



Increase Reading Level through Movement and Morning Meetings

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Reedy Creek Elementary School

This curriculum unit is recommended for:
First Grade, Literacy

Keywords: Brain Gym, GoNoodle, habit, Morning Meetings, prepare, stamina

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit is designed to help a student prepare, create good habits, and build stamina while reading individually on his/her reading level merged with purposeful and meaningful exercises to stimulate the brain's right and left hemispheres. The movements will aid students with their focus in reading and the ability to apply strategies taught in class to increase reading level. Each student comes to school with various backgrounds and prior experiences, as a distinct inner theatre, however, most students want to learn and be accepted by their teacher and peers, in the outer theatre of the classroom. Through this acceptance students can imagine and share their reading experiences with others.

I plan to teach this unit during the coming year to 19 students in First Grade during Literacy.

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Amy Thomas

Introduction

I first heard of Charlotte Teachers Institute (CTI) through a coworker. She knew I was interested in energizers and movement for students through previous Professional Development. She informed me of two seminars being offered through CTI, so I applied and was accepted as a fellow for Supernatural Figures in Theatre, Film and the Brain. To me, the brain is an intriguing part of the body controlling movements, thoughts and intellect. I decided to participate and learn how this topic could benefit me personally to help my students grow academically.

My goal for this curriculum unit is for students to take charge of their own bodies and learning. When needed, I want students to feel comfortable moving around the room safely and recognize within themselves when they are running out of reading stamina and feel the need to refocus. Most students in first grade know the letters of the alphabet and the sounds of each letter. Many even recognize some high frequency words. However, all of my students want to learn to read and are excited about reading. Building good reading habits and stamina are essential components necessary to read. I teach students with developmental delays, Attention Deficit Disorder, Autism, and Oppositional Defiance Disorder. Through teaching, modeling and active engagement, I want to show students how to build good reading habits and stamina, the energy needed to continue a task without stopping. I realize that reading is developmental, so students learn at different rates and through a variety of strategies. I want my students to be open to movement and exercise along with educational reading strategies of getting your mouth ready for the first sound, pointing to each word, looking at the picture, go back and reread if it doesn't make sense, and thinking about the story. I feel that when students have the opportunity to watch the teacher do a specific movement, then practice with a partner or as a group, they are more willing to attempt what seems silly, yet a purposeful movement that will strongly impact each child's learning. There are learning, emotional and physical benefits of humor and laughter in the classroom. Some academic advantages are that certain brain areas are stimulated to aid complex and abstract thinking and increases attention. Laughter restores hope and reduces stress or anxiety which contributes to emotional benefits. In addition, physical benefits include restoration of energy, a sense of empowerment and control and relaxing of muscles.(1) Each student comes to school with his/her own inner theatre. This inner theatre consists of prior knowledge and experiences from home, media and the world.(2) Classroom involvement and interactions add to each students outer theatre. The teacher should be aware of the dynamics of each child's inner and outer theatre in able to engage each child's learning. This relates to the analytical left brain and the emotional right brain. As psychologist

Louis Cozolino states, "Our ability to learn is regulated by how we are treated by our teachers, at home and in the classroom. What successful teachers do to stimulate minds and brains to learn is more important than scientific findings from laboratories."(3)

Brain Gym explains that the "brain is three dimensional with parts interrelating as a whole" (Dennison). The brain is task specific, so when applying Brain Gym movements, Lateral Dimension movements move across the body using the left and right hemisphere, the Focus Dimension is the brainstem and frontal lobe, while the Centering Dimension is the Limbic System and cerebral cortex. Lateral Dimension refers to the ability to cross the central midline of the body. If this is mastered, the next step is to process linear, symbolic, written code, left to right and right to left, which is necessary for the fundamental academic success. Centering is crossing the upper and lower midline, the emotional and abstract thoughts. Specific midline movements will help students prepare and strengthen their acting skills to prepare for learning. This part adds a sense of meaning so learning can truly take place. I would like to present some movements that go along with different subject areas so that the brain and body are ready for learning. There was an experiment conducted with boys diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and boys without ADHD. Students were shown a poster filled with various landmarks. One group studied the poster while moving back and forth between lines of tape on the floor. The second group sat quietly in a chair while looking at the same poster. The control group sat in a chair while shuffling their feet and looking at the poster. Children were then asked to duplicate the picture using landform cutouts. Of course, the moving group outperformed the other two groups, while the shuffling group was able to recreate the poster better than the sitting still group. So, asking students with ADHD to sit down and pay attention may not be an effective strategy (Langer). In a classroom, with a variety of exceptional students, movement would benefit the students. Opening up to the concept of Brain Gym and cooperating with the class and teacher would activate the right hemisphere of the brain.

