

# THE LEARNING WALL

## Q - Z

The 3 – 5 ELA Concept Learning Bricks 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 **27** Concept Learning Bricks from the Q through Z sections. 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.

Qq

quotation marks

Rr

raise/rise, reference books, resolution, riddle, rise/raise

Ss

set/sit, signature, simile, simple sentence, sit/set, stanza, subject, suffix, summarize, superlative adjective, syllabication, symbolism, synonyms,

Tt

table of contents, tall tale, their, there, thesaurus, they're, topic sentence

Uu

Vv

verb

Ww, Xx, Yy, Zz

# Quotation Marks

**Question:** What are quotation marks?



**Answer:** Quotation marks are punctuation marks (“ ”) that show the exact words spoken by person, quoted material, titles of short works, and definitions.

**Gesture:** Use two fingers from each hand and make quote marks on both sides of your mouth.

**Examples:** Cut pictures from a magazine - there should be 2 objects or people or animals in the picture. The children create a conversation between the 2 objects, people or animals. Use a different color crayon, pencil, pen for each speaker. Add the talking tags last. (e.g. said the blender. OR yelled the cow.)



" quotation marks "



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# Raise vs. Rise



**Question:** What is the raise vs. rise rule?

**Answer:** You raise *something else* up, you rise yourself up (or, the subject of the sentence rises itself up).

**Gesture:** Raise both of your arms over your head.

**Examples:** Write the following examples on the board and have the students prove why each is correct. She is raising **poodles**. He raised the **window**. They have raised a **crop** of wheat. The moon is rising in the east. They rose to the occasion. The temperature has risen by five degrees.

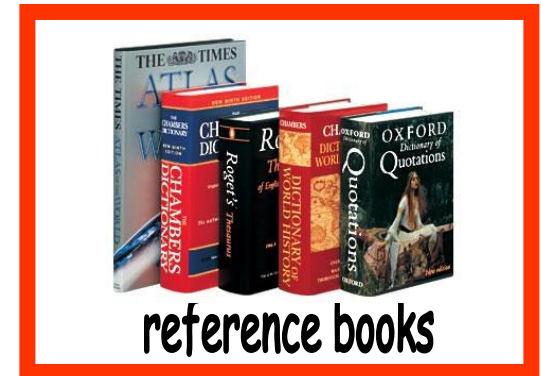
# raise





# Reference Books

**Question:** What are reference books?



**Answer:** A reference book is a book, such as a dictionary or encyclopedia, to which one can refer for trustworthy information.

**Gesture:** Squint your eyes, then pretend to open a book and have your eyes widen like you see what you are looking for.

**Examples:** Have a discussion about different types of reference books and reasons why we would need them. Some important reference books to discuss are: atlas, dictionary, thesaurus, and book of quotations.



reference books

# Resolution

**Question:** What is a resolution?



**Answer:** A resolution is the part of the story's plot line in which the problem of the story is resolved or worked out.

**Gesture:** Hold up one finger as if saying, "Ah ha!"

**Examples:** List some problems from some simple stories: Three Little Pigs, Beauty and the Beast, Cinderella, Jack and the Beanstalk, Little Red Riding-Hood, and The Ugly Duckling. Have the kids come up with the solutions in each one of your examples.



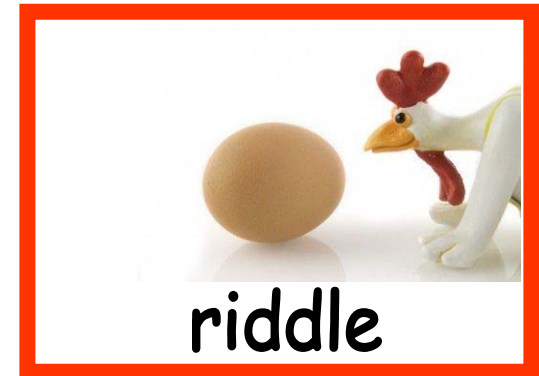
# resolution



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# Riddle

**Question:** What is a riddle?



**Answer:** A riddle is a mystifying, misleading, or puzzling question posed as a problem to be solved or guessed. Which came first, the chicken or the egg?

