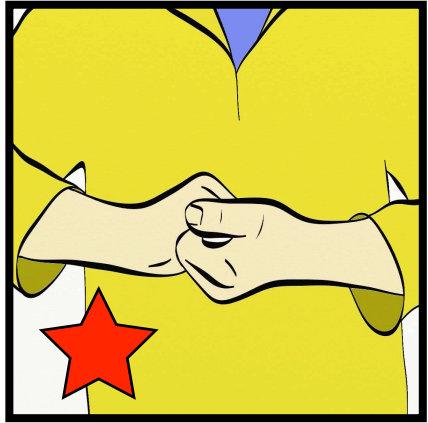
# **Topic Sentence Cosmically Universal Sentence Frame**

\_\_\_\_\_ (is, are, was,  
were, will be, should)

\_\_\_\_\_.

# Cosmically Universal

## Sentence Frame: samples



1. \_\_\_\_\_ (**is**, are, was, were, will be, should) \_\_\_\_\_.

*“For Whom The Bell Tolls” **is** one of the great novels of the 20th century.*

2. \_\_\_\_\_ (is, **are**, was, were, will be, should) \_\_\_\_\_.

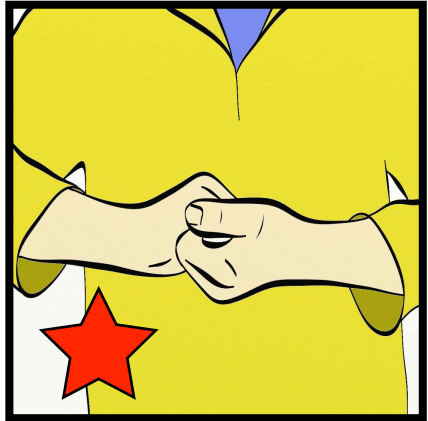
*The New York Yankees **are** a collection of overpaid misfits.*

3. \_\_\_\_\_ (is, are, **was**, were, will be, should) \_\_\_\_\_.

*The Louisiana Purchase **was** one of the greatest bargains in American History.*

4. \_\_\_\_\_ (is, are, was, **were**, will be, should) \_\_\_\_\_.

*American families **were** better off in the 1950’s than the first decade of the 21st century.*



# Cosmically Universal Sentence Frame: samples

5. \_\_\_\_\_ (is, are, was, were, **will be**, should) \_\_\_\_\_.

*Global warming **will be** the major issue in the next Presidential election.*

6. \_\_\_\_\_ (is, are, was, were, will be, **should**) \_\_\_\_\_.

*California **should** split into two states, the Cool and the Uncool.*





Using the Topic Sentence Brainy and the Cosmically Universal Sentence Frame (CUSF), it is fairly simple to give kids hundreds of reps in creating Topic Sentences.



## ***Play SuperSpeed Topic Sentences***

1. In teams of 2-3, players take turns creating Topic Sentences using the following Brainies: Capital Letter, Topic Sentence, Period.
2. Player A orally fills in the CUSF; player B fills in a different CUSF, and so forth.
3. One player makes a tally mark for each sentence.
4. At the end of a minute, tally marks are totalled, giving each team a record.
5. Kids play again, trying to beat their team record.

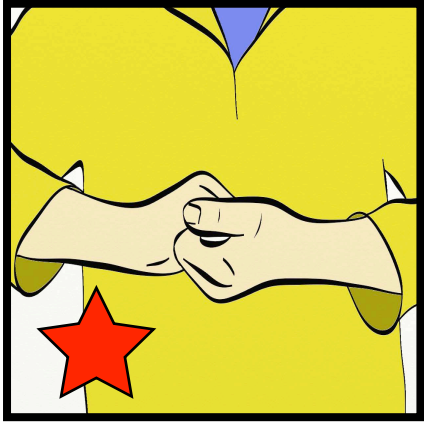


## ***Play SuperSpeed Topic Sentences***

*Of course, if one student is stuck, he should say “Help me!” and the other student will quickly offer a suggestion.*



# SuperSpeed Topic Sentences



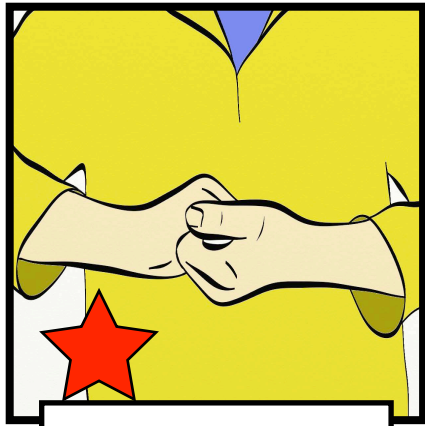
1. \_\_\_\_\_ (**is**, are, was, were, will be, should) \_\_\_\_\_.
2. \_\_\_\_\_ (is, **are**, was, were, will be, should) \_\_\_\_\_.
3. \_\_\_\_\_ (is, are, **was**, were, will be, should) \_\_\_\_\_.
4. \_\_\_\_\_ (is, are, was, **were**, will be, should) \_\_\_\_\_.
5. \_\_\_\_\_ (is, are, was, were, **will be**, should) \_\_\_\_\_.
6. \_\_\_\_\_ (is, are, was, were, will be, **should**) \_\_\_\_\_.



Here are some Brainy Combos, demonstrating the versatility of the Topic Sentence Brainy.

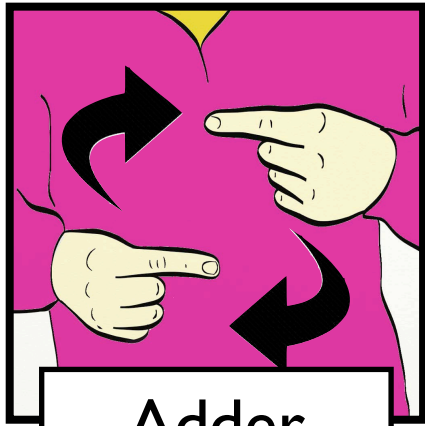
.

# Topic Sentence Combos



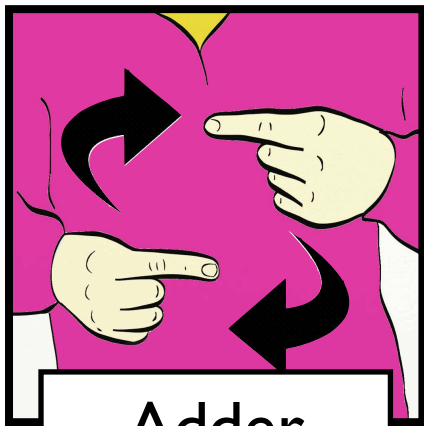
Topic  
Sentence

“For Whom the Bell Tolls” **is** one of the great novels of the 20th century.



Adder

Robert Jordan, the novel’s hero, creates a new variety of existential hero, solitary, conflicted, ardent.

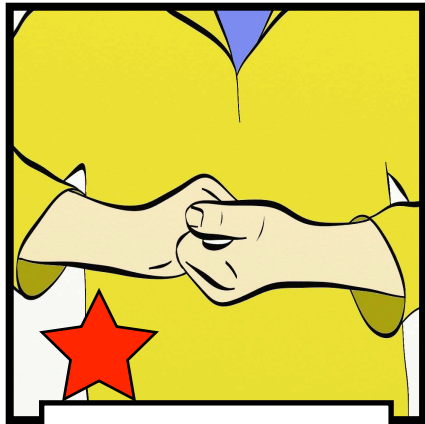


Adder

Set in Spain, during its Civil War, the novel explores a remarkable range of universal themes.



# Topic Sentence Combos



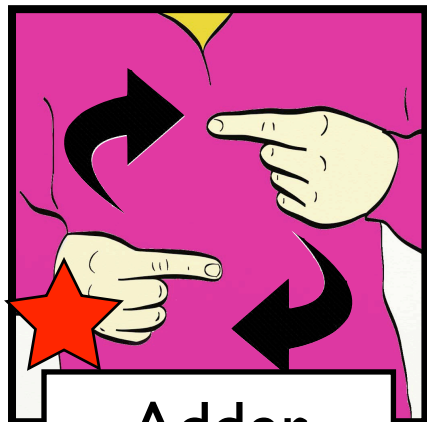
Topic  
Sentence

The New York Yankees **are** a collection of overpaid misfits.



