

Figurative Language: Similes and Metaphors

Figurative language: Figurative language is used to carry ideas and feelings that otherwise might be difficult to put into words. The implied meaning is more than what is literally stated.

Metaphor: A metaphor is a comparison that talks about one thing as if it were another without the use of the words "like" or "as" .

Simile: A simile is a comparison that uses the words "like" or "as".

Directions: Below are examples of figurative language. Identify whether each phrase is a simile or metaphor. Then write a simile and metaphor of your own. You may describe a situation from our story or from your personal experience.

_____Summer had both arms stretched out, beckoning us

_____His face was so white it made his freckles stand out like strawberries in cream.

Simile:

Metaphor:

A Sign of the Times

Directions: Our English language has changed since 1962 but some of the old phrases are still recognizable and have current translations. Working with family and friends of different generations, try to “uncover” some language changes since 1962.

Word/ Expression

Definition and Current Expression

Dungarees

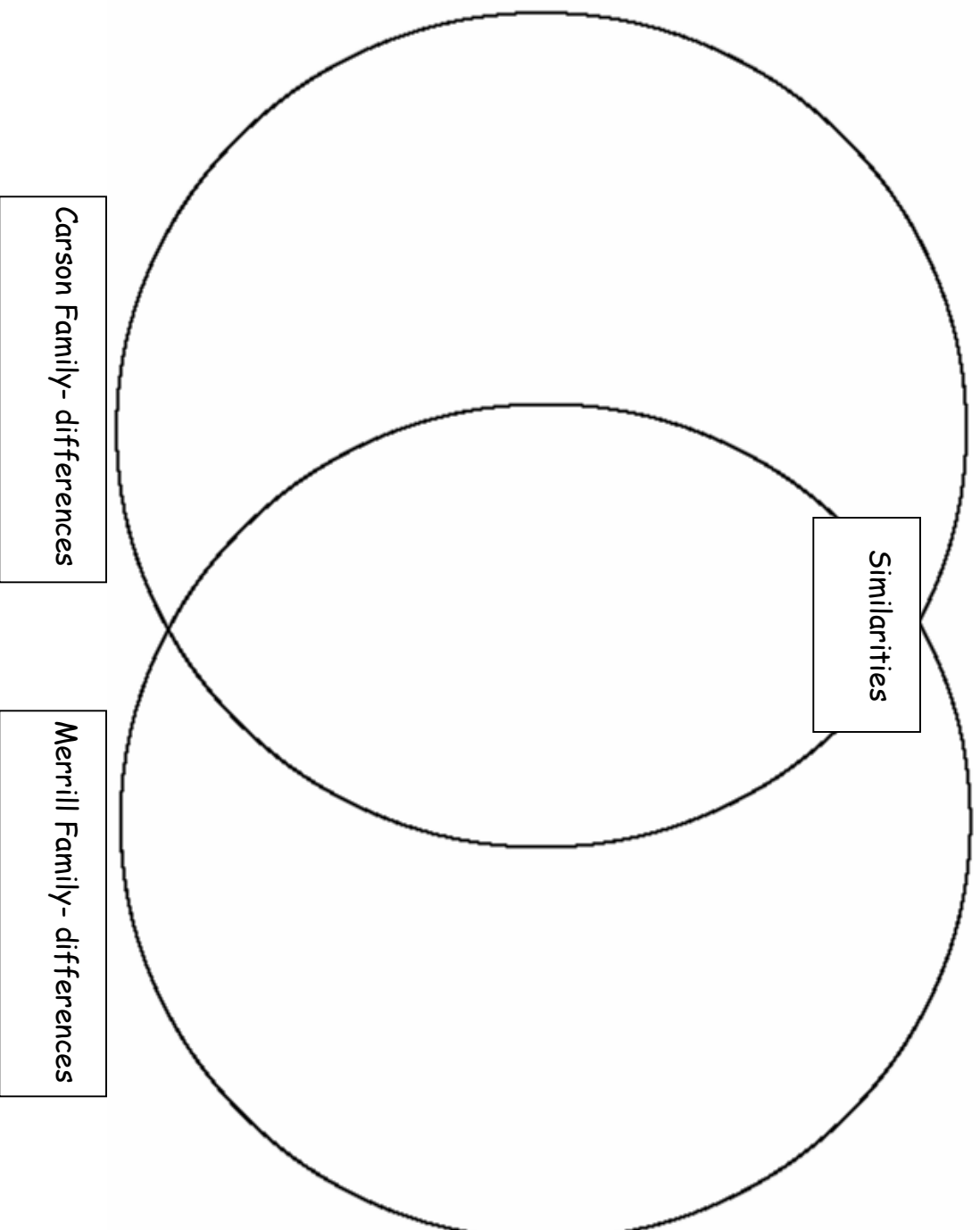
Filling Station

A phrase meaning diagonally across from

Teachers: The students will rediscover some of terms from 1962, ie; smitten, suit yourself, no-account. This website has some lessons that are helpful when discussing idioms.