**Gesture:** Hold your hand in a fist like an egg and then flap your wings?

**Examples:** You'll find us near ponds or sitting on logs,  
We jump and we croak because we are \_\_\_\_\_.

This is a word which rhymes with up.  
You can drink out of me because I'm a \_\_\_\_\_.

This is a word which rhymes with bake,  
I'm nice to eat because I'm a \_\_\_\_\_.



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riddle

# Rise vs. Raise

**Question:** What is rise vs. raise rule?



**Answer:** You raise *something else* up, you rise yourself up (or, the subject of the sentence rises itself up).

**Gesture:** Rub your eyes like you're waking up...rise and shine.

**Examples:** Write the following examples on the board and have the students prove why each is correct. She is raising **poodles**. He raised the **window**. They have raised a **crop** of wheat. The moon is rising in the east. They rose to the occasion. The temperature has risen by five degrees.



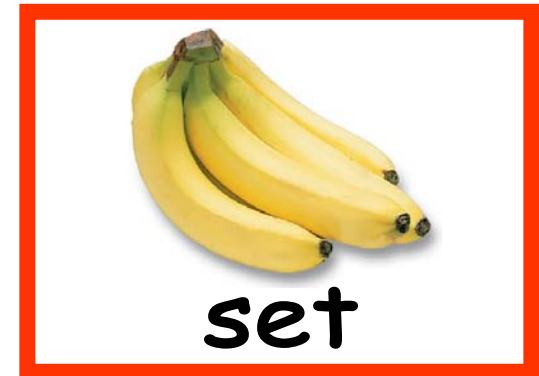
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rise



# Set vs. Sit

**Question:** What is the set vs. sit rule?



**Answer:** Use set when meaning to put or place something in a certain spot or position. Use sit when meaning to rest on the buttocks or thighs or be seated.

**Gesture:** Pretend to take something out of your pocket and set it on the desk.

**Examples:** You can set a thing anywhere you like, but you can only sit comfortably in a limited number of places. A chair is the most common place to sit. You can set something on a shelf, but unless you are very small, you can't sit on a shelf.





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set

# Signature

**Question:** What is the signature of a letter?



**Answer:** The signature of a letter is the 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.

**Examples:** Project or write a friendly letter on your screen or whiteboard. Point to different sections of the letter and ask the class if this is the signature of the letter. Point to the greeting, date, closing, signature, etc.



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signature

# Simile

**Question:** What is a simile?



**Answer:** A simile is a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*.

**Gesture:** Hold your left hand out as an L and your right hand to create the A to signify the words like and as

**Examples:** Have your students determine how the following are alike: How is a pencil like a railroad? How is snow like an hourglass? How is a soaring eagle like a light bulb? How is a mirror like a book? How are wildflowers like stars? How is moonlight like jewelry? How is a teddy bear like a cookie? How is a bird like a heart?

like



as

simile



# Simple Sentence

**Question:** What is a simple sentence?



**Answer:** A simple sentence contains a subject and a verb, and it expresses a complete thought. The cat sipped the milk.

**Gesture:** Hold up one hand and say subject. Hold up the second hand and say verb. Spread your arms out wide and holding out both the fists (the subject and the verb).

**Examples:** Use one block. Is this a house? No. It needs a roof. In order to build a simple house, we have a certain structure. We must have walls and a roof. Now let's use some of the blocks to make a more elaborate house. Sentences are built in the same way as a house. Just like a house needs some structure, a sentence has it's own set of building blocks. There are two basic building blocks to every sentence. Without these blocks in place it would not make any sense. These two basic blocks are called a SUBJECT and a VERB. Give some example of simple sentences.





simple sentence

# Sit vs. Set



**Question:** What is the sit vs. set rule?

**Answer:** Use sit when meaning to rest on your backside or be seated. Use set when meaning to put or place something in a certain spot or position.

