

SECOND GRADE
LANGUAGE ARTS

POWER PIX

USE REVOLUTIONARY
WHOLE BRAIN TEACHING
TO TEACH SECOND GRADERS
CALIFORNIA STATE STANDARDS.

ANOTHER GREAT PRODUCT FROM
WHOLEBRAINTEACHING.COM

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Second Grade Power Pix

Language Arts



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WholeBrainTeaching.com

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Introduction

A significant quantity of modern brain research demonstrates that we learn best by seeing, saying, hearing and doing. When we see information, we employ the visual cortex near the rear of the brain; when we say and hear information, the language centers, Broca's area and Wernicke's area in the brain's left hemisphere are active. When we engage in a physical learning activity we employ the motor cortex, our most reliable memory storage area, located in a band across the top, center of the brain.

Not every learning activity, however, employs all four learning modes. In fact, the most common teaching model, the instructor talking and students listening, is judged by contemporary brain science as the most inefficient way for the brain to acquire new information. Put bluntly, *the longer we talk, the more students we lose*. What we need in education, from kindergarten through college, are teaching materials and pedagogical styles that are designed for whole brain instruction. Since 1999, I and my teaching colleagues have been developing and classroom testing brain friendly learning modules. We want our students to see, say, hear and do ... we want them to experience the joy and power of learning with their whole brains. Power Pix, as you will see, employ all four learning modes, and are designed to solve a very practical problem, how to teach the state standards in Math and math (this edition is designed for the California State Standards but can be used by teachers in any state.)

In 1999, my former student Jay Vanderfin and I began to search for a way to make learning more engaging. I had some success in my college courses using diagrams to teach complex philosophical topics; Jay was seeking an entertaining technique for teaching the California State Standards to his kindergarteners.

In addition to philosophy, I had also taught art history; I was astonished at my students' ability to attach the correct titles and painters to hundreds of paintings. My classes could process and retain huge quantities of visual information but had significant trouble remembering five or ten dates of important historical events. However, when I created a series of memory gestures to accompany the dates, their learning improved dramatically. As I related these experiences to Jay, we both became convinced that the solution to the serious problem of teaching California State Standards had to reside in some combination of visual, auditory, oral and physical learning.

And so we set forth on a remarkable journey.

We were looking for something that we had never seen before, a multi-modal pedagogy that teachers could apply to any educational core concept. As we experimented with solutions and researched methods of learning, we eventually learned to call our approach "a whole brain learning method." We were delighted to see how the visual cortex, auditory cortex, sensory motor cortex, even the amygdala (which processes pleasure and pain) and limbic system (the seat of emotions) were involved in the system we were creating.

Jay and I, and our colleague, Chris Rekstad, a fourth grade teacher at Valley Elementary in Yucaipa, gave countless seminars to Southern California teachers, showing rough drafts of our approach ... and we were astonished at the enthusiastic reception we received. We gave away samples of our materials by the box load, over 10,000 pages, to teachers who were eager to try our strategies.

Over the last five years, we've had a tremendous amount of constructive feedback and have carefully honed and classroom tested the materials you are about to investigate.

SECOND GRADE POWER PIX LANGUAGE ARTS OVERVIEW

This booklet is devoted to 38 Language Arts concepts for Second Graders. The concepts are (in alphabetical order):

LANGUAGE ARTS

abbreviation, adjective, alliteration, antonyms, atlas, body of a letter, cause and effect, chapter heading, characters, closing of a letter, comma, comparison, compound word, contrast, date of a letter, dictionary, draft of a paper, fact, five parts of a letter, greeting of a letter, map, noun, opinion, plot, plural noun, prefix, pronoun, proper nouns, quotation marks, rhyming words, sentence, setting, signature of a letter, suffix, syllables, synonyms, table of contents, thesaurus, verb

Virtually every first grade teacher in the country mentions some or all these concepts. If you put yourself in the shoes of a youngster new to school, many of these terms would be no more familiar than oddities of Shakespearean English are to adult readers. Hamlet says, “Who would *fardels* bear when he could his *quietus* make with a bare *bodkin*?” If Hamlet’s meaning is unclear to you, then imagine a first grader’s confusion when the teacher says, “Always begin your *sentence* with an *capital letter* and finish with a *period*.” Our classroom tested materials, called Power Pix, enormously simplify the task of teaching these, and many other, core concepts.

Power Pix are pictures used to represent and teach California State Standards. Each Power Pix should be printed on a sheet of computer paper. The picture represents the California State Standard; teaching resources for

each Power Pix are in the Power Pix Reference List in this manual. Teachers hold up the Power Pix in the front of their classroom and teach the concept and related memory gesture. After students have repeated the concept and practiced the gesture, the Power Pix is placed on a classroom wall for frequent review.

Typically, students can master over 100 Power Pix in a year! Power Pix are an entertaining, effective way for students to acquire large quantities of core knowledge.

On the following pages are a sample Pix and its reference list information

Sample: Power Pix for author

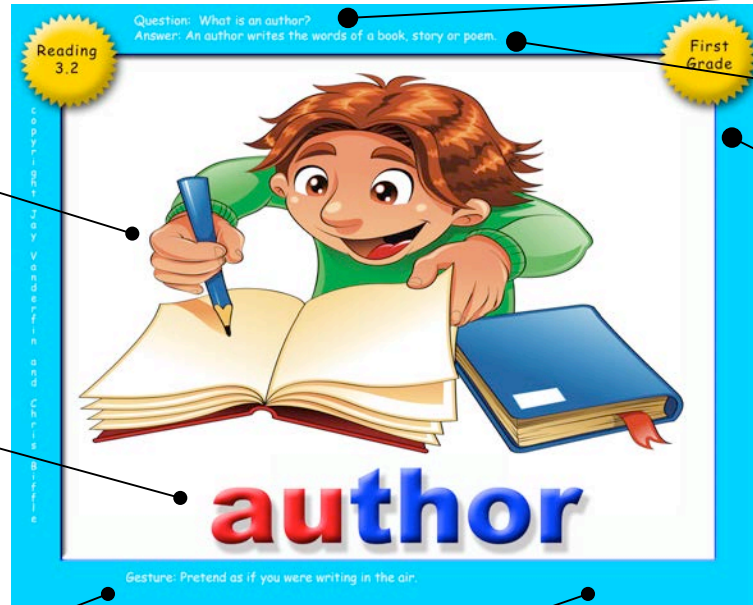
California State
Standard (Reading
3.2)

Picture
representing
standard

Key word in
standard (for ease
of reading by
students, syllables
are color coded)

Gesture for key
word:
(Pretend as if you
are writing in the
air.)

Blue border
identifies language
arts; red border
identifies math.



Prompt question: What is an author?

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

Grade Level: First Grade

Sample: Power Pix Reference for author

author

Question: What is an author?

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

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

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

Teaching suggestion: Hold up books and describe the tasks of an author. Play *Yes/No Way!* with questions like the following:

1. Does this have an author? (Hold books and also “non-author” materials, like chalk, erasers, etc.)
2. Does every book have an author?
3. Is this the author gesture? (Make various gestures.)

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

1. Authors write books.
2. A girl or a boy could be an author.
3. Authors write poems.

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

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

(For more information on all the above, see the introduction to this manual.)

Power Pix employ all four of the brain's learning modes:

- Visual (visual cortex):** students learn by looking at a picture representing a concept.
- Auditory (Wernicke's area):** students hear the definition of the concept.
- Verbal (Broca's area):** students say the definition of the concept to themselves and their classmates.
- Kinesthetic (motor cortex):** students practice a memory gesture associated with the concept.

In addition, Power Pix can be used to develop critical thinking skills which bring together the frontal cortex (reasoning), the hippocampus (memory formation) and the language centers (Wernicke's area and Broca's area):

- Paraphrasing:** after learning the definition of a concept by rote, students can paraphrase the definition by explaining it to their neighbors.
- Comparison/Contrast:** students can talk and write about similarities and differences among Power Pix.
- Connective Thinking:** students can talk and write about connections between the concepts and their experience outside the classroom.

Finally, Power Pix are ideally suited for collaborative learning. Looking at Pix placed on the wall, students review what they have learned in teams of two. One student asks the question represented by the picture, "What is an author?"; the other student gives the answer, "An author writes the words of a book, story or poem." When the

first student has finished reviewing all the Pix, the students switch roles. The questioner becomes the answerer; the answerer becomes the questioner.

Four Steps for Teaching Power Pix

We believe the best way to teach Power Pix is to use a graduated program like the following:

Step One: Show your students the picture and teach them the concept (for example, author) and the gesture from the Power Pix Reference List (writing in the air with an imaginary pencil). Put the Power Pix on the wall; review the concept and gesture frequently for at least a week.

Step Two: When your class has mastered the concept and gesture, use the Power Pix Reference List to teach them the question (What is an author?) and the answer (An author writes the words of a book, story or poem). For additional learning aids, see the Teaching Suggestion for each Power Pix in the Power Pix Reference List.

Step Three: After several weeks of reviewing the concept, gesture, question and answer, you're ready to assess your students' understanding.

The Power Pix Reference List contains two simple assessment games designed for each Power Pix, *Yes/No Way!* and *Cutie*.

Yes/No Way!

This game provides a rapid evaluation of your students' understanding without using a pencil and paper test! Simply ask your class questions about a Power Pix that can be answered Yes, or No Way! The Power Pix Reference List contains at least three *Yes/No Way!* questions for each Pix.

Here are the *Yes/No Way!* questions for the **author** Power Pix above.

1. Does this have an author? (Hold up books and also “non-author” materials, like chalk, erasers, etc.)
2. Does every book have an author?
3. Is this the author gesture? (Make various gestures.)