In addition, I start each day with a Classroom Morning Meeting. Morning Meetings build community in the classroom and fulfill children's need to belong, feel significant and have fun, build trust and set a positive tone for learning, merge social and academic learning and practice/ reinforce key academic skills. Research shows that human brains are social and students learn best when they attach to the teacher and classmates, thus creating a tribal classroom (Cozolino). Combining Brain Gym movements and the theory of the Morning Meetings would help students' ability to work independently and feel comfortable in the classroom to move for educational reasons in a supportive environment. Cozolino states, "The goal of attachment-based teaching is to have each child move from feeling vulnerable, frightened and unimportant to feel protected, cared for and valued-a state of mind that optimizes learning."(4) As students gain knowledge of good habits and how to build stamina, the goal would be for students to use this knowledge across the curriculum to build stamina for writing, solving story problems,

and listening. I feel that Brain Gym exercises will improve academic success and create lifelong learners in the 21st century.

In my seminar notes, I wrote, that we must clear our mind to be aware. Each day we absorb cultural surroundings and negative emotions. Each student brings an early-developed inner theatre from home. The student must find his/her role in the classroom. Professor John Ratey of Harvard Medical School states, "Exercise is miracle-grow for the brain."(5) Megan McClelland, an early childhood development researcher at Oregon State University says, "Play is one of the most cognitively stimulating things a child can do."(6) When students are given the opportunity to perform a theatrical role in front of their classmates, the results can be surprising. Some students who would normally be considered the class clown finally have the opportunity to model reading strategies through acting in front of the class. With teacher permission, the student can act out running in the room or reading loudly to disturb others and have no consequence. Then the student is positively reinforced when the acting is the correct model for choosing a comfy spot quietly and preparing to read by choosing a Brain Gym exercise. The class clown realizes that his/her behaviors are now productive and used for teaching. The actor in the classroom strengthens the right hemisphere, playing the Devil's Advocate. Likewise, sometimes the good student enjoys playing the trickster, the chance to be the clown and display disruptive ways to prepare for reading in a safe and friendly environment. Usually, the class finds this trickster behavior to humorous. Then the student models how to pick a comfy spot and prepare for reading. Hence, the formula of good getting victory over evil--after mischief is expressed in a fun way.(7)

There are many free websites or videos on YouTube that engage students in fun inane songs, dances and activities. My personal favorite website is GoNoodle. In addition to crazy songs with MooseTube, Awesome Sauce! and Koo Koo Kangaroo, there is also a brainercise section that correlates with Brain Gym. The Empower tools and Maximo section incorporate yoga, which calms and refocuses students after acting silly. The Indoor Recess and Fresh Start channel icons are great for a rainy day! There are so many options that the class could potential participate with GoNoodle for a month and never repeat a specific choice.

Based on my school and classroom demographics, I believe all the movement strategies and cohesive classroom environment researched and discussed in the seminar will truly benefit and grow my students in their reading development to their full potential. I am looking forward to try out some more techniques so that students will have such a variety that they will never get bored and will always be willing to try any new program to reach the intended reading goal.

Demographics

I teach in Charlotte Mecklenburg School System at Reedy Creek Elementary School. Reedy Creek Elementary serves nearly 800 students from pre-kindergarten through fifth grade. The student population is 51% male and 49% female. Approximately 57% of the Reedy Creek students are African American, 15% are white, 3% are Asian/Pacific Islanders, 20% are Native American and 5% are multi-racial. Reedy Creek has identified 2% of the student population as Talent Development students, 9% with learning disabilities, and 14% with Limited English Proficiency.

My class has a total of nineteen students, eleven boys and eight girls. Seven of my students are black or African American, five are Hispanic or Latino, five are white, and one is Asian. I teach 4 Exceptional Students, five students with Limited English Proficiency, one student with Attention Deficit Disorder, three students receive speech therapy, one student with Oppositional Defiance Disorder, and one student in foster care.