<http://webnz.co.nz/checkers/idiom2.html>

Compare and Contrast Directions: Using the Venn Diagram below, compare and contrast the Merrill family and the Carson family.



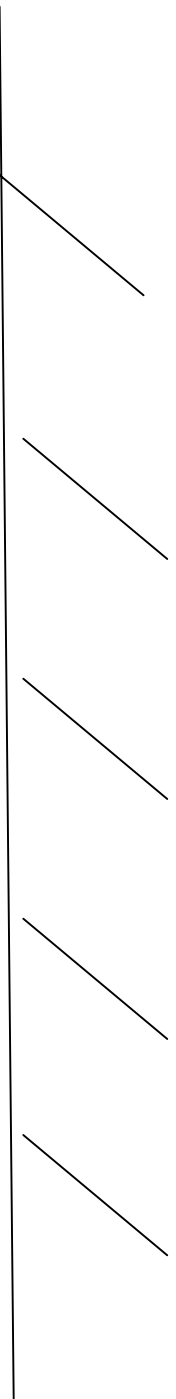
Chapter 6 and 7

House of Cards

Directions: Using a deck of playing cards, construct a two story structure. (You may also choose to construct a pyramid from construction paper.) Sketch and label your structure in the space provided.

Choose a card; carefully remove it from the structure. Document what changes with the structure.

Select two characters from the book that have a changing relationship. Create a timeline of their relationship. Be certain to include comments or actions that influence/change their relationship.



Chapter 8 and 9 Careers

Directions: Mrs. Merrill sees her dream to become a beautician as unattainable. What career are you interested in? What will you need to reach your goal?

Helpful website: www.learnmoreindiana.org

Career: _____

Training Required: _____

Prerequisite for Training: (grades, skills...) _____

Cost of Training: _____

Length of Training: _____

Average Starting Salary: _____

Job Availability: _____

Location of Jobs: (marine biologist- coastal areas)

Chapter 11

A Meal Fit for a Coon

Directions: Obviously the only one interested in Mother's meal was Zorro. Lydia's mom needs some help in the kitchen. Plan a meal that is nutritious, reasonably priced and easy to prepare. Remember; check the food pyramid to make certain that your meal is well balanced! (The food pyramid website has fabulous resources.)