For example

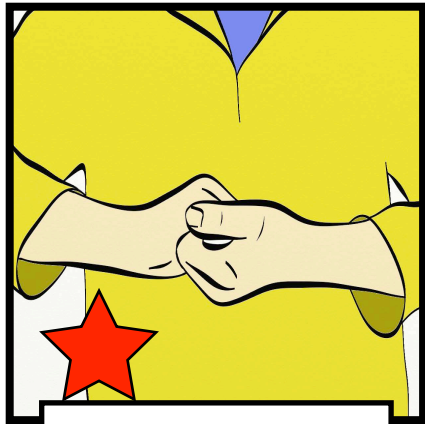
For example, Derek Jeter, a loose canon, has rarely had a season that justifies his huge salary.



Adder

Jeter's off the field exploits make him a poor example for young ballplayers.

# Topic Sentence Combos



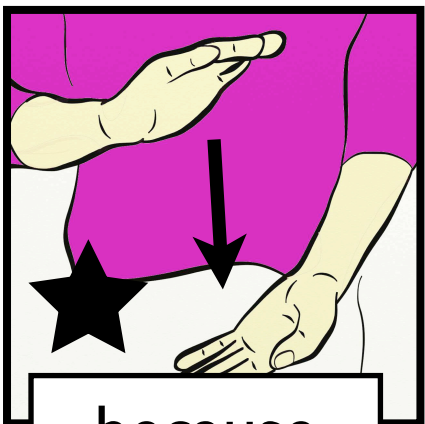
Topic  
Sentence

The Louisiana Purchase **was** one of the greatest bargains in American history.



If - then

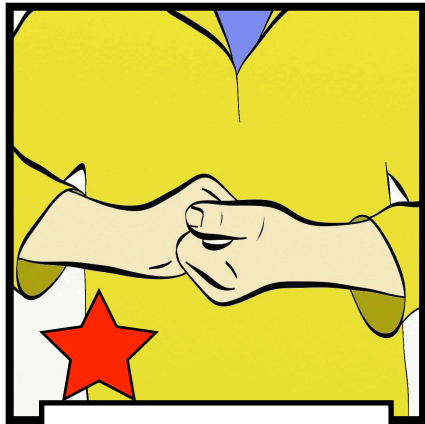
**If** Thomas Jefferson had not forked over 23 million dollars for the purchase, **then** the U.S. would have never become a major world power in succeeding centuries.



because

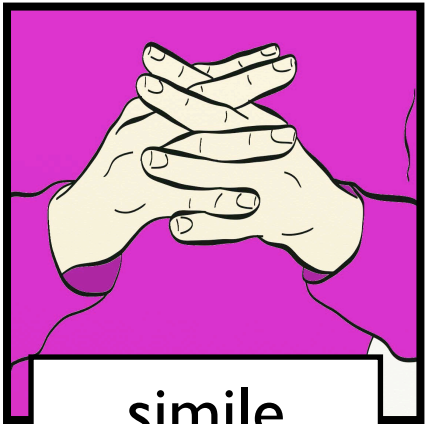
The purchase was a steal **because** in 20-30 years, the same amount of land could have cost 10 times more.

# Topic Sentence Combos



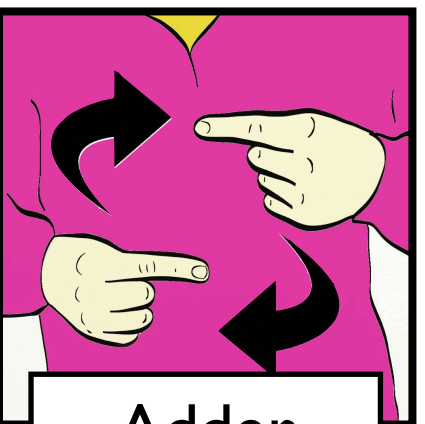
Topic  
Sentence

American families **were** better off in the 1950s than in the first decade of the 21st century.



simile

**Like** kids in a cheap candy store, American families in the 1950s could afford to purchase a wide range of homes.



Adder

The average home price in 1955 was a modest percentage of the typical family's yearly income.





Of course, an obvious question is, “What is the relationship between a Topic Sentence and a Triple Whammy?”



The Triple Whammy is the thesis sentence for an entire essay.

A Topic Sentence is the lead statement in each paragraph in the body of an essay.

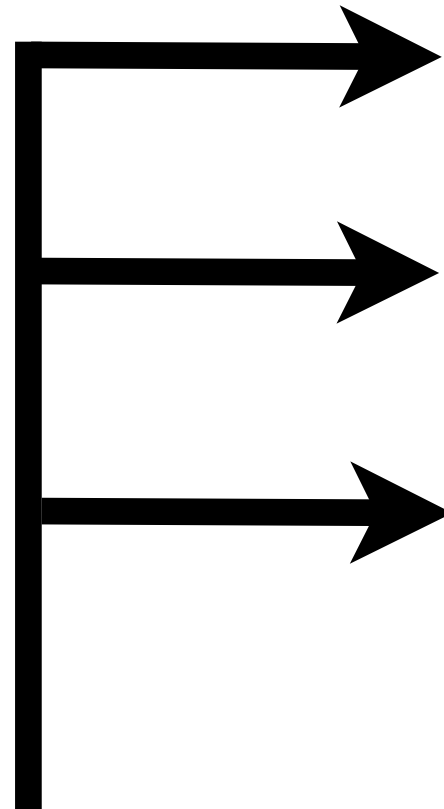
.

**Triple  
Whammy**



\_\_\_\_\_ is green part, blue part, and red part.

**Sentence about the green part. Sentence about the blue part. Sentence about the red part.**



**Topic sentence about the green part. Rest of green paragraph.**

**Topic sentence about the blue part. Rest of blue paragraph.**

**Topic sentence about the red part. Rest of red paragraph.**

**Conclusion about green, blue, and red.**

**Topic  
Sentences**





*Please pay attention to this **HUGE POINT**. One of the most popular essay patterns in college, The Funnel, is now possible using a clever combination of the Triple Whammy Brainy and the Topic Sentence Brainy!!!*

.



HERE'S A SAMPLE OF THE  
FUNNEL PATTERN.

# THE FUNNEL!



Topic  
Background info  
Thesis Statement

**Intro**  
Paragraph 1

Paragraph 2  
develop thesis

Paragraph 3  
develop thesis

Paragraph 4  
develop thesis

Paragraph 5  
Summarize

**Body**

**Conclusion**

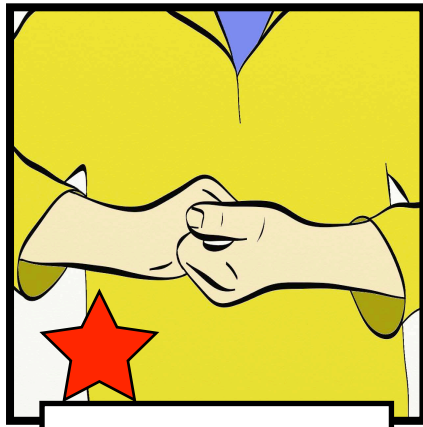




Now, here's how The Funnel works with the Topic Sentence Brainy and the Triple Whammy Brainy.

.

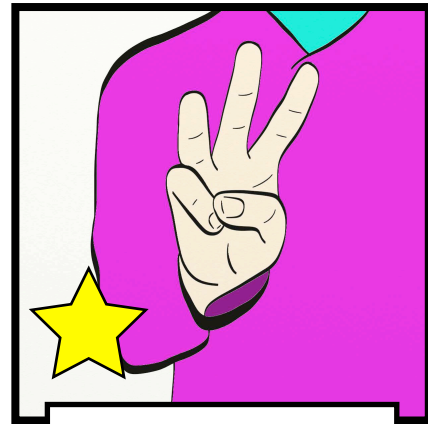
# THE FUNNEL!



