

Houghton Mifflin Figurative Language And Imagery

This timesaving resource features: Treatment plan components for 26 speech-language disorders * Over 1,000 prewritten treatment goals, objectives, and interventions--plus space to record your own treatment plan options * A step-by-step guide to writing treatment plans that meet the requirements of most insurance companies and third-party payors

Practice Planners? The Bestselling treatment planning system for mental health professionals

The Speech-Language Pathology Treatment Planner provides all the elements necessary to quickly and easily develop formal treatment plans that satisfy the demands of HMOs, managed care companies, and third-party payors. This book helps both the novice and expert speech-language pathologist to identify functional and meaningful strategies for improving a client's communication skills. * Saves you hours of time-consuming paperwork, yet offers the freedom to develop customized treatment plans for adult, child, and adolescent clients * Organized around 26 main speech-language disabilities, from those associated with aphasia and dysarthria to dysphagia, language disorders, alternative and augmentative communication, voice disorders, and others * Over 1,000 well-crafted, clear statements describe the behavioral manifestations of each communication disorder, long-term goals, short-term goals, and clinically tested treatment options * Easy-to-use reference format helps locate treatment plan components by disability *

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Handy workbook-style format affords plenty of space to record your own customized definitions, goals, objectives, and interventions. Additional resources in the PracticePlanners? series: * Homework Planners feature behaviorally based, ready-to-use assignments to speed treatment and keep clients engaged between sessions. * Documentation Sourcebooks provide the forms and records that mental health professionals need to efficiently run their practice. For more information on our PracticePlanners? products, including our full line of Treatment Planners, visit us on the Web at: www.wiley.com/practiceplanners

"The purpose of this study was to analyze the attitudes of students comparing the use of textbook instructional and music lyric instruction to teach figurative language concepts. The research includes findings that answer the questions, "Is there a significant difference in students' attitudes when using the Houghton Mifflin English textbook (1999) or the Write Source textbook (2005) to teach figurative language concepts?" "Is there a significant difference in students' attitudes when using song lyrics to teach figurative language concepts?", and "Do students prefer to learn figurative language concepts using textbook instruction or song lyric instruction?" The research was conducted using an anonymous Likert Attitude Survey (Popham, 2002) distributed to 12 6th grade students during their Communication Arts class. The findings were analyzed through Microsoft Excel and A Statistical Program (ASP) software. Findings indicate that there is a difference of when comparing instruction using the Write Source (2005) and Houghton Mifflin

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English textbook (1999) in comparison to song lyric instruction to teach figurative language concepts in some areas of the Likert Attitude Survey (Popham, 2002)."--[portion of abstract]

The collected essays in this volume present an overview and state-of-the-field of traditional and recently developed methodological approaches to the study of bilingual reading comprehension. It critically reviews and examines major findings from classical behavioral approaches such as the visual moving window, rapid-serial visual presentation (RSVP), and eye-tracking, as well as newly developing neuropsycholinguistic methodologies such as Event-Related Potentials (ERPs), and Functional Magnetic Resonance Imaging (fMRI). Written to address a timely topic, *Methods in Bilingual Reading Comprehension Research* updates the field of bilingual reading by critically examining the contributions of the various behavioral and technologically-based reading techniques used to understand psychological processes underlying written language comprehension. Each topic is covered first from a theoretical, and then from an experimental, viewpoint. Moreover, the volume contributes to the development and establishment of Bilingual Reading as a subfield of bilingual sentence processing and fills a significant gap in the literature on bilingual language processing and thought. Significantly, *Methods in Bilingual Reading Comprehension Research* presents an overall view of some of the typical psycholinguistic techniques and approaches, as well as proposing other possible tasks that may prove viable in investigating

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such theoretical issues as bilingual lexical ambiguity resolution, or how bilingual speakers might resolve multiple sources of potentially conflicting information as they comprehend sentences and discourse during the communicative process. In addition, to aid reader comprehension and encourage readers to acquire “hands on” experience in the creation and development of experiments in the realm of bilingual reading research, each chapter includes a list of key words, suggested student research projects, and questions to both help the reader review the chapter and expand upon the reading. With its comprehensive coverage of a crucial subfield of psycholinguistics and language processing, *Methods in Bilingual Reading Comprehension Research* is an invaluable and informative resource for all students and researchers in bilingualism, neurolinguistics, bilingual cognition, and other related fields.

