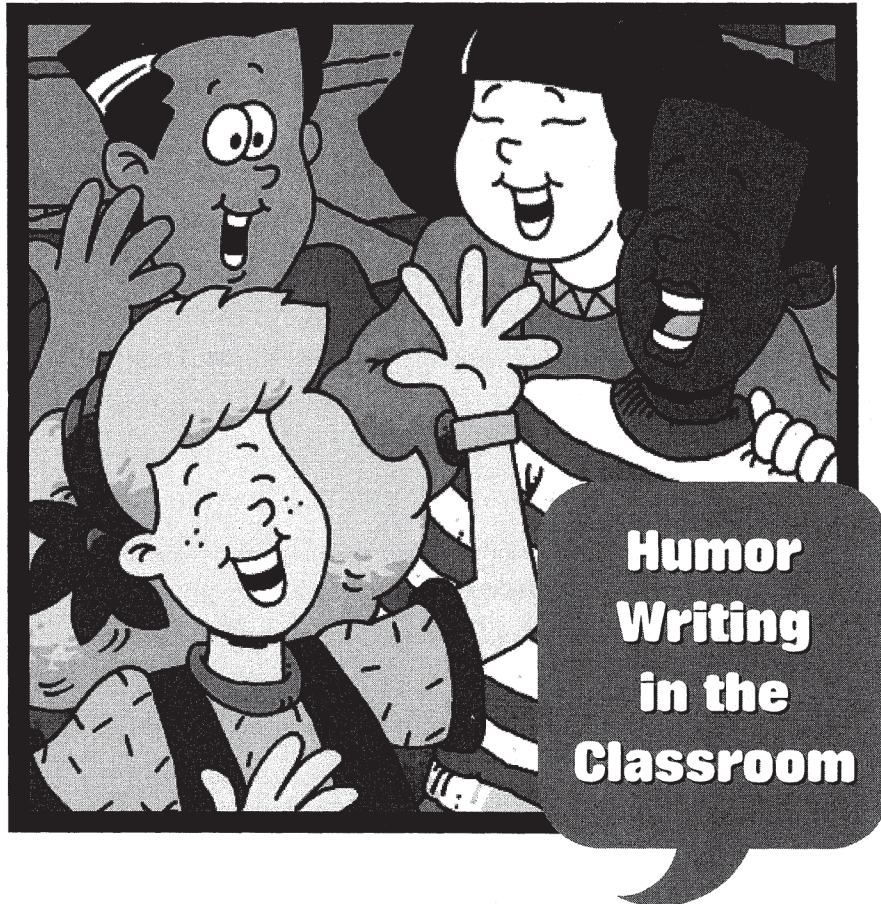


# **Let the Laughs Begin!**



**Karen Jennings & Mark Pierce**

*Illustrated by Dave Garbot*

♥ GOOD YEAR BOOKS

## **Dedication**

*To Ben and Charlotte, two great educators*

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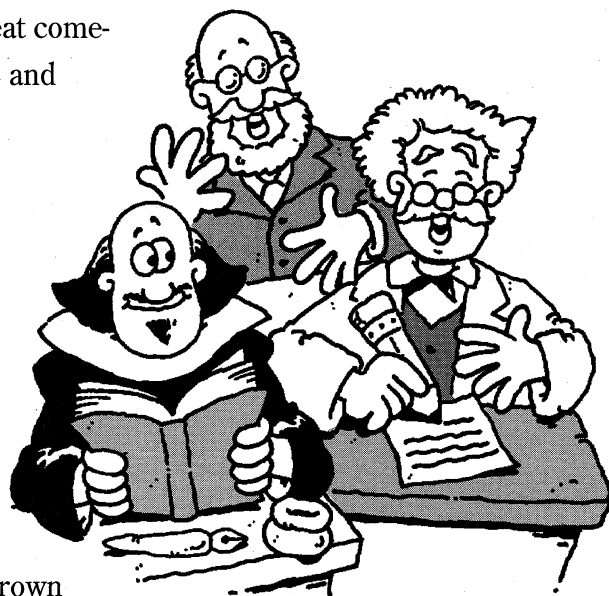
# Preface