Ask your class these and other questions about the Power Pix. Tell your students to answer the questions in chorus, either *Yes!*, or *No Way!*. Students should be encouraged to pump their fist vigorously when saying *Yes!*, or shake one finger in emphatic negation (as if exclaiming “No! No! No!”) when saying “No Way!” As students respond in chorus, you can quickly determine how many in your class understood the Power Pix concept.

Cutie

Yes/No Way! is a rapid meaasure of all your students' understanding of a Power Pix. *Cutie* evaluates the understanding of individual students.

Cutie is a quick test, abbreviated QT and thus pronounced “Cutie.”

When you say “Cutie!,” your students respond “Cutie!” and close their eyes. Next, you make statements about the Power Pix concept that are either true or false. When the statement is true, students, still with their eyes closed, raise their hands. When the statement is false, they keep their hands down. *Cutie* is a remarkably powerful assessment of individual understanding which, like *Yes/No Way!*, does not require a pencil/paper test. You can tell simply by looking at the show of hands how many of your students understood the Power Pix lesson. The Power Pix Reference List contains at least three *Cutie* statements for each Pix.

Here are the *Cutie* statements for the **author** Power Pix above.

1. Authors write books.
2. A girl or a boy could be an author.
3. Authors write poems.

Step Four: When your students have mastered the concept, the gesture, question, answer, and successfully passed the assessments, have them play *Compare/Contrast* and then engage in the *Review* activities described below.

Compare/Contrast

Describing similarities and differences between core concepts is an important, higher order thinking activity that should be practiced at every level of instruction. After the Power Pix concept is understood, students should talk to each other about the similarities and differences they see between one concept and others they have learned. When students explain comparisons to each other, they should lace their fingers together; when they describe differences they should bump their closed fists together. These visual cues reinforce, and make entertaining, comparing (fingers laced together) and contrasting (fists bumping each other.)

For a sample demonstration of this comparison and contrast activity, see a video of Jay Vanderfin and his fourth graders in the videos section of WholeBrainTeaching.com

Review

Students should be encouraged to frequently rehearse the questions, answers and gestures for the Power Pix they have learned. This review can take a variety of formats:

- One student makes a Power Pix gesture; his/her partner states the appropriate Power Pix Question and Answer.
- One student asks a Power Pix Question; his/her partner states the Power Pix Answer.
- The teacher makes a Power Pix gesture and students give the Answer and/or the Question.
- The teacher states a Power Pix Question and/or Answer and the students make the appropriate Power Pix gesture.
- During a timed trial (typically one minute) students work individually or in teams to state as many Power Pix Questions and/or Answers and/or Gestures as possible.

Note that in a procedure like steps we have outlined, your students move from relatively simpler tasks, linking a word, picture and gesture to more intellectually complex tasks, inventing their own comparisons and contrasts that create new associations in information they've learned. If

you follow our suggestions, lower order thinking skills involving the speech, motor and visual centers of the brain lay the foundation for higher order thinking skills involving memory and the prefrontal cortex. You'll find students amaze themselves, and you, at the amount of information they are able to retain and organize. What are Power Pix? Whole brain learning at its most efficient!

Additional Suggestions

Because Power Pix are the foundation of what students need to know in elementary school, they should be incorporated into as many parts of the curriculum as possible. As you will see, Power Pix can be used in very brief lessons (often no more than one minute) to not only teach core concepts but also to reinforce other important areas of instruction.

As you teach each Power Pix, place it on the wall. Whenever you wish, use this wall for a convenient and rapid review of any or all the material you have covered.

- Point at various Pix and ask, "What is this?" Students chorus in complete sentences, "That is a" (author, period, uppercase letter, etc.)
- Point at various Pix and say, "Name this Pix and make the gesture!"

- Point at various Pix and say, “Name it! What is the question?! What is the gesture?! What is the answer?!”
- Tell your students, “Turn to your neighbor, take turns pointing to the Pix and, as quickly as you can, say the question each picture represents.”
- Make the gesture for a Pix, for example, writing in the air. Your students mirror your gesture and then say in chorus what the gesture represents, “That is an author!”
- As part of “quiet time” stand in front of the Pix wall, point at each Pix, silently make the gesture. Your students silently mirror your gestures.

If you are wondering why your students should be spending so much time, in so many ways, involved with Power Pix, the answer is simple. Power Pix are nothing but visual representations of core knowledge. Millions of dollars of grants and countless hours of research have been spent in identifying the fundamental components of a student’s K-6 education. The more familiar your students are with Power Pix and their interconnections with the major areas of your curriculum, the more successful they will be in your class and in the rest of their school experience.

Second Grade Language Arts Reference List

(alphabetical order)

abbreviation

Question: What is an abbreviation?

Answer: An abbreviation is a short form of a word that ends in a period.

Gesture: Put two fingers together (short form of a word) and then poke one finger in the air as if making a period.

California State Second Grade Standard: *Reading, 1.4:* Recognize common **abbreviations** (e.g. Jan., Sun., Mr., St.)

Teaching Suggestion: While your class is involved in individual or group activities, write words and abbreviations of words on the board (Sunday, Sun., Mon., Monday, January, Jan, etc.). Explain the concept of abbreviation to your students. Then, play *Yes/No Way!* with questions like the following:

1. Is this an abbreviation? (Point at various words on the board.)
2. Does an abbreviation end in a period?
3. Is this the abbreviation gesture? (Make various gestures.)

Quick Test: Say, “Now we’re going to play *Cutie*. When I spell an abbreviation, raise your hand.” [spell each of the following]

1. Mister
2. Mr.
3. Sunday
4. Sun.
5. Feb.
6. February

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

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

(For more information on all the above, see the introduction to this manual.)

adjective

Question: What is an adjective?

Answer: An adjective is a word that describes a noun.

Gesture: Pet an imaginary dog and say, “fluffy dog.” (Emphasize the adjective “fluffy.”)

California State Second Grade Standard: *Written and Oral English Language Conventions 1.3:* Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Adjective is a core concept, but not mentioned in Second Grade State Standards.

Teaching suggestion: While your class is involved in individual or group activities, write adjective/noun pairs on the board, for example, strong muscle, blue car, big room, etc. Explain the difference between nouns and adjectives. Play *Yes/No Way!* with questions like the following:

1. Is this word an adjective? (Point at various words on the board.)
2. Is an adjective a word that describes a noun?
3. Is this the adjective gesture? (Make various gestures.)
4. Pretty tree: is “pretty” an adjective? (Substitute various adjective and noun pairs)

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

1. Happy teacher: teacher is an adjective.
2. Happy teacher: happy is an adjective.
3. An adjective is a word that describes a verb.

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

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

(For more information on all the above, see the introduction to this manual.)

alliteration

Question: What is alliteration?

Answer: Alliteration is when several words in a row start with the same letter.

Gesture: Say, “big, busy bee” and play an imaginary guitar (like the illustration on the Power Pix for alliteration.)

California State Second Grade Standard: *Literary Response and Analysis, 3.4:* Identify the use of rhythm, rhyme, and **alliteration** in poetry.

Teaching Suggestion: Explain the concept of alliteration to your students and give them examples. Then, play *Yes/No Way!* with questions like the following:

1. Is it alliteration to say bad, bold, bears?
2. Is it alliteration to say little, lazy, lions?
3. Is this the alliteration gesture? (Make various gestures.)
4. Is it alliteration to say tiny, silly, giraffes?

Quick Test: Say, “Now we’re going to play *Cutie*. I’m going to say some phrases. When the phrase contains alliteration, please raise your hand.”

1. crazy, clever, cats
2. hard, hairy, hats
3. big, beautiful, blue birds
4. old, lazy cows

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

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

(For more information on all the above, see the introduction to this manual.)

antonyms

Question: What are antonyms?

Answer: Antonyms are two words with opposite meanings.

Gesture: Wipe your forehead (hot); hug yourself (cold).

California State Second Grade Standard: *Reading, 1.7:* Understand and explain common **antonyms** and synonyms.

Teaching Suggestion: While your class is involved in individual or group activities, write pairs of words on the board that are, and are not, antonyms. Explain the concept of antonyms to your students. Then, play *Yes/No Way!* with questions like the following:

1. Are these two words antonyms? (Point at various pairs of words on the board.)
2. Is hot the antonym of cold?
3. Is this the antonym gesture? (Make various gestures.)

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

1. High and low are antonyms.

2. Big and fast are antonyms.

3. Fast and slow are antonyms.

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

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

(For more information on all the above, see the introduction to this manual.)

atlas

Question: What is an atlas?

Answer: An atlas is a book of maps.

Gesture: Point your hand to the four corners of the room and then open your hands as if opening a book.

California State Second Grade Standard: *Writing, 1.3:* Understand the purposes of various reference materials (e.g., dictionary, thesaurus, **atlas**).

Teaching Suggestion: After showing students an atlas and explaining its features, play *Yes/No Way!* with questions like the following:

1. Could we find where California is in an atlas?

2. Does an atlas have maps?

3. Is this the atlas gesture? (Make various gestures.)

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

1. An atlas is a book of maps.

2. An atlas is a map of books.

3. We look in an atlas to find where places are.

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

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

(For more information on all the above, see the introduction to this manual.)

body of a letter

Question: What is the body of a letter?

Answer: The body of a letter is the letter's message.

Gesture: Hold an imaginary piece of paper in your hand and then point your other hand at your mouth, as if speaking a message.

California State Second Grade Standard: *Writing, 2.2:* Write a friendly letter complete with the date, salutation, **body**, closing, and signature.

Teaching Suggestion: After showing students the location and a variety of ways to write the body of a letter, play *Yes/No Way!* with questions like the following:

1. Does the body of a letter come after the greeting?
2. Should you put the date in the body of a letter?
3. Is this the body of a letter gesture? (Make various gestures.)
4. Is the body of the letter the message you want to send to the person reading the letter?
5. Does the closing come after the body of the letter?