Rationale

I believe that providing a cohesive classroom environment and teaching specific brain exercises, students will grow both academically and socially. Through exercise and play children activate the brain, both right and left hemispheres. When the brain is stimulated students are ready to work, learn and apply academic strategies to their education. Activity aids students' ability to work independently as well as in small groups or whole group projects and learning. Emotions, care and play are cognitive functions of the limbic system and should be activated for optimal learning. Some right brain functions include emotions, cooperation, sustained attention, while left brain functions involve reasoning and verbal skills. Students can then explore and share their inner theatre, with both good and evil traits(8), by acting as a variety of characters from a book or in the best way to behave in class following the rules. I have experimented with this aspect in the classroom. I have found that students who normally follow the rules sometimes enjoy exploring the opportunities to run in the class or read very loudly (as an evil or trickster character) to disrupt others on purpose on the way to modeling the correct reading behaviors. Also, I discovered that students who misbehave and need many redirects during the day find it amusing to have the opportunity to model the exact actions that normally would receive a verbal reminder or consequence. This gives the student a sense of supernatural power, too, in acting beyond the rules in a playful role, but then learning how to act more naturally. Then the student is given the chance to act making better choices to reinforce the positive (good) actions. In this unit, I would like to teach students strategies and movements to use throughout the day to enhance each student's individual learning experience, through Brain Gym and in a caring supportive environment enriched by Morning Meetings.

Content Objectives

In this curriculum unit, students will participate in the classroom community, organize

their own reading life, utilize fluency and comprehension strategies for reading, and convey a sense of excitement by taking charge of their reading life. In order to strengthen reading development, students will combine their personal inner theatre with new knowledge from classroom lessons to expand their outer theatre. Students will use these experiences to make connections, predictions, and build vocabulary while reading. In addition, students will stimulate their brain's right and left hemisphere with specific movements from Brain Gym to increase reading stamina and build good reading habits. Refer to Appendix 3 for specific movements to try before each subject area.

Teaching Strategies

Morning Meetings--To provide an atmosphere that helps all students feel welcome and important, include the following steps in your daily routine. The steps of Morning Meeting include a class greeting, individual or small/whole group sharing, group game and academic message (Connolly). As the class sits in circle, start a handshake around the circle. Each student shakes the hand of the student sitting next to him/her and says, "Good Morning, Insert Neighbor's Name". Next, the teacher can ask a question and have small groups or each classmate share his/her response. Another option is to have a few students share an item or tell something that is important in his/her life. After sharing comes the group game. Students must cooperate to have fun and be safe in the classroom. Finally, in the message, the teacher makes an academic connection for a review. Cooperation and team work activate the right hemisphere of the brain. The sharing and verbal communication involve the left hemisphere of the brain.

Brain Gym--Purposeful movements and exercises that stimulate the brain to achieve academic growth. Water and air are essential to life and a component of Brain Gym. Students should be able to get water when needed. Through a variety of breathing exercises air is sent through the body by belly breathing, breathing in through the nose and out of the mouth (Dennison). The left hemisphere of the brain is stimulated, helping students focus on the task at hand, reading habits and building stamina.

Listening In--As the teacher gives partners a task or question to think, pair, share, the teacher "listens in" to the students' conversations. As the class refocuses on the teacher, the teacher says, "As I was listening in, I heard someone say ... and another person say..." This is another opportunity for the teacher to reiterate the major points of the lesson. When the students speak to each other, they energize the left hemisphere of the brain.

Student Conferences--After direct instruction for each lesson in reading and writing, the teacher can conference with students individually or with small groups. First the teacher listens to the child read a book on his/her level or a story that was written. This allows a quick assessment to provide meaningful feedback to each student. Then, the teacher gives a compliment to the student for using a specific strategy that was taught in class.

Finally, the teacher gives the student an area of focus or a strategy that would help him/her to become a better reader or writer.

Think Pair Share--With this learning strategy, students have the opportunity to think of their response individually, then share thoughts with a partner. This allows each student to participate, not just the one student that was called on to answer the question.

Assess Yourself --Students rate themselves in class for academics and behavior. I have a chart in the room with the numbers 1, 2, 3, 4. Level 1 means that the student needs help from the teacher or classmate. If a student needs more practice that is a level 2. When a student works independently that is a level 3. A level 4 means that you are an expert and can teach others. (Anchor Chart #3) This allows the teacher to complete a quick assessment on the student's perception or understanding of what is happening in class.

Thumb Up or Thumb Down--Having students agree/disagree is a way for the entire class to participate by agreeing or disagreeing with the speaker or question.

I have incorporated many of these strategies into my classroom this semester. Based on my experiences, I am constantly adjusting to find ways that help all my students be successful both academically and socially. These strategies help to balance the child's inner and outer theatre while finding his/her role in the classroom.

Classroom Activities

Day 1-Habits of Good Readers

Before the lesson: Assign students a reading partner and have procedures in place to sit on the floor for instruction.

Connect: Inform the students that just as runners need to have comfortable shoes to run long distances and stretch their bodies before running, readers too must prepare their bodies and be comfy while reading.