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*When a thing is funny, search it for a hidden truth.*

GEORGE BERNARD SHAW

**F**or some reason, people don't take comedy seriously. No kidding! But comedy is very serious business. Sure, it's not brain surgery, but many experts are starting to see that laughter makes a great tool for enhancing creativity and higher-order thinking skills while contributing to mental well-being. Joel Goodman, director of the Humor Project, states, "Humor can be used as a tool to reduce stress, encourage problem solving, and promote health." Richard Lewis, contributing editor of *Parabola* magazine and director of the Touchstone Center in New York City, writes, "We grow from our laughter as much as we grow from our seriousness—and the child, discovering the magic of humor, finds a new plateau from which to view its experiences differently." Indeed, such great comedy writers as Shakespeare, Shaw, Swift, and Twain have shown us that comedy has great power as an educator, political sword, mirror to society, and plain old fun. In addition, humor has proven to have terrific market value; comedy in movies and television is one of America's strongest exports. Roseanne, Martin Lawrence, and *The Simpsons* may have greater market value overseas than all of the car companies combined.



And yet, despite all of this, educators frown on comedy in the classroom. We are teachers. We know how damaging, distracting, and hurtful a young smart-aleck's misguided sense of humor can be in the classroom setting. That is one of the reasons we have written this book for the classroom teacher. We want to introduce educators to the power of comedy as a writing tool as well as a learning facilitator. Think of how much fun your students or children have laughing, being silly, making up funny songs, and telling riddles over and over again. Now take all of that energy and think about focusing it to teach and enhance

language and creative writing skills with exercises that are fun filled, rewarding, and amusing. The possibilities are limitless.

So go ahead get started. You'll all be laughing in no time with exciting writing results. *Let the Laughs Begin!* teaches students the value of humor and lets kids laugh and be funny, constructively focusing their senses of humor and developing their comedic skills.

Speed Vogel, author of *No Laughing Matter*, writes, "It is very striking that the wisest and most truly developed human beings are also those with the most subtle sense of humor."

**Karen Jennings and Mark Pierce**

#### ACKNOWLEDGEMENTS

Thanks to the students of The City Park School for their valuable input and hours of laughter, and Sherrye Weiss and the students of The Smarts Collaborative in Norton, Massachusetts, for their inspiration and creativity.



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# Introduction

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**K**ids love jokes and riddles because they are fun! But for the teacher, they are more than just fun; they can be an excellent tool for developing language skills, increasing reading comprehension, and enhancing the creative-writing curriculum. One of the most vital components of learning is interest—a student must be interested in a subject or topic in order to learn more. Jokes, riddles, and other forms of humor really interest children, who frequently buy joke and riddle books when they choose books for leisure reading. This is terrific for the

teacher! Kids want to read these books, and the exercises in *Let the Laughs Begin!* will inspire them to read more as well as write their own jokes and comedy. We have found that children who really do not enjoy traditional writing assignments have a great time writing humor, and this strengthens their writing skills and makes them better writers in all areas.



The exercises in *Let the Laughs Begin!* explore joke forms and teach students about homonyms, homophones, exaggeration, similes, word usage, word definitions, direct quotations, and many more concepts in a way they find enjoyable. *Let the Laughs Begin!* also will make your students better writers by showing them how to make their writing personal, expressive, and humorous.

Children need laughter to be healthy learners. Humor allows them to process information more effectively, stimulates problem solving, and develops their abstract reasoning powers.

Given the strong connection between laughing and learning, the assignments in *Let the Laughs Begin!* will energize the learning process in your classroom.

## **An Overview of Chapters**

*Let the Laughs Begin!* contains a variety of exercises and suggestions for the teacher devoted to comedy writing and humor-related topics. Each exercise is self-contained, and the book can be taught in whatever order works best for the teacher and meets particular curriculum needs. However, teaching the book in sequence does have its benefits, as the exercises progress from simple to more complex, and students can build upon and utilize skills mastered in early exercises for later assignments.

Each chapter begins with educational objectives for the teacher, as well as instructions and ideas for enhancing the activities of the book. The book is divided into five parts:

● **Chapter 1:** *Hello, Humor: Writing to Entertain*

This chapter includes introductory lessons in humor—collecting jokes, examining the student’s funny bone, and creative-writing story starters. Let the laughs begin!