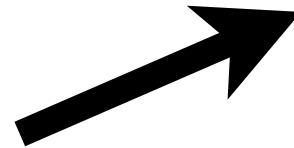
Topic  
Sentence



*Ernest Hemingway's "For Whom the Bell Tolls" **is** one of the great novels of the 20th century. Set during the Spanish Civil War, the story details the last three days in Robert Jordan's life, as he struggles to organize a band of guerrillas fighting Franco. Jordan plays three roles: **ardent partisan fighting for Spain's freedom**, **passionate romantic pursuing the emotionally damaged Maria**, **lost soul trying to find a place in a meaningless universe**.*

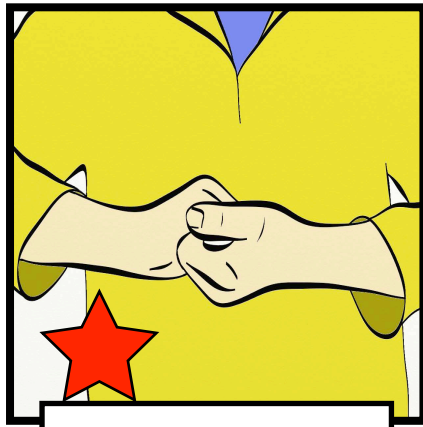


Triple  
Whammy

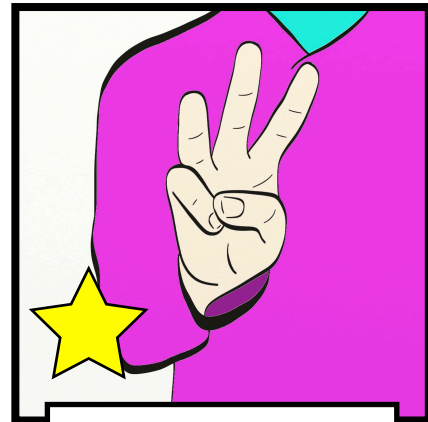


**Paragraph about Jordan as partisan.**  
**Paragraph about Jordan as romantic.**  
**Paragraph about Jordan as lost soul.**  
**Concluding paragraph.**

# THE FUNNEL!



Topic  
Sentence



Triple  
Whammy

Topic Sentence  
Background info  
Thesis Statement

Paragraph 2  
develop thesis

Paragraph 3  
develop thesis

Paragraph 4  
develop thesis

Paragraph 5  
Summarize

**Intro**  
Paragraph 1

**Body**

**Conclusion**



**CHAPTER 12**

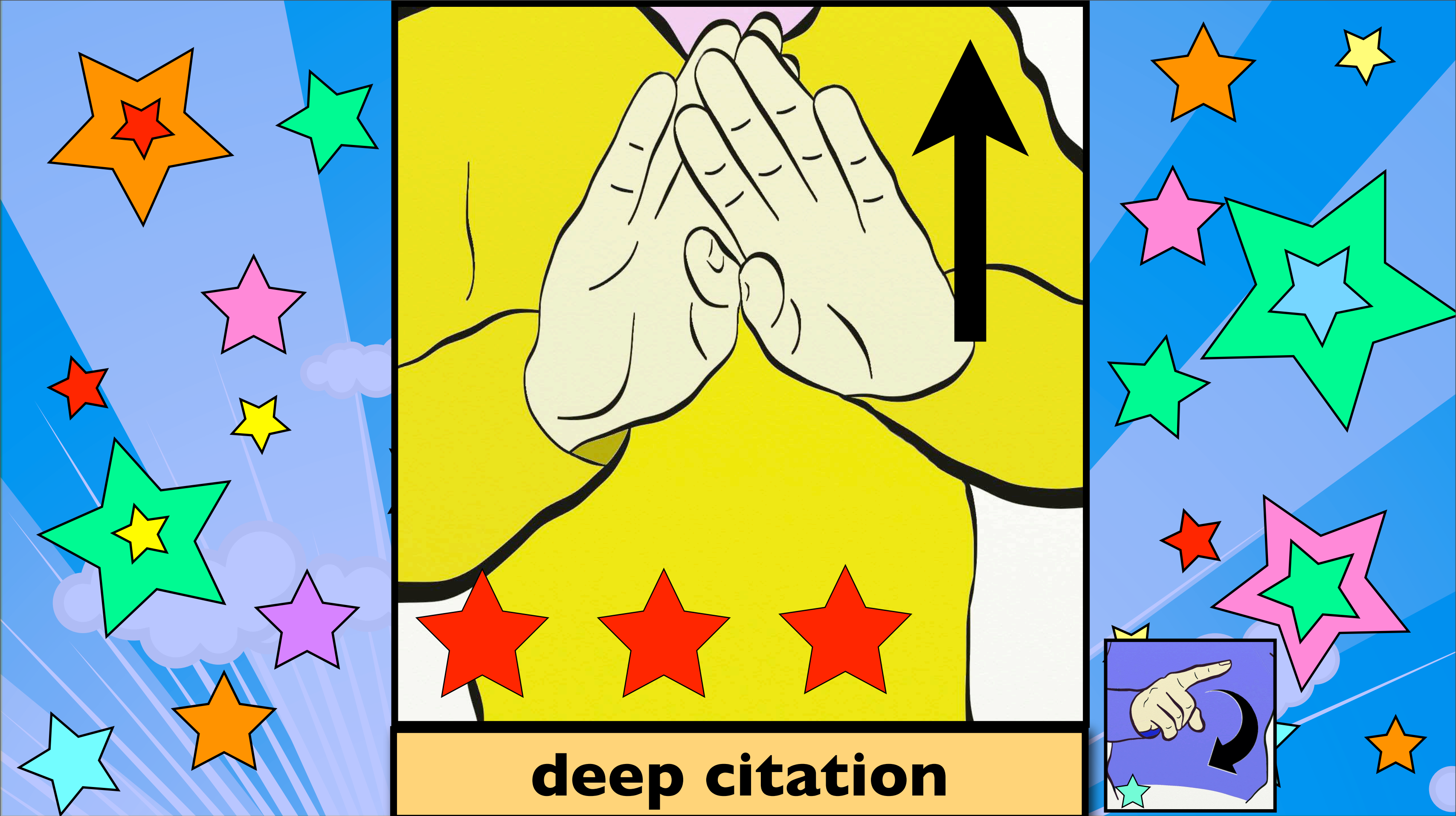
**Deep Cognition**

**Brainy**





Teaching students how to cite from a text is difficult and time consuming ... as careful work should be. However, Deep Citation Brainies provide an entertaining introduction to this important critical thinking task.







# Deep Citation

**Deep Citation Gesture:** The gesture is the same as for a Deep Sentence, putting your hands together as if diving into deep water ... however, the arrow indicates that you should enlarge this motion. Push your hands up high and then swoop them down, dramatically.

Observe the remarkable value of Deep Citations ... 15 points, the highest scoring Brainy! ... appropriate for the most complex of critical thinking skills.

Create any sentence frame you wish for a citation. Here is one that can be frequently used in formal writing. Note the punctuation.

*According to source, credentials, "Sentence." Detail Adder.*

# Deep Citation: Source



According to **source**, credentials,  
“Sentence.” Detail Adder.

**Source:** who said it or where did the quotation come from?

**Book or article:** *For Whom The Bell Tolls, The Life of Booker T. Washington, The Student's Encyclopedia*

**Authority:** Albert Einstein, Cesar Chavez, Dr. Irvin Whosits

**Internet:** WholeBrainTeaching.com, Google Maps,  
Disney.com, Dr. Whosits Blog.

# Deep Citation: Credentials



According to source, **credentials**,  
“Sentence.” Detail Adder.

**Credentials:** what makes this source relevant to the topic?  
Dr. Whosits, *professor of biology at UCLA,*  
WholeBrainTeaching.com, *one of the internet’s most popular*  
*education websites,*  
The Student’s Encyclopedia, *a standard reference work published*  
*by McGraw Hill,*



# Deep Citation: Credentials



According to source, **credentials**,  
“Sentence.” Detail Adder.

**Credentials:** When citing from the Internet, a jumble of useful and useless information, citing the website’s credentials is imperative. *Just because a statement is on the Internet does not make it an authoritative source. Students must learn this ... yesterday.*

# Deep Citation: Credentials



According to source, **credentials**,  
“Sentence.” Detail Adder.

