

# THE LEARNING WALL

## OOPS!

Ones Omitted <sup>by</sup> PEP Staff!

The 3 – 5 ELA Concept Learning Bricks OOPS packet is organized alphabetically, with each concept explanation (concept, question, answer, gesture, and examples) listed first and the Concept Learning Brick visual listed behind the explanation. This section contains **15** Concept Learning Bricks. Please refer to The Learning Wall Introduction and Explanation at [www.PEPnonprofit.org](http://www.PEPnonprofit.org) for details on how to implement these items in your classroom.

## OOPS

city, state comma rule, date comma rule, generalizations, guide words, helping verb, historical fiction, indent, letter, main verb, sentence, setting, vowels, word, your, you're

# City, State Comma Rule

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



**Answer:** The city – state comma rule is when you use a comma to separate the city from the state (and after the state if used in a sentence.)

**Gesture:** Draw a medium circle in the air (to represent a city), make a comma by taking one finger swooshing it downward, then draw a large circle in the air (to represent a state). Add the a second comma gesture if you refer to the comma – state within a sentence.

**Examples:** He knew he was washed up in Bath, Maine, when his show was scrubbed. She lives in Seattle, Washington, home of the space needle. I need to stop in Mentone, California, on my way to the mountains.



city, state

# Date Comma Rule

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



April 23, 2007

date comma rule

**Answer:** The date comma rule is a complete date (consisting of a month, day, and year) requires a comma after the day (and after the year if used in a sentence.)

**Gesture:** Say the date, “February 14, make a comma by taking one finger swooshing it downward, then say the year, “2012”. Add the a second comma gesture if you refer to the date within a sentence.

**Examples:** She left the bank in Redlands on July 1, 2008, for a job in Las Vegas, Nevada.

Remember: If there’s a comma before the year, put a comma after the year.

April 23, 2007

date comma rule

# Generalization

**Question:** What are generalizations?



**Answer:** A generalization is a broad statement that describes a situation in terms of what is generally true. The students had apples for breakfast. They had some pineapple, too. Then they had oranges. Finally, they had a slice of toast. The students **MOSTLY** had fruit for breakfast.

**Gesture:** Hold your arms stretched out wide (broad statement) and bring your hands together.

**Examples:** When more than 5,000 U.S. banks failed in the early 1930s, many people lost their life savings. During the Great Depression, many people waited in breadlines for bowls of soup and pieces of bread. By 1932 about 12 million Americans were unemployed.

Generalization: The Great Depression was a time of enormous hardship for many Americans.



# generalization

# Guide Words

**Question:** What are guide words?



**Answer:** Guide words are the first and last words on a page and are meant to help us find words easier. The words on the page between the guidewords are in alphabetical order. Think of guide words like an Oreo cookie. The guide words are the cookies and all of the other words on the page are the crème between them.

**Gesture:** Hold one hand high above your head (first word on a page or the top of the Oreo) and hold you other hand low (the last word on a page or the bottom of the Oreo). Bring your hands together while you say, “alphabetical order” (the white cream of the Oreo).

**Examples:** Hand out index cards with the following words on them: box, can, car, crayon, bear, blind, cost, cough, and crazy to students (one card per student). Have the students come up to the front of the class. Have them put themselves in alphabetical order. Have the first person and last person stand and other kids with words sit on the ground to show the guide words are the first and last words. Show a few cards to the class to see if they would fit in-between the student guide words.





guide words

# Helping Verb

**Question:** What is a helping verb?

helping verb



**Answer:** A helping verb is a verb that comes before the main verb in a sentence. Together the helping verb and the main verb form a verb phrase. The helping verb is *can* and the main verb is *ride*: Drew *can ride* his brother's bicycle.

**Gesture:** Pretend to have one hand help lifting and moving your other hand to write.

**Examples:** The 23 Helping Verbs: is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

I *may* marry you soon. I *must* marry you soon. I *should* marry you soon. I *can* marry you soon.