● **Chapter 2:** *Comedy Writing Tools: Word-Play Language Concepts*

The exercises in this chapter help to enhance word usage and comprehension of word-play usage tools. Students work with word-play concepts that are also comedy writing essentials. They learn about homonym and homophone jokes and joke writing, playing with literal meanings, wacky word definitions, and malapropisms. This section demonstrates the fun of playing with words and how words are the foundations for great humor writing. Students will discover that words are exciting!

● **Chapter 3:** *More Humor Writing Tools: Descriptive Language for Laughs*

The exercises in the descriptive language chapter increase students’ creativity by showing them how to intensify their comedic writing. These exercises also make students’ writing more vivid, expressive, and colorful. Students learn about writing similes and metaphors, enhancing with exaggeration, direct quotations, and how to describe characters using exaggeration and comparison. Children will expand their creative-writing abilities by taking their ideas to the limit!

● **Chapter 4:** *Your World and Welcome to It: Writing the Personal Narrative*

These activities get more personal, encouraging students to use their feelings and viewpoints to write humor. Exploring their ideas and thought processes and practicing free expression invigorate students’ writing. As they engage in personal-thought brainstorming, process writing on a topic, prewriting for comedy, reversing meanings and ideas, and writing character sketches, students will be surprised at how far their minds can take them!

● **Chapter 5:** *Writing Different Humor Styles: Comedic Genres*

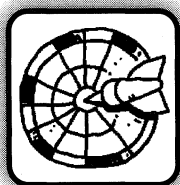
These exercises introduce students to a variety of writing styles and genres to strengthen their writing abilities and enrich their understanding of humor writing forms. Students will love writing parodies, anecdotes, stories using a different point of view, comic monologues, tall tales, and stories utilizing the element of surprise. The results will be amazing!

Each chapter begins with educational objectives for the teacher, as well as instructions and ideas for further enhancement, which the teacher may wish to use to supplement the activities of the book.

# Chapter 1

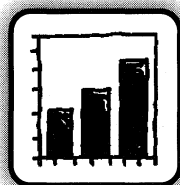
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## Hello, Humor: Writing to Entertain



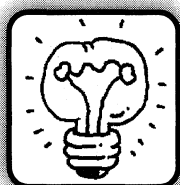
### OBJECTIVES

- To introduce students to humor and humor writing as creative expression.
- To assist students in collecting, examining, and classifying jokes and joke forms.
- To direct students in exploring what they find humorous.
- To increase verbal skills by having students share humorous material with each other.
- To help students examine the purposes and benefits of laughter.
- To assist students in classifying different types of humor and the appeal of each.
- To encourage students to begin a comedy journal in which they can explore humorous ideas.
- To examine the humor writer's purpose and how he or she writes to entertain readers.
- To encourage students to research humor as a topic of study.



### STRATEGIES FOR SUCCESS

- Discuss what types of humor your students enjoy, leading them to analyze elements of this humor as an introductory lesson to further writing assignments.
- Discuss how children of different ages laugh at different things. What did you think was funny at age three? What was funny at age eight? Have students conduct a "Comedy Survey" to find out what makes students in all the grades in their school laugh.
- Discuss why writers choose to write jokes and other humorous material to entertain their readers.
- Have students create comedy journals in which they can write down any funny thoughts, ideas, observations, and favorite jokes. Encourage daily writing sessions.