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

1. The body of a letter is the letter's message.
2. The body of the letter comes right after the greeting.
3. The body of the letter comes right after the date.
4. The body of the letter comes before the closing.

Critical Thinking: Play *Compare/Contrast* with the body of a letter and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the body of a letter and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

cause and effect

Question: What is cause and effect?

Answer: Cause and effect is when one event makes another event happen. (If you prefer "kid language" which we usually don't, you could use the following as an Answer: "Cause and effect is when something makes something else happen.")

Gesture: Kick your foot like you're kicking a soccer ball.

California State Second Grade Standard: *Reading, 2.5:* Recognize **cause-and-effect** relationships in a text.

Teaching Suggestion: Give numerous examples to show that in a cause and effect relationship, the cause comes first and the effect follows. Play *Yes/No Way!* with questions like the following:

1. When a baseball breaks a window, is the baseball the cause?
2. When a pin pops a balloon, is the pin the cause?
3. Is this the cause and effect gesture? (Make various gestures.)

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

1. Cause always comes before effect.
2. The cause of a car engine starting is turning the car key.
3. Cause and effect is when one event makes another event happen.

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

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

(For more information on all the above, see the introduction to this manual.)

chapter heading

Question: What is a chapter heading?

Answer: A chapter heading is the title of a chapter.

Gesture: With one hand, hold up an imaginary chapter heading; sweep your other hand back and forth under this imaginary heading, to show all the words in the chapter that follow.

California State Second Grade Standard: *Reading 2.1:* Use titles, tables of contents, and **chapter headings** to locate information in expository text.

Teaching Suggestion: Show students examples of chapter headings in a variety of books. Play *Yes/No Way!* with questions like the following:

1. Does a chapter heading go at the end of a chapter?
2. Does a chapter heading go in the middle of a chapter?
3. Is this the chapter heading gesture? (Make various gestures.)
4. Does a chapter heading go at the start of a chapter?

5. Is a chapter heading the same as the title of a chapter?

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

1. Every chapter in a book has the same chapter heading.
2. A chapter heading is the title of a chapter.
3. A chapter heading goes before the first sentence of a chapter.

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

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

(For more information on all the above, see the introduction to this manual.)

characters

Question: What are characters?

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

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

California State Second Grade Standard: *Listening and Speaking 2.1:* Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop **character**, setting, and plot.

Teaching suggestion: (Teach **plot**, characters and **setting** together.) Tell your students a simple story, like *The Three Little Pigs*. Explain the difference between plot, setting and character in the story. Ask your students to retell each other a story they have read as a group. After their discussion, ask students to describe the characters. Play *Yes/No Way!* with questions like the following:

1. Does every story have characters?
2. Could a character in a story be an animal?
3. Is this the character gesture? (Make various gestures.)
4. Could a character in a story be a little girl?
5. Could a character in a story be a talking orange?

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

1. Characters are people, animals, or even things in a story.
2. All characters in stories have to be people.
3. Every story has characters.

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

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

(For more information on all the above, see the introduction to this manual.)

closing of a letter

Question: What is the closing of a letter?

Answer: The closing of a letter is like saying goodbye.

Gesture: Wave bye-bye.

California State Second Grade Standard: *Writing, 2.2:* Write a friendly letter complete with the date, salutation, body, **closing**, and signature.

Teaching Suggestion: After showing students the location and a variety of ways to write a closing, play *Yes/No Way!* with questions like the following:

1. Does the closing come right after the date?
2. Could you use the words “yours truly” in a closing?
3. Is this the closing of a letter gesture? (Make various gestures.)
4. Is a letter’s closing like saying ‘hello’?
5. Does the closing come after the body of the letter?

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

1. The closing of a letter is like saying “hello.”
2. The closing of a letter is like saying “goodbye.”
3. The closing of a letter comes before the body of the letter.
4. The closing of the letter comes before the signature.

Critical Thinking: Play *Compare/Contrast* with the closing of a letter and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the closing of a letter and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

comma

Question: What is a comma?

Answer: A comma shows a pause in a sentence.

Gesture: Make a comma in the air and then fold your hands (symbolizing a pause).

California State Second Grade Standard: *Written and Oral English Language Conventions 1.4:* Use commas in the greeting and closure of a letter and with dates and items in a series.

Teaching Suggestion: While your class is involved in individual or group activities, write examples of the use of commas on the board. Explain the concept of commas to your students. Then, play *Yes/No Way!* with questions like the following:

1. Is this a comma? (Point at letters or commas on the board.)
2. Does a comma show a pause in a sentence?
4. Is this the comma gesture? (Make various gestures.)

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

1. You can only have one comma in a sentence.
2. A comma is a sentence.
3. A comma shows a pause between two words in a sentence.

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

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

(For more information on all the above, see the introduction to this manual.)

comparison

Question: What is a comparison?

Answer: A comparison describes how two things are alike.

Gesture: Lace your fingers together and nod your head (indicating the two hands are joined together and are like two things being compared).

California State Second Grade Standard: *Reading, 3.1: Compare* and contrast plots, settings, and characters presented by different authors.

Teaching Suggestion: (Teach comparison/**contrast** together) Explain the concept of comparison to your class. Play *Yes/No Way!* with questions like the following:

1. Is it a comparison to say a tennis ball and a basketball are both round?
2. Is it a comparison to say a basketball is round and a block is square?
3. Is it a comparison to say cats and dogs both run fast?
4. Is this the comparison gesture? (Make various gestures.)

Quick Test: Say, “Now we’re going to play *Cutie*. I’m going to say some sentences. When the sentence is a comparison, raise your hand.”

1. A hand has five fingers and a foot has five toes.
2. Birds have feathers but fish don’t have feathers.
3. Chairs have four legs and desks have four legs.

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

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

(For more information on all the above, see the introduction to this manual.)

compound word

Question: What is a compound word?

Answer: A compound word is one word made of two words.

Gesture: Hold up two fingers on one hand (symbolizing two words). With the other hand, squeeze the fingers together (showing that the two words become one in a compound word).

California State Second Grade Standard: *Reading 1.8:* Use knowledge of individual words in unknown **compound** words to predict their meaning.

Teaching suggestion: While your class is involved in individual or group activities, write examples of words on the board that are, and are not, compound. Explain the concept of compound words. Play *Yes/No Way!* with statements like the following:

1. Is this a compound word? (Point at various words on the board.)
2. Is grasshopper a compound word? (Substitute other words that are, and are not, compound words.)
3. Is this the compound word gesture? (Make various gestures.)

Quick Test: Say, “We’re going to play *Cutie*, I’m going to say some words. If the word is compound, please raise your hand.”

1. doggy
2. pigtail
3. did not
4. newspaper
5. silly

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

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

(For more information on all the above, see the introduction to this manual.)

contrast

Question: What is a contrast?

Answer: A contrast describes how two things are different.

Gesture: Bring your two fists together and shake your head (indicating two things being contrasted that don’t fit together).

California State Second Grade Standard: *Reading, 3.1:* Compare and **contrast** plots, settings, and characters presented by different authors.

Teaching Suggestion: (Teach comparison/**contrast** together) Explain the concept of contrasting events and things to your class. Play *Yes/No Way!* with questions like the following:

1. Is it a contrast to say a tennis ball and a basketball are both round?
2. Is it a contrast to say a basketball is round and a block is square?

3. Is this the contrast gesture? (Make various gestures.)

4. Is it a contrast to say feathers are light and cars are heavy?

Quick Test: Say, “Now we’re going to play *Cutie*. I’m going to say some sentences. When the sentence is a contrast, raise your hand.”

1. A hand has five fingers and a foot has five toes.

2. Birds have feathers and fish have fins.

3. Chairs have four legs and people have two legs.

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

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

(For more information on all the above, see the introduction to this manual.)

date of a letter

Question: What is the date of a letter?

Answer: The date of a letter shows the month, day and year separated by commas.

Gesture: Look at an imaginary watch on your wrist and tap it three times, once each for the month, day and year.

California State Second Grade Standard: *Writing, 2.2:* Write a friendly letter complete with the **date**, salutation, body, closing, and signature.

Teaching Suggestion: After showing students the location and how to write a date, play *Yes/No Way!* with questions like the following:

1. Does the date come after the greeting?

2. Should you use the word ‘dear’ in a date?

3. Does the date go on the first line of a letter?

4. Is this the date of a letter gesture? (Make various gestures.) 5. Are there commas in a date?

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

1. The greeting of a letter comes before the date.

2. The date comes before the greeting.

3. The date in a letter only has the year.
4. The date in a letter has the month, day and year.

Critical Thinking: Play *Compare/Contrast* with the date of a letter and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the date of a letter and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

dictionary

Question: What is a dictionary?

Answer: A dictionary is a book that shows the spelling and meaning of words.

Gesture: Open an imaginary book and then smile because you have found the word you were looking for.

California State Second Grade Standard: *Writing, 1.3:* Understand the purposes of various reference materials (e.g., **dictionary**, thesaurus, atlas).

Teaching Suggestion: Explain the main features of a dictionary to your class. Then, play *Yes/No Way!* with questions like the following:

1. Could we find the word 'bear' in a dictionary?
2. Could we find a real bear in a dictionary?
3. Is this the dictionary gesture? (Make various gestures.)

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

1. A dictionary shows how to spell words.
2. A dictionary shows the meaning of words.
3. A dictionary is used to sharpen pencils.
4. The word "happy" could be found in a dictionary.

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

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

(For more information on all the above, see the introduction to this manual.)

draft of a paper

Question: What is a draft of a paper?

Answer: A draft of a paper is an unfinished final paper.

Gesture: Pretend as if you are polishing a car and wiping sweat from your head because you are not finished.

California State Second Grade Standard: *Writing 1.4:* Revise original **drafts** to improve sequence and provide more descriptive detail.