It's been a decade since Lynne Dorfman and Rose Cappelli wrote the first edition of *Mentor Texts* and helped teachers across the country make the most of high-quality children's literature in their writing instruction. In the second edition of this important book Lynne and Rose show teachers how to help students become confident, accomplished writers by using literature as their foundation. The second edition includes brand-new "Your Turn Lessons," built around the gradual release of responsibility model, offering suggestions for demonstrations and shared or guided writing. Reflection is emphasized as a necessary component to understanding why mentor authors chose certain strategies, literary devices, sentence structures,

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and words. Lynne and Rose offer new children's book titles in each chapter and in a carefully curated and annotated Treasure Chest. At the end of each chapter a "Think About It--Talk About It--Write About It" section invites reflection and conversation with colleagues. The book is organized around the characteristics of good writing--focus, content, organization, style, and conventions. Rose and Lynne write in a friendly and conversational style, employing numerous anecdotes to help teachers visualize the process, and offer strategies that can be immediately implemented in the classroom. This practical resource demonstrates the power of learning to read like writers.

The long-awaited prequel to the bestseller **FOURTH GRADE RATS** George, aka "Suds," has just entered third grade, and he's heard the rhyme about "first grade babies/second grade cats/third grade angels/fourth grade rats," but what does this mean for his school year? It means that his teacher, Mrs. Simms, will hold a competition every month to see which student deserves to be awarded "the halo" - which student is best-behaved, kindest to others, and, in short, perfect. Suds is determined to be the first to earn the halo, but he's finding the challenge of always being good to be more stressful than he had anticipated. Does he have to be good even outside of school? (Does he have to be nice to his annoying little sister?) And if Mrs. Simms doesn't actually see him doing a good deed, does it even count? A warm, funny return to elementary school from master storyteller Spinelli.

This volume maps the watershed areas between two

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'holy grails' of computer science: the identification and interpretation of affect – including sentiment and mood. The expression of sentiment and mood involves the use of metaphors, especially in emotive situations. Affect computing is rooted in hermeneutics, philosophy, political science and sociology, and is now a key area of research in computer science. The 24/7 news sites and blogs facilitate the expression and shaping of opinion locally and globally. Sentiment analysis, based on text and data mining, is being used in the looking at news and blogs for purposes as diverse as: brand management, film reviews, financial market analysis and prediction, homeland security. There are systems that learn how sentiments are articulated. This work draws on, and informs, research in fields as varied as artificial intelligence, especially reasoning and machine learning, corpus-based information extraction, linguistics, and psychology.

Originally published in 1980, this is a book about the psychology of figurative language. It is however, eclectic and therefore should be of interest to professionals and students in education, linguistics, philosophy, sociolinguistics, and other concerned with meaning and cognition. The editors felt there was a pressing need to bring together the growing empirical efforts of this topic. In a sense, recognition of the theoretical importance of figurative language symbolized the transition from the psycholinguistics of the 1960s to that of the late 1970s, that is from a linguistic semantics to a more comprehensive psychological semantics with a healthy respect for context, inference, world knowledge, and

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above all creative imagination. The organization of the volume reflects the more basic, general concerns with cognition – from historical and philosophical background, through problems of mental representation and semantic theory, to developmental trends, and to applications in problem solving.

Primarily focused on idioms and other figurative phraseology, "Colouring Meaning" describes how the meanings of established phrases are enhanced, refocused and modified in everyday language use.

Unlike many studies of creativity in language, this book-length survey addresses the matter at several levels, from the purely linguistic level of collocation, through its abstractions in colligation and semantic preference, to semantic prosody and connotation. This journey through both linguistic and cognitive levels involves the examination of habitual language and its exploitations, both mundane and colourful, explaining the phenomena observed in terms of current psycholinguistic research as well as corpus linguistics theory and analysis. The relationships between meaning in text and meaning in the mind are discussed at length and extensively illustrated with worked case studies to offer the reader a comprehensive overview of metaphorical and other secondary meanings as they emerge in real-world communicative situations.