# helping verb



# Historical Fiction

**Question:** What is historical fiction?



**Answer:** Historical fiction is a form of fiction based on historic events. It is authentic with settings and characters portrayed in realistic manner. Some characters may be actual people from history, but the story is fictional or an artistic mix of fiction and historical fact

**Gesture:** Use three fingers and point to your two eyes, but an imaginary eye in the middle of your forehead, because it is not real, then strike a historical pose (sit up proper with one arm behind your back).

**Examples:** List of historical fiction books: *Bread and Roses, Too* by Katherine Paterson - *The Cay* by Theodore Taylor - *Island of the Blue Dolphins* by Scott O'Dell - *Number the Stars* by Lois Lowry - *On the Wings of Heroes* by Richard Peck - *The Slave Dancer* by Paula Fox

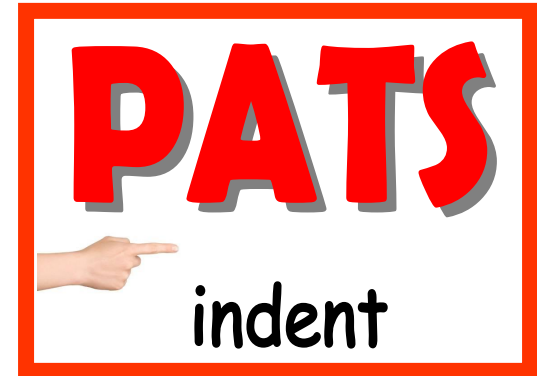
# historical fiction



[www.PEPnonprofit.org](http://www.PEPnonprofit.org)

# Indent

**Question:** What is inference?



**Answer:** An indent is used to begin a new paragraph when (P) the **place** changes, (A) the **action** changes, (T) the **time** changes, and (S) for when the **speaker** changes (**PATS**).

**Gesture:** Make your hands arc like a rainbow for a place, move your arms as if running for action, hold out both arms like the hands on a clock for time, and point to your mouth for speaker.

**Examples:** Give students copies of a story without paragraphs. Look at the text and discuss how difficult it is to read. Remind students of the P-A-T-S idea. Pass out four small colored stickers (or only do one sticker for one of the letters to start and add the additional colors and skills later). Students place a sticker at each place where they see a need to indent because the place changes (P). Students place a different color/type of sticker at each place where the action changes (A). Students place a different color/type of sticker at each place where the time changes (T). Finally, students place the final color sticker at each place the speaker changes (S).



**P A T S**



**indent**

# Letter

**Question:** What is a letter?



**Answer:** A letter is a written symbol that represents a speech sound and is part of an alphabet.

**Gesture:** Wiggle one finger, showing that letters are smaller than words and sentences.

**Examples:** Using your whiteboard, write individual letters all over the board. Explain that these are only letters (with the exception of a and I) need to be grouped together to make something else. See the Words Concept Learning Brick for the next step.





letter

# Main Verb



**Question:** What is a main verb?

**Answer:** The main verb the most important verb in the predicate. It comes last in a group of verbs. Together the helping verb and the main verb form a verb phrase. The helping verb is *can* and the main verb is *ride*: Drew *can ride* his brother's bicycle.

**Gesture:** Hold your hands out like holding onto the handle bars of a bicycle.

**Examples:** Write the following sentences on the whiteboard. Highlight the helping verb in yellow and the main verb in green.

When **are** you **going** on your canoe trip? Mr. Costello **is** constantly **giving** us directions.  
The price of most food **is** **rising** again. How many books **have** you **read** this year?

# main verb



# Sentence

**Question:** What is a sentence?

This is a sentence.

sentence

**Answer:** A sentence is a group of words which makes a complete statement, asks a question, or gives a command. A sentence begins with a capital letter and ends with some type of punctuation.

**Gesture:** Hit your two fists together (a clenched hand or fist is the gesture for a word) and then hold your arms far apart (showing there are many words in the sentence). Hold one arm up over your head to show a sentence starts with a big or capital letter and use the ending sentence gestures (hold your hand out in front of you as if motioning to stop, then make it a fist (period), hold your hands palms up, as if you are saying “what?” (question mark), Pump your arm and bring it down excitedly and hold your other hand as a fist under the arm you’re bringing down to look like an exclamation point.