Teaching Suggestion: With your students' help, write a paragraph about your school on the board. When the paragraph is finished, label it "first draft." Then, with your students' help make a second draft. Finally, ask your class to point out the ways the first draft is an incomplete version of the second draft. Discuss how the second draft could be improved so that your students understand the writing process can involve many stages. Play *Yes/No Way!* with questions like the following:

1. Is the draft of a paper the same as a final paper?
2. Does a draft of a paper have to have complete sentences?
3. Is this the draft of a paper gesture? (Make various gestures.)
4. Can you cross out words and sentences in the draft of a paper?

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

1. Every paper must have four drafts.
2. We write drafts of a paper after we finish the final paper.
3. A draft of a paper is an unpolished final paper.

Critical Thinking: Play *Compare/Contrast* with draft of a paper and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for draft of a paper and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

fact

Question: What is a fact?

Answer: A fact is a true statement.

Gesture: Hold an imaginary magnifying glass up to your face like you're a detective looking for facts.

California State Second Grade Standard: *Reading, 2.5:* Restate **facts** and details in the text to clarify and organize ideas.

Teaching Suggestion: (teach fact and **opinion** together) After explaining the difference between facts and opinions, play *Yes/No Way!* with questions like the following:

1. Is it a fact that fish swim in water?
2. Is it a fact that birds have wings?
3. Is it a fact that people have three ears?
4. Is this the fact gesture? (Make various gestures.)

Quick Test: Say, “Now we’re going to play *Cutie*. I’m going to say some sentences. When the sentence is a fact, raise your hand.”

1. A hand has four fingers and a thumb.
2. One and one is three.
3. Rocks are soft.
4. The first letter of the alphabet is “A.”

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

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

(For more information on all the above, see the introduction to this manual.)

five parts of a letter

Question: What are the five parts of a letter?

Answer: [Chant] The five parts of a letter are:

One: The date

Two: The greeting

Three: The body of the letter

Four: The closing

Five: The signature, yahoo!

Gesture: As you count, hold up 1, 2, 3, 4, 5, fingers and then waggle your hands in the air at “yahoo!”

California State Second Grade Standard: *Writing, 2.2:* Write a friendly letter complete with the **date**, **salutation**, **body**, **closing**, and **signature**.

Teaching Suggestion: After showing students the features of a letter, play *Yes/No Way!* with questions like the following:

1. Does the date come first in a letter?
2. Is the greeting after the body of the letter?
3. Is this the five parts of a letter gesture? (Make various gestures.)
4. Is the signature a person's name?
5. Are there six parts in a letter?"

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

1. The greeting of a letter comes first.
2. The date comes before the greeting.
3. The signature in a letter comes after the closing.
4. The closing of a letter comes after the signature.

Critical Thinking: Play *Compare/Contrast* with five parts of a letter and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for five parts of a letter and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

greeting of a letter

Question: What is the greeting of a letter?

Answer: The greeting of a letter is like saying "hello" and always begins with a capital letter.

Gesture: Shake hands with an imaginary person (as if you are greeting them) and then raise your hand straight up to show capitalization.

California State Second Grade Standard: *Writing, 2.2:* Write a friendly letter complete with the date, salutation, body, closing, and signature.

Teaching Suggestion: After showing students the location and a variety of ways to write a greeting, play *Yes/No Way!* with questions like the following:

1. Does the greeting come after the date?
2. Could you use the word "dear" in a greeting?
3. Is this the greeting of a letter gesture? (Make various gestures.)

4. Is a letter's greeting like saying "hello?"
5. Does the greeting come after the body of the letter?

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

1. The greeting of a letter comes before the date.
2. The date comes before the greeting.
3. The greeting of a letter is like saying "hello."

Critical Thinking: Play *Compare/Contrast* with the greeting of a letter and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the greeting of a letter and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

map

Question: What is a map?

Answer: A map is a drawing that shows the location of places like cities, countries, rivers and mountains.

Gesture: As you say "cities, states, rivers and mountains" point at different places in the air as if you were looking at a map.

California State Second Grade Standard: *Core Concept*, but not listed in California State Standards.

Teaching Suggestion: After showing students maps and explaining their key features, play *Yes/No Way!* with questions like the following:

1. Could there be a map of the United States?
2. Could there be a map of this school?
3. Is this the map gesture? (Make various gestures.)
4. Is this school a map?
5. Could we find our city on a map?

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

1. Maps show the location of states.
2. Maps show the location of cities.
3. A city is a map.

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

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

(For more information on all the above, see the introduction to this manual.)

noun

Question: What is a noun?

Answer: A noun is a person, place, or thing.

Gesture: Point to yourself, the room, and then knock your knuckles on a table top.

California State Second Grade Standard: *Written and Oral English Language Conventions 1.3:*

Identify and correctly use various parts of speech, including **nouns** and verbs, in writing and speaking.

Teaching suggestion: (teach nouns and **verbs** together, but teach nouns first) While your class is involved in individual or group activities, write pairs of words on the board. One word is a noun and the other is a verb: book, read, hamburger, eat, girl, run, etc. Explain the difference between nouns and verbs. Play *Yes/No Way!* with questions like the following:

1. Is this word a noun? (Point at various words on the board.)
2. Is “book” a noun? (Substitute various verbs and nouns.)
3. Is this the noun gesture? (Make various gestures.)

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

1. Juan eats: eats is a noun.
2. Tasha sleeps. Tasha is a noun.
3. Charles laughs. laughs is a noun.

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

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

(For more information on all the above, see the introduction to this manual.)

opinion

Question: What is an opinion?

Answer: An opinion is what someone *believes* is true.

Gesture: On the word “believes,” shrug your shoulders as if you are not positive.

California State Second Grade Standard: *Core concept*, but not introduced until the third grade.

Teaching Suggestion: Explain the difference between opinions and facts. Play *Yes/No Way!* with questions like the following:

1. Is it an opinion to say that $2 = 2 = 4$?
2. Is it an opinion to say that our playground is beautiful?
3. Is this the opinion gesture? (Make various gestures.)
4. Is it an opinion to say that our summer was too hot?
5. Is it an opinion to say that there are three letters in the word “cat?”

Quick Test: Say, “We’re going to play *Cutie*; I’m going to make statements. If the statement is an opinion, please raise your hand.”

1. Strawberries taste better than pickles.
2. A foot has 12 inches.
3. Math is fun.
4. I am taller than my students.

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

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

(For more information on all the above, see the introduction to this manual.)

plot

Question: What is a plot?

Answer: A plot is the actions taken by characters in a story to solve a problem.

Gesture: Scratch your head to show that characters are trying to solve a problem.

California State Second Grade Standard: *Listening and Speaking 2.1:* Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.

Teaching suggestion: (Teach plot, **characters** and **setting** together.) Tell your students a simple story, like *The Three Little Pigs*. Explain the difference between plot, setting and character in the story. Ask your students to retell each other a story they have read as a group. After their discussion, ask students to describe the plot, i.e. the problem in the story and the actions the characters took to solve the problem. Play *Yes/No Way!* with questions like the following:

1. Does every plot have characters?
2. Is the plot where the story takes place?
3. Is the plot the actions taken by characters in a story to solve a problem?
4. Is this the plot gesture? (Make various gestures.)

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

1. A plot always has only one character.
2. Every plot has a problem that the characters are trying to solve.
3. Every story has a plot.
4. A plot is always stated on the first page of a story.

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

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

(For more information on all the above, see the introduction to this manual.)

plural noun

Question: What is a plural noun?

Answer: A plural noun ends in “s” and represents more than one person, place or thing.

Gesture: With one finger, make an “s” in the air and then wiggle your fingers (showing that a plural noun represents more than one person, place or thing).

California State Second Grade Standard: *Written and Oral English Conventions, 1.5:* Identify and correctly use regular **plurals** (e.g., -s, -es, -ies) and irregular **plurals** (e.g., fly/flies, wife/wives).

Teaching suggestion: While your class is involved in individual or group activities, write words on the board, some of which are plural nouns. Explain the concept of plural nouns. Indicate that all plural nouns end in “s,”

but some add additional letters, for example: church, churches, wife, wives, fly, flies, etc. Play *Yes/No Way!* with questions like the following:

1. Is this word a plural noun? (Point at various words on the board.)
2. Is cat a plural noun? (Substitute other words that are, and are not, plural nouns.)
3. Is this the plural noun gesture? (Make various gestures.)

Quick Test: Say, “Now we’re going to play *Cutie*. When I say a word that is a plural noun, please raise your hand.”

1. happy
2. boy
3. boys
4. schools

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

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

(For more information on all the above, see the introduction to this manual.)

prefix

Question: What is a prefix?

Answer: A prefix goes at the start of a word and makes a new word.

Gesture: Hold your left fist in the air, symbolizing a word. Tap the thumb of your left fist with your right forefinger and say “prefix.” From your students’ point of view, the thumb is at the “beginning” of the word. (Compare this gesture with suffix, below.)

California State Standard: *Reading, 1.9:* Know the meaning of simple **prefixes** and suffixes (e.g., over-, un-, -ing, -ly).

Teaching Suggestion: (Teach prefix and **suffix** together.) While your class is involved in individual or group activities, write pairs of words on the board with and without prefixes: happy, unhappy, start, restart, sense, nonsense, etc. Explain the concept of prefixes. Play *Yes/No Way!* with one or more questions like the following:

1. Does this word have a prefix? (Point at various words on the board.)

2. Is a prefix at the start of a word?
3. Is this the prefix gesture? (Make various gestures.)
4. Does unable have a prefix? (Substitute other words that have, and don't have, prefixes.)

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

1. A prefix goes at the start of a word and makes a new word.
2. "Un" can be a prefix.
3. A prefix can only have two letters.