Language and Creativity has become established as a pivotal text for courses in English Language, Linguistics and Literacy. Creativity in language has conventionally been regarded as the preserve of institutionalised discourses such as literature and advertising, and individual gifted minds. In

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this ground-breaking book, bestselling author Ronald Carter explores the idea that creativity, far from being simply a property of exceptional people, is an exceptional property of all people. Drawing on a range of real examples of everyday conversations and speech, from flatmates in a student house and families on holiday to psychotherapy sessions and chat-lines, the book argues that creativity is an all-pervasive feature of everyday language. Using close analysis of naturally occurring language, taken from a unique 5 million word corpus, *Language and Creativity* reveals that speakers commonly make meanings in a variety of creative ways, in a wide range of social contexts and for a diverse set of reasons. This Routledge Linguistics Classic is here reissued with a new preface from the author, covering a range of key topics from e-language and internet discourse to English language teaching and world Englishes. *Language and Creativity* continues to build on the previous theories of creativity, offering a radical contribution to linguistic, literary and cultural theory. A must for anyone interested in the creativity of our everyday speech.

From two heavy-hitters in children's literature comes a critically acclaimed biographical novel of cultural icon Muhammad Ali. *"This utterly delightful story about Ali's childhood is a smash hit." --School Library Journal (starred review) Five starred reviews! Before he was a household name, Cassius Clay was a kid with struggles like any other. Kwame Alexander and James Patterson join forces to vividly depict his life up to age seventeen in both prose and verse, including his childhood friends, struggles in school, the racism he faced, and his discovery of boxing. Readers will learn about Cassius' family and neighbors in Louisville, Kentucky, and how, after a thief stole his bike, Cassius began training as an amateur boxer at age twelve. Before long, he won his first Golden Gloves bout and began his transformation into

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the unrivaled Muhammad Ali. Fully authorized by and written in cooperation with the Muhammad Ali estate, and vividly brought to life by Dawud Anyabwile's dynamic artwork, *Becoming Muhammad Ali* captures the budding charisma and youthful personality of one of the greatest sports heroes of all time.

Journey along with Dr. Meg Lowman, a scientist who, with the help of slings, suspended walkways, and mountain-climbing equipment, has managed to ascend into one of our planet's least accessible and most fascinating ecosystems--the rainforest canopy. "Fresh in outlook and intriguing in details, this book will strengthen any library collection on the rainforest."--Booklist

This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to adolescence.

This book considers how language users express and understand literal and metaphorical spatial meaning not only in language but also through gesture and pointing. Researchers explore the ways in which theoretical developments in language and cognition, new empirical techniques, and new computational facilities have led to a greater understanding of the relationship between physical space and mental space as expressed in human communication.

This book presents an interdisciplinary approach to the scientific study of the relation between language and society, language and culture, language and mind. It integrates frameworks from sociolinguistics and linguistic anthropology and emerging strands of research on language and new media, in order to demonstrate how language undergirds human thought and social behaviors. It is designed as an introductory textbook aimed at students with little to no

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background in linguistics. Each chapter covers the main aspects of a particular topic or area of study, while also presenting future avenues of study. This edition includes discussions on: ? social media and the creation of identity; ? gestural communication; ? emoji writing; ? multimodality; ? human-computer interaction. Discussions are supported by a wealth of pedagogical features, including sidebars, as well as activities, assignments, and a glossary at the back. The overall aim is to demonstrate the dynamic connections between language, society, thought, and culture, and how they continue to evolve in today's rapidly changing digital world. It is ideal for students in introductory courses in sociolinguistics, language and culture, and linguistic anthropology.

