

# Pivotal Phrases

A whole sentence hand sign  
method to promote the  
understanding of big ideas.

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**May 29, 2019**

## Turn and Talk

Are the meanings of small words like **the**, **of**, **in**, etc. worth teaching?

## Turn and Talk 2

Do individual  
sentences sometimes  
sum up a whole area  
of study?

# Deconstructing a Pivotal Phrase

- What is the sentence about? (T and T)
- Starting from *right after* it, what is *each piece* of information we learn about it in this sentence?  
(T and T)
- HOT-Q: So, if ...

# Do forces require contact?

Objects in contact exert forces on each other.

Electric and magnetic forces between a pair of objects do not require that the objects be in contact.

Source: PS2.B: Types of Interactions: Disciplinary Core Ideas

When forces are balanced...

Forces are responsible for keeping an object in a state of rest.

Source: Knowing Science Grade 3 PS 1.4, page 37, edited [Text Features: embedded definition] [Tier 2 Vocabulary: responsible for, state, balanced, reinforces, unbalanced]

When forces are unbalanced...

Understanding that balanced forces keep objects at rest helps us understand that unbalanced forces cause motion.

How can we change the world?

6.1.4.A.10 Describe how the actions of ... civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.



How did we get here?

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

# What causes wind?

The main cause of wind is actually differences in temperature between different areas. Because warm air rises, it leaves behind an area of low pressure *behind it*.

Source: <https://scijinks.gov/wind/> [Edited]

How do we measure weather?

Each component of weather  
can be observed using an  
instrument or tool designed  
specifically for that  
component.

. Source: Knowing Science Grade 3 ESS 1.1 Activity Sheet 3 [Tier 2

Vocabulary: component, observe, instrument, designed, specifically ] [Text Feature: passive constructions]

Does air have pressure?

When air pressure is described as “high”, it means the air is heavier.

Source: Knowing Science Grade 3 ESS 1.1 Activity Sheet 1

# Additional Footnotes

Knowing Science Grade 3

<https://www.knowingscience.com/ngss-curriculum/grade-3>

Online PPs:

<https://www.franklinboe.org/Page/17256>

# Academic References

- Asher, James    The Total Physical Response Approach to Second Language Learning. The Modern Language Journal. Vol. 53, Issue 1, pages 3–17, January 1969.
- Wong-Fillmore, Lily. Supporting Access to the Language & Content of Complex Texts for EL & LM [Maryann Cucciara, a student and associate of Lily Wong-Fillmore, taught us the sentence deconstruct method that I have here modified.]
- Zwiers, Jeff    Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12 John Wiley and Sons, 2008. [Got us moving in the right direction. Contains a few hand signs of tier 2 vocabulary.]