

978-0-8234-2135-0 • E-book available
Ages 6–10 • \$18.95

YOU'RE PULLING MY LEG!

400 Human-Body Sayings from Head to Toe

by Pat Street and Eric Brace
illustrations by Eric Brace

Hip, hip hooray! Street and Brace have put their heads together and come up with a book about idioms that hits the topic right on the nose for elementary school students and English language learners.

A Discussion and Activity Guide that will “raise eyebrows!”

Common Core Connections:

RL.4-5.1, 4, 5, 7, 9

L.4-5.1, 3, 3a, 4, 5, 5a, 5b, 6

SL.4-5.1, 2, 3, 4, 5

RF.4-5. 3, 4

W.4-5. 2, 3, 4, 5, 6, 7, 8, 9, 10

Learning Objectives

- Students will be familiar with various types of figurative language.
- Students will be able to identify various types of figurative language in a grade-appropriate text, *You're Pulling My Leg!*, and will be able to decipher the figurative meaning behind it.
- Students will discriminate between the literal and figurative meanings in a text.
- Students will be able to explain how figurative language impacts the mood, tone and theme in works of literature.
- Students will be able to incorporate figurative language within their own writing.

Essential Questions

- What is figurative language?
- Why is it important to understand the difference between literal and figurative language?
- How do authors use figurative language devices to affect their craft?
- Why do they use figurative language?
- How do you identify different types of figurative language?
- How are the different devices alike and different?

Investigate and become familiar with the various types of figurative language.

Create a characteristic chart for the following literary devices:

- Idiom
- Simile
- Metaphor
- Proverb
- Alliteration
- Exaggeration/Hyperbole

Introduce the book *You're Pulling My Leg! 400 Body Sayings from Head to Toe* by Pat Street and Eric Brace to the class.

1. How does the cover illustration help you to understand what the book will be about?
2. What is the literal and nonliteral meaning for “you are pulling my leg”?
3. Use the term “you are pulling my leg” in a literal and figurative way.
4. How does Pat Street structure the information in the book?
5. Discuss how the book is organized.
6. Explain how the illustrations support the text.
7. Why do you think Pat Street wrote this book? What is the author’s purpose?
8. Identify and explain the author’s use of figurative language in the book, *You’re Pulling My Leg*.
9. Read through the book with a buddy, finding examples for each literary device: **Idiom, Simile, Metaphor, Proverb, Alliteration, Exaggeration/Hyperbole.**
10. Describe how Pat Street uses the characters’ behaviors, thoughts and feelings in the story to create meaning and purpose for the reader.
11. Create a literal language vs. figurative language “T-chart” using examples from the book.
12. Explain how the use of figurative language impacts the mood, tone and theme of the book.
13. Compare and contrast the structure and organization of *You’re Pulling My Leg* and *There’s a Frog in My Throat* by Loreen Leedy and Pat Street.
14. Research the history and origins of a saying from the stories. Create a presentation using audio and or visual aids.

Follow-up Activities—Making Connections

1. Create a class bulletin board using fun, fancy, figurative language.
2. Find and categorize figurative language examples as **strange, wise, or funny sayings.**
3. Practice identifying different types of figurative language through reading a “figurative-language loaded passage.” Choose a favorite song. Look up the lyrics. Find examples of figurative language and create a poster board presentation. **(hint)** Katy Perry’s song “Fireworks” is full of fancy figurative language!
4. Become an expert on one type of figurative language. Write a script for a short instructional video that a teacher could use to introduce that type of figurative language to a class. Include a definition, three examples and visual aids, and use humor to make it entertaining.



5. Plan, create, and label a figurative language scrap book using newspapers, comic strips, magazines, advertisements, and any other print media
6. Use examples from pages 3-4 to tell—**What does this REALLY mean?**
7. Use examples from pages 3-4 to write an original narrative, or poem. Include as many examples as you can.
8. Create your own tongue twisters using **alliteration**!! Test them out on a classmate.

Examples of Figurative Language:

Proverbs

- A chain is only as strong as its weakest link
- A person is known by the company he keeps
- A leopard cannot change its spots
- A picture paints a thousand words
- A problem shared is a problem halved
- Actions speak louder than words
- Appearances can be deceptive

Similes

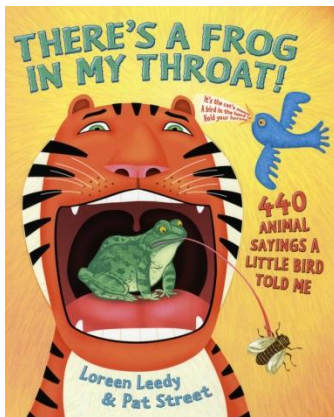
- Busy as a bee.
- Clean as a whistle.
- Brave as a lion.
- He stood out like a sore thumb.
- It was as easy as shooting fish in a barrel.
- My mouth was as dry as a bone.
- It was as funny as a barrel of monkeys.
- They fought like cats and dogs.
- It was like watching grass grow.

Idioms

- Big fish in a small pond
- Cost an arm and a leg
- Bigger fish to fry
- Bigger bang for your buck
- Back seat driver
- Chick flick
- Doom and gloom

Metaphors

- The world is my oyster.
- You are a couch potato.
- Time is money.
- He has a heart of stone.
- America is a melting pot.
- You are my sunshine.



Don't miss . . .

THERE'S A FROG IN MY THROAT

by Loreen Leedy and Pat Street

illustrated by Loreen Leedy

HC: 978-0-8234-1774-2/PB: 978-0-8234-1819-0

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\$18.95/\$8.99