“We each have Skype accounts and use them to discuss [Moby-Dick] face to face. Once a week, we spread the worded whale out in front of us; we dissect its head, eyes, and bones, careful not to hurt or kill it. The Professor and I are not whale hunters. We are not letting the whale die. We are shaping it, letting it swim through the Web with a new and polished look.”—Tito Mukhopadhyay

Since the 1940s researchers have been repeating claims about autistic people's limited ability to understand language, to partake in imaginative play, and to generate the complex theory of mind necessary to appreciate literature. In *See It Feelingly* Ralph James Savarese, an English professor whose son is one of the first nonspeaking autistics to graduate from college, challenges this view. Discussing fictional works over a period of years with readers from across the autism spectrum, Savarese was stunned by the readers' ability to expand his understanding of texts he knew intimately. Their startling insights emerged not only from the way their different bodies and brains lined up with a story but also from their experiences of stigma and exclusion. For Mukhopadhyay

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Moby-Dick is an allegory of revenge against autism, the frantic quest for a cure. The white whale represents the autistic's baffling, because wordless, immersion in the sensory. Computer programmer and cyberpunk author Dora Raymaker skewers the empathetic failings of the bounty hunters in Philip K. Dick's *Do Androids Dream of Electric Sheep?* Autistics, some studies suggest, offer instruction in embracing the nonhuman. Encountering a short story about a lonely marine biologist in Antarctica, Temple Grandin remembers her past with an uncharacteristic emotional intensity, and she reminds the reader of the myriad ways in which people can relate to fiction. Why must there be a norm? Mixing memoir with current research in autism and cognitive literary studies, Savarese celebrates how literature springs to life through the contrasting responses of unique individuals, while helping people both on and off the spectrum to engage more richly with the world.

First Published in 2009. Routledge is an imprint of Taylor & Francis, an informa company.

Vyvyan Evans focuses on the linguistic and conceptual resources we make use of when we fix events in time. Marcel Danesi is an entertaining and insightful tour guide to decoding the messages woven into the advertisements, commercials, brand names, and logos we see on a daily basis. Guiding readers through the basics of how to interpret ads, Danesi explores everything from product and package design to jingles, cyberadvertising, ad campaigns, global impacts, culture jamming, and advertising effects. *Why It Sells* will fascinate and inform all readers interested in how ads, marketing, and branding take hold in the consumer psyche.

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Provides language development theories and practices for teachers of deaf children.

This book explores scholarly challenges within the fields of Anglophone language, literature, and culture. The section focusing on language details issues falling within two areas: namely, language contact and the language-culture relationship, and stylistic and syntactic perspectives on the English language. The literature part investigates twentieth-century American, English, and Australian literature, dealing with both poetry and prose and discussing topics of identity, gender, metafiction, postmodern conditions, and other relevant theoretical issues in contemporary literature. The culture part treats theoretical approaches in cultural studies that are vital in today's cultural context, especially in Central European universities, the Irish language and culture, and contemporary cultural phenomena inspired by the growing ubiquity of technological intrusions into various fields of cultural production.

Includes lessons covering the following skills: characters; context clues; fiction and nonfiction; figurative language; graphics; main idea and details; make inferences; make predictions; retell; story elements; summarize; text structures.

Originally published in 1987, this book introduces the reader to work on the intellectual development of adolescents relevant to the secondary school teacher. It covers the teaching of English, history, geography, economics, politics, legal studies, physics, chemistry, biology and mathematics. Although it emphasises the continuing importance of Piaget's thought, the book

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aims to introduce readers to the non-Piagetian research that had taken place in recent years.

Metaphor theory has shifted from asking whether metaphor is 'conceptual' or 'linguistic' to debating whether it is 'embodied' or 'discursive'. Although recent work in the social and cognitive sciences has yielded clear opportunities to resolve that dispute, the divide between discourse- and cognition-oriented approaches has remained. To unite the field, this book brings together leading metaphor researchers from a number of disciplines. It collects major arguments and presents a wide variety of empirical evidence, placing special emphasis on the embodiment and socio-cultural embeddedness of cognition, as well as the multi-modal and social-interactive nature of communication. It shows that metaphor theory can only profit from an approach that takes multiple perspectives into consideration and tries to account for findings yielded by multiple methodologies. By doing so, it works towards a dynamic, multi-dimensional, socio-cognitive model of metaphor that goes beyond what research traditions have separately achieved.