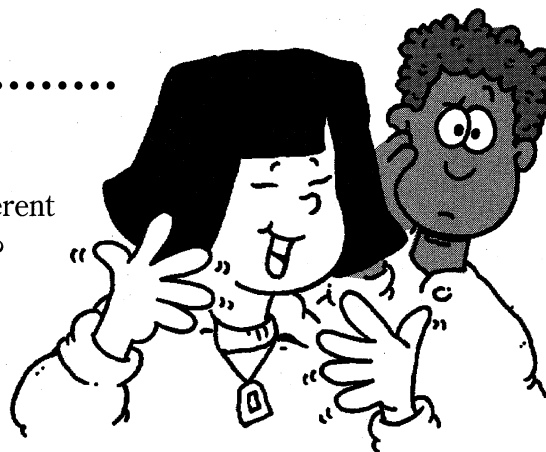
### IDEAS FOR FURTHER ENHANCEMENT

- Have students memorize their favorite jokes and perform them for each other and then for other classrooms. Students typically will feel more comfortable performing jokes at first as a group in a choral reading fashion. Discuss the jokes and how they work. Look at how the jokes are different and how they are alike.
- Have students perform a comedy show for each other using their favorite jokes. More advanced students may want to memorize a favorite part of a routine of a famous comedian such as Bill Cosby or Jerry Seinfeld.

# What Makes Me Laugh?

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- Everybody has a unique sense of humor. Different things make us laugh. What makes you laugh? To begin writing humor, it is important for you to discover the things you personally find funny, and why. Answer the questions below to examine your unique sense of humor.



1. Who is your favorite comedian? \_\_\_\_\_  
What do you find funny about him or her? \_\_\_\_\_  
\_\_\_\_\_
2. Who is your favorite funny friend? \_\_\_\_\_  
What does he or she do that makes you laugh? \_\_\_\_\_  
\_\_\_\_\_
3. What is your favorite funny movie? \_\_\_\_\_  
Describe what you like about it. \_\_\_\_\_  
\_\_\_\_\_
4. What is your favorite funny TV show? \_\_\_\_\_  
Why? \_\_\_\_\_
5. What is your favorite funny commercial? \_\_\_\_\_  
Why? \_\_\_\_\_
6. What is your favorite funny cartoon? \_\_\_\_\_  
Why? \_\_\_\_\_



# Let's Look at Laughter

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- Laughing is enjoyable. Observe someone laughing. What does it look like? What parts of the body move? Write a descriptive paragraph about someone laughing and what it looks like.

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Describe what it feels like for you to laugh. \_\_\_\_\_

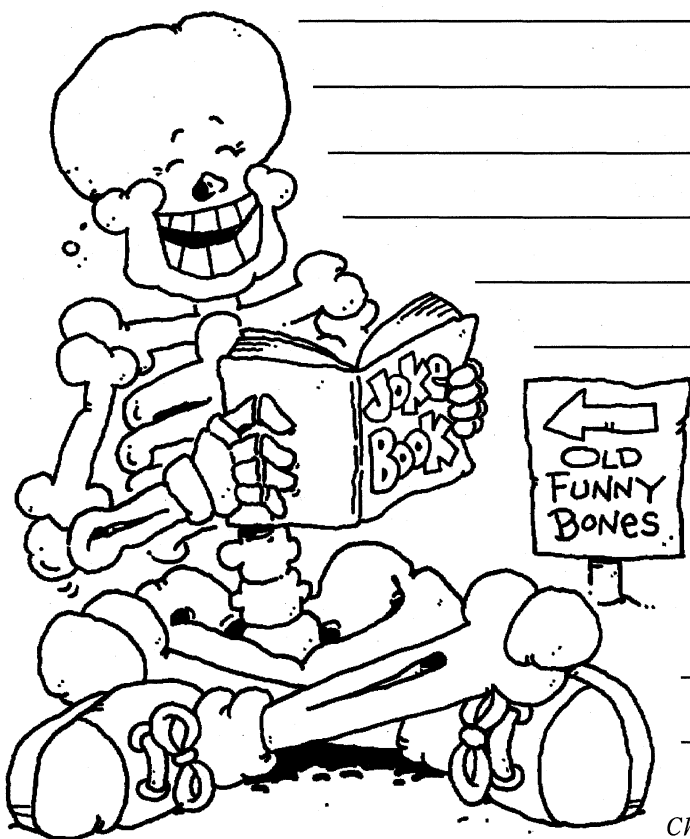
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# Let's Look at Laughter

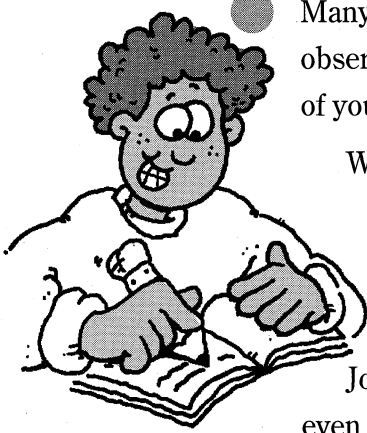
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- Here are two pictures you can cut out. Glue them back to back on an index card and then tape a pencil to the other end. Now flip the card back and forth and the pictures will look like a person laughing.