**Credentials:** If the source is well known, Albert Einstein, Cesar Chavez, The Los Angeles Times, Disney.com, the credentials need not be stated. Thus, it would be needless to say, *“According to Cesar Chavez, a civil rights leader, “The fight is never about grapes or lettuce. It is always about people.”*

# Deep Citation: Credentials



According to source, credentials,  
**“Sentence.”** Detail Adder.

**Sentence:** Quotations can be phrases. Cesar Chavez believed we should “continue fighting for equality.” However, in the Brainy Game, and generally, we want students to cite one or more sentences .



# Deep Citation: Detail Adder



According to source, credentials,  
“Sentence.” **Detail Adder.**

**Detail Adder:** Students *must* add an explanatory Detail Adder after the quotation to unite the quote to the essay’s topic. Too often students drop in a quote but then don’t say anything about how the quotation relates to their theme!!

# Deep Citation: Samples



According to source, **credentials**,  
“Sentence.” Detail Adder.

According to Dr. Whosits, *professor of biology at UCLA*, “We are what we eat.” The health of our body is determined by the food we put into it.

-- *note the importance of the credentials ... the source's credentials are the sole determination of the value of the quotation to the topic!!!!*

# Deep Citation: Samples



According to source, **credentials**,  
“Sentence.” Detail Adder.

According to WholeBrainTeaching.com, *one of the Internet’s most popular education websites*, “The longer we talk, the more students we lose.” Long lectures produce little learning.

-- *note the importance of the credentials ... the source’s credentials are the sole determination of the value of the quotation to the topic!!!!*



# Deep Citation: Samples



According to source, **credentials**,  
“Sentence.” Detail Adder.

According to StarReporter.com, “We should fight for equality.”

-- *note the lack of the credentials* ... without credentials, we have no indication of the authority of the source to speak on the topic!

# Deep Citation: Samples



According to source, credentials,  
“Sentence.” **Detail Adder.**

According to Senator Steinberg, an authority on global pollution, “The oceans are full of huge quantities of dangerous chemicals.” *The health of the human race is endangered by the pollutants we pour into the sea.*

-- *note the importance the Detail Adder...* We need to hear from the student how the quotation supports their topic.

# Deep Citation: Samples



According to source, credentials,  
“Sentence.” **Detail Adder.**

According to Lionel Nelson, an actor in over 50 indie films,  
“The most creative work in filmmaking is being done outside  
the major studios.” *Independent producers and directors are  
producing work of amazing quality which establishment Hollywood  
can only envy.*

-- *note the importance the Detail Adder...* We need to hear from  
the student how the quotation supports their topic.

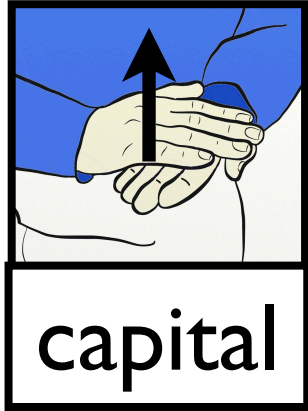




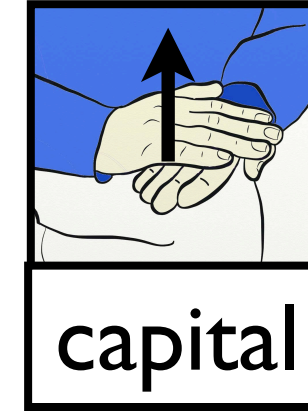
Now, take a look at key features  
of punctuation in a Deep Citation.



# Deep Citation: Capitals

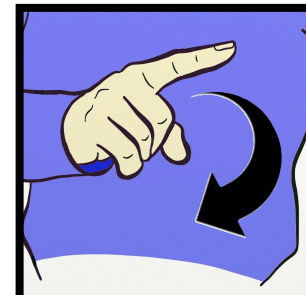


According to source, credentials, “Sentence.”  
Detail Adder.

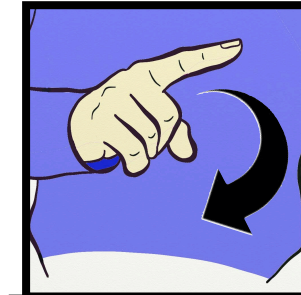




# Deep Citation: commas



comma



comma

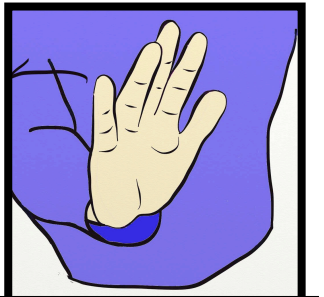


According to source, credentials, “Sentence.”  
Detail Adder.





# Deep Citation period *inside* the quotes!



period



According to source, credentials, “Sentence.”  
Detail Adder.



The obvious question now is,  
how do we teach kids to  
actually use Deep Citations in  
the Brainy Game?

Prepare to be shocked.



**We tell students, when they are playing Competition Brainies, to make up a source, its credentials, and the quotation ... on the fly!!!**





To make it easier, we encourage kids to begin with the Awfully Simple Deep Citation Sentence Frame (ASDCSF)



# **Awfully Simple Deep Citation Sentence Frame**

According to Dr. \_\_\_\_\_, professor of \_\_\_\_\_ at  
\_\_\_\_\_ University, “Sentence.” Detail Adder.



The beauty of the Awfully Simple Deep Citation Sentence Frame is that a professor, with the right specialty, can be an authority on *anything* the student is talking about!

.





To build student skill with Deep Citations, play SuperSpeed Brainies with the Awfully Simple Deep Citation Sentence Frame.

Write a list of topics on the board ... and let the kids play ... setting and breaking SuperSpeed records!



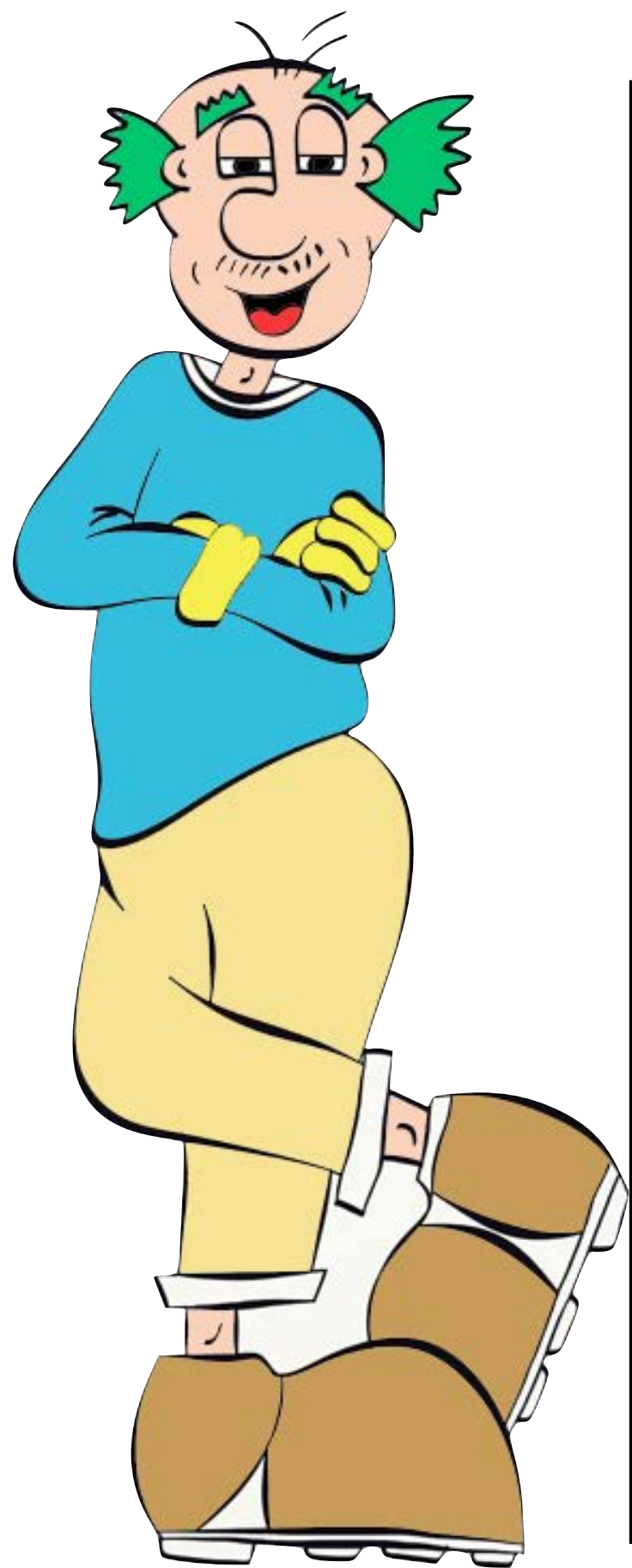
In one minute, fill in this sentence frame as many times as possible, on the assigned topics.