**Examples:** Write some sentences on your whiteboard that are missing some key Parts: (do not start with a capital, missing ending punctuation mark, not a complete thought. Have students “Turn and Learn” with learning partners to fix the mistakes.

This is a sentence.

sentence

# Setting

**Question:** What is setting?



**Answer:** Setting is the time and place in which a story occurs.

**Gesture:** Hold your hands together like the roof of a house, then raise your hands over your head like the peak of a mountain.

**Examples:** Together with the class, read and discuss “The Three Little Pigs.” How might the story be different if it took place in a different time or place? What if the three little pigs lived in different types of houses? What if the story took place in the distant future? What might change? What might stay the same?



setting

# Vowels



**Question:** What are vowels?

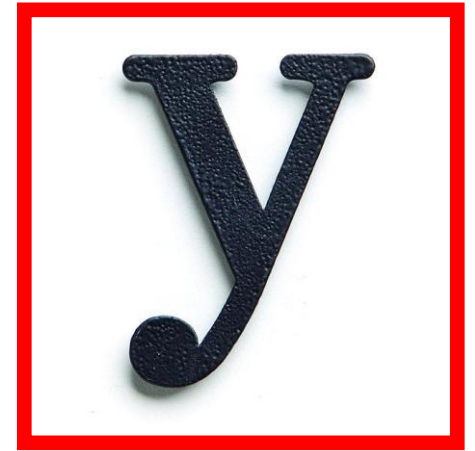
**Answer:** Vowels are the letters: A, E, I, O, U, and sometimes Y. Every word needs a vowel.

**Gesture:** With a fist formed, name each vowel and lift one finger as you say the vowel name. When you get to Y, wave a single finger on your other hand.

**Examples:** Write groups of letters on your whiteboard, but none with vowels: sts jmp rnnr  
Explain that every word needs a vowel: sets, jump, runner. Point out in runner, there are two vowels, that's because every syllable needs a vowel.



a e i o u



vowels

# Word

**Question:** What is a word?



**Answer:** A word is a group of letters. Every word must contain a vowel.

**Gesture:** Wiggle a few fingers (letters) and then close them into a fist (to represent letters make a word).

**Examples:** Read The Alphabet Tree by Leo Lionni. The story line is that the letters, when by themselves, can be blown away. In contrast, when the letters are together to form a word, they are strong and can't be blown away.



word

# Your

**Question:** What is the meaning of the word your?



**Answer:** Your, spelled y-o-u-r, means relating to oneself. Is this your notebook?

**Gesture:** Hold your thumbs up at point them at yourself.

**Examples:** \_\_\_\_\_ my favorite teacher. This book is from \_\_\_\_\_ collection.

\_\_\_\_\_ car is parked in the wrong parking space.

Marty said \_\_\_\_\_ picture won the contest. \_\_\_\_\_ five feet three inches tall.

This is \_\_\_\_\_ lucky day.

\_\_\_\_\_ really going to like the gift I bought for you.



**your**

# You're

**Question:** What is the meaning of the word you're?



**Answer:** You're, spelled y-o-u-'-r-e, means you are. You're going to be a father (picture 1). You're fired! (picture 2) You're going to have to make up your mind (picture 3).

**Gesture:** Hold out one fist as you say, "you." Hold out the other fist as you say, "are." Join the two fists by clasping hands as you say you're. Option: make the facial expressions of the visual as you kids say some you're statements.

**Examples:** \_\_\_\_\_ my favorite teacher. This book is from \_\_\_\_\_ collection.

\_\_\_\_\_ car is parked in the wrong parking space.

Marty said \_\_\_\_\_ picture won the contest. \_\_\_\_\_ five feet three inches tall.

This is \_\_\_\_\_ lucky day.

\_\_\_\_\_ really going to like the gift I bought for you.



you're