Third Grade Power Pix
Language Arts

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WholeBrainTeaching.com
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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.
THIRD GRADE POWER PIX LANGUAGE ARTS OVERVIEW

This booklet is devoted to 31 Language Arts concepts for Third Gradeers. The concepts are (in alphabetical order):

LANGUAGE ARTS

alphabetical order, chapter heading, chronological order, city and state comma rule, dates comma rule, days of the week rule, draft of a paper, encyclopedia, fact, first word of a sentence rule, geographical name rule, glossary, historical period rule, holiday name rule, homographs, homophones, “I” rule, indented sentence, index, main idea, months rule, names of people rule, narrator, opinion, paragraph, paraphrase, subject of a sentence, subject/verb agreement rule, topic sentence, verb tense, word family

Virtually every third 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

Prompt question: What is an author?
Answer: An author writes the words of a book, story or poem.
Grade Level: First Grade

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.
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 measure 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.
Third Grade
Language Arts Reference List

(alphabetical order)
alphabetical order

Question: What is alphabetical order?
Answer: Alphabetical order is abc order.
Gesture: Begin with your fist closed and use the following pattern as you speak: “alphabetical order is a (lift thumb on close fist) b (lift forefinger on closed fist) c (lift middle finger on closed fist. three fingers should now be up) order.”

California State Third Grade Standard: Written and Oral English Language Conventions 1.9: Arrange words in alphabetical order.
Teaching Suggestion: While your class is involved in individual or group activities, write lists of three words on the board; some of the lists have words in alphabetical order. Then, explain the concept of alphabetical ordering. Finally, play Yes/No Way! with questions like the following:
1. Is this list in alphabetical order? (Point at various lists on the board.)
2. Is alphabetical order abc order?
3. Is this the alphabetical order gesture? (Make various gestures.)
Quick Test: Say, “We’re going to play Cutie, I’m going to say three words in a list. If the list is in alphabetical order, please raise your hand.”
1. apple, orange, pear
2. apple, bear, cat
3. fast, moose, tickle
Critical Thinking: Play Compare/Contrast with alphabetical order and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for alphabetical order 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 Third Grade Standard: Reading 2.1: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in 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.)

chronological order

Question: What is chronological order?
Answer: Chronological order is the order events happen in, first to last.
Gesture: Tap an imaginary watch on your wrist (symbolizing that chronological order is determined by time).

California State Third Grade Standard: Listening and Speaking 1.5: Organize ideas chronologically or around major points of information.

Teaching Suggestion: Explain the difference between chronological order and abc order. Play Yes/No Way! with questions like the following:
1. Are these events in chronological order; breakfast, lunch, dinner?
2. Are these events in chronological order: lunch, dinner, breakfast?
3. Is this the chronological order gesture? (Make various gestures.)
4. Is it a chronological order to say that elephants are bigger than lions and lions are bigger than dogs?

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

1. When I got home from school I had a snack, did my homework and then played video games.
2. My desk has a pencil, paper and a notebook.
3. I can run faster than you and you can run faster than her.
4. The bell rang, the kids cheered and then the teacher laughed.

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

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

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

city and state comma rule

**Question:** What is the city and state comma rule?

**Answer:** The city and state comma rule is: a comma separates the city from the state.

**Gesture:** Draw a “c” in the air symbolizing “city”; then make a comma in the air symbolizing the comma that follows “city.”

**California State Third Grade Standard:** *Written and Oral English Language Conventions 1.5:* Punctuate dates, city and state, and titles of books correctly.

**Teaching Suggestion:** While your class is involved in individual or group activities, write city and states on the board, mixing correct and incorrect use of commas. Then, explain the way commas are used in punctuating city and states. Finally, play *Yes/No Way!* with questions like the following:

1. Is this city and state correctly punctuated? (Point at various dates on the board.)
2. Does the comma go after the city?
3. Is this the city and state comma rule gesture? (Make various gestures.)
4. Does the comma go after the state?
5. Does the before go after the state?

**Quick Test:** Say, “We’re going to play *Cutie*, and I’m going to say some cities and states. When the city and state are correctly punctuated, raise your hand.”
1. St. Louis Missouri comma
2. St. Louis comma Missouri
3. Comma St. Louis comma Missouri

**Critical Thinking:** Play *Compare/Contrast* with the city and state comma rule and other Power Pix.

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

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

dates comma rule

**Question:** What is the dates comma rule?

**Answer:** The dates comma rule is: a comma separates the day of the month from the year.

**Gesture:** Draw a “d” in the air symbolizing “day”; then make a comma in the air symbolizing the comma that follows “day.”

**California State Third Grade Standard:** *Written and oral English Language Conventions 1.5:* Punctuate dates, city and state, and titles of books correctly.