According to Dr. \_\_\_\_\_, professor of \_\_\_\_\_ at  
\_\_\_\_\_ University, “Sentence.” Detail Adder.



When students have developed their Deep Citation skills, have them play Competition Brainies and rack up higher and higher scores!





## ***Advantages of the Deep Citation Brainy (DCB)***

1. DCB teaches one important structure for a citation ... source, credentials, quotation, adder.
2. DCB emphasizes the importance credentials to the integrity of the quotation.
3. DCB teaches correct punctuation, a crucial skill, in citations.
4. DCB forces students to support their quotation with an adder.
5. The gestures and sound effects of DCB make citations entertaining and brain friendly ... which is paramount if we want kids to remember anything about this Common Core fundamental.
6. Creating DCBs orally gives kids many repetitions ... which they desperately need ... in this complex skill.

**CHAPTER 13**

# 15 Ways to Use

# Brainies





There are lots of ways to use Brainies to develop your students' thinking and writing skills. Here are 15!

.





## **I. Brainy Desk Sets**

Give students individual copies of the two slides containing all the Brainies. Whenever you want, during reading, math, any activity!, ask students to use their Brainy Desk Sets to bring critical thinking to life.

.



## **2. Brainy Reading (best)**

During independent reading, stop students every few minutes. Ask them to use Brainies (because, also, if then, adders, Triple Whammies, quotes, adjectives) to teach their neighbor about what they have just read.

If you're not employing something like the above exercise during independent reading, you can't be positive that your kids are learning anything!

.

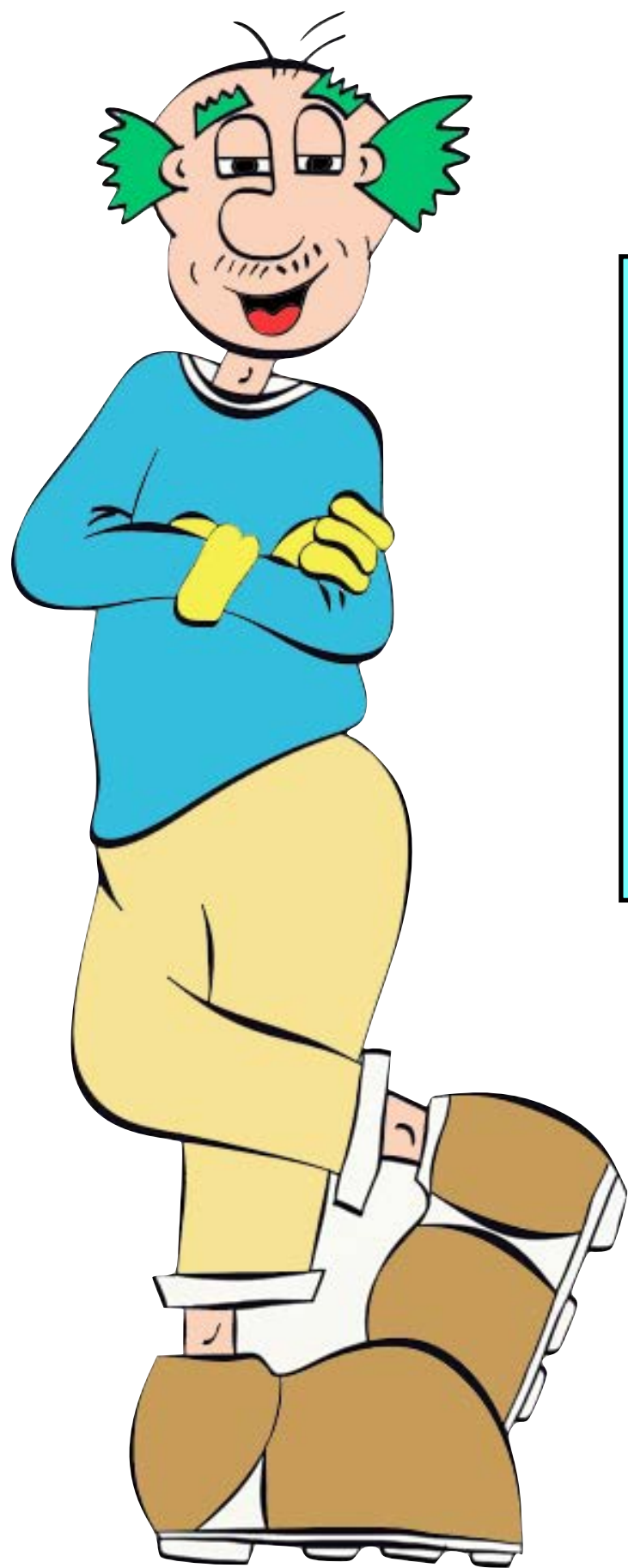


### **3. Brainy Reading**

Select one or more of the Punctuation Brainies.  
When students read to themselves, ask them to  
make the appropriate punctuation gesture. (This  
exercise also works great with the Adjective Brainy!)

.