Teaching Point: Show Anchor Chart #1. Read title. Show the vocabulary card for habit and explain that a habit something you do over and over again until you know exactly what to do like brushing your teeth. So in first grade we will build habits of good readers. Let's review the chart. Point and read the steps. Read again and have children chime in, read along.

Active Engagement: Show students how to choose a comfy spot by walking to the designated area to get a stuffed animal or pillow to read with and a bag of books. Call on an actor to act out the wrong way to choose a comfy spot. Student might run to the correct area and slide on the floor. Allow the class to discuss with partner what the student could have done to make a better choice. Ask the child to act out the correct way

to find a comfy spot. Have partners discuss the good choices the actor made to find a comfy spot. I heard, " I walked to my comfy spot."

Link: Today and every day I want you to choose a comfy spot by walking quietly and reading right away to build good reading habits.

Children read for designated time (about 5 minutes), clean up and return to the floor.

Reflection: Ask students to reflect on their reading today. Have students give a thumbs up/down signal to show how they think they did today choosing a spot and reading. Call on a few students to explain why they rated themselves with a thumbs up/down.

Materials:

Anchor chart #1

5-6 books in a bag for each student

stuffed animals, pillows, towels, blankets, etc. for readers to choose a comfy spot

vocabulary word-habit-write the word on an index card

Day 2- Habits of a Good Reader

Call readers to the floor with partner.

Connect: Show anchor chart #1 and say, "Yesterday we learned how to choose a comfy spot. Today I want to teach you how to get your eyes ready to read."

Teaching Point: Let students know that sometimes it is hard to sit for a long time, so it is important to know some strategies to help your brain refocus and stay on task. Model how to create a Lazy Eight with thumb, a figure eight lying down, and eyes follow your thumb. The figure eight is used to cross the center midline while incorporating the left to right direction needed for reading.

Active Engagement: Have each student practice a Lazy Eight. Remind students to have eyes follow thumb.

Link: Today and every day if you get tired or uncomfortable while reading, try making a Lazy Eight on your own.

Call on partners to choose a comfy spot. Children read for a designated time. Praise children for getting eyes ready while reading. Clean up and return to the floor.

Reflection: Ask students to show a thumbs up if they used a Lazy Eight to prepare while reading. Call on 1-2 students to share how they felt or why they used this strategy.

Materials:

Anchor Chart #1

5-6 books per student in a bag

stuffed animals, pillows, blankets, towels etc. for comfy spots

Day 3- Habits of a Good Reader

Call readers to the floor with partner.

Connect: Show anchor chart, point to the words and say, "We learned habits of good reader. Yesterday we learned how to get our eyes ready by making a Lazy Eight. Today I want to show you how to look at the words and pictures in a book."

Teaching Point: Open a book and model for students how to use the pictures to tell a story. Model how to read a word you know. Tell students that good readers use these habits to build stamina. Show stamina vocabulary card. Explain that stamina is the energy to keep reading.

Active Engagement: Show another page in the book. Have student turn and tell partner about the pictures and words they see on the page. I heard, " I saw the word the from the word wall. I see a boy holding a ball in the picture. He looks happy."

Link: Today and every day I want you to use the pictures and words in the book to help you build your habits of a good reader.

Children read for a designated time. Praise a reader that gets eyes ready with a Lazy Eight or uses the picture and words to read.

Reflection: Ask readers to share with partner a habit used during reading today. Say, "As I was listening in I heard someone say I got my eyes ready and another reader said I used the picture to tell a story. Those are great ways for readers to build good habits."

Materials:

Anchor Chart#1

5-6 books in a bag for each student

stuffed animals, pillows, towels, blankets etc, for readers to create comfy spot

Vocabulary word-stamina-write on an index card

Big Book

Day 4- Habits of a Good Reader

Call readers to the floor with partners.

Connect: Yesterday we learned that good readers look at the pictures and the words to read. Today I want to teach you more strategies to build stamina when reading.

Teaching Point: Anchor chart #2. It is important to be able to read for a longer period of time, that is building stamina. I want to show you some more movements to build your eyes. Model each of the exercises listed on chart.

Lazy Eight- Students create an infinity symbol, an eight on its side, with their thumb. Students follow the shape with their eyes. Repeat on the opposite side.

Foot Flex- While sitting on the floor, students point and flex their foot. Repeat with the opposite foot.

Bend and Stretch- While standing or sitting, students bend over at the waist and stretch.

Tap and Breathe- Students place one hand on their belly and the other hand on their chest. Tap your chest and breath. Switch the position of your hands and repeat.