**Teaching Suggestion:** While your class is involved in individual or group activities, write dates on the board, mixing correct and incorrect use of commas. Then, explain the way commas are used in dates. Finally, play *Yes/No Way!* with questions like the following:

1. Is this date correctly punctuated? (Point at various dates on the board.)
2. Does the comma go after the year?
3. Is this the dates comma rule gesture? (Make various gestures.)
4. Does the comma go after the month?
5. Does the comma go after the day?

**Quick Test:** Say, “We’re going to play Cutie; I’m going to say some dates and when the *the date is correctly punctuated*, raise your hand.”

1. January comma 22 1946
2. January 22 comma 1946
3. January 22 1946 comma

**Critical Thinking:** Play *Compare/Contrast* with the dates comma rule and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for the dates comma rule and other Power Pix.

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

days of the week rule
Question: What is the days of the week rule?
Answer: The days of the week rule is: the first letter of every day of the week must be capitalized.
Gesture: Hold up five fingers on one hand and two fingers on the other hand (symbolizing the seven days of the week) and then raise one hand over your head to show capitalization.

California State Third Grade Standard: Core Concept, but not mentioned in State Standards.
Teaching Suggestion: While your class is involved in individual or group activities, write days of the week on the board, mixing correct and incorrect capitalization. Then, explain the concept of capitalizing the days of the week. Finally, play Yes/No Way! with questions like the following:
1. Is this day correctly capitalized? (Point at various days on the board.)
2. Must we always capitalize the first letter of every day of the week?
3. Is this the days of the week rule gesture? (Make various gestures.)

Quick Test: Say, “Now we’re going to play Cutie. Cover your eyes; I’m going to spell some days. When the day is spelled correctly, raise your hand.” Next spell out days indicating which are capitalized, i.e. “Monday. Capital M. o. n. d. a. y.” Add as many days as you wish, including a few that are not capitalized, and reteach as necessary.

Critical Thinking: Play Compare/Contrast with the days of the week rule and other Power Pix.

Review: Ask your students to review with each other the question, answer and gestures for the days of the week rule 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 unpolished final paper.
Gesture: Pretend as if you are polishing a car and wiping sweat from your head because you are not finished.
California State Third Grade Standard: Writing 1.4: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

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 a 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.)

california state third grade standard: writing 1.3: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Teaching Suggestion: Show students examples of single and multi-volume encyclopedias. Point out that the articles are arranged in abc order. Ask students to mention topics and then you look them up in the encyclopedia.

Question: What is an encyclopedia?
Answer: An encyclopedia is a book or set of books with information about almost everything.

Gesture: Put both hands on top of your head and then move them away quickly, as if your mind was exploding with information.

California State Third Grade Standard: Writing 1.3: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
encyclopedia. This will demonstrate the range of information that an encyclopedia covers. Then play Yes/No Way! with questions like the following:
1. Could you find information about penguins in an encyclopedia?
2. Could you find information about the planet Mars in an encyclopedia?
3. Is this the encyclopedia gesture? (Make various gestures.)
4. Could you find information about our state in an encyclopedia?
5. Could you find information about how many students are in our classroom in an encyclopedia?
6. Are encyclopedias the same as an index?

Quick Test: Play Cutie with statements like the following:
1. The articles in an encyclopedia are arranged in abc order.
2. Almost anything you can think of could be in an encyclopedia.
3. Encyclopedias contain some articles that are fiction, not true.

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

Review: Ask your students to review with each other the question, answer and gestures for encyclopedia 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 out your hands palms up as if presenting someone with a fact.

**California State Third Grade Standard:** Listening and Speaking 1.11: Distinguish between the speaker's opinions and verifiable facts.

**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 this the fact gesture? (Make various gestures.)
4. Is it a fact that people have three ears?
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.)

The first word of a sentence rule

Question: What is the first word of a sentence rule?

Answer: The first word of a sentence rule is: the first word of a sentence must be capitalized.

Gesture: Make the sentence gesture (holding a phone to your ear to symbolize that a sentence is a complete message) then raise one hand over your head to show capitalization.

California State Third Grade Standard: Written and Oral English Language Conventions 1.7: Capitalize the first word of a sentence, names of people, and the pronoun I.

Teaching Suggestion: While your class is involved in individual or group activities, write short sentences on the board, mixing correct and incorrect capitalization of the first word. Explain the concept of capitalizing the first word of each sentence. Finally, play Yes/No Way! with questions like the following:

1. Is this word correctly capitalized? (Point at various words on the board.)
2. Is this the gesture for the first word of a sentence rule? (Demonstrate various gestures.)
3. Is this the first word of a sentence rule gesture? (Make various gestures.)
4. Must we always capitalize the first word of a sentence?

