

TEACHER ANSWER KEYS

FREAK THE MIGHTY

FIGURATIVE LANGUAGE: CHAPTERS 1 - 5

Determine if the quotes below include an example of metaphor, personification, onomatopoeia, hyperbole, idiom, or simile. There can be more than one answer.



<u>Simile</u>	"They were always trying to throw a hug on me, <u>like it was a medicine I needed.</u> "
<u>Metaphor</u>	"Man, they were <u>death-ray eyes.</u> "
<u>Onomatopoeia</u>	"When it goes off your heart <u>thuds</u> to a stop for a microsecond, <u>wham.</u> "
<u>Idiom</u>	"She's...bouncing around the kitchen and <u>talking a mile a minute.</u> "
<u>Metaphor</u> <u>Hyperbole</u>	"Boy does that make his <u>eyes blaze</u> — <u>so upset he can hardly talk.</u> "
<u>Simile</u>	"Gram is uneasy, I can see her eyes filling nervously around the room, <u>like she's crossing the border into a really foreign country.</u> "
<u>Idiom</u>	"What she means is, you're a <u>spitting image of your old man.</u> "
<u>Simile</u>	"One day this wimpy little kid tried it when nobody was looking and the sword slipped out <u>like it was stuck in butter.</u> "
<u>Metaphor</u> <u>Hyperbole</u>	"I must have seen her bringing Freak to daycare, <u>way back in the dark ages.</u> "
<u>Onomatopoeia</u> <u>Simile</u>	"It makes him sort of out of breath, you can hear him <u>wheweing</u> , or I guess you'd call it panting, <u>like a dog does on a hot day.</u> "

for easy grading or review

Answer To Freak The Mighty

Linda Rief



Answer To Freak The Mighty:

, 101 Solutions for School Counselors and Leaders in Challenging Times Stuart F. Chen-Hayes, Melissa S. Ockerman, E.C.M. Mason, 2013-11-09 School counseling strategies that promote student success So much is expected to prepare today's students for success academic achievement career and college readiness emotional and social competency to name a few School counselors can make an enormous positive difference in children's lives Yet school counseling programs are in crisis because of undefined roles skyrocketing student counselor ratios and decreasing budgets Leaders and counselors must move away from outdated roles and embrace school counseling programs that ensure readiness for ALL students In a succinct Q A format the authors provide school counselors and educational leaders with 101 solutions to common counseling issues across the K 12 spectrum on topics ranging from data driven counseling to bullying collaboration and equity Stories of school counselors and educational leaders who have successfully implemented these solutions Numerous print and digital resources for further exploration including online supplements Discover a wealth of affordable counseling practices that make your job easier and more effective demonstrate the power of a school counselor and help all students succeed 101 Solutions for School Counselors and Leaders in Challenging Times is an invaluable resource for all professional school counselors developing a comprehensive school counseling program to ensure college and career readiness for all K 12 students Diane Smith School Counselor Smithport Area School District PA With a focus on core standards social justice and evidence based programs and services this book is a must have for anyone interested in a comprehensive practical approach to school counseling strategies that promote student success Tamara Davis Professor Marymount University Arlington VA **Writing and Reading Connections** Zoi A. Philippakos, Steve Graham, 2022-11-18 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction *Reading Response Forms Gr. 1-2* Eleanor Summers, 2008-02-01 Let your young readers share their thoughts about the literature that they have heard or read themselves Our resource will help to engage and build the full range of thinking skills essential for reading comprehension Draft a story summary to show what you remember from what you've read Demonstrate your understanding by drawing a map of the setting Apply what you've read to real life as you imagine spending a summer with the main character Analyze

events in the story by identifying the cause and effect of that event Use cookies to rate the book and give it an evaluation Show your creative side by imagining what would happen next in the story Aligned to your State Standards and written to Bloom s Taxonomy reproducible and hands on activities crossword word search comprehension quiz and answer key are also included *Engineering Ingenuity* NAGC,2025-12-30 Engineering Ingenuity Instruction for High Ability Learners in K 8 Classrooms offers a groundbreaking exploration of innovative strategies interdisciplinary approaches and cutting edge technologies designed to empower gifted and talented students in STEM education This updated edition dives deeper into the intersection of engineering creativity and advanced cognitive abilities providing educators with actionable frameworks to inspire the next generation of problem solvers and innovators Chapters explore interdisciplinary learning by integrating science mathematics reading and engineering design to create dynamic inquiry based experiences that foster critical thinking and innovation This new edition also highlights the transformative potential of artificial intelligence and machine learning in personalized learning addresses equity and inclusion in STEM by providing strategies to overcome barriers faced by underrepresented Black and Hispanic students and emphasizes the importance of guided play in developing early math and spatial skills Additionally it explores problem based learning to deeply engage students with engineering concepts and enrichment opportunities that nurture their interests and talents Packed with evidence based strategies practical examples and visionary insights this comprehensive resource equips educators administrators and parents with the tools they need to transform K 8 classrooms into hubs of creativity collaboration and innovation ensuring high ability learners thrive in engineering and STEM fields *Reading Response Forms Gr. 3-4* Eleanor Summers,2008-02-01 Offer young readers the opportunity to share their thoughts about their literary experiences Our resource provides an easy to use breakdown of a novel to ensure student comprehension Identify different describing words to show what you remember from the story Draw your favorite character based on what you understood from the reading Apply what you know by comparing a character from the book to yourself Dissect the cover and title of the book to analyze how the story will unfold Evaluate a character s behavior by writing up a report card Become a set designer and create a movie from the events in the story Aligned to your State Standards and written to Bloom s Taxonomy reproducible and hands on activities crossword word search comprehension quiz and answer key are also included *Reading Response Forms Big Book Gr. 1-6* Eleanor Summers,2008-01-01 Encourage students to eagerly share their impressions about literature with our Reading Response Forms 3 book BUNDLE Our open ended resource includes engaging purposeful and grade appropriate worksheets to stimulate critical thinking Starting with grades 1 2 students draft a story summary to show what they remember from the text Next they apply what they ve read to real life as they imagine spending a summer with the main character Then in grades 3 4 students will draw their favorite character based on what they understood from the reading They will dissect the cover and title of the book to analyze how the story will unfold Finally for grades 5 6 students find quotes from the characters