# My Favorite Jokes

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Many comedy writers keep a comedy journal where they write funny thoughts, observations, and jokes. You can keep a comedy journal too! Start by collecting all of your favorite jokes.

What exactly is a joke? Merriam-Webster's dictionary defines a joke as:

*Something said or done to provoke laughter,  
especially a brief narrative with a humorous climax.*

Jokes are fun to tell and collect. Some are strange, some are goofy, some are even corny, but all are meant to make you laugh. Collect your four favorite jokes and write them in the spaces below. They can be knock-knock jokes, riddle jokes, jokes you've heard on TV—any kind of jokes you like! You can also do some research and find your jokes in joke books or by asking relatives and friends.

**Joke 1**

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**Joke 2**

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**Joke 3**

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**Joke 4**

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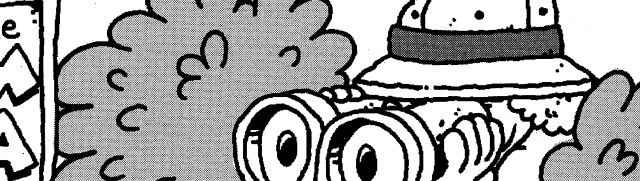
- What do you find funny?
- What is your favorite joke?
- Who is your favorite funny performer?
- What is the funniest thing that ever happened to you?
- What do you think is a funny word?

A cartoon illustration of a boy named Classroom Chuckle. He is wearing a dark top hat with a sign on the front that says "CLASSROOM CHUCKLE". He has a wide, toothy grin and is wearing a striped shirt. He is holding a spiral-bound notepad in his left hand and a pencil in his right hand, as if he is taking notes or explaining something. He is looking towards a man on the left. The man, presumably the principal, is shown in profile, wearing glasses and a dark suit. He is looking down at a sign on the ground that says "PRINCIPAL". The sign is a rectangular block with the word "PRINCIPAL" written on it. There is also a small, dark, irregular shape on the ground near the principal's feet. The background is plain white.

written by \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Poor King Killjoy Was a Sad Old Soul

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Read the following story to your class. When you have finished, assume the role of the king (or queen, if you wish) and instruct your students to come up one at a time and try to make the king (you) laugh. The kids will probably come up with lots of funny ideas—typically, they will tell jokes, act out their favorite characters from TV and the movies, do pratfalls, act out animals, act like old people, and so on. Keep the proceedings moving by allowing each student just a short time to make you laugh. Have the class applaud all efforts and encourage their fellow students' performances.

## Poor King Killjoy Was a Sad Old Soul

Crack-up Kingdom was always a fun place, a happy place, where people laughed all day. Everyone joked and giggled and tickled each other's ribs with banana peels and funny sounds and the telling of hilarious stories, and the laughter could be heard for many miles around. Everyone in Crack-up Kingdom was cracking up! Ha, ha, ha, ha, ha was the town sound. The king of Crack-up Kingdom, Old King Joy, was one of the most gleeful men alive. When he laughed, his belly swayed up and down, and sometimes he cried great tears of joy. Everyone in Crack-up Kingdom loved his laughter. But something terrible happened and no one knows why. One day King Joy woke up sad. And then the next day he woke up sad, and then the next, and the next. The whole kingdom worried about him, and everyone stopped laughing as much. The king was so sad that instead of King Joy, he became known as "Old King Killjoy." His face was always twisted with an unhappy frown, and his belly only rolled when he let out his sad, loud sighs. He said he didn't want to be sad, but he was. After three months, his wife, the queen, decided she had had enough misery. She announced a contest in which the first person to make the king laugh would win a treasure chest of gold and once again make Crack-up Kingdom a happy place. Who wouldn't want to win that contest? Everyone in town entered, and on the day of the contest the people all gathered as the town crier announced, "Hear ye, hear ye, it is time for the contest to begin. Today we are going to make the king laugh!!"