Quick Test: Play Cutie with statements like the following:

1. The first word of a sentence should only be capitalized if it is a person’s name.
2. The first word of a sentence should only be capitalized if it is a month.
3. The first word of a sentence must always be capitalized.
Critical Thinking: Play Compare/Contrast with first word of a sentence rule and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for first word of a sentence rule and other Power Pix.
(For more information on all the above, see the introduction to this manual.)

dedical name rule
Question: What is the geographical name rule?
Answer: The geographical name rule is: all geographical names must be capitalized.
Gesture: Point to places in the air as if pointing at an invisible map then raise one hand over your head to show capitalization.
California State Third Grade Standard: Written and Oral English Language Conventions 1.7: Capitalize geographical names, holidays, historical periods, and special events correctly.
Teaching Suggestion: While your class is involved in individual or group activities, write geographical names on the board, mixing correct and incorrect capitalization. Explain the concept of capitalizing geographical names. Play Yes/No Way! with questions like the following:
1. Is this name capitalized correctly? (Point at various names on the board.)
2. Is a geographical name the same as a person’s name?
3. Is this the geographical name rule gesture? (Make various gestures.)
4. Must every geographical name be capitalized?
Quick Test: Say, “Now we’re going to play Cutie. I’m going to say some words. When the word is a geographical name that should be capitalized, please raise your hand.”
1. California
2. Los Angeles
3. city
4. San Diego
5. ocean
6. Pacific Ocean
7. tree
Critical Thinking: Play Compare/Contrast with the geographical name rule and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for the geographical name rule and other Power Pix.

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

glossary
Question: What is a glossary?
Answer: A glossary is a dictionary near the end of a book.
Gesture: Open an imaginary book; turn many pages until you get to the end. Then say, “ah, the glossary!”

California State Third Grade Standard: Reading 2.1: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
Teaching Suggestion: (Teach glossary and index together) Show students examples of glossaries in a variety of books. Explain the difference between a glossary and an index. Then play Yes/No Way! with questions like the following:
1. Is a glossary always found at the beginning of a book?
2. Is a glossary a book’s dictionary?
3. Is this the glossary gesture? (Make various gestures.)
4. Is a glossary always found near the end of a book?

Quick Test: Play Cutie with statements like the following:
1. Every book has a glossary.
2. Every dictionary has a glossary.
3. A glossary, like a dictionary, lists words in abc order.
4. A glossary is a dictionary found at the end of a book.

Critical Thinking: Play Compare/Contrast with glossary and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for glossary and other Power Pix.

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

historical period rule
Question: What is the historical period rule?
Answer: The historical period rule is: all historical period names must be capitalized.

Gesture: Shade your eyes with one hand as if looking far in the distance (symbolizing the past) then raise one hand over your head to show capitalization.

California State Third Grade Standard: Written and Oral English Language Conventions 1.7: Capitalize geographical names, holidays, historical periods, and special events correctly.

Teaching Suggestion: While your class is involved in individual or group activities, write the names of historical periods on the board, mixing correct and incorrect capitalization. Explain the concept of capitalizing historical periods. Play Yes/No Way! with questions like the following:
1. Is this name capitalized correctly? (Point at various words on the board.)
2. Is Wednesday a historical period? (Make various gestures.)
3. Is this the historical period rule gesture? (Make various gestures.)
4. Are there some historical periods that don’t have to be capitalized?

Quick Test: Say, “Now we’re going to play Cutie. I’m going to say some words. When the word is a historical period that should be capitalized, please raise your hand.”
1. Middle Ages
2. long ago
3. Renaissance
4. Colonial Period
5. once upon a time

Critical Thinking: Play Compare/Contrast with the historical period rule and other Power Pix.

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

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

Holiday name rule

Question: What is the holiday name rule?

Answer: The holiday name rule is: all holiday names must be capitalized.

Gesture: Wave your hands in the air as if celebrating a holiday then raise one hand over your head to show capitalization.
California State Third Grade Standard: Written and Oral English Language Conventions 1.7: Capitalize geographical names, holidays, historical periods, and special events correctly.

Teaching Suggestion: While your class is involved in individual or group activities, write the names of holidays on the board, mixing correct and incorrect capitalization. Explain the concept of capitalizing holidays. Play Yes/No Way! with questions like the following:

1. Is this holiday name capitalized correctly? (Point at various holidays on the board.)
2. Is a holiday name different than a geographical name?
3. Is this the holiday name rule gesture? (Make various gestures.)
4. Are there some holidays that don’t have to be capitalized?

Quick Test: Say, “Now we’re going to play Cutie. I’m going to say some words. When the word is a holiday name that should be capitalized, please raise your hand.”

1. today
2. Christmas
3. Halloween
3. birthday party
4. fiesta
5. Easter
6. holiday

Critical Thinking: Play Compare/Contrast with holiday name rule and other Power Pix.

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

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

homographs

Question: What are homographs?

Answer: Homographs are two words that are spelled the same, but have different meanings.

Gesture: Make a bill (as in a bird’s bill) in front of your face and then hold a bill (as in a restaurant bill) in front of your face and smack your forehead, because it is so expensive.
California State Third Grade Standard:  Reading 1.4: Use knowledge of antonyms, synonyms, homophones, and homographs [homonyms] to determine the meanings of words. Note: homonym is used as a synonym for homograph because the former is more commonly used than the latter.