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

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

(For more information on all the above, see the introduction to this manual.)

pronoun

Question: What is a pronoun?

Answer: A pronoun is a word used in place of a noun.

Gesture: Make a fist with one hand and then bump it away with the open palm of the other hand (symbolizing one word, a noun, replaced by another word, a pronoun.)

California State Second Grade Standard: *Written and Oral English Language Conventions 1.3:*

Identify and correctly use **various parts of speech**, including nouns and verbs, in writing and speaking.

Pronoun is a core concept, but not mentioned in Second Grade State Standards.

Teaching suggestion: While your class is involved in individual or group activities, write pronoun/noun pairs on the board, for example, he David, it car, she Sarah, etc. Explain the difference between nouns and pronouns. Play *Yes/No Way!* with questions like the following:

1. Is this word a pronoun? (Point at various words on the board.)
2. Is a pronoun a word that is used in place of a verb?
3. Is this the pronoun gesture? (Make various gestures.)
4. She is happy: is "she" a pronoun? (Substitute various sentences containing nouns and pronouns.)

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

1. Ramona is good: “Ramona” is a pronoun.
2. She is good: “she” is an adjective.
3. A pronoun is a word used in place of a noun.

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

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

(For more information on all the above, see the introduction to this manual.)

proper nouns

Question: What is a proper noun?

Answer: A proper noun is the name of a specific person, place or thing and always starts with a capital letter.

Gesture: Point at your chest where a name tag would go, (symbolizing you are a “specific person” whose name should be capitalized).

California State Second Grade Standard: *Written and Oral English Language Conventions 1.6* Capitalize all **proper nouns**, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Teaching Suggestion: While your class is involved in individual or group activities, write words on the board that are, and are not, proper nouns. Explain the concept of proper nouns. Play *Yes/No Way!* with one or more questions like the following:

1. Is your name a proper noun?
2. Is Los Angeles a proper noun?
3. Is this the proper nouns gesture? (Make various gestures.)
4. Is dog a proper noun?
5. Is a dog’s name, like Harry, a proper noun?

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

1. The name of this school is a proper noun.
2. “Pen” is a proper noun.
3. “Classroom” is a proper noun.
4. “Football” is a proper noun.

5. “Maria” is a proper noun.

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

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

(For more information on all the above, see the introduction to this manual.)

quotation marks

Question: What are quotation marks?

Answer: Quotation marks show that someone is talking.

Gesture: Using two fingers on each hand, make quotation marks in the air.

California State Second Grade Standard: *Written and Oral English Language Conventions 1.5: Use quotation marks correctly.*

Teaching suggestion: While your class is involved in individual or group activities, write short sentences with and without quotation marks, for example:

- Paulina yelled, “Help me!”
- Paulina yelled for help.
- John spoke quietly.
- John said quietly, “Give me candy.”

Explain the difference between sentences which do, and do not require, quotation marks. Point out that end marks are always placed inside sentences ending with quotation marks. Play *Yes/No Way!* with questions like the following:

1. Is this a quotation mark? (Point at various words and grammatical marks on the board.)
2. Do quotation marks show that someone is talking?
3. Is this the quotation mark gesture? (Make various gestures.)
4. If a quotation ends with a period, does the period go inside the quotation marks?

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

1. LaTisha laughed happily.
2. LaTisha laughed happily, “that is a funny movie!”

3. “I love burritos!,” Nita shouted.

4. Nita shouted that she loved burritos.

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

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

(For more information on all the above, see the introduction to this manual.)

rhyming words

Question: What are rhyming words?

Answer: Rhyming words are two words that sound the same.

Gesture: Hold up three fingers on each hand. Wiggle the first finger on each hand. These are the letters that change in the rhyme on the Power Pix: pop and hop.

California State Second Grade Standard: *Literary Response and Analysis, 3.4:* Identify the use of rhythm, rhyme, and alliteration in poetry.

Teaching suggestion: While your class is involved in individual or group activities, write pairs of words on the board that do, and do not: rhyme, sing, thing, ball, bat, tall, small, etc.. Explain the concept of rhyming words. Play *Yes/No Way!* with questions like the following:

1. Do these two words rhyme? (Point at various pairs of words.)
2. Do “sing” and “thing” rhyme? (Substitute other pairs of words that do, and do not, rhyme.)
3. Is this the rhyming words gesture? (Make various gestures.)

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

1. “Hat” and “cat” are rhyming words.
2. “Dog” and “frog” are rhyming words.
3. “Hat” and “alphabet” are rhyming words.

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

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

(For more information on all the above, see the introduction to this manual.)

sentence

Question: What is a sentence?

Answer: A sentence is a complete message. Every sentence *must* start with a capital letter and *must* end with an end mark.

Gesture: Hold your hand up to your ear as if listening to a phone. Pound your fist into your palm when you say “must.” (We prefer to define a sentence as a “complete message” rather than a “complete idea.” The concept of a “complete message” is easier for students to grasp than a “complete idea.” Ask your students to imagine someone calls them in the middle of the night and says, “is happy” and hangs up. This is not a complete message. We call this the midnight phone call test and use it to help students understand the difference between sentences (complete messages) and fragments (incomplete messages). Sentences pass the midnight phone call test; they make sense. Fragments don’t pass the midnight phone call test; they don’t make sense (at midnight or any other time).

California State Second Grade Standard: *Written and Oral English Language Conventions 1.4:* Distinguish between complete and incomplete **sentences**.

Teaching suggestion: While your class is involved in individual or group activities, write sentences and phrases (fragments) on the board, for example: I like apples; liking apples; Juan goes home; goes home, etc.. Explain the concept of the midnight phone call test to your class. Ask students to hold imaginary phones to their ears. Speak sentences (complete messages) and fragments to them. Ask them to loudly say “huh?” when they hear a fragment. Play *Yes/No Way!* with questions like the following:

1. Is this a sentence? (Point at various sentences and phrases on the board.)
2. Is a sentence a complete message?
3. Is this the sentence gesture? (Make various gestures.)

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

1. I like you.
2. Running along the beach.
3. Lentisha runs along the beach.

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

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

(For more information on all the above, see the introduction to this manual.)

setting

Question: What is a setting?

Answer: A setting is where a story takes place.

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

California State Second Grade Standard: *Listening and Speaking 2.1:* Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, **setting**, and plot.

Teaching suggestion: (teach **plot**, **characters** and setting together) Tell your students a simple story, like *The Three Little Pigs*. Explain the difference between plot, setting and character in the story. Ask your students to retell each other a story they have read as a group. After their discussion, ask students to describe the setting. Play *Yes/No Way!* with questions like the following:

1. Does every story have a setting?
2. Could the setting in a story be a city?
3. Is this the setting gesture? (Make various gestures.)
4. Could the setting in a story be a farm?
5. Could the setting in a story be a character?

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

1. A setting is where a story takes place.
2. Every story has a setting.
3. A setting could be an imaginary place.

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

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

(For more information on all the above, see the introduction to this manual.)

signature of a letter

Question: What is the signature of a letter?

Answer: The signature of a letter is name of the person writing the letter.

Gesture: Pretend as if you are writing your name in the air and then pat your chest to show it is your name.

California State Second Grade Standard: *Writing, 2.2:* Write a friendly letter complete with the date, salutation, body, closing, and **signature**.

Teaching Suggestion: After showing students the location and the kinds of signatures (first name only, nickname, first name and last name), play *Yes/No Way!* with questions like the following:

1. Does the signature come right after the closing?
2. Could you use the word “hello” in a signature?
3. Is this the signature of a letter gesture? (Make various gestures.)
4. Is a letter’s signature the same as the name of the person writing the letter?
5. Does the signature come before the body of the letter?

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

1. The signature of a letter comes before the date.
2. The signature of a letter is the name of the person writing the letter.
3. The signature of a letter is like saying “hello.”

Critical Thinking: Play *Compare/Contrast* with the signature of a letter and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the signature of a letter and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

suffix

Question: What is a suffix?

Answer: A suffix goes at the end of a word and makes a new word.

Gesture: Hold your left fist in the air, symbolizing a word. Tap the little finger of your left fist with your right forefinger and say “suffix.” From your students’ point of view, the little finger is at the “end” of the word. (Compare this gesture with prefix, above.)

California State Second Grade Standard: *Reading, 1.9:* “Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).”

Teaching Suggestion: (Teach **prefix** and suffix together.) While your class is involved in individual or group activities, write pairs of words on the board with and without suffixes: glad, gladly, run, running, look, looked, etc. Explain the concept of suffixes. Play *Yes/No Way!* with one or more questions like the following:

1. Does this word have a suffix? (Point at various words on the board.)
2. Does quickly have a suffix? (Substitute other words that have, and don’t have, suffixes.)
3. Is this the gesture for suffix? (Make various gestures.)

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

1. A suffix goes at the end of a word and makes a new word.
2. “Un” can be a suffix.
3. “Ed” can be a suffix.

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

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

(For more information on all the above, see the introduction to this manual.)

syllables

Question: What are syllables?

Answer: Syllables are parts of words. Ta-ble has two syllables. Car has one syllable.

Gesture: Clap out the syllables for table and car.

California State Second Grade Standard: *Reading 1.3* Apply knowledge of basic **syllabication** rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).

Teaching suggestion: While your students are involved in individual or group projects, write lists of simple one and two syllable words on the board. Using these words, explain the concept of syllables to your class.

Speak a list of words with one and two syllables. Have students join you in clapping out the syllables. Play *Yes/No Way!* with questions like the following:

1. Does this word have one syllable? (Point at various words on the board.)
2. Does “happy” have two syllables? (Insert other words with one or two syllables.)
3. Is this the syllable gesture? (Make various gestures.)

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

1. Syllables are parts of words.
2. All words have two syllables.
3. The word “go” has one syllable.

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

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

(For more information on all the above, see the introduction to this manual.)

synonyms

Question: What are synonyms?