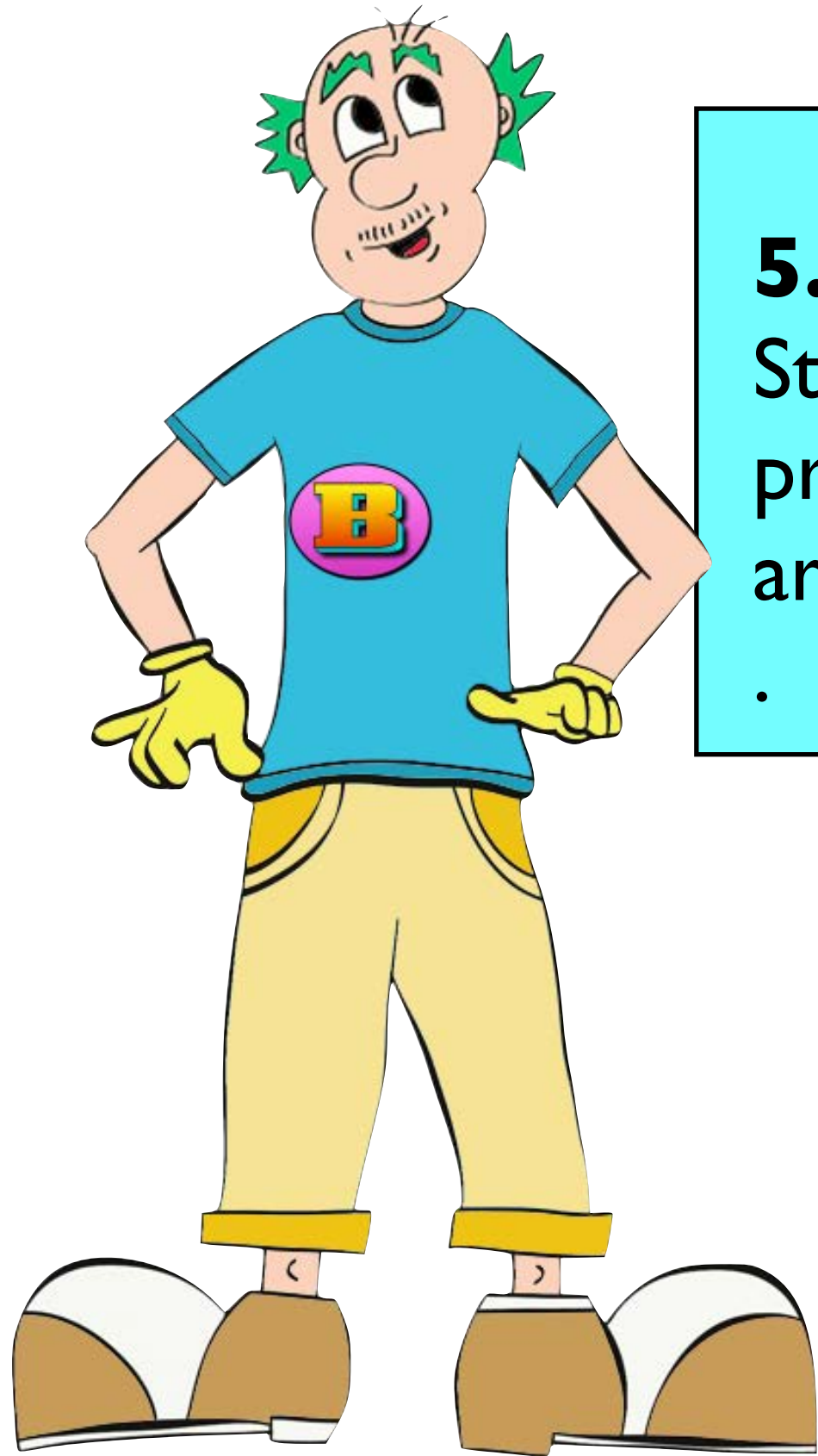




## 4. Brainy Reading

When you read aloud, ask your kids to make the capital letter gesture whenever they think a sentence begins, or a proper noun is used.

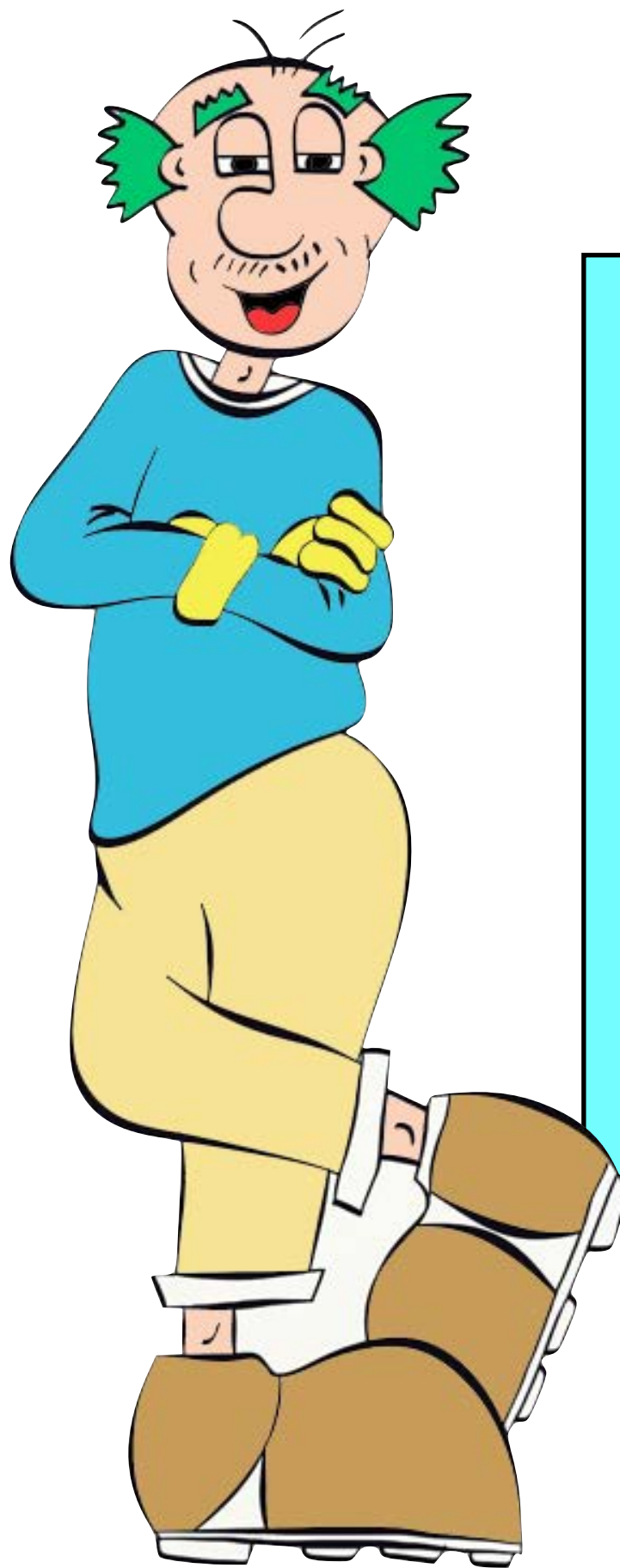
.



## **5. Brainy Math**

Students explain math processes and word problems to each other using Brainies ... language arts/critical thinking instruction during math!

.



## **6. Brainy Math (best)**

Students prove their answers are correct using the Because Brainy. They amplify their answers with the Detail Adder, And and Also Brainies. They describe similar problems with the For Example Brainy and the If-then Brainy. Advanced students use combinations of Prepositional Phrase and Independent Clause Brainies in math explanations.





## **7. Brainy Sharing (best)**

Whenever you call on a student, the child quickly stands, says “Class!” and then “Mirror words!” The student uses Brainy Gestures (capital letter, period, because, also, adders, but, for example, etc.) to answer your questions.



## **8. Brainy Review (best)**

You make Brainy Gestures and the students identify them. For example, you make the Because Brainy and kids call out “because!” Or, you call out “because” and the kids make the Because Brainy Gesture.



## **9. Brainy focus (best)**

Post one or more Brainies in the front of the room. Students use these as often as possible, all day long.

.