**Gesture:** Stand up and then sit your self down in a seat.

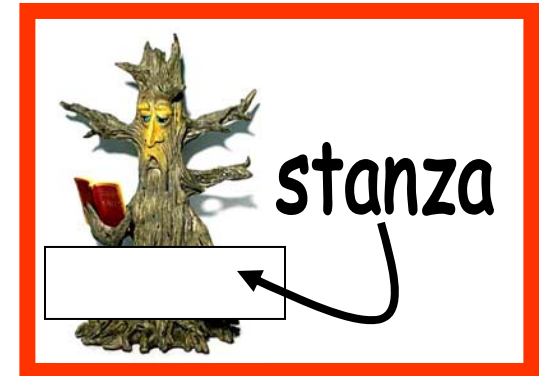
**Examples:** You can set a thing anywhere you like, but you can only sit comfortably in a limited number of places. A chair is the most common place to sit. You can set something on a shelf, but unless you are very small, you can't sit on a shelf.



sit

# Stanza

**Question:** What is a stanza?



**Answer:** A stanza is a fixed number of lines of verse forming a unit of a poem.

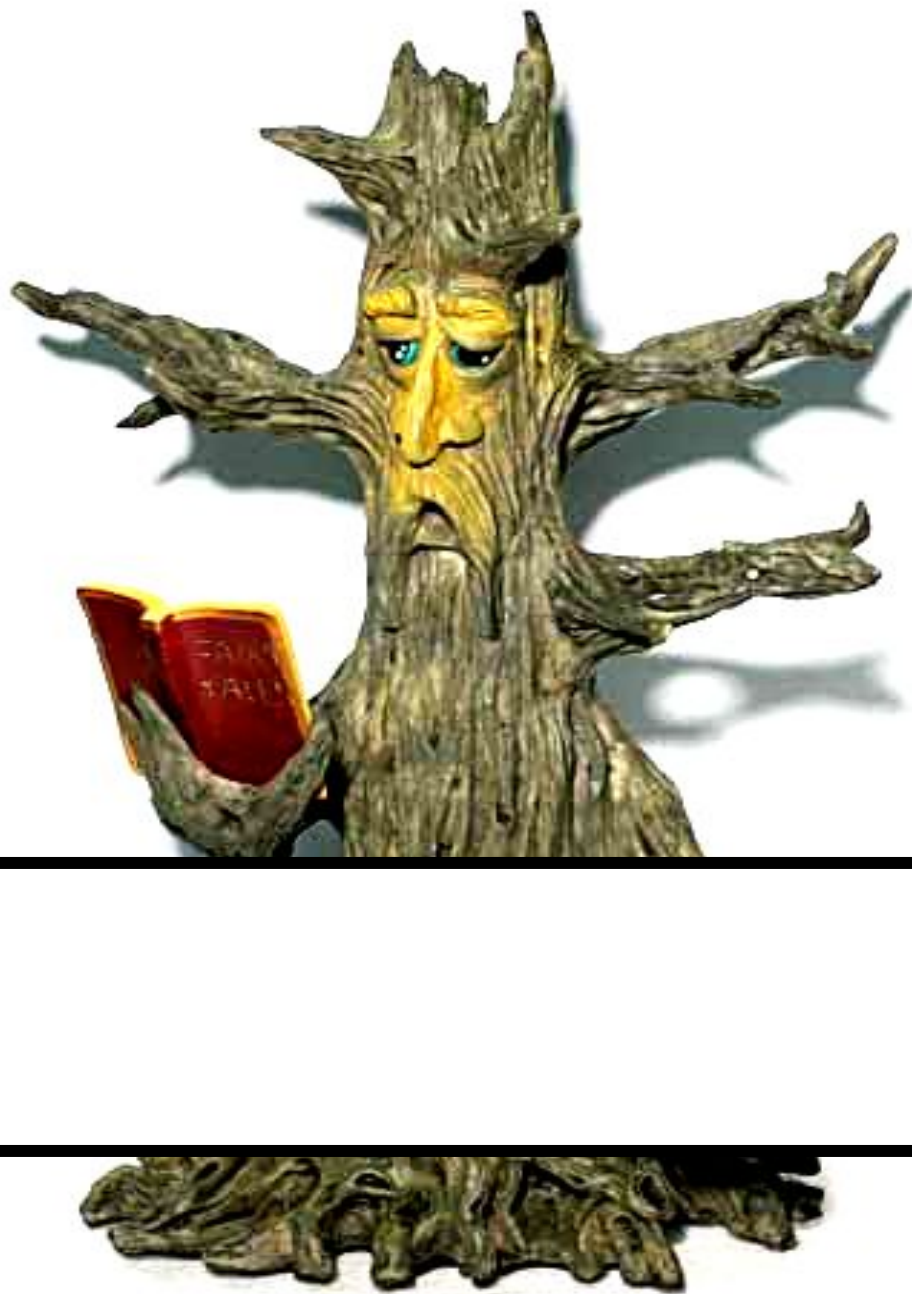
**Gesture:** Hold up two fingers and pretend to organize two things into one group. Then hold up three fingers and pretend to organize three things into one group.