Active Engagement- Call out an exercise and have readers practice the movement.

Link- Today and every day I want you to prepare your body for reading.

Readers find comfy spot and read for designated time. Praise readers that use a strategy for reading that was taught in the lessons. Clean up and return to floor with partner.

Reflection: Have partners share a movement form the list that was used today.

Materials:

5-6 books in a bag for each student

stuffed animals, pillows, towels, blankets etc, for readers to create comfy spot

Day 5- Habits of a Good Reader

Call readers to the floor with partners.

Connect: Yesterday we learned strategies to build stamina when reading.

Today I want to teach you that good readers are independent by making sure they point under each word and look at the pictures when they come across tricky words.

Teaching Point: I want you to watch as I point to each word as I read. I can use the picture to help me if I get stuck on a word that I do not know, which is a tricky word.

Active Engagement- Have students discuss with partner what is happening in the story. Look for some of the words you say in the text. Have the class read together as the teacher points to the words or have partners bring a book to the floor so they can practice pointing while reading.

Link- Today and every day, I want you to point to the words while you read and use the pictures to help you read tricky words.

Readers find a comfy spot and read for the designated period of time. As teacher begins conferences, praise students that are using a strategy to build stamina, pointing to the words while reading and using pictures to read. Clean up and return to the floor with partner.

Reflection- Ask students to share with their partner how pointing with their finger or looking at the pictures helped them to be a good reader today. Teacher says, " As I was listening in, I heard ... (repeat some student responses) pointing helps me to stay focused and looking at the picture helped me read a word I did not know."

Materials:

Big Book for modeling

5-6 books in a bag for each student

stuffed animals, pillows, towels, blankets etc, for readers to create comfy spot

Day 6- Habits of Good Readers

Call students to the floor with partner.

Connect : Yesterday we learned to point to each word and use the picture to help us read tricky words. Today I want to teach you that readers read for a LONG time to make their reading strong, building stamina.

Teaching Point: First grade readers get used to reading for a long time, without needing to quit early. When our eyes, bodies or brains get tired, it is a good idea to take a little break, then keep reading. We can use a movement strategy that we learned last week to help us refocus and continue reading. Show anchor chart #2 and review Foot Flex, Lazy Eight, Bend and Stretch and Tap and Breathe.

Active Engagement: Have the class show what their body looks like when it gets tired during reading time, then have them show an activity to refocus and build stamina. Chose one or two students to act out losing stamina and then share their game plan to build stamina.

Link: Today and every day as you are reading and beginning to lose stamina want you to choose your favorite way to refocus your mind and body to read for a LONG time.

Readers choose their comfy spot and read for the designated time period. It might be useful to set a timer on the computer so that students become aware and begin understand what reading for 7 minutes means. As teacher begins conferences, praise students you see reading or choosing a favorite strategy to refocus and build stamina. Clean up and return to the floor with partner.

Reflection: Have students show a thumb up or thumb down to show if a movement helped them to build stamina. Turn and tell why or why not? Teacher ends by saying, "As I was listening in I heard, Foot Flex helped me to get my brain ready to read."

Materials:

Anchor Chart #2

5-6 books in a bag for each student

stuffed animals, pillows, towels, blankets etc, for readers to create comfy spot

Appendix 1: Implementing Teaching Standards

This unit is designed to help students work together in a class community, organize personal reading life, utilize fluency and comprehension strategies for reading. To master these skills, students will combine their inner and outer theatre to make connections to the text, predictions and build vocabulary during reading. In order to increase stamina and build good reading habits, students will stimulate their brain's right and left hemisphere by practicing specific Brain Gym exercises. During the teaching point of the lesson, teachers are modeling expected reading behavior. Then, students practice the expected reading strategy during the active engagement portion of the lesson.

Common Core Standards

Reading Literature

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. The students will use five fingers to retell and sequence the important details of the text. The students will point to each finger and begin each sentence with the words "first", "next", "then", "after that", and "finally" to recall and order the text.

RL 1.7 Use illustrations and details in a story to describe its characters, settings, or events. The students will use the picture when reading to look for details that will help them to better understand the story.

RL 1.10 With prompting and support, read informational texts appropriately complex for grade 1. Students will read sight words quickly and use letter sounds to blend for reading.

RF1.1a Recognize the distinguishing features of a sentence the important (first word, capitalization, ending punctuation). The students will look at sentence structure in books and identify capital letters and periods.

RF 1.2c Isolate and pronounce initial, medial vowel, and final consonant in spoken single syllable words. Students will prepare their mouth for the beginning sound of the word and blend to the end of the word.

