

Visual Signals and Gestures for Critical Academic Words and Skills Evidence-based Writing

Topic sentence	Show an arc with your hands over your head indicating it must be broad enough to cover the ideas.
Turn the question around	Gesture with your right hand like you are turning a light bulb around
Support	Cradle arms like holding a baby
Ideas	Point to temples where your ideas are
Specific	Pinch fingers together, also exact, precise or grab shirt to show specific details like the ones that distinguish your shirt from someone else's shirt
Focused Relevant	Make a V with your hand
Not related / irrelevant/ off topic	Gesture away, flinging or brushing off into the distance
Details	Make a tail for younger students or make the letter d with your left hand forming the stem and right hand forming the circle
Examples	Make an "x" with your two index fingers
Reasons	Make a lower case "r" with the index finger of your right hand
Facts	Make an "F" by raising left index finger and crossing it with the index and middle finger of right hand (almost like a flag flying)
Text (article, passage, selection, myth...)	Put hands in front of you in shape of a book (like a wide V)
Look back	Pantomime flipping pages of an imaginary book
Find/locate evidence	Point to text by using your right hand and point to the open left hand (book)

Short quotes (not long quotes)	Short quotes not long quotes: Use the quotation marks symbols with your hands in the air. Expand them in the air and shake no.
Cite the quotes (attribute)	Show quotes and mimic writing after the quotes
Elaborate explain	Use hands curling back to self, urging student forward, give me more information
Transition words	Interlock your fingers of both hands in front of you and say, “first, next, also, most importantly, furthermore...”
Close it up, powerful closer	Swirl your finger in a circular motion, add a punch for powerful closer
Check it over	Make a giant check mark in the air
No “personal” pronouns	Wag finger then point to self
Use information from several sources or places in the text	Use your finger to point to several books (re-cup hands to make another book) or point on several places on your hand (book)
Answer all parts	Pantomime writing in the air in several places
Fill the box! (if box is given)	Put hands together, one on top of the other, in front of you, like a sandwich. Then, spread them, filling up a whole box, vertically and horizontally. How many lines? All 23 lines!
Include a hook or grabber	Extend your right hand like you are trying to grab something or someone’s attention, or use an imaginary hook
Clarify	Instead of curling your hands, put them straight one after another in a more organized way, say clar-i-fy when you do this
Retell	Talk from left to right as if you just heard something and then retell it
Don’t plagiarize	Wag fingers then pantomime reading your left hand as if it is a passage and then copying it by air writing with your right hand
Compare	Look at your two hands face up in front of you
Contrast	Flip one hand over and keep looking at differences

Closely read	Pantomime reading with your face really close to text and go slowly
Infer	Pantomime reading between the lines (hold up 2 lines in front of your face)
Point of view	Point to self then into the distance with your hand over your eyes for my point of view, point to someone else and do the same (his point of view)
Identify	Point to your id tag
ADVANCED	GRADES 5 AND UP
Claim	Use your right hand like a sock puppet talking
Counter claim	use your left hand (see above) and make it argue with the right hand
Analyze	Pantomime breaking something apart with your two hands in front of you and looking at it carefully
Synthesize	Pantomime putting it back together
Paraphrase	Pantomime reading something then thinking and then talking in your own words
Summarize	Pantomime reading, air writing, then collapse your hands together to show shortening or compressing your thoughts
Excerpt	Show the symbol for text then pantomime lifting or pulling a piece of it with your fingers
Critique	Pantomime looking at something, scrunching up face and then holding up 1 finger as if to say, 1 suggestion I have it..
Source	Gesture the text but draw an “air S”
Objective tone	Pantomime talking like a robot, wag fingers and then talk all angry or excited (not subjective)
Interpret	Pantomime right hand talking like a claim but then look at it thinking then take your other hand and in the same direction talk more as if you are interpreting the words
Formal style	Adjust your tie
Argument	Do the symbol for claim and counter claim and then have them fight
Audience	Put hands on side of face as if watching something
Delineate	Pantomime underlining in a text
Design	Pantomime building something, stacking your hands every which way and thinking about it

Integrate	Mesh fingers together
Distinguish	Separate fingers a little bit to distinguish them from one another but don't segregate them
Comprehend	Point to ideas then shake 3 times, say, "I com-pre-hend"
Simile	Put hands up one at a time say, "sim-i-lee" fluffy like a cloud
Metaphor	Same as simile but put hands together and don't say "like"
Evaluate	Do the gesture for critique and then give it a score by holding up nine fingers
Justify	Pound on table 3 times? Just-i-fy then add evidence, details, examples, facts...
Trace	Trace your fingers as if making one of those turkeys on paper
Rank	Pantomime 1, 2, 3, 4