Traditional thinking on metaphors has divided them into two camps: dead and alive. Conventional expressions from everyday language are classified as dead, while much rarer novel or poetic metaphors are alive. In the 1980s, new theories on the cognitive processes involved with the use of metaphor challenged these assumptions, but with little empirical support. Drawing on the latest research in linguistics, semiotics, philosophy, and psychology, Cornelia Müller here unveils a new

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approach that refutes the rigid dead/alive dichotomy, offering in its place a more dynamic model: sleeping and waking. To build this model, Müller presents an overview of notions of metaphor from the classical period to the present; studies in detail how metaphors function in speech, text, gesture, and images; and examines the way mixed metaphors sometimes make sense and sometimes do not. This analysis leads her to conclude that metaphors may oscillate between various degrees of sleeping and waking as their status changes depending on context and intention. Bridging the gap between conceptual metaphor theory and more traditional linguistic theories, this book is a major advance for the field and will be vital to novices and initiates alike.

This volume brings together a number of articles representative of the present outlook on the importance of metaphors, and of the work done on metaphors in several domains of (psycho)linguistics. The first part of the volume deals with metaphor and the system of language. The second part offers papers on metaphor and language use. In the third part psychological and psycholinguistic aspects of metaphor are discussed.

Despite urgent calls for reform, composition, literature, and creative writing, remain territorial, competitive fields. This book imagines ways in which the three English camps can reconnect. Seitz contends that the study of metaphor can advance curriculum reform precisely because of its unusual institutional position. By pronouncing equivalence in

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the very face of difference, metaphor performs an irrational discursive act that takes us to the nexus of textual, social, and ideological questions that have stirred such contentious debate in recent years over the function of English studies itself. As perhaps the most radical (yet also quotidian) means by which language negotiates difference, metaphor can help us to think about the politics of identification and the curricular movements such a politics has inspired. *The Extent of the Literal* develops a strikingly new approach to metaphor and polysemy in their relation to the conceptual structure. In a straightforward narrative style, the author argues for a reconsideration of standard assumptions concerning the notion of literal meaning and its relation to conceptual structure. She draws on neurophysiological and psychological experimental data in support of a view in which polysemy belongs to the level of words but not to the level of concepts, and thus challenges some seminal work on metaphor and polysemy within cognitive linguistics, lexical semantics and analytical philosophy. What if...? Wombat asks Weasel and Woodchuck if they want to wander the world with her, but they are overwhelmed with worries. What if they walk into a swarm of waiting wasps? What if the weather worsens? What if they're walloped by warthogs? What then...? Popular author/illustrator duo Pamela Duncan Edwards and Henry Cole team up again to

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deliver a wonderful whimsical alliterative tale. Mixing metaphors in speech, writing, and even gesture, is traditionally viewed as a sign of inconsistency in thought and language. Despite the prominence of mixed metaphors, there have been surprisingly few attempts to comprehensively explain why people mix their metaphors so frequently and in the particular ways they do. This volume brings together a distinguished group of linguists, psychologists and computer scientists, who tackle the issue of how and why mixed metaphors arise and what communicative purposes they may serve. These scholars, almost unanimously, argue that mixing metaphors is a natural consequence of common metaphorical thought processes, highlighting important complexities of the metaphorical mind. *Mixing Metaphor*, for the first time, offers new, critical empirical and theoretical insights on a topic that has long been ignored within interdisciplinary metaphor studies.

Our understanding of the nature and processing of figurative language is central to issues in cognitive science, including the relationship of language and thought, how we process language, and how we comprehend abstract meaning. Points on these and related questions are raised and argued by experts in the area of figurative language.

A heart-rending but uplifting story of the human spirit's ability to prevail. From the day he is five-

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years-old and dropped off at his foster home of the next eleven years, Stephen is mentally and physically tortured. No one in the system can help him. No one can tell him if he has a family. No one can tell him why, with obvious African-American features, he has the last name of Klakowicz. Along the way, a single faint light comes only from a neighbor's small acts of kindness and caring—and a box of books. From one of those books he learns that he has to fight in any way he can—for victory is in the battle. His victory is to excel in school. Against all odds, the author succeeded. He attended college, graduated, became a successful corporate executive, and married a wonderful woman with whom he established a loving family of his own. Through it, he dug voraciously through records and files and found his history, his birth family—and the ultimate disappointment as some family members embrace him, but others reject him. Readers won't be the same after reading this powerful story. They will share in the hurts and despair but also in the triumph against daunting obstacles. They will share this story with their family, with their friends, with their neighbors.