Teaching Suggestion: Show students examples of homographs: lead (as in the metal)/lead (as in leading someone), dart (as in move quickly) and dart (as in the game), low (as in low voice) and low (as in low to the ground). Play Yes/No Way! with questions like the following:
1. If two words are homographs, are they spelled the same?
2. If two words are homographs, do they have the same meaning?
3. Is this the homographs gesture? (Make various gestures.)
4. Do homographs rhyme?

Quick Test: Play Cutie with statements like the following:
1. Homographs are two words that are spelled the same but have different meanings.
2. Homographs are two words that are spelled the same and have the same meanings.
3. Low, as in low to the ground, and low, as in low voice are homographs.

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

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

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

homophones

Question: What are homophones?

Answer: Homophones are two words that sound the same but have different meanings and spellings.

Gesture: Shade your eyes and squint at the sun and pat a son on the head.

California State Third Grade Standard:  Reading 1.4: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

Teaching Suggestion: While your class is involved in individual or group activities, write pairs of words on the board that are, and are not, homophones. Explain to your students the concept of homophones, for example; sun, son, two, to, too, hear, here. Play Yes/No Way! with one or more questions like the following:
1. Are these two words homophones? (Point at various pairs of words on the board.)
2. If two words are homophones, do they sound exactly the same?
3. Is this the homophones gesture? (Make various gestures.)
4. If two words are homophones, are they spelled the same?
**Quick Test:** Play *Cutie* with statements like the following:
1. Homophones are two words that sound the same but have different meanings and spellings.
2. Homophones are two words that sound the same and have the same meaning.
3. Two homophones are always spelled differently.
**Critical Thinking:** Play *Compare/Contrast* with homophones and other Power Pix.
**Review:** Ask your students to review with each other the question, answer and gestures for homophones and other Power Pix.
   (For more information on all the above, see the introduction to this manual.)

**“I” rule**

**Question:** What is the “I” rule?

**Answer:** The “I” rule is: when “I” stands alone, it must be capitalized.

**Gesture:** Put your hands rigidly down at your sides (to symbolize an “I” standing alone) and then raise one hand over your head to show capitalization.

**California State Third Grade Standard:** *Written and Oral English Language Conventions 1.7:* Capitalize the first word of a sentence, names of people, and the pronoun *I*.

**Teaching Suggestion:** While your class is involved in individual or group activities, write examples of sentences on the board with the first person pronoun, “I”, capitalized and not capitalized. Then, explain the capitalization of the pronoun “I”. Finally, play *Yes/No Way!* with questions like the following:
1. Is the “I” in this sentence correct? (Point a various words on the board.)
2. Is this the “I” rule gesture? (Make various gestures.)
3. When “I” is all by itself, must it always be capitalized?

**Quick Test:** Say, “Now we’re going to play *Cutie*. The instant I say an ‘I’ that should be capitalized, raise your hand.”
1. I am happy.
2. When I eat, I want to eat candy.
3. We are going home.
4. If I want to, I can run fast.

**Critical Thinking:** Play *Compare/Contrast* with the “I” rule and other Power Pix.

**Review:** Ask your students to review with each other the question, answer and gestures for the “I” rule and other Power Pix.

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

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**indented sentence**

**Question:** What is an indented sentence?

**Answer:** An indented sentence is the first sentence of every paragraph and begins with a small space.

**Gesture:** Hold your fingers up close together to show the small space that starts an indented sentence.

**California State Third Grade Standard:** Core Concept, but not mentioned in State Standards.

**Teaching Suggestion:** Show students examples of paragraphs with indented sentences. Then play *Yes/No Way!* with questions like the following:

1. Does the first sentence of every paragraph have to be indented?
2. Is it correct to indent the second or third sentence in a paragraph?
3. Is this the indented sentence gesture? (Make various gestures.)
4. Does an indented sentence show where a paragraph ends?

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

1. Every paragraph must begin with an indented sentence.
2. An indented sentence begins with a small space.
3. The only sentence in a paragraph that is indented is the first sentence.

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

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

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

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**index**

**Question:** What is an index?
Answer: An index is a list of important words found at the end of a book.
Gesture: Open an imaginary book; turn many pages until you get to the end. Then say, “ah, the index!”
California State Third Grade Standard: Reading 2.1: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
Teaching Suggestion: (Teach glossary and index together.) Show students examples of indexes in a variety of books. Explain how to use the page numbers found next to words in an index. Show students the difference between an index and a glossary. Then play Yes/No Way! with questions like the following:
1. An index is always found at the beginning of a book.
2. An index is a book’s dictionary.
3. Is this the index gesture? (Make various gestures.)
4. Important words in a book are found in the book’s index.
Quick Test: Play Cutie with statements like the following:
1. Every book has an index.
2. An index is the same as a glossary.
3. To find important words in a book, you could look them up in the index.
4. The words in an index are in abc order.
Critical Thinking: Play Compare/Contrast with index and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for index and other Power Pix.