RF1.4 a Read grade level texts with purpose and understanding. The students will read and comprehend the story. Students can participate in a conversation about the book, make personal connections to the text and retell important information.

RF 1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Students will use the picture and blending strategies to read the text. As the students read books on their level, they will ask questions about their reading. If the text does not make sense, the students will use reading strategies to make a correction.

Appendix 2: Assessments

Formal Assessment

Charlotte Mecklenburg School System assesses students reading level using Reading 3-D at the beginning of the year, middle of the year and the end of the year. Progress Monitoring occurs every 10 days for students scoring a 1 and every 20 days for students scoring a 2.

Informal Assessment

Student conferences both individual and group.

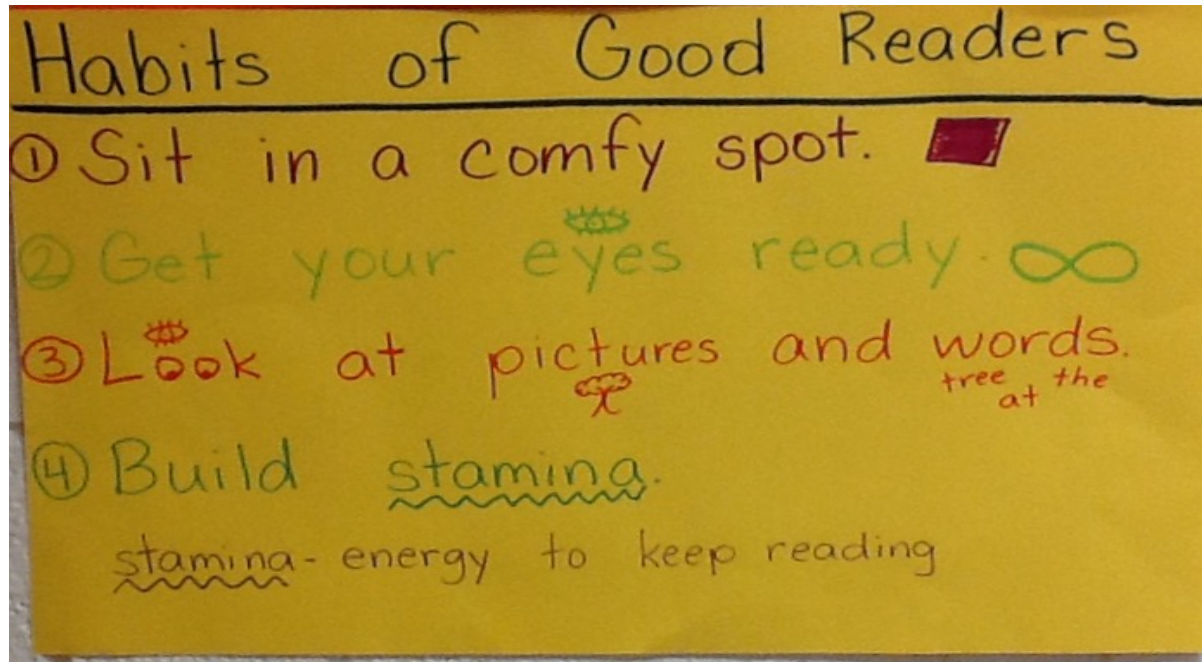
Listening in as students think, pair and share.

Daily Reflections after each lesson.