Menu

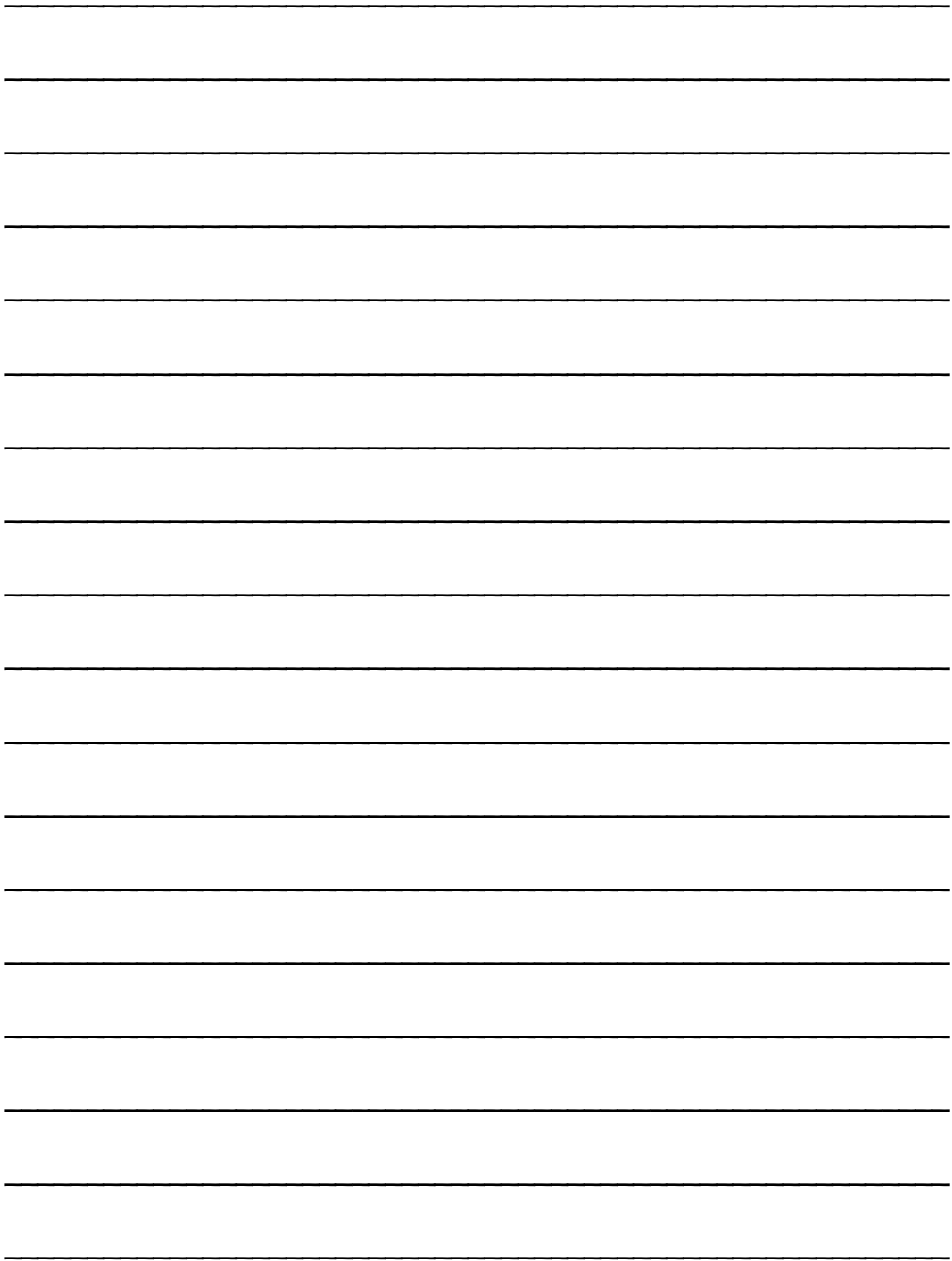
Grocery List

Meal Preparation

Preparation Time: _____ Serves: _____

Recipes needed: _____(clip or write on back)

Approximate cost of meal: _____



Chapter 16 and 17 Safety Plan

Directions: Lydia's quick thinking quite possibly saved Mrs. Merrill's life. What are your safety precautions and plans? Write out your plans for each area. Share this information with your class and family. Are you prepared?

Tornado

School: _____

Home: _____

Fire

School: _____

Home: (Where will your family meet?) _____

Medical Emergency

School: _____

Home: _____

(Does anyone in your class/family have any special medical conditions? i.e. peanut allergies, heart condition, diabetes)

Close Encounter

What if a stranger or someone you know poses a threat. What do you do? Whom do you tell? Devise a safety plan for school and home. (**Teachers, perhaps the police or a local Martial Arts expert could come and talk to the students about techniques to use to escape an unwanted hold.)

Home: _____

School: _____



Bullying

A Collection of Tips and Ideas to Address Bullying Behavior

Define Bullying

- Individually have each student write his/her definition of bullying.
- Compare these with your school's definition of bullying/harassment.
- Make certain that all types of bullying are addressed- physical and emotional.
- An imbalance of power is key to understanding bullying.
- Odd Girl Out by Rachel Simmons deals with female aggression.

Types of Bullying

- Teasing
- Taunting/ Rumors
- Threatening
- Hitting
- Stealing
- Social isolation through intentional exclusion

Bullying

- Imbalance of real or perceived power.
- Intentional, repeated hurtful acts, words, or other behavior.
- Not intentionally provoked by the victim.
- Includes forms of hazing.
- Boys typically engage in direct bullying; girls in indirect bullying.
 - Direct- physical or name calling
 - Indirect- shunning, gossip, manipulation

Understanding Roles

- Assign students a location- restroom, bus, hallway, cafeteria, playground...
- Have each student write a bullying scenario.
- Analyze the scenarios as a class, understanding often times there are three roles; bully, victim, and bystander.
- Act out the scenarios, focusing on the roles and how we can change the imbalance of power.

Victim Action

- Walk away, ignore, **tell someone**
- Diffuse with humor
 - In a light hearted voice respond to an insult with, “Can I quote you on that?”
- Diffuse with a question
 - Why do you say things to hurt my feelings?
- Nonsense comeback
 - Sing a song- R-E-S-P-E-C-T
 - Shenanigans!

Bystander Action

- Calmly ask bully to “knock it off.”
- Redirect attention
 - Then ask bully to stop, privately
- Walk away with victim
- As a class or school, create an anti-bully chant
 - Eagles Scream- NO!
 - Chant this with victim.
- Tell teacher, counselor,

Staff Action

- The most effective place to start is with a school staff.
- Create community awareness of the subtleties of bullying.
- Address areas such as sarcasm used as discipline in the classroom.
- Lunchroom and recess monitors- are attentions distributed evenly?
- Remember, if adults are not brave enough to confront bullying behaviors our students won't be either.

Resources

The Bully, the Bullied and Beyond, by Esther Williams, M.ED, L.P.C.

Williams lessons fit nicely with strategies that Willis and Lydia could use.

Bullies are a Pain in the Brain, By Trevor Romain

Combines laughter and practical approaches that Lydia could use next time she meets up with Bobby and his “friends.”

Joey, a video published through National Center for Youth Issues.

This video puts us in a bullies shoes and how a tragic turn of events impact his life.