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Narrative Writing: www.vanshoppes.com and more

When	Point to watch say, “Last week, last month, once upon a time”
Who	Point to self say “Who is in story?”
Where	Put hand out say, “Where does it take place?”
Dialogue	Put up quote symbol but mimic talking, I said, “blah, blah...”
Inner dialogue	Put up quotes symbol but point to head, what were you thinking, what were your characters thinking? How did they REACT?”
Vivid Verb	Pretend to run
Adjective	Make the capital letter A with your hands
Specific	Pinch fingers together
Noun	Stand like a soldier, arms at side. Say, “Person”- point to self. “Place”- put hands face up in front of you (like here). “Thing”- point to light bulb or some other object. “Idea”: point to temples.
Simile	Put hands up one at a time say, “sim-i-lee” fluffy like a cloud
Hyperbole	Make an exaggerated gesture with both hands say, say “dog was as big as a horse”
Onomatopoeia	Touch both ears, back and forth on each syllable
Personification	Blow like the wind? Wind tickled my ears, knocked me over...
Punctuation for effect	Act out the following marks and use emotion when you say them
End marks	Stomp on the ground
Period	Stomp on ground and put fist out with a short punch
Question mark/ interrogative	Draw a question mark in the air and then stomp, say “question mark?” with an inflected voice
Exclamation mark	Draw a vertical line with your hand and then stomp and say with emotion, “EXCLAMATION MARK!”
Ellipsis	Stomp three times while saying in three syllables each time stomping: e-lips-sis (the shark came by again...)
Explode the Moment	Make an exploding type motion with your hands
Senses	Point to eyes, ears, nose, mouth, rub fingers,

Don't tell me, show me	Make a wagging motion with your fingers (don't) then pretend to talk, don't tell me. Then gesture show me and run through the senses signals: ears, eyes, nose, taste, touch...
Close it up, powerful closer	Swirl your finger in a circular motion, add muscle gesture by flexing bicep for a powerful closer
Include a hook or grabber	Extend your right hand like you are trying to grab something or someone's attention, or use an imaginary hook
Mood	Mimic a violin playing
Details	Make a tail for younger students or make the letter d with your left hand forming the stem and right hand forming the circle
Examples	Make an "x" with your two index fingers
Transition words	Interlock your fingers of both hands in front of you and say, "first, next, also, most importantly, furthermore..."
Elaborate explain	Use hands curling back to self, urging student forward, give me more information
Point of view	Point to self then into the distance with your hand over your eyes for my point of view, point to someone else and do the same (his point of view)
Put the story in order to build suspense	Use your fingers to show rising action, grab chin and look puzzled to indicate problem, hold up one finger to show solution (eureka!)

Visual Signals and Gestures for Critical Academic Words and Skills Parts of Speech and Punctuation

Adjective	Make the capital letter A with your hands
Noun	Stand like a soldier, arms at side. Say, “Person”- point to self. “Place”- put hands face up in front of you (like here). “Thing”- point to light bulb or some other object. “Idea”: point to temples.
Pronoun	Stand like a noun, then turn head and look quizzically, “pronoun” say what’s it referring to? Put hands up say, “he, she, them, it...” You could also do possessive pronouns like his, hers, by hugging and imaginary object to your chest...
Action Verb	Pretend to run
State of Being Verb	After running, put arms down to sides, palms out, shrug shoulders, say “I <i>am</i> tired, she <i>is</i> hungry...”
Adverbs	Run like for a verb, then run faster or slower, swiftly, slowly...Put out the A gesture (like for adjective) again, but do it after the <i>verb</i> signal)
Connecting transition words phrases	Link hands together in front of body. First, also, finally, most importantly, however, on the other hand...
Comma	Make a comma in the air
Apostrophe	Make a comma like but higher in the air. Say contraction can’t or possessive boy’s girl’s while hugging something to self.
Semicolon	Stomp and then draw a comma (semi... stomp, colon... comma)
Sentences must have a complete idea	Make a circle with your hands, point to head
Sentences must make sense	Pantomime light bulb going off (put the fingers of your right hand into the air like a light bulb going off while your thumb is still touching your head say, “Bing!”)
Sentences have a subject like a noun	a person (stand straight up arms to side); a place (hands palms up her or here gesturing to the places); thing (point to light bulbs in room etc.)
Have a predicate	Gesture and action like hitting a ball or snapping fingers or eating