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

main idea
Question: What is a main idea?
Answer: The main idea is what everything in a book is about.
Gesture: Hold your hand upside down (as in the illustration). Make a circle around the palm. Explain to your students that just as the palm holds all the fingers together, the main idea holds all the smaller ideas together in a book.
California State Third Grade Standard: Reading Comprehension 2.5: distinguish the main idea and supporting details in expository text.
**Teaching Suggestion:** Hold up various books that clearly state the focus of the main idea in the title. For example, a book titled “Rivers of North America” will have information about the rivers of North America as the main idea. Then show students examples of books or chapters in which the main idea is not stated in the title. Point out that the main idea is always an author’s central subject, whether or not it is stated in the book’s title. Finally, construct outlines of imaginary books on the board. For example, a book titled “California’s Missions” would have chapters about each California mission. Explain to your students that the first topic in the outline is the main idea; subtopics are “supporting details.” Then play Yes/No Way! with questions like the following:

1. The main idea is always in the first sentence.
2. A main idea is the author’s most important message.
3. Is this the main idea gesture? (Make various gestures.)
4. There can be many main ideas in one chapter of a book.

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

1. The main idea is the same as a title.
2. The main idea in a book about birds, will be about birds.
3. The main idea in a chapter about the ocean does not have to be about the ocean.
4. The main idea is what a book is about.
5. You can understand a book without understanding the book’s main idea.

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

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

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

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**months rule**

**Question:** What is the months rule?

**Answer:** The months rule is: the first letter of every month must be capitalized.

**Gesture:** Hold up 10 fingers and then two fingers (symbolized 12 months) and then raise one hand over your head to show capitalization.

**California State Third Grade Standard:** *Core Concept*, but not mentioned in State Standards.
**Teaching Suggestion:** While your class is involved in individual or group activities, write months on the board, mixing correct and incorrect capitalization. Then explain the concept of capitalizing months. Finally, play *Yes/No Way!* with questions like the following:
1. Is this month correctly capitalized? (Point at various months on the board.)
2. Is this the months rule gesture? (Make various gestures.)
3. Must we always capitalize the first letter of every month?

**Quick Test:** Say, “Now we’re going to play *Cutie.* Cover your eyes; I’m going to spell some months. When the month is spelled correctly, raise your hand.” Next spell out months indicating which are capitalized, i.e. “February. Capital F .. e. b... r. u. a. r. y.” Add as many months as you wish, including a few that are not capitalized, and reteach as necessary.

**Critical Thinking:** Play *Compare/Contrast* with the months rule and other Power Pix.

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

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

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**names of people rule**

**Question:** What is the names of people rule?

**Answer:** The names of people rule is: the first letter of a person’s name must be capitalized.

**Gesture:** Point to your chest where a name tag would go and then raise one hand over your head to show capitalization.

**California State Third Grade Standard:** *Written and Oral English Language Conventions 1.7:* Capitalize the first word of a sentence, *names of people,* and the pronoun *I.*

**Teaching Suggestion:** While your class is involved in individual or group activities, write people’s names on the board, mixing correct and incorrect capitalization. Then, explain the concept of capitalizing the names of people. Finally, play *Yes/No Way!* with questions like the following:
1. Is this name correctly capitalized? (Point at various names on the board.)
2. Is this the names of people rule gesture? (Make various gestures.)
3. Must we always capitalize a person’s name?
Quick Test: Say, “Now we’re going to play Cutie. Cover your eyes; I’m going to spell some names. When the name is spelled correctly, raise your hand.” Next spell out names indicating which are capitalized, i.e. “Tom. Capital T. o. m.” Add as many names as you wish, including a few that are not capitalized, and reteach as necessary.

Critical Thinking: Play Compare/Contrast with names of people rule and other Power Pix.

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

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

narrator

Question: What is a narrator?

Answer: A narrator is someone who tells a story.

Gesture: Hold an imaginary book as if you were narrating a story.

California State Third Grade Standard: Literary Response and Analysis, 3.6: Identify the speaker or narrator in a selection.

Teaching Suggestion: Show students examples of narrators in various stories. Point out that the narrator is found by asking, “Who is telling the story?” Then play Yes/No Way! with questions like the following:

1. Is the narrator always a character in the story being told?
2. Can the narrator be anyone who is telling a story?
3. Is this the narrator gesture? (Make various gestures.)
4. Does the narrator always tells the truth?
5. Does every story have a narrator?

Quick Test: Play Cutie with statements like the following:
1. Every good story has a narrator.
2. Narrators tell stories but not all stories have narrators.
3. The narrator of a story is the one who tells the story to the reader.

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

Review: Ask your students to review with each other the question, answer and gestures for narrator and other Power Pix.
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 Third Grade Standard: Listening and Speaking 1.11: Distinguish between the speaker’s opinions and verifiable facts.
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.

paragraph
Question: What is a paragraph?
Answer: A paragraph begins with an indented sentence and describes one topic.
Gestation: Hold up a large imaginary block of text in the air (symbolizing a paragraph), and then hold up one finger (showing that the paragraph is about one topic).