Answer: Synonyms are two words with similar meanings.

Gesture: Hold your two hands thumbs up (showing similarity).

California State Second Grade Standard: *Reading, 1.7:* Understand and explain common antonyms and synonyms.

Teaching Suggestion: While your class is involved in individual or group activities, write pairs of words on the board that are, and are not, synonyms: big, large, fast, quick, tall, short, etc. Explain to your students the concept of synonyms. Play *Yes/No Way!* with one or more questions like the following:

1. Are these two words synonyms? (Point at various pairs of words on the board.)
2. If two words are synonyms, do they sound *exactly* the same?
3. Is this the synonym gesture? (Make various gestures.)
4. If two words are synonyms, are they spelled the same?

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

1. Synonyms are two words with similar meanings.

2. Fast and slow are synonyms.
3. Tasty and delicious are synonyms.

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

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

(For more information on all the above, see the introduction to this manual.)

table of contents

Question: What is the table of contents?

Answer: The table of contents is near the front of a book and shows the book's parts.

Gesture: Pretend as if you were opening a book; then point at parts of the table of contents.

California State Second Grade Standard: *Reading 2.1:* Use titles, **tables of contents**, and chapter headings to locate information in expository text.

Teaching suggestion: Assemble a collection of books. Show students various parts of each book, the title, title page, chapter headings, index and table of contents. Spend extra time explaining the table of contents.

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

1. Is this the table of contents? (Point at different sections of various books.)
2. Does every book have a table of contents?
3. Is this the table of contents gesture? (Make various gestures.)

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

1. A table of contents shows what is in a book.
2. A table of contents could be at the end of a book.
3. A table of contents is always near the start of a book.

Critical Thinking: Play *Compare/Contrast* with table of contents and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for table of contents and other Power Pix.

(For more information on all the above, see the introduction to this manual.)

thesaurus

Question: What is a thesaurus?

Answer: A thesaurus is a book that shows the synonyms of words.

Gesture: Hold your two hands close to each other (the synonym gesture showing similarity) and then open your hands as if opening a book.

California State Second Grade Standard: *Writing, 1.3:* Understand the purposes of various reference materials (e.g., dictionary, **thesaurus**, atlas).

Teaching Suggestion: After showing students a thesaurus and explaining its features, play *Yes/No Way!* with questions like:

1. Could we find synonyms in a thesaurus?
2. Is a thesaurus the same as a dictionary?
3. Is this the thesaurus gesture? (Make various gestures.)
4. Is a thesaurus the same as an atlas?
5. Could you find words like happy and glad in a thesaurus?

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

1. A thesaurus has synonyms of words.
2. A thesaurus is an atlas.
3. Synonyms for the word “big” could be found in a thesaurus.

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

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

(For more information on all the above, see the introduction to this manual.)

verb

Question: What is a verb?

Answer: A verb is an action word or a state of being.

Gesture: Use both arms and pump them as if you are running.

California State Second Grade Standard: *Written and Oral English Language Conventions 1.3:* Identify and correctly use various parts of speech, including nouns and **verbs**, in writing and speaking.

Teaching suggestion: (Teach **nouns** and verbs together, but teach nouns first.) The concept of “state of being” is probably too complex for second graders but is included as part of the definition of a verb for use at higher grades. While your class is involved in individual or group activities, write pairs of words on the board. One word is a noun and the other is a verb: book, read, hamburger, eat, girl, run, etc. Explain the difference between nouns and verbs. Play *Yes/No Way!* with questions like the following:

1. Is this word a verb? (Point at various words on the board.)
2. Is “run” a verb? (Substitute various verbs and nouns.)
3. Is this the verb gesture? (Make various gestures.)

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

1. Juan eats: eats is a verb.
2. Tasha sleeps. Tasha is a verb.
3. Charles laughs. laughs is a verb.

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

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

(For more information on all the above, see the introduction to this manual.)

If you’d like more information about Power Pix, or would like to schedule a Power Pix demonstration at your school, contact Chris Biffle at:

Cbiffle@AOL.com

First Grade Power Pix Language Arts

Reading
1.4

Question: What is an abbreviation?

Answer: An abbreviation is a short form of a word that ends in a period.

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Mon. = Monday

Jan. = January

Mr. = Mister

abbreviation

Gesture: Put two fingers together (short form of a word)
and then poke one finger in the air as if making a period.

Language
Conventions
1.3

Question: What is an adjective?

Answer: An adjective is a word that describes a noun.

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adjective

Gesture: Pet an imaginary dog and say, "fluffy dog." (Emphasize the adjective, "fluffy.")

Literary
Response
3.4

Question: What is alliteration?

Answer: Alliteration is when several words in a row start with the same letter.

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big

busy

bee



alliteration

Gesture: Say, "big, busy bee!" and play an imaginary guitar (like the illustration).

Reading
1.7

Question: What are antonyms?

Answer: Antonyms are two words with opposite meanings.

Second
Grade

hot

cold



antonyms

Gesture: Wipe your forehead (hot); hug yourself (cold).

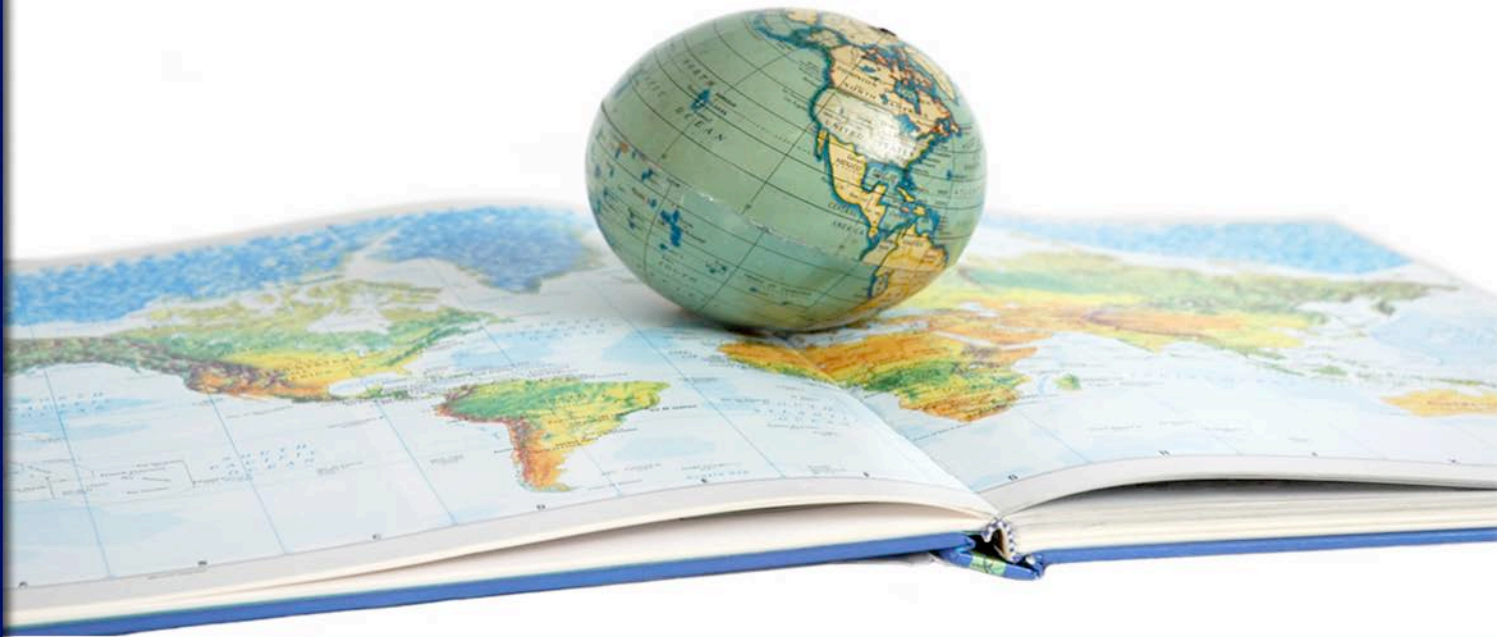
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Writing
1.3

Question: What is an atlas?
Answer: An atlas is a book of maps.

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atlas

Gesture: Point your hand to the four corners of the room and then open your hands as if opening a book.

Writing
2.2

Question: What is the body of a letter?
Answer: The body of a letter is the letter's message.

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date
greeting

closing
signature

Body

body of a letter

Gesture: Hold an imaginary piece of paper in your hand and then point your other hand at your mouth, as if speaking a message.

Reading
2.5

Question: What is cause and effect?

Answer: Cause and effect is when one event makes another event happen.

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cause and effect

Gesture: Kick your foot like you're kicking a soccer ball.

Reading
2.1

Question: What is a chapter heading?

Answer: A chapter heading is the title of a chapter.

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Chapter 1

evening!

It was a
dark and
stormy

chapter heading

Gesture: With one hand, hold up an imaginary chapter heading; sweep your other hand back and forth under this imaginary heading, to show all the words in the chapter that follow.