**Examples:** Some different types of stanzas are as follows:

**Couplets** - Couplets are stanzas of only two lines which usually rhyme

**Tercets** - Tercets are stanzas of three lines. The three lines may or may not have the same end rhyme. If all three lines rhyme, this type of tercet is called a triplet.

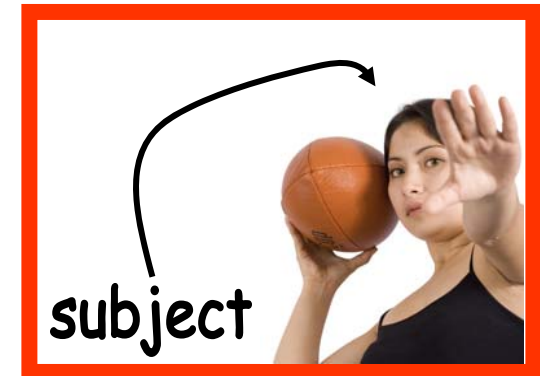
**Quatrains** - Quatrains are stanzas of four lines which can be written in any rhyme scheme



stanza

# Subject

**Question:** What is a subject?



**Answer:** Every complete **sentence** contains two parts: a **subject** and **predicate**. The subject of a sentence is who or what the sentence is about. Joanne threw the football to her brother.

**Gesture:** Point to yourself and then hold your arm up as if you were throwing the football as you say Joanne threw the football to her brother.

**Examples:** Have student fold their papers, then unfold. Label left side "subject" and right side "predicate." Give them a starting subject (The blue dress), then let them write as many "endings" (predicates) as they can think. Reverse by giving them a predicate ending and they come up with elaborate subjects.



subject



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# Suffix

**Question:** What is a suffix?



**Answer:** A suffix follows the base-word to which it is added, as *-ly* in *kindly*.

**Gesture:** Give a small golf clap (clapping very quietly). \*The crowd always applauds after a golf shot, not before or during.

**Examples:** : -er (doer) (teacher), -able (able to) (believable), -ous (full of) (dangerous)  
-ful (full of) (helpful), -ly (like) (gently), -ment (state of ) (government)



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suffix

# Summarize

**Question:** What does it mean to summarize?



**Answer:** To summarize is to give a brief statement or account of the main points of something. (The mini Cooper represents the stretched limo summarized; it's still black, has four wheels, etc....)

**Gesture:** Hold your arms stretch out wide and as you explain what it means to summarize, move your hands in closer and closer to represent a brief statement of the main points.