California State Third Grade Standard: Writing 1.1: Create a single paragraph.

Teaching Suggestion: Show students examples of paragraphs in fiction and nonfiction. Point out that the length of paragraphs vary but each paragraph is about one main subject. Then, play Yes/No Way! with questions like the following:
1. Does every paragraph begin with an indented sentence?
2. Can a paragraph have only one sentence?
3. Is this the paragraph gesture? (Make various gestures.)
4. Could a well written essay have no paragraphs?
5. Can the main topic of a paragraph change with every sentence?

Quick Test: Play Cutie with statements like the following:
1. Every paragraph has one or more sentences.
2. All the sentences in a good paragraph refer to the same topic.
3. A paragraph must begin with an indented sentence.

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

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

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

paraphrase

Question: What is a paraphrase?

Answer: A paraphrase explains one or more statements using different words but keeping the original meaning.

Gesture: Lift one hand in the air and open and close your fingers as if it is “speaking.” The other hand then mimics this speaking hand, symbolizing paraphrasing.

California State Third Grade Standard: Listening and Speaking 1.1: Retell, paraphrase and explain what has been said by a speaker.
Teaching Suggestion: Explain the difference between a statement and its paraphrase. Play Yes/No Way! with questions like the following:
1. Does a paraphrase have the same words as the original statement?
2. Does a paraphrase have to mean exactly the same thing as the original statement?
3. Is this the paraphrase gesture? (Make various gestures.)
4. Can a paraphrase be longer than the original statement?

Quick Test: Say, “Now we’re going to play Cutie. I’m going to make two statements. If the second statement is a paraphrase of the first statement, please raise your hand.”
1. This book is long. This book has many pages.
2. My favorite candy is chocolate. Of all the candies there are, I like chocolate the best.
3. Reading is my favorite subject. Reading is one of my favorite subjects.
4. Soccer is way more fun than basketball. Both soccer and basketball are fun.

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

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

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

subject of a sentence

Question: What is the subject of a sentence?
Answer: The subject of a sentence is who or what the sentence is about.
Gesture: Hold up three fingers on each hand, making “W’s” (symbolizing “who” and “what”).

California State Third Grade Standard: Written and Oral English Language Conventions 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Teaching suggestions: Finding the subject of a sentence is usually easier after students have been taught how to find the sentence’s verb. Use this three step method:
1. Change the sentence tense to past, present and future.
2. Find the word that changes.
3. The word that changes is the verb.
Once the verb is found use this two step method to find the subject:

1. Put “who” or “what” before the verb.
2. The “who” or “what” is the subject.

When students can find verbs and subjects, then play Yes/No Way! with questions like the following:

1. Do you find the verb in a sentence before you find the subject?
2. Is the subject of the sentence the same as the verb?
3. Is this the subject of a sentence gesture? (Make various gestures.)
4. Is the subject of a sentence the “who” or “what” the sentence is about?
5. Is the subject of the sentence the “where” a sentence is about?

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

1. In the sentence “Juan ate quickly,” the subject is ate.
2. In the sentence “Nita likes flowers” the subject is flowers.
3. In the sentence “Alejandra went home” the subject is Alejandra.
4. The subject of a sentence is “who” or “what” the sentence is about.

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

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

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

### subject/verb agreement rule

**Question:** What is the subject/verb agreement rule?

**Answer:** The subject verb agreement rule is: if the subject is singular, the verb is singular; if the subject is plural, the verb is plural.

**Gesture:** Insert gestures as follows: “If the subject is singular, the verb is singular (hold up one finger on each hand to symbolize a singular subject and a singular verb); if the subject is plural, the verb is plural (waggle the fingers on each hand to symbolize a plural subject and a plural verb).”

**California State Third Grade Standard:** Written and Oral English Language Conventions 1.2: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
Teaching Suggestion: While your class is involved in individual or group activities, write short sentences on the board in which subject and verb are, and are not, in agreement. Then, use the sentences to explain the concept of subject/verb agreement. Finally, play Yes/No Way! with questions like the following:
1. If the subject is singular, can the verb be plural?
2. If the verb is plural, can the subject be singular?
3. Is this the subject/verb agreement rule gesture? (Make various gestures.)
4. If the subject is singular, does the verb have to be singular?

Quick Test: Say, “We’re going to play Cutie, when the subject and verb are in agreement, raise your hand.”
1. The boys is good.
2. The cars are fast.
3. The ball was big.
4. The child are happy.
5. The dog can run.

Critical Thinking: Play Compare/Contrast with the subject/verb agreement rule and other Power Pix.
Review: Ask your students to review with each other the question, answer and gestures for the subject/verb agreement rule and other Power Pix.

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

topic sentence

Question: What is a topic sentence?

Answer: A topic sentence states the main subject of a paragraph or an essay.