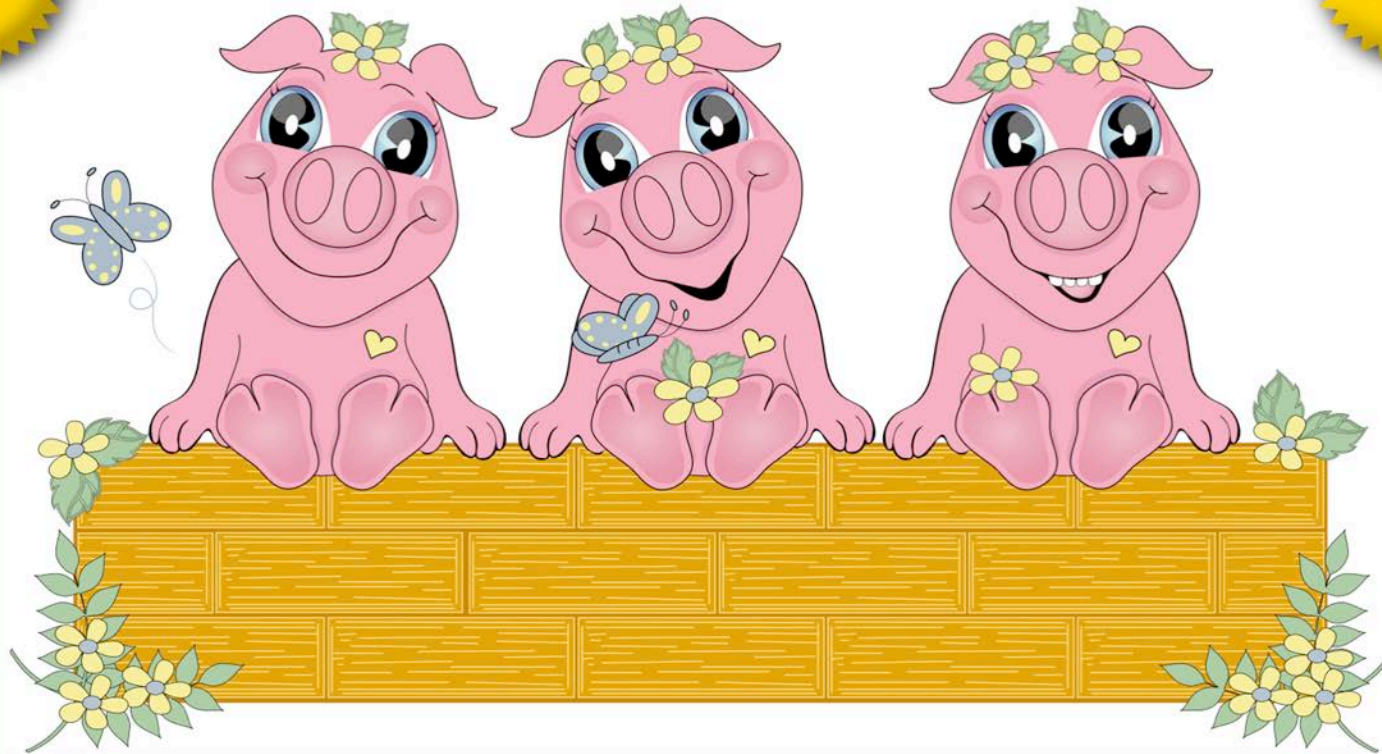
Listening
& Speaking
2.1

Question: What are characters?

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

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characters

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

Writing
2.2

Question: What is the closing of a letter?
Answer: The closing of a letter is like saying goodbye.

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date
greeting

body

signature

Closing

closing of a letter

Gesture: Wave bye-bye.

Language
Conventions
1.4

Question: What is a comma?
Answer: A comma shows a pause in a sentence.

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comma

Gesture: Make a comma in the air and then fold your hands (symbolizing a pause).

Reading
3.1

Question: What is a comparison?

Answer: A comparison describes how two things are alike.

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comparison

Gesture: Lace your fingers together and nod your head (indicating the two hands are joined together like two things being compared).

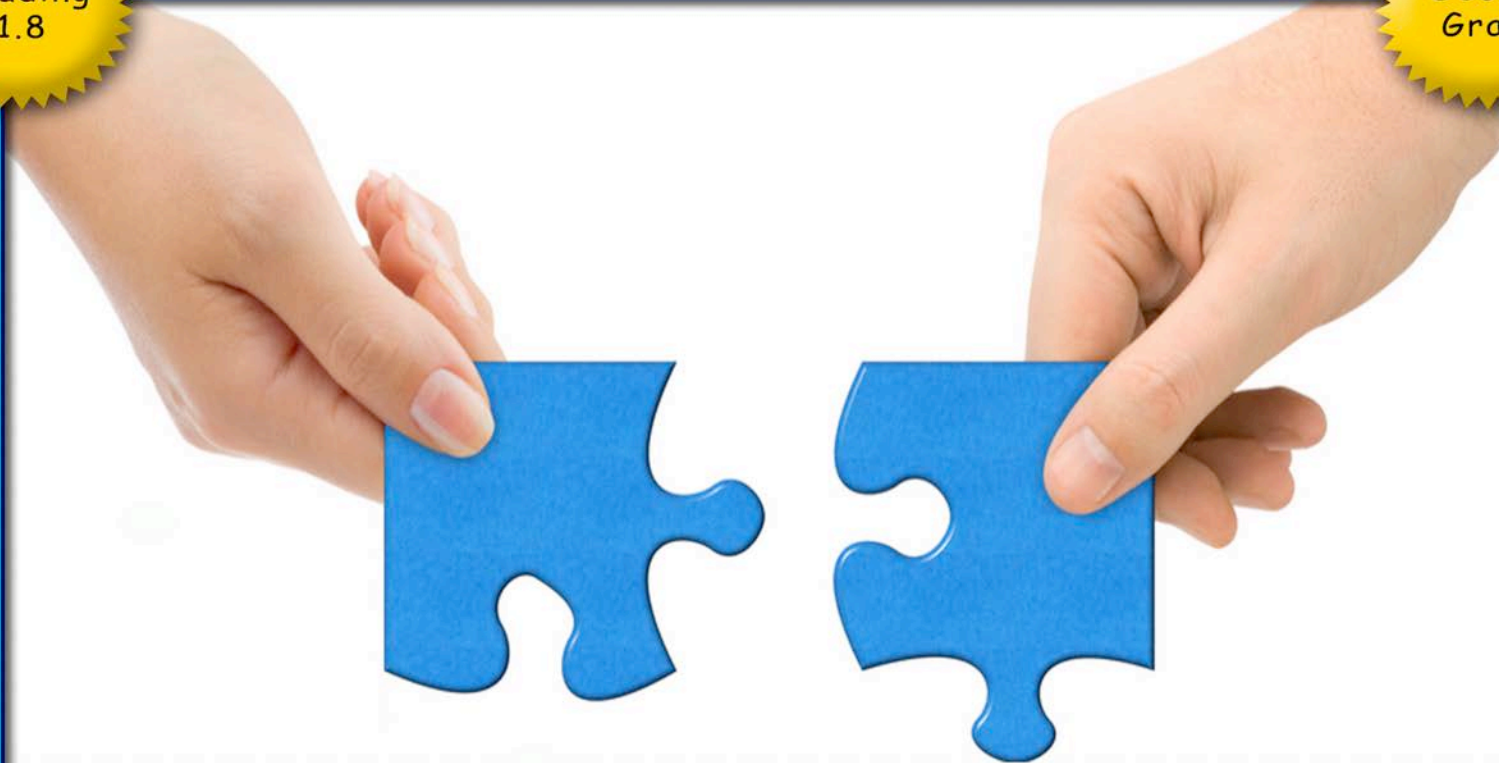
Reading
1.8

Question: What is a compound word?

Answer: A compound word is one word made of two words.

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compound word

Gesture: Hold up two fingers on one hand (symbolizing two words). With the other hand, squeeze the fingers together (showing that the two words become one word in a compound word).

Reading
3.1

Question: What is a contrast?

Answer: A contrast describes how two things are different.

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contrast

Gesture: Bring your two fists together and shake your head (indicating two things that are being contrasted that don't fit together.)

Writing
2.2

Question: What is the date of a letter?

Answer: The date of a letter shows the month, day and year separated by commas.

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greeting
body
closing
signature

Date

date of a letter

Gesture: Look at an imaginary watch on your wrist and tap it three times, once each for the month, day and year.

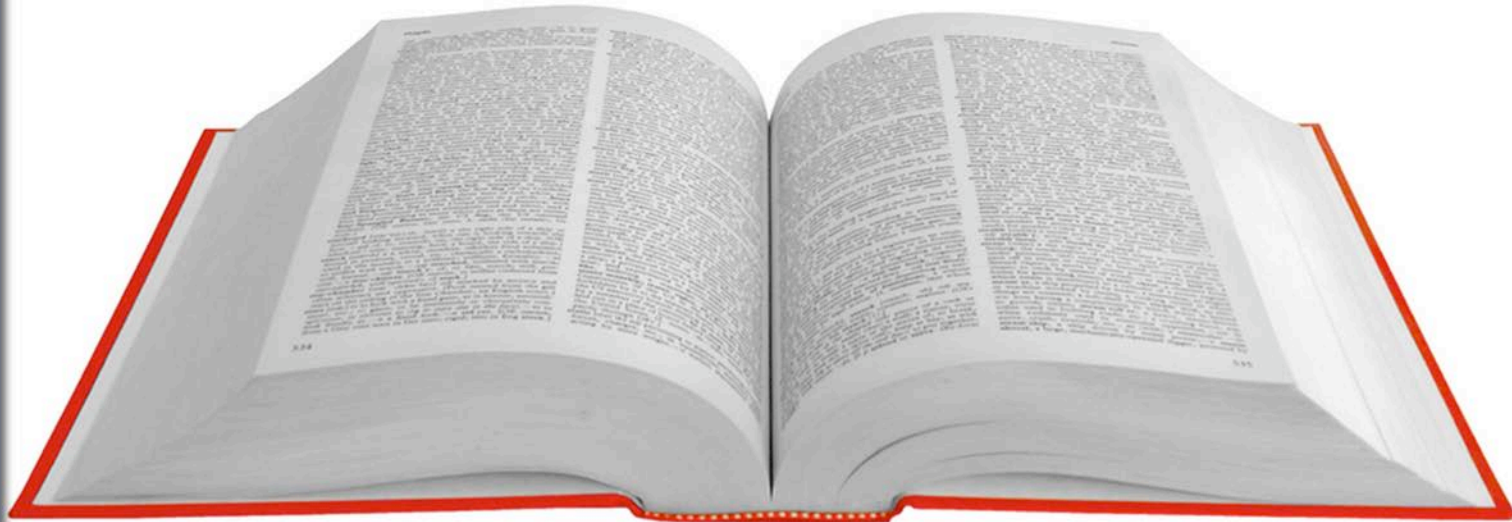
Writing
1.3

Question: What is a dictionary?