**Examples:** Have students fold a sheet of paper in fourths and write the following headings on the four sections: *Somebody, Wanted, But, So*. Using a story that the students have read, have students complete their individual charts by writing a statement under each section: Somebody (identify the character) Wanted (describe the character's goal) But (describe a conflict that hinders the character) So (describe the resolution of the conflict) Remind students to focus on information that is most significant.



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# summarize



# Superlative Adjective

**Question:** What is a superlative adjective?



**Answer:** A superlative adjective compares three or more nouns and takes the comparison of nouns to the highest degree usually using the suffix -est. heavy, heavier, heaviest

**Gesture:** Curl one arm with no strain (heavy). Curl two arms with minimal strain (heavier). Curl two arms grimacing (heaviest).

**Examples:** To teach the superlative degree the teacher may pick up four or five real objects of the same kind. For example, four or five pencils of different length. Ask the students how they would differentiate between the pencils.



superlative adjective

# Syllabication

**Question:** What is syllabication?



**Answer:** Syllabication is the act of dividing words into syllables.

**Gesture:** Clap out syllables as you say the word syl la bi ca tion (5 claps).

**Examples:** Syllable Clap Talk with children about why knowing about syllables can help them when they read and write. Ask them to clap with you as you say these words:

sunshine  
astronaut  
school

vacation  
alphabet  
wonderful

delicious  
communication  
merry-go-round

dinner  
calendar  
television





**syllabication**

# Symbolism

**Question:** What is symbolism?



**Answer:** Symbolism is something that represents something else, either by association or by resemblance. In writing, symbolism is the use of a word, a phrase, or a description, which represents a deeper meaning than the words themselves. Snakes are often used as a symbol of evil.

**Gesture:** Move your arm around like a snake and say, “evil.”

**Examples:** A symbol is something, usually physical, which represents or suggests something else, often a larger, more abstract idea. For instance, a heart with an arrow through it often symbolizes a person’s affection for someone else. Likewise, flags symbolize the idea of a nation or patriotism. Using your own knowledge, a partner’s, or any reference resource that you have available, identify what each of the following objects symbolizes: a light bulb, oak tree, horseshoe, owl, and spring.



symbolism

# Synonyms

**Question:** What are synonyms?



**Answer:** Synonyms are words having the same or nearly the same meaning: ship and boat

**Gesture:** Hold both hands next to each other. Say the word “ship” and shake your left hand. Say the word “boat” and shake your right hand. Your hands are similar, but they are not exactly the same.

**Examples:** After explaining what synonyms are, ask students to clear their desks and take out a pencil. Then give each student a sheet of paper with a vocabulary word on it. Once everyone is ready, appoint a timekeeper and explain how to play. Students will have 15 seconds to add a synonym to the card in front of them, then they must move to the next desk. At each desk, they must try to think of a synonym that hasn't yet been used.



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# synonyms

# Table of Contents



**Question:** What is a table of contents?

**Answer:** A table of contents is near the front of a book and tells the book's parts, like a waiter tells the customer what's on the menu.

**Gesture:** Pretend to open a book and then hold your hand up like a waiter holding a dish.

**Examples:** Use the table of contents and ask what is the name of the chapter that starts on page 17, or where would you find more about the American Eagle?

<b>All About Birds</b>	
Table of Contents	
1. Prehistoric Birds . . . . .	8
2. Birds of America . . . . .	17
3. Birds as Pets . . . . .	23
4. Endangered Birds. . . . .	41
5. Bird Nests . . . . .	62
6. Glossary . . . . .	70





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# table of contents

# Tall Tale

**Question:** What is a tall tale?



**Answer:** A tall tale is a fictional story that stretches the truth. The heroes of tall tales are "larger than life".

**Gesture:** Stretch your arms from ground to over your head to show TALL tales and larger than life.

**Examples:** Introduce tall tales by giving each student a piece of white butcher paper (every one larger than the other until reached a very large sheet). Tell them they have the entire sheet to draw a fish on. Arrange them in order from smallest to largest. Then talk about how people exaggerate about catching the big fish. Have each student stand up and tell how they caught their fish and try to top the one before.





tall tale

# Their

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



**Answer:** Their, spelled t-h-e-i-r, means belonging to or associated with the people or things previously mentioned or easily identified. It's not my ball, but their ball.