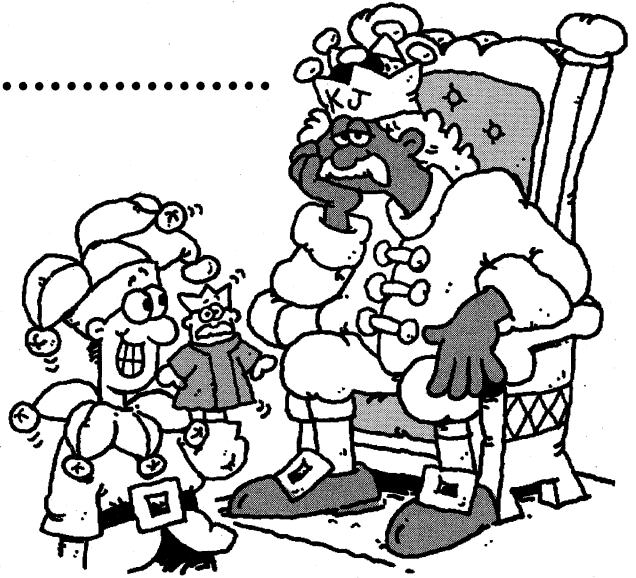




# King Killjoy

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Write and illustrate your own conclusion to the King Killjoy story. How do you think the story should end? Who are all of the funny people who go before the king to try to make him laugh? Describe the different ways people try to make him laugh and what happens when they do.



**Step 1** Brainstorm being funny. Make a list below of all of the many varied and unusual ways there are to entertain and be funny.

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**Step 2** Use your list to help you write the end of the story. Feel free to cross out and rewrite and to use another page to finish your story.

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# What Do You Think You Are Laughing At?

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● Write a story on one of the following:

- The Time I Wanted to Laugh but Didn't
- The Time I Laughed the Hardest
- The Time I Laughed When I Should Not Have

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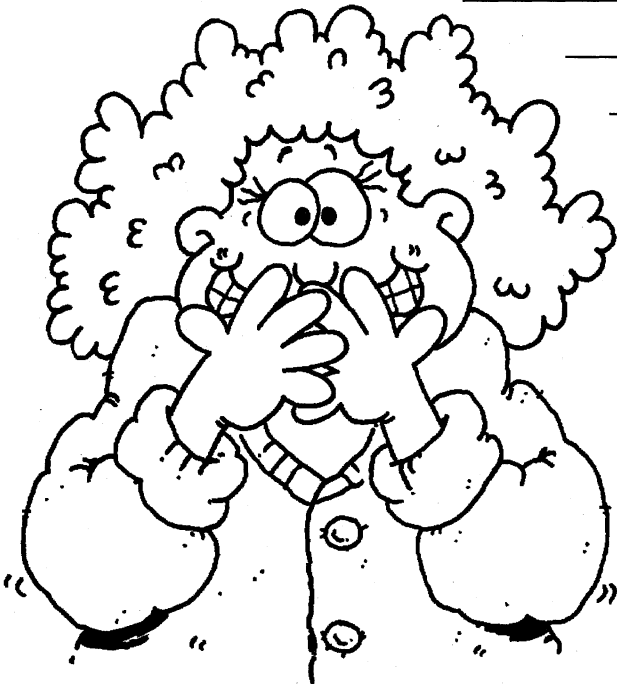
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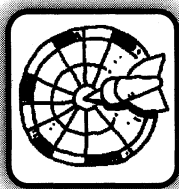
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# Chapter 2

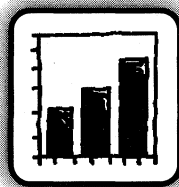
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## Comedy Writing Tools: Word-Play Language Concepts



### OBJECTIVES

- To familiarize students with basic writing tools used in humor writing.
- To generate interest and comprehension in the following language concepts: homonyms, homophones, malapropisms, word definitions, and literal meanings.
- To assist students in classifying homophones and homonyms in jokes.
- To extend students' vocabulary usage.
- To assist students in writing jokes.
- To enhance creativity with humorous word usage.
- To help students analyze sentences using context clues.
- To assist students in using comedy tools in various writing assignments.
- To use humor to put your classroom in a creative frame of mind.