Answer: A dictionary is a book that shows the spelling and meaning of words.

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dictionary

Gesture: Open an imaginary book and then smile because you have found the word you were looking for.

Writing
1.4

Question: What is a draft of a paper?

Answer: A draft of a paper is an unpolished final paper.

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draft of a paper

Gesture: Pretend as if you are polishing a car and wiping sweat from your head because you are not finished.

Reading
2.5

Question: What is a fact?
Answer: A fact is a true statement.

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fact

Gesture: Hold an imaginary magnifying glass up to your face, like you're a detective looking for facts.

Writing
2.2

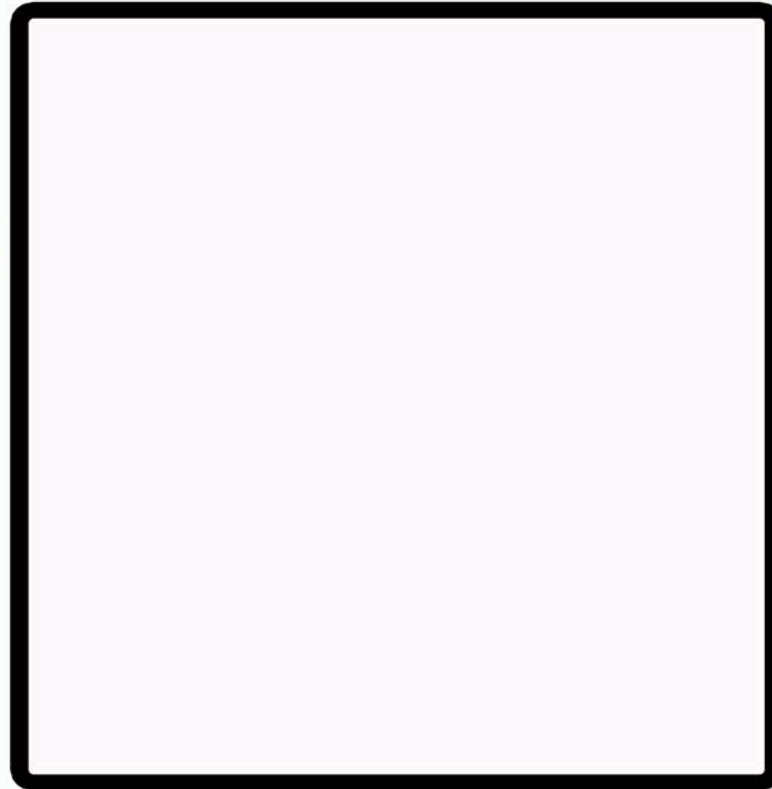
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Question: What are the five parts of a letter?

Answer: [Chant] The five parts of a letter are: One: The date Two: The greeting
Three: The body of the letter Four: The closing Five: The signature, yahoo!

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date
greeting
body
closing
signature



5 parts of a letter

Gesture: As you count, hold up 1, 2, 3, 4, 5, fingers and then waggle your hands in the air at "yahoo!"

Writing
2.2

Question: What is the greeting of a letter?
Answer: The greeting of a letter is like saying "hello" and always begins with a capital letter.

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date

Greeting

body
closing
signature

greeting of a letter


Gesture: Shake hands with an imaginary person (as if you are greeting them) and then raise your hand straight up to show capitalization.

Question: What is a map?
Answer: A map is a drawing that shows the location of places like cities, countries, rivers and mountains.

Core Concept

Second Grade

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map

Gesture: As you say "cities, countries, rivers and mountains" point at different places in the air as if you were looking at a map.

Language
Conventions
1.3

Question: What is a noun?
Answer: A noun is a person, place, or thing.

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noun

Gesture: Point to yourself, the room, and then knock your knuckles on a table top.

Core
Concept

Question: What is an opinion?

Answer: An opinion is what someone **believes** is true.

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opinion

Gesture: On the word "believes," shrug your shoulders as if you are not positive.

Reading
Comprehension
3.1

Question: What is a plot?

Answer: A plot is the actions taken by characters in a story to solve a problem.

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plot

Gesture: Scratch your head to show that characters are trying to solve a problem.

Written &
Oral
Conventions
1.5

Question: What is a plural noun?

Answer: A plural noun ends in "s" and represents more than one person, place or thing.

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plural noun

Gesture: With one finger, make an "s" in the air and then wiggle your fingers (showing that a plural noun represents more than one person, place or thing.)

Reading
1.9

Question: What is a prefix?

Answer: A prefix goes at the start of a word and makes a new word.

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Unhappy



prefix

Gesture: Hold your left fist in the air, symbolizing a word. Tap the thumb of your left fist with your right forefinger and say "prefix." From your students' point of view, the thumb is at the "beginning" of the word. (Compare this gesture with suffix).

Language
Conventions
1.3

Question: What is a pronoun?

Answer: A pronoun is a word used in place of a noun.

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Gesture: Make a fist with one hand and then bump it away with the open palm of the other hand (symbolizing one word, a noun, replaced by another word, a pronoun.)

Language
Conventions
1.6

Question: What is a proper noun?

Answer: A proper noun is the name of a specific person, place or thing and always starts with a capital letter.

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proper noun

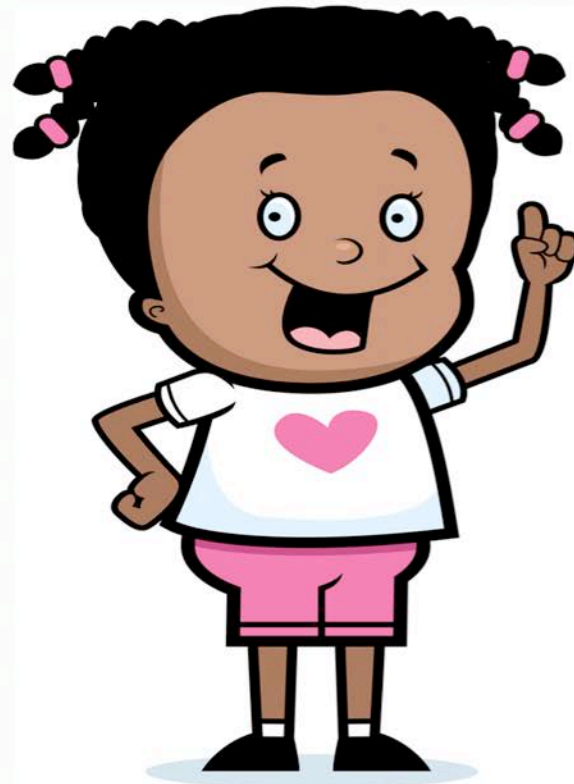
Gesture: Point at your chest where a name tag would go,
(symbolizing you are a "specific person" whose name should be capitalized).

Language
Conventions
1.5

Question: What are quotation marks?

Answer: Quotation marks show someone is talking.

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quotation marks

Gesture: Use two fingers to put quotation marks on both sides of your mouth.

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Literary
Response
3.4

Question: What are rhyming words?

Answer: Rhyming words are two words that sound the same.

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pop
hop



rhyming words

Gesture: Hold up three fingers on each hand. Wiggle the first finger on each hand. (These are the letters that change in the rhyme on the Power Pix: pop and hop.)

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Language
Conventions
1.4

Question: What is a sentence?

Answer: A sentence is a complete message. Every sentence must start with a capital letter and end with an end mark.

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sentence

Gesture: Hold your hand up to your ear as if listening to a phone. Pound your fist into your palm when you say "must."

Listening
&
Speaking
2.1

Question: What is a setting?
Answer: A setting is where a story takes place.

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setting

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

Writing
2.2

Question: What is the signature of a letter?

Answer: The signature of a letter is name of the person writing the letter.

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date
greeting
body
closing

Signature

signature of a letter

Gesture: Pretend as if you are writing your name in the air
and then pat your chest to show it is your name.

Reading
1.9

Question: What is a suffix?

Answer: A suffix goes at the end of a word and makes a new word.

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higher
suffix

Gesture: Hold your left fist in the air, symbolizing a word. Tap the little finger of your left fist with your right forefinger and say "suffix." From your students' point of view, the little finger is at the "end" of the word. (Compare this gesture with prefix.)

Reading
1.3

Question: What are syllables?

Answer: Syllables are parts of words. **Table** has two syllables; **cat** has one syllable.

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cat



table

syllables

Gesture: Clap out the syllables for **table** and **cat**.

Reading
1.7

Question: What are synonyms?

Answer: Synonyms are two words with similar meanings.

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synonyms

Gesture: Hold your your two hands thumbs up (showing similarity).

Reading
2.1

Question: What is the table of contents?

Answer: The table of contents is near the front of a book and shows the book's parts.

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Chapter 1
Chapter 2
Chapter 3

**table
of contents**

Gesture: Pretend as if you were opening a book; then point at parts of the table of contents.

Writing
1.3

Question: What is a thesaurus?

Answer: A thesaurus is a book that shows the synonyms of words.

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thesaurus

Gesture: Hold your two hands close to each other (the synonym gesture showing similarity) and then open your hands as if opening a book.

Language
Conventions
1.3

Question: What is a verb?

Answer: A verb is an action word or a state of being.

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verb

Gesture: Use both arms and pump them as if you are running.

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