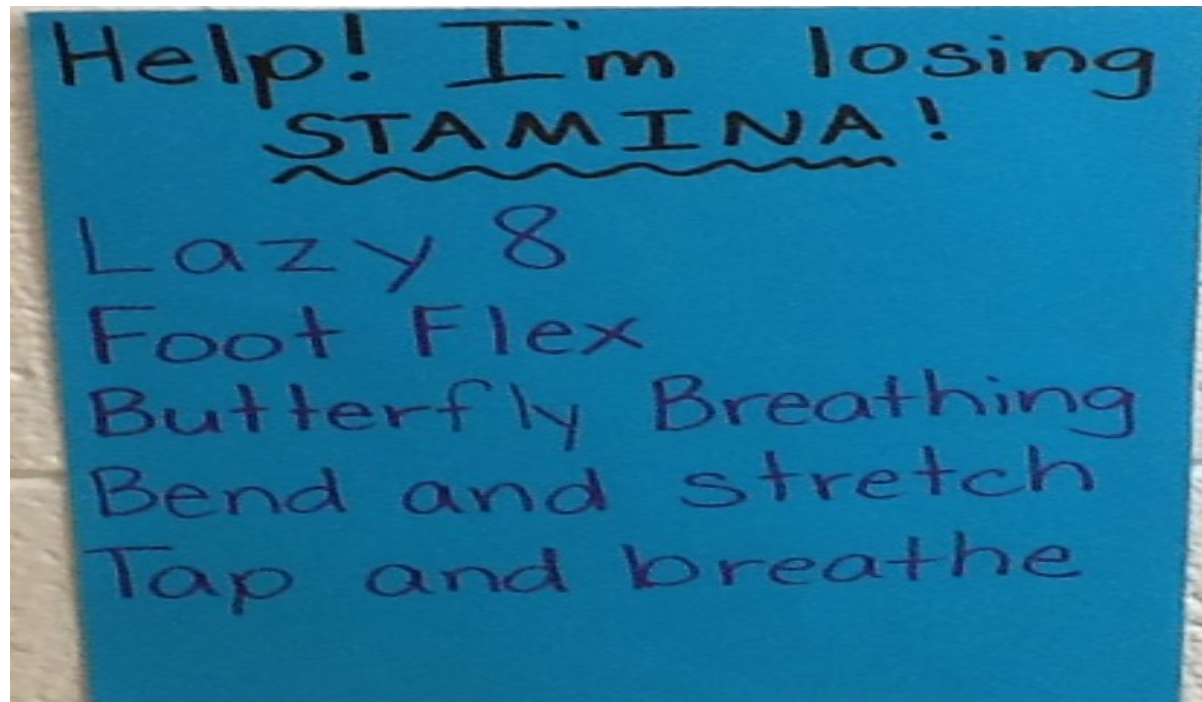
Thumb up or Thumb down

Appendix 3: Anchor Charts

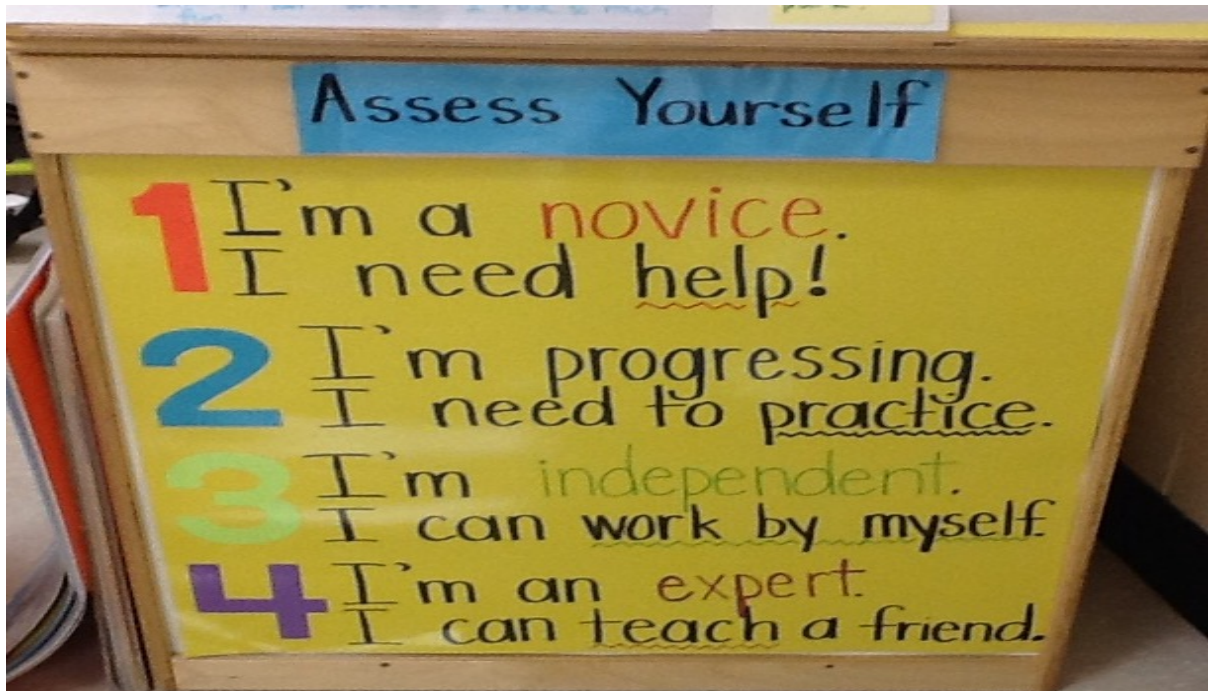
Anchor Chart #1



Anchor Chart #2



Anchor #3



Brain Gym Exercises by Subjects

Directions are in the book *Brain Gym* in resource section

Reading

Cross Crawls
PACE
Lazy Eight
Calf Pump

Oral Reading/Speaking

PACE
Energy Yawn
Energizer
Belly Breathing

Writing

PACE
Arm Activation
Double Doodles
Energy Yawn

Comprehension

PACE
Calf Pump
Grounder
Foot Flex

Spelling

PACE
Thinking Cap
Elephant
Cross Crawls
Owl

Math

Neck Rolls
PACE
Gravity Glider

Test Taking
Positive Points
Hook Ups

PACE is Positive Active Clear Energetic. This includes water, breathing, and crossing the midline movements.