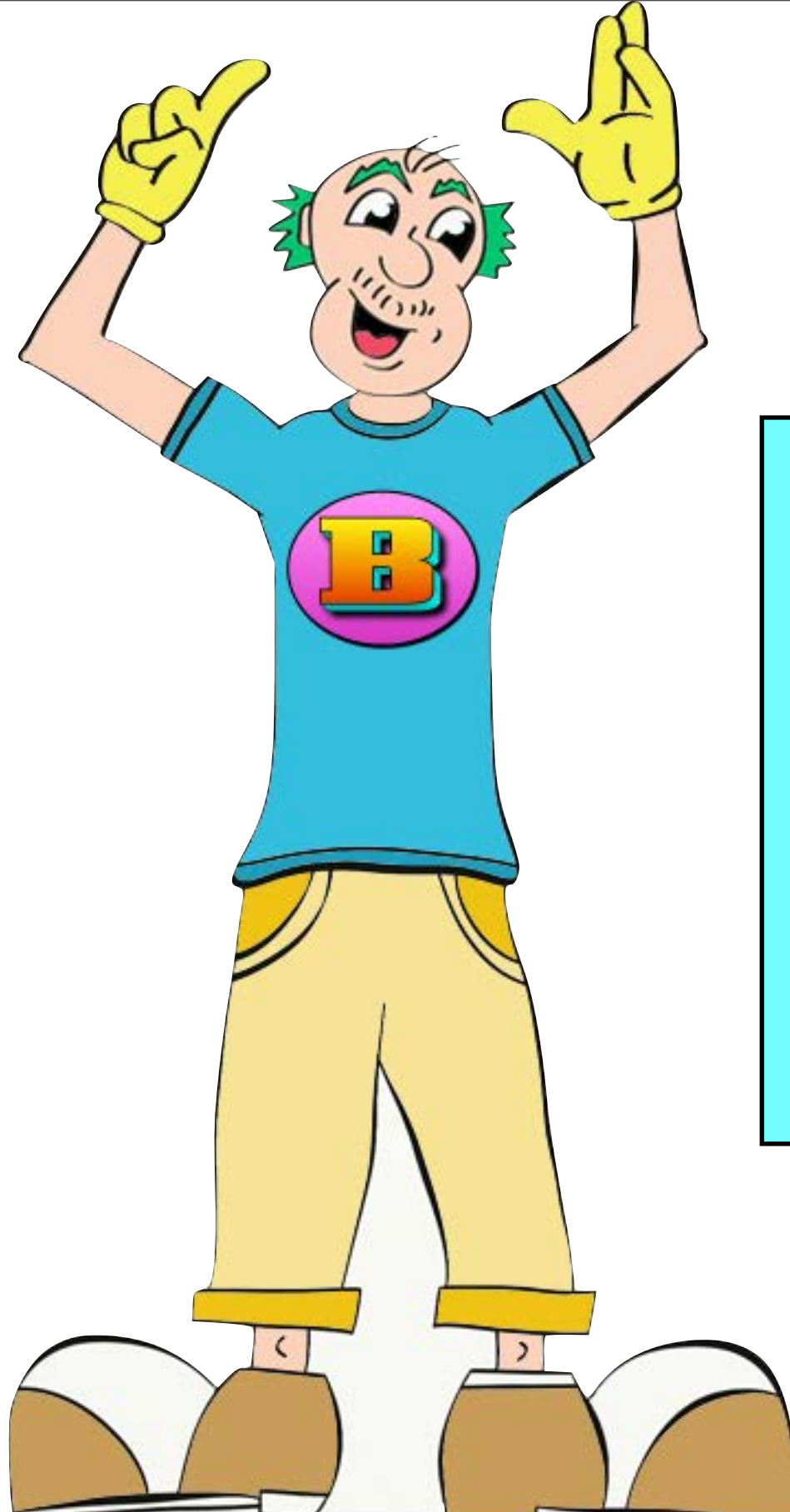
## **10. Brainy Super Improver (best)**

When you see students showing improvement in using Brainy Gestures, give them a star on the Super Improver Team.



## **I I. Guess My Brainy**

Pause occasionally as you talk to your class. Ask them to guess, and show you, what Brainy you're going to use next.



## **I2. Brainy Recess**

Tell your kids that if you see them using Brainies when they are talking to each other during recess, you'll start the class by giving everyone a point on the Scoreboard.

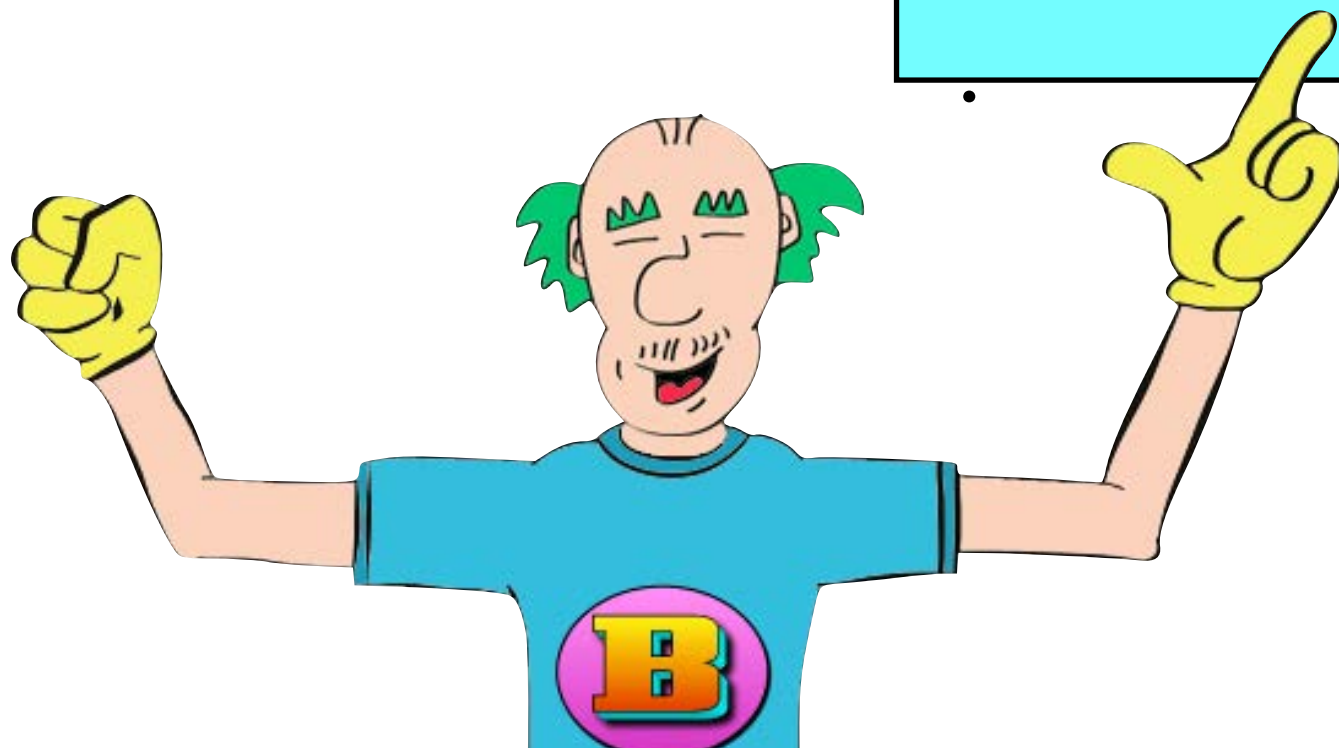
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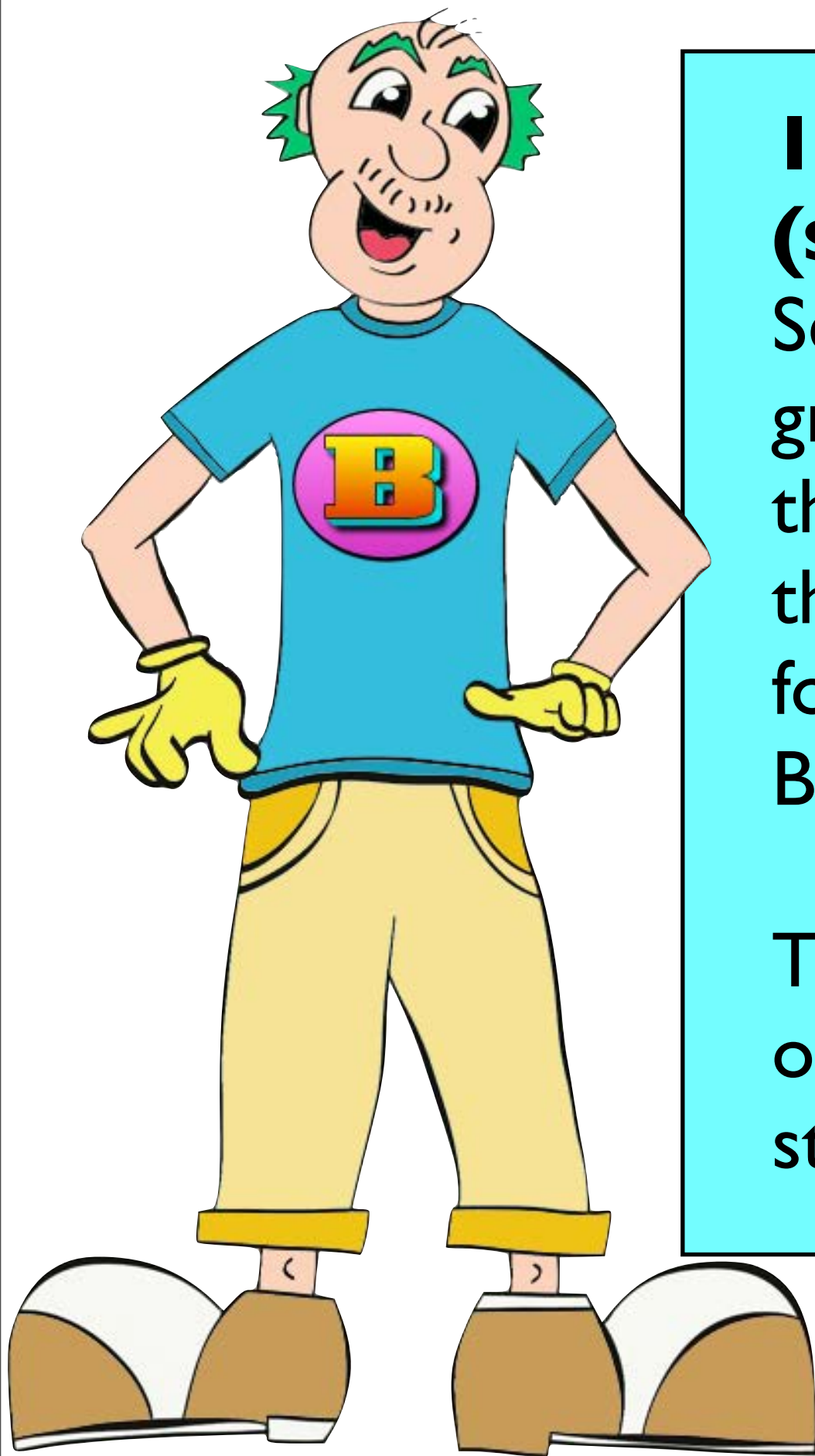