Gesture: Stroke your chin as if thinking of a topic sentence. Then nod your head to show that you’ve found one.

California State Third Grade Standard: Writing 1.1: Create a single paragraph. Develop a topic sentence.

Teaching Suggestion: Show students examples of paragraphs with topic sentences. Point out that the topic sentence is often, but not always, the first sentence. Also, indicate that all the sentences in a well written paragraph are related to the topic sentence. Then play Yes/No Way! with questions like the following:

1. Does every paragraph begin with a topic sentence?
2. Does the topic sentence state the main idea of a paragraph?  
3. Is this the topic sentence gesture?  
   (Make various gestures.)  
4. Could every sentence in a paragraph be a topic sentence?  
5. Can the main subject of a well written paragraph be different than the topic sentence?  

Quick Test: Play Cutie with statements like the following:  
1. The topic sentence states the main idea of a paragraph.  
2. The last sentence of a paragraph is the topic sentence.  
3. The first sentence of a paragraph is the topic sentence.  
4. Each sentence in a well written paragraph should refer to the topic sentence.  

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

Review: Ask your students to review with each other the question, answer and gestures for topic sentence and other Power Pix.  
   (For more information on all the above, see the introduction to this manual.)

verb tense

Question: What is the verb tense?  

Answer: The verb tense shows whether a sentence is about the past, present or future.  

Gesture: Point your hand over your shoulder (the past), point your hand at your feet (present), point your hand straight ahead (future).

California State Third Grade Standard: Written and Oral English Language Conventions 1.3: Identify and use past, present and future verb tenses properly in writing and speaking.

Teaching Suggestion: While your class is involved in individual or group activities, write sentences on the board; each sentence should either be about the past, present or future. Then, point at each sentence, asking questions like, “Is the verb tense in this sentence past, present or future?” Students respond in chorus, “The verb tense in that sentence is past.” Or, “The verb tense in that sentence is future.” Finally play Yes/No Way! with questions like the following:  
1. Is the verb “was” past tense?  
2. Is the verb “will” present tense?  
3. Is this the verb tense gesture? (Make various gestures.)  
4. Is the verb “eat” present tense?
Quick Test: Play Cutie with statements like the following:
1. The verb tense in the sentence “I eat beans” is present.
2. The verb tense in the sentence “I will eat beans” is past.
3. The verb tense in the sentence “I ate beans” is past.

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

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

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

word family
Question: What is a word family?
Answer: A word family is a group of words that rhyme.
Gesture: Make a circle with your arms as if embracing a family.

California State Third Grade Standard: Reading 1.1: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

Teaching Suggestion: While your class is involved in individual or group activities, write examples of groups of words that are, and are not, word families on the board. Then, explain to your students the concept of word families. Play Yes/No Way! with one or more questions like the following:
1. Are these word families? (Pointing at various groups of words.)
2. Does every word in a word family have a similar sound?
3. Is this the word family gesture? (Make various gestures.)
4. Is every word in a word family spelled the same?

Quick Test: Play Cutie with statements like the following:
1. Every word in a word family has the same letters.
2. A word family is a group of words that rhyme.
3. Hold and bold are part of the same word family.

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

Review: Ask your students to review with each other the question, answer and gestures for word families 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
Third Grade Power Pix
Language Arts
Question: What is alphabetical order?
Answer: Alphabetical order is abc order.

Gesture: Begin with your fist closed and use the following pattern as you speak: "alphabetical order is a (lift thumb on closed fist) b (lift forefinger on closed fist) c (lift middle finger on closed fist. three fingers should now be up) order."
Question: What is a chapter heading?
Answer: A chapter heading is the title of a chapter.

Chapter 1 evening!

It was a dark and stormy

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.
Question: What is chronological order?
Answer: Chronological order is the order events happen in, first to last.

Gesture: Tap an imaginary watch on your wrist (symbolizing that chronological order is determined by time).
Question: What is the city and state comma rule?
Answer: The city and state comma rule is: a comma separates the city from the state.

Gesture: Draw a "c" in the air symbolizing "city"; then make a comma in the air symbolizing the comma that follows "city."
**Question:** What is the date’s comma rule?

**Answer:** The dates comma rule is: a comma separates the day of the month from the year.

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**Gesture:** Draw a “d” in the air symbolizing “day”; then make a comma in the air symbolizing the comma that follows “day.”
Question: What is the days of the week rule?
Answer: The days of the week rule is: the first letter of every day of the week must be capitalized.

yes $\rightarrow$ Monday
no $\rightarrow$ monday
days of the week rule

Gesture: Hold up five fingers on one hand and two fingers on the other hand (symbolizing the seven days of the week) and then raise one hand over your head to show capitalization.
Question: What is a draft of a paper?
Answer: A draft of a paper is an unpolished final paper.

Gesture: Pretend as if you are polishing a car and wiping sweat from your head because you are not finished.
Question: What is an encyclopedia?
Answer: An encyclopedia is a book or set of books with information about almost everything.