**Gesture:** Point to yourself and shake your head and say, "Not my ball", then point to someone else and say, "their ball".

**Examples:** The students should receive an explanation of the difference between *there*, *their* and *they're*. Have the students write down or show with whiteboards the correct spelling of there (their or they're) as it is used in a given sentence. I left my shoes in their classroom. They're not coming home tonight. There is no one left in the building. I went there this morning. There is no problem with my homework. It's their mother's car. I'm not happy with their report card. Put your coat in there beside mine. I like Kimberly and Tiff, they're nice. Let's go to their house today. Turn left on John Street, walk two blocks and you will be there.



their

# There

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



**Answer:** There, spelled t-h-e-r-e, means in or at that place....over there.

**Gesture:** Point to a corner of the room and say, “Go wait over there”.

**Examples:** The students should receive an explanation of the difference between *there*, *their* and *they're*. Have the students write down or show with whiteboards the correct spelling of there (their or they're) as it is used in a given sentence. I left my shoes in their classroom. They're not coming home tonight. There is no one left in the building. I went there this morning. There is no problem with my homework. It's their mother's car. I'm not happy with their report card. Put your coat in there beside mine. I like Kimberly and Tiff, they're nice. Let's go to their house today John Street, walk two blocks and you will be there.



there

# Thesaurus

**Question:** What is a thesaurus?

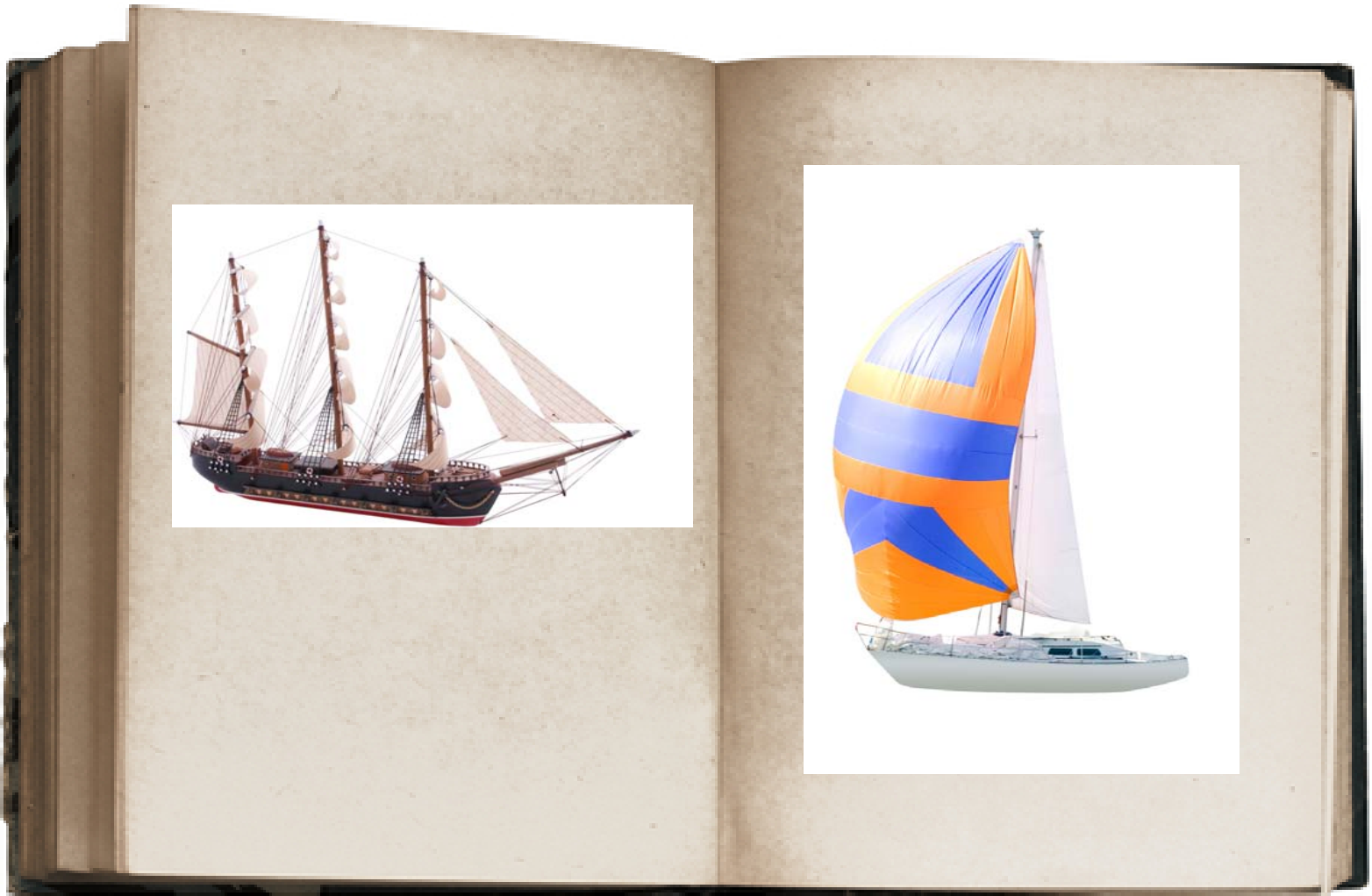


**Answer:** A thesaurus is a book of synonyms, sometimes including antonyms.

**Gesture:** Pretend to open a book and then make the gesture for synonyms (Hold both hands next to each other. Say the word “ship” and shake your left hand. Say the word “boat” and shake your right hand.)

**Examples:** Divide students into groups of three or four. Give each group a thesaurus. Give students a list of simple words. Words may include "walk," "said," "talk," "angry" and "soft." Ensure that you include nouns, adjectives and verbs. Ask each student in the group to look up one of the words on the list, one at a time. If the first word is "walk," for example, students may list their favorite words to replace the plain-sounding word, such "amble," "lumber," "stroll," "waltz" and "lope."





thesaurus