### **I 3. Brainy Campus (super best)**

Train office members and other non-teaching staff several Brainies. Ask them to use these as they talk to kids ... or quiz students on the Gestures. “Can you show me your Because Clapper?”

*Whoever greets students in the morning should be using Brainies and asking for Brainy demonstrations!*





## **14. Brainy League (super best)**

Select a handful of student leaders in your highest grade. Give them the two sided Brainy sheet. Tell them their mission is to teach every kid on campus the Brainies. Then, start holding grade level contests for class high scores in Coach B's Competition Brainies, a Brainy League!

This works wonderfully. Lower grades love the idea of beating higher grades; higher grades will never stand for being beaten by lower grades.



## **15. Brainy Teach-Okay**

**The very best** use of Brainies is during Teach-Okay. You finish a short lesson and kids use Brainy Gestures to teach their neighbors what you said. Begin by asking them to use Brainy Capitals and Periods. Go on to the Because Clapper, or other Brainies, and watch your students add their own insights to your instruction! Using Brainies during Teach-Okay means your kids will get 100s of critical thinking Brainy reps every day!!!





To sum up 35 Brainies:

**Purple Critical Thinking Brainies** (because, also, if-then, and, but, for example, in conclusion, Triple Whammy, detail adder, simile/metaphor).

**Green Grammar Brainies** (independent clause, prepositional phrase, advanced sentence 1, advanced sentence 2, advanced sentence 3, adjective, appositive).

**Blue Punctuation Brainies** (capital, end mark, colon/semi-colon, comma, quotations, apostrophe, indent).

**Yellow Special Brainies** (Complete sentence please!, Help me!, shallow, deep, change(s), topic sentence, deep citation)

**Einstein Brainies:** Green: is similar to, Red: is different than, Blue: connection (vocabulary)

**Super Brainy:** anything you want!

Remember, to see sample Competition  
Brainy videos ... click this link!

<http://goo.gl/qBue6K>



**BIFFY BLUEBIRD**

# Competition Brainy Events

**1. Freestyle:** perfect for beginners. Teacher picks a topic and the Brainies. Kids rehearse as long as the teacher wishes. Teacher selects best kids and makes a video of them using Brainies ... no time limit.

**2. 4 Minute Sprint:** On camera, teacher picks one of a random group of topics. Kids practice for a minute. Teacher randomly pulls kids names from a box. Each kid, using Mirror Words, speaks one or two sentences (if using a Detail Adder). Teacher calls “last sentence” when time is about to expire. When the team scores 50 Brainy points, they can go on to the 5 Minute Sprint. Seventy-five points and they can go on to the 6 Minute Sprint and so forth.



**BIGGER**

**THAN**

**BIG**

**IDEA!!!**

**BRAINY!**

**MARCH**

**MADNESS!**

## Competition Brainy Events

**3. Brainy March Madness:** In February, 2015, teams are invited to an online Brainy tournament and, just as in basketball, set up in head to head, weekly competitions. Videos are submitted for Official Scoring. The winner advances until a national champion is crowned.

For posting on Whole Brain Teaching's YouTube site, submit all videos via a dropbox link to Coach B at [ChrisBiffle@WholeBrainTeaching.com](mailto:ChrisBiffle@WholeBrainTeaching.com)

See sample Competition Brainy Videos below!

<http://goo.gl/wJUPJH>



## CHAPTER 14

# Brainies

# And Parent Training





# *Whole Brain Teaching Parent Training*

## **Step One**

When a parent asks a child a question, and makes the gesture below, the child answers with a complete sentence.

## **Example**

What do you want for dinner?  
I want pizza for dinner.





# Whole Brain Teaching Parent Training

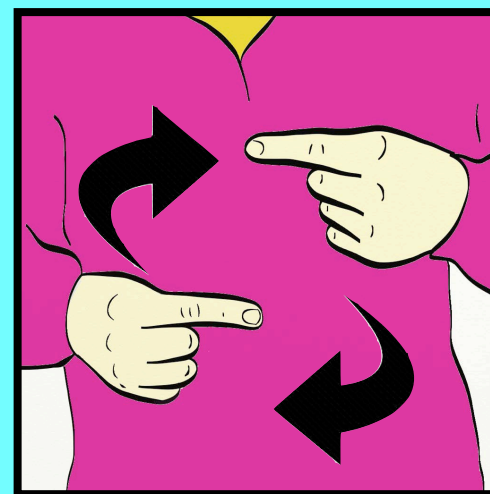
## Step Two

When a parent asks a child a question, the child answers with a complete sentence. When the parent makes the Detail Adder gesture, the child adds one or more sentences.

### Example

What do you want for dinner?

I want pizza for dinner. *Pizza is my favorite food. It's almost healthy.*



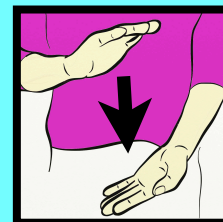




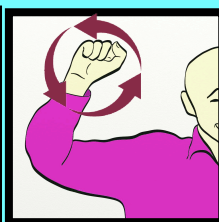
# *Whole Brain Teaching Parent Training*

## **Step Three**

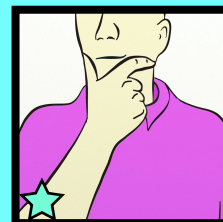
When a child can speak short paragraphs, using Detail Adders, in response to a parent's questions, other Brainies can be added: Because, And, Also, For example, In conclusion, But, However, If-then, Capital, End mark, Comma.



because



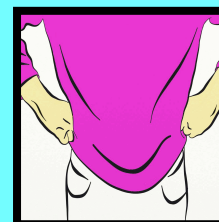
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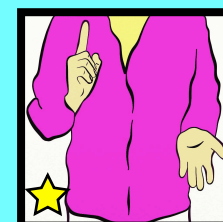
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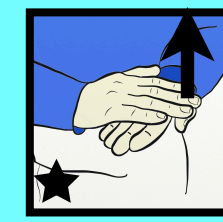
For  
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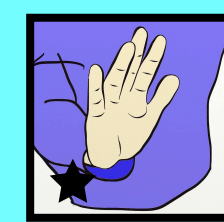
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however +



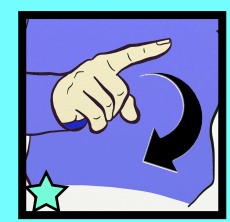
If-then +



capital



period



comma

## CHAPTER 15

# Brainy

# Resources





For more information on Brainies, how to play SuperSpeed Brainies and Coach B's Competition Brainies, contact Nancy Stoltenberg, Director of Whole Brain Teaching Certification

[NancyStoltenberg@WholeBrainTeaching.com](mailto:NancyStoltenberg@WholeBrainTeaching.com)

To submit your Competition Brainy video for our online YouTube competition, and receive an Official Score

[ChrisRekstad@WholeBrainTeaching.com](mailto:ChrisRekstad@WholeBrainTeaching.com)

For an on site presentation on WBT, contact

[ChrisBiffle@WholeBrainTeaching.com](mailto:ChrisBiffle@WholeBrainTeaching.com)

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