|  |  |
| --- | --- |
| **How I Take A Break**   1. Hold up my **B** 2. Wait for a thumbs-up or thumbs-down 3. If I get a thumbs-up, give my B to my teacher 4. Start my timer 5. Take my break quietly 6. Go back to work when the timer goes off | My Break Options Are: |
| **What if my teacher gives me a thumbs-down?**   1. Put my **B** on my desk 2. Start my timer but keep working      1. When the timer goes off, I can hold up my B to ask for a break again |



**Break Routine Card Examples**

|  |  |
| --- | --- |
| **How I Take A Break**   1. Hold up my pointer finger      1. Wait for a thumbs-up or thumbs-down 2. If I get a thumbs-up, cross off a “B” on my point card 3. Start my timer 4. Take my break quietly 5. Go back to work when the timer goes off | My Break Options Are: |
| **What if my teacher gives me a thumbs-down?**   1. Put my hand down 2. Start my timer but keep working      1. When the timer goes off, I can hold up my pointer finger to ask for a break again |

**How to Take a Break**

Ask yourself:

Is now a good time for a break?

Hold up my **B** card

Wait quietly until it is a good time

Did the teacher give me a thumbs-up?

Start my timer and take my break quietly

THAT’S OK!

Put my B back on my desk

Go back to work when my timer goes off

Start my timer but keep working

When the timer goes off, I can hold up my B to ask for a break again!

YES!

Not Really

YES!

Not this time



2 Minutes



2 Minutes

MY BREAK OPTIONS ARE:



I could really use a break!

**How to Take a Break**

Ask yourself:

Is now a good time for a break?

Hold up my pointer finger

Wait quietly until it is a good time

Did the teacher give me a thumbs-up?

Cross off a B on my point card. Start my timer. Take my break quietly.

THAT’S OK!

Put my hand down

Go back to work when my timer goes off

Start my timer but keep working

When the timer goes off, I can hold up my B to ask for a break again!

YES!

Not Really

YES!

Not this time



2 Minutes



2 Minutes

MY BREAK OPTIONS ARE:



I could really use a break!