and evaluate why each one was important Then they will show their creative side by rewriting a part of the story from a different point of view Aligned to your State Standards and written to Bloom s Taxonomy reproducible and hands on activities crossword word search comprehension quiz and answer key are also included **Reading Response Forms Gr. 5-6** Eleanor Summers,2008-02-01 Give your early middle school students the tools to demonstrate their understanding and to share their thinking about the literature that they have read Our flexible and open ended resource can be used in conjunction with all varieties of literature Increase your vocabulary with antonyms and synonyms to words you remember from the text Demonstrate your understanding of the novel with a plot chart Apply what you know by writing a detailed letter to a character from the book Write your own ending based on your analysis of the novel Find quotes from the characters and evaluate why each one was important Be creative and rewrite a part of the story from a different point of view Aligned to your State Standards and written to Bloom s Taxonomy reproducible and hands on activities crossword word search comprehension quiz and answer key are also included Serious Fun Carolyn Hirst-Loucks,Kim Loucks,2013-11-07 Discover how to improve student engagement foster collaboration and boost achievement with the power of fun This book provides dozens of instructional strategies that can be implemented immediately into any classroom to increase student motivation and foster love of learning Backed up with brain based research you can use these techniques activities and resources for priming students to learn at the beginning of class promoting higher level thinking and creativity helping students master critical concepts and skills without stress class building and team building Strategies are supplemented with content specific examples and sample lesson plans Learn how to make your classroom a seriously fun place to learn *A Celebration of Literature and Response* Marjorie R. Hancock,2004 Reinforced by teachers experiences in actual classrooms this book provides a wealth of ideas for projects readings and response based activities that will engage all learners in the joy of reading and responding to literature It blends an appreciation of children s books across all genres with an emphasis on meaningful instructional strategies for literacy programs Coverage of multicultural international literature helps illustrate the universality of themes in children s literature providing a basis for establishing a library of literature that expresses the totality of children s experiences and speaks to children from all cultures and backgrounds Coverage is based on Louise Rosenblatt s transactional theory of reader response and organized around five main celebrations that the author uses as a framework for uniting the findings of reader response theory with quality children s literature and exemplary reflective literature based practice Includes expanded coverage on multicultural international literature including numerous examples of children s literature written and published in other countries Includes extensive coverage of reader responses to literature oral and written responses as well as those made through the visual arts For teachers of Children s Literature Introduces future teaches to the full range of children s responses to literature encourages the use of a variety of strategies to elicit authentic heartfelt meaningful responses from pupils An appendix on children s literature awards Highlights exemplary

children's literature across all genres focuses students' attention on established standards and offers guidance for choosing literature that meets such standards

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c 2004 448 pp Paper 0 13 110902 2 10900 6 SE0306 Children's Literature Methods HE0415

Children's Literature Course Guide Page

SUPPLEMENTS

Generic Supplements

ESOL Strategies for Teaching Content Facilitating Instruction for English Language Learners 0 13 090845 2

The Portfolio Planner Making Professional Portfolios Work For You 0 13 081314 1

Positive Behavioral Supports Five Plans for Teachers 0 13 042187 1

Surviving Your First Year of Teaching Guidelines for Success 0 13 032573 2

OTHER TITLES OF INTEREST

Jacobs Tunnell Children's Literature Briefly 3 E 2004 0 13 049924 2

Norton Norton Through the Eyes of a Child An Introduction to Children's Literature 6 E 2003 0 13 042207 X

Hillman Discovering Children's Literature 3 E 2003 0 13 042332 7

Darigan Tunnell Jacobs Children's Literature Engaging Teachers and Children in Good Books 2002 0 13 081355 9

Jacobs Tunnell Darigan Children's Literature Database A Resource for Teachers Parents and Media Specialists 2 E 2002 0 13 094618 4