Materials for Classroom Use

Connolly, Melissa. *99 Activities and Greetings: Great for Morning Meeting-- and Other Meetings, Too!* Turners Falls, MA: Northeast Foundation for Children, 2004. Read to find games that help students follow rules and work as a team.

Dennison, Paul E., and Gail E. Dennison. *Brain Gym*. Teacher's ed. Ventura, CA: Edu-Kinesthetics, 1994. This book includes exercises that can be used in the classroom to activate the brain.

Langer, Ellen J. *The Power of Mindful Learning*. Reading, Mass.: Addison-Wesley, 1997. Through research on the ability to pay attention, Langer uses her theory of mindfulness, conditional learning to strengthen the way we learn.

Resources for Students

Bloom, Becky. *Wolf*. New York: Orchard Books, 1999. This fiction story helps students realize to never give up when you want to read and be involved in a group.

Hamm, Mia, and Carol Thompson. *Mia Hamm: Winners Never Quit!* New York: Scholastic, 2006. Have you ever thought about quitting? Kids learn that if you want to play a sport, you may never quit. This realistic fiction book helps students to understand perseverance.

Keats, Ezra Jack. *Whistle for Willie*. New York: Viking Press, 1964. This realistic fiction book tells a story about the benefits of perseverance.

Kraus, Robert, and Jose Aruego. *Leo the Late Bloomer*. New York: Weston Woods Studios :, 2002. This fiction book helps students to realize that if we work hard, we will accomplish what we want to in life, even if it takes a long time.

Resources for Teachers

Biffle, Christopher. *Whole Brain Teaching for Challenging Kids (and the Rest of Your Class, Too!)*. Yucaipa, CA: [Whole Brain Teaching LLC], 2013. This book explains the scientific research of how students learn best when they are actively involved in class.

Biffle, Christopher. *Whole Brain Teaching: 122 Amazing Games! : Challenging Kids, Classroom Management, Writing, Reading, Math, Common Core/state Tests*. Yucaipa, CA: Whole Brain Teaching LLC ;, 2015. Engage students in their learning choosing just the game or activity.

Cozolino, Louis J. *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom*. This book explains how the brain learns from early childhood to adulthood.

"Get Your Kids Moving with GoNoodle Activities - GoNoodle." Accessed October 29, 2015. The wiggles on this website are entertaining for students. The dances are energetic and provide a time for the students to get silly. Other activities include brain exercises, yoga, and encouragement.

Miller, Judy, and Tim McCord. "Getting out of Seat Stimulates BRAIN." *Voice*, 2014. This article is about a teacher who uses physical activity in the classroom to teach vocabulary and take a brain breaks during the day to increase test performance.

Parker-Pope, Tara. "Simon Says Don't Use Flashcards." *The New York Times*, August 23, 2012. Playing a simple game like Simon Says and adding complicated rules helps students practice self control and listening skills.

Pizzato, Mark. *Inner Theatres of Good and Evil the Mind's Staging of Gods, Angels and Devils*. Jefferson, N.C.: McFarland, 2011. This book takes readers on a journey from prehistoric times through the current millennium describing how supernatural figures are portrayed in caveman paintings, Shakespearean plays, television and movies. It explains how the inner theatre of the brain is related to good versus evil and the world.

Pizzato, Mark "Inner Theatre of the Brain" (chart given in seminar). Forthcoming in *Beast-People Onscreen and in Your Brain*. Santa Barbara, 2016.

Notes

1. Cozolino, *Social Neuroscience of Education*, 91.

2. Pizzato, *Inner Theatre of the Brain*, Chart.
3. Cozolino, *Social Neuroscience of Education*, xxi.
4. Cozolino, *Social Neuroscience of Education*, 241.
5. Millar and McCord, *Getting Out of Seat*, Article.
6. Parker-Pope, *Simon Says Don't Use Flash Cards*, Article.
7. Pizzato, *Inner Theatres of Good and Evil*, 163.
8. Pizzato, *Inner Theatre of the Brain*, Chart.