In a collection of 16 papers, eminent scholars from several disciplines present diverse and yet cohering perspectives on the expression of social knowledge, its acquisition and management. Hence, the volume is an attempt to view the social functions of language

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in a novel, systematic way. Such an approach has been missing due to the complexity of the matter and the emphasis on purely cognitive properties of language. The volume starts with a presentation of overarching issues of the social nature of humans and their language, providing strong evidence for the social fundamentals of human nature and their reflection in language and culture. The second section demonstrates how social functions can be displayed in discourse by using language play and humor, irony and attributions as well as references to social schemas. The chapters in the third part examine a wide range of particular linguistic elements carrying social-cognitive functions. An important finding is that social-cognitive functions have to be inferred on the basis of social knowledge, frequently with the help of non-verbal cues, since languages offer only few direct expressions for them. In other words, linguistic devices used to express social content tend to be multifunctional.

Interestingly, this multifunctionality does not prevent their rapid recognition. The volume presents valuable information to linguists by widening the cognitive-linguistic framework and by contributing to a better understanding of the role of pragmatics. It is also beneficial to social and cognitive psychologists by offering a broader view on the encoding and decoding of social aspects. Finally, it offers a number of fruitful ideas to students of cultural and

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communication studies.

This volume consists of papers presented during the 15th Conference on British and American Studies, held at Transilvania University of Braşov, Romania. It reflects the work conducted by senior and junior researchers on a range of interesting topics falling into the wider scope of cognitive linguistics, language contact, translation and lexicography. The investigations reported here are streamlined into three chapters. The first, “Native Language Explorations and Acquisition”, has Romanian as its central theme. The second chapter, “Aspects of English – Insights into its Impact, Structure, and Descriptive Potential”, centres around the English language considered both as an object of academic inquiry in its own right, and against a larger cultural backdrop. The final chapter, “Translatability of Language, Translatability of Culture”, looks into matters concerning intra- and inter-linguistic translation, and their impact on intercultural communication.

Written by respected authorities in the fields of education and literacy studies, *Words: The Foundation of Literacy* is a groundbreaking book for teachers, administrators, and education students. Dale and Bonnie Johnson present a fresh, inspiring reminder of why studying language (from word origins to word structure) is such a vital first step in the development of students' vocabulary, literacy,

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writing skills, and overall ability to learn. At a time when high-stakes testing has squeezed substance from many curricula, Johnson and Johnson provide ways to enhance students' understanding, interest, and appreciation of language and all its subtleties. *Words* explores how meaning in language is created by the use and interrelationships of words, phrases, and sentences, their denotations, connotations, implications, and ambiguities. From birth, most children exhibit a natural interest in language: its sounds, nuances, and unpredictable qualities. It is important to sustain, stimulate, and recapture that natural interest in the classroom, and *Words* provides a multitude of creative and practical techniques for doing so.

Bilingual Figurative Language Processing is a timely book that provides a much-needed bilingual perspective to the broad field of figurative language. This is the first book of its kind to address how bilinguals acquire, store, and process figurative language, such as idiomatic expressions (such as kick the bucket), metaphors (such as lawyers are sharks), and irony, and how these tropes might interact in real time across the bilingual's two languages. This volume offers the reader and the bilingual student an overview of the major strands of research, both theoretical and empirical, currently being undertaken in this field of inquiry. At the same time, *Bilingual Figurative Language Processing*

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provides readers and undergraduate and graduate students with the opportunity to acquire hands-on experience in the development of psycholinguistic experiments in bilingual figurative language. Each chapter includes a section on suggested student research projects. Selected chapters provide detailed procedures on how to design and develop psycholinguistic experiments.

Go Figure! Exploring Figurative Language highlights a variety of common idioms for learners in grades 2–4. Students will deepen their skills in writing, understanding word meanings, and using context clues with this engaging classroom resource. Based on today's standards, this resource includes 20 content-based lessons in the areas of science, social studies, and mathematics. Teacher overview pages, student activities, and digital resources are included.

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