Ertmer Education on the Internet 2002 2003 update 2003 0 13 1126385

An Integrated Language Perspective in the Elementary School Christine Pappas, Barbara Zulandt Kiefer, Linda S. Levstik, 2006

An Intergrated Language Perspective in the Elementary School enable readers to easily incorporate integrated units in the classroom

Neo-Victorianism and Medievalism ,2024-04-30

Bringing together neo Victorian and medievalism scholars in dialogue with each other for the first time this collection of essays foregrounds issues common to both fields

The Victorians reimagined the medieval era and post Victorian medievalism repurposes received nineteenth century tropes as do neo Victorian texts

For example aesthetic movements such as Arts and Crafts which looked for inspiration in the medieval era are echoed by steampunk in its return to Victorian dress and technology

Issues of gender

identity sexuality imperialism and nostalgia arise in both neo Victorianism and medievalism and analysis of such texts is enriched and expanded by the interconnections between the two fields represented in this groundbreaking collection

What Answer? Anna E. Dickinson, 2020-07-17 Reproduction of the original *What Answer* by Anna E Dickinson *Using Literature to Help Troubled Teenagers Cope with Health Issues* Cynthia Ann Bowman, 2000-03-30 Today traditional illnesses and high risk behaviors of adolescents have become interrelated through the multitude of physical social and emotional changes young people experience Good literature which gives adolescents the truth has incredible power to heal and to renew This reference resource provides a link for teachers media specialists parents and other adults to those novels that can help adolescents struggling with health issues Educators and therapists explore novels where common health issues are addressed in ways to captivate teens Using fictional characters these experts provide guidance on encouraging adolescents to cope while improving their reading and writing skills With the advancement in medicine traditional types of health issues such as birth defects cancer and sensory impairment have shifted to more behavior related problems such as depression alcoholism and eating disorders All of these issues and others are examined from both a literary and psychological perspective in thirteen chapters that explore health issues through fiction Each chapter confronts a different health issue and is written by a literature specialist who has teamed up with a therapist In each novel these experts define the central character's struggle in coming to terms with an issue and growing in response to their difficulties Annotated bibliographies of other works both fiction and nonfiction explore these same issues give readers insight into helping teenagers with similar problems and provide the tools with which to get teenagers reading and addressing these problems **Are They Really**

Reading? Jodi Crum Marshall, 2002 All too often the poorest readers learn that if they keep quiet during sustained silent reading SSR they're doing okay no reading required This is especially true in middle school where class sizes are large and instructional emphasis is on content rather than reading In *Are They Really Reading* Jodi Crum Marshall discusses how to find out if your students are using SSR time wisely and what to do about it if they're not Her book describes how to support middle grade readers who need it the most while embracing a research proven need to increase independent self selected reading time for students Jodi shares lessons and anecdotes from her classroom and from her experience as a reading specialist implementing her model schoolwide She expands the traditional concepts of SSR to include read alouds writing and accountability to scaffold struggling middle grade students Bolstered by these additional supports Jodi's students dramatically increased their interest and ability in reading through a program they named Supporting Student Literacy SSL Classroom teachers will appreciate the clear direction on how and why to implement an SSR program Administrators will appreciate the guidance for establishing a schoolwide literacy block that substantially improves student motivation and learning *Are They Really Reading* answers the following important questions Why should I start an SSR program How do I build a classroom library Where do I get funding for books and other materials How do I prepare the students for SSR How

do I motivate students to read What is the role of the teacher How do I assess SSR If you don't currently use a sustained silent reading program this book will help you get started on the right track If you worry that some of your students aren't really reading during SSR or if you want to enhance your program here is a roadmap that is instructionally sound and flexible enough to fit your students' needs

Literacy and Learning in the Content Areas Sharon Kane, 2017-07-05 The 3rd Edition of *Literacy Learning in the Content Areas* helps readers build the knowledge, motivation, tools, and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities, readers get hands-on experience in such techniques as mapping, webbing, anticipation guides, booktalks, class websites, and journal writing and reflection Readers also learn how to integrate children's and young adult literature, primary sources, biographies, essays, poetry, and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students' content area learning Author Sharon Kane demonstrates how relevant reading, writing, speaking, listening, and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks

Motivational Interventions Stuart Karabenick, Tim Urdan, 2014-11-21 This established book series is designed to reflect current research and theory concerned with motivation and achievement in work, school, and play Each volume focuses on a particular issue or theme and the series has a special goal of bringing the best in social science to bear on socially significant problems

Inside the Writer's-reader's Notebook Linda Rief, 2007

Goliath Slain, being a reply to the Reverend Dr. Nowell's answer to Pietas Oxoniensis ... By the author of Pietas Oxoniensis [Sir R. H.] Sir Richard Hill, 1768

Reid's Read-Alouds 2 Rob Reid, 2010-12-03 From humor and drama to science fiction and history Reid makes it easy to find just the right place to begin with unique 10-minute read-aloud suggestions drawn from 200 carefully selected titles

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