Gesture: Put both hands on top of your head and then move them away quickly, as if your mind was exploding with information.
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.
Question: What is the first word of a sentence rule?
Answer: The first word of a sentence rule is: the first word of a sentence must be capitalized.

Yes
I like beans.
No
i like beans.

first word of a sentence rule

Gesture: Make the sentence gesture (holding a phone to your ear to symbolize that a sentence is a complete message) then raise one hand over your head to show capitalization.
Question: What is the geographical name rule?
Answer: The geographical name rule is: all geographical names must be capitalized.

Yes ➔ United States

No ➔ united states

gеоgrарhісаl name rule

Gesture: Point to places in the air as if pointing at an invisible map then raise one hand over your head to show capitalization.
Question:  What is a glossary?
Answer:  A glossary is a dictionary near the end of a book.

Gesture:  Open an imaginary book; turn many pages until you get to the end.  Then say, "Ah, the glossary!"
Question: What is the historical period rule?
Answer: The historical period rule is: all historical period names must be capitalized.

Yes ➔ Middle Ages
No ➔ middle ages

Gesture: Shade your eyes with one hand as if looking far in the distance (symbolizing the past) then raise one hand over your head to show capitalization.
Question: What is the holiday name rule?
Answer: The holiday name rule is: all holiday names must be capitalized.

Yes → Christmas
No → christmas

gesture: Wave your hands in the air as if celebrating a holiday; then raise one hand over your head to show capitalization.
Question: What are homographss?
Answer: Homographss are two words that are spelled the same, but have different meanings.

Gesture: Make a bill (as in a bird’s bill) in front of your face and then hold a bill (as in a restaurant bill) in front of your face and smack your forehead, because it is so expensive.
Question: What are homophones?
Answer: Homophones are two words that sound the same but have different meanings and spellings.

Gesture: Shade your eyes and squint at the sun and pat a son on the head.
Question: What is the "I" rule?
Answer: The "I" rule is: when "I" stands alone, it must be capitalized.

Gesture: Put your hands rigidly down at your sides (to symbolize an "I" standing alone) and then raise one hand over your head to show capitalization.
Question: What is an indented sentence?
Answer: An indented sentence is the first sentence of every paragraph and begins with a small space.

Gesture: Hold your fingers up close together to show the small space that starts an indented sentence.
Question: What is an index?
Answer: An index is a list of important words found at the end of a book.

Gesture: Open an imaginary book; turn many pages until you get to the end. Then say, "ah, the index!"
Question: What is the main idea?
Answer: The main idea is what everything in a book is about.

Gesture: Hold your hand upside down (as in the illustration). Make a circle around the palm. Explain to your students that just as the palm holds all the fingers together, the main idea holds all the smaller ideas together in a book.
Question: What is the months rule?
Answer: The months rule is: the first letter of every month must be capitalized.

Gesture: Hold up 10 fingers and then two fingers (symbolized 12 months) and then raise one hand over your head to show capitalization.
Question: What is the name of people rule?
Answer: The names of people rule is: the first letter of a person's name must be capitalized.

Gesture: Point to your chest where a name tag would go and then raise one hand over your head to show capitalization.
Question: What is a narrator?
Answer: A narrator is someone who tells a story.

Gesture: Hold an imaginary book as if you were narrating a story.
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.
Question: What is a paragraph?
Answer: A paragraph begins with an indented sentence and describes one topic.

Gesture: Hold up a large imaginary block of text in the air (symbolizing a paragraph), and then hold up one finger (showing that the paragraph is about one topic).
Question: What is a paraphrase?
Answer: A paraphrase explains one or more statements using different words but keeping the original meaning.

Gesture: As if your two hands are sock puppets, lift one hand in the air and open and close your fingers as if it is "speaking." The other hand then mimics this speaking hand, symbolizing paraphrasing.
Question: What is the subject of a sentence?
Answer: The subject of a sentence is who or what the sentence is about.

Gesture: Hold up three fingers on each hand, making "W's" (symbolizing "who" and "what").
Question: What is the subject/verb agreement rule?
Answer: The subject verb agreement rule is: if the subject is singular, the verb is singular; if the subject is plural, the verb is plural.

Gesture: Insert gestures as follows: "If the subject is singular, the verb is singular (hold up one finger on each hand to symbolize a singular subject and a singular verb); if the subject is plural, the verb is plural (waggle the fingers on each hand to symbolize a plural subject and a plural verb)."
Question: What is a topic sentence?
Answer: A topic sentence states the main subject of a paragraph or an essay.

Gesture: Stroke your chin as if thinking of a topic sentence. Then nod your head to show that you’ve found one.
Question: What is the verb tense?
Answer: The verb tense shows whether a sentence is about the past, present or future.

Gesture: Point your hand over your shoulder (the past), point your hand at your feet (present), point your hand straight ahead (future).
Question: What is a word family?
Answer: A word family is a group of words that rhyme.

Gesture: Make a circle with your arms as if embracing a family.
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