# They're

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



**Answer:** They're, spelled t-h-e-y-'-r-e, is a contraction meaning they are....they're dancing together.

**Gesture:** Hold out a two finger person in one hand and a two finger person in the other hand. Now have them do the samba....or any other random dance with your fingers as you say they're dancing together.

**Examples:** The students should receive an explanation of the difference between *there*, *their* and *they're*. Have the students write down or show with whiteboards the correct spelling of there (their or they're) as it is used in a given sentence. I left my shoes in their classroom. They're not coming home tonight. There is no one left in the building. I went there this morning. There is no problem with my homework. It's their mother's car. I'm not happy with their report card. Put your coat in there beside mine. I like Kimberly and Tiff, they're nice. Let's go to their house today. Turn left on John Street, walk two blocks and you will be there.





they're

# Topic Sentence

**Question:** What is a topic sentence?



**Answer:** A topic sentence is a sentence that states the main subject of a paragraph or an essay. A topic sentence is part of an essay's road map.

**Gesture:** Hold one arm up on top of your head then pretend like you are looking at a map.

**Examples:** Show a sample paragraph to the class with the first sentence missing. Explain that a topic sentence states the main subject of a paragraph and have the kids come up with a main idea for the topic sentence.



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topic sentence

# Verb

**Question:** What is a verb?



**Answer:** A verb is a part of speech that expresses existence or an action.

**Gesture:** Move your arms as if you are running.

**Examples:** Children demonstrate lots of exciting verbs while playing on the playground at recess time. Here is a fun game to play as your students come back into the classroom. Ask a student what they did or played at recess. Alicia may say, "I'm swinging!" Tell her, "Swinging is a verb." Do this with all of the students and at the end see if they make the connection.



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verb