### STRATEGIES FOR SUCCESS

- Each exercise introduces students to comedy writing tools that are fundamental language concepts. Students generate lists to test comprehension and skill knowledge and explore concepts further through joke or humor writing assignments.
- These exercises not only instruct students in language-arts skills, but also enhance creativity by allowing students to “play” freely with words. The exercises introduce students to the joke-writing process using homophones and homonyms. You may wish to examine sample jokes with the class before they write their own, either alone or in groups. Emphasize clever word usage rather than trying to be funny.



### SUGGESTIONS FOR FURTHER ENHANCEMENT

- Create a classroom “joke box” where you and the students place jokes and then classify and analyze those jokes. Have students try to write similar jokes.
- Have students illustrate their jokes.
- Challenge students to uncover jokes and puns on television, in books, and in daily conversation and enter them in their comedy journals.
- Hold a contest in your classroom and award prizes for the best jokes written by students.
- Create a joke- and riddle-book library in your classroom and encourage students to read and relate jokes to strengthen reading and speech skills.

# Ha, Ha, Homonyms

.....



*Homonyms* are words that are spelled and pronounced the same way but have different meanings. For instance, *ring* can mean the sound that a bell makes, or a piece of jewelry worn on someone's finger. So *why is an engaged girl like a telephone?* *Because they both have rings.* As you can see, a homonym joke uses both meanings of the word. Some very funny jokes and riddles use homonyms to make us laugh. Identify the homonyms in the jokes below and then write the two different meanings of the word as they are used in the joke.

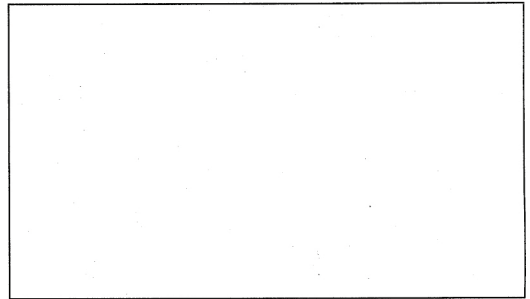
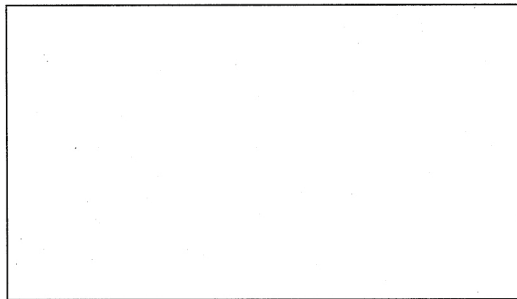
1. *"Order in the court!" the judge cried out.*  
*"All right. I'll have a hamburger, fries, and a cola, please,"*  
*the defense attorney shouted back.*  
 What word is a homonym in this joke? \_\_\_\_\_  
 What are the two meanings of the word? \_\_\_\_\_
2. *Why did the ghost try out for the football team?*  
*To add some team spirit.*  
 What word is a homonym in this joke? \_\_\_\_\_  
 What are the two meanings of the word? \_\_\_\_\_
3. *What would happen if the eye doctor came into a classroom?*  
*He would check the pupils.*  
 What word is a homonym in this joke? \_\_\_\_\_  
 What are the two meanings of the word? \_\_\_\_\_
4. *What did the one candle say to the other?*  
*"Going out tonight?"*  
 What word is a homonym in this joke? \_\_\_\_\_  
 What are the two meanings of the word? \_\_\_\_\_
5. *Why did the lady jump into the ocean?*  
*To get a wave in her hair.*  
 What word is a homonym in this joke? \_\_\_\_\_  
 What are the two meanings of the word? \_\_\_\_\_
6. *Why isn't the mayonnaise ever ready?*  
*Because it's always dressing.*  
 What word is a homonym in this joke? \_\_\_\_\_  
 What are the two meanings of the word? \_\_\_\_\_

# Hit a Home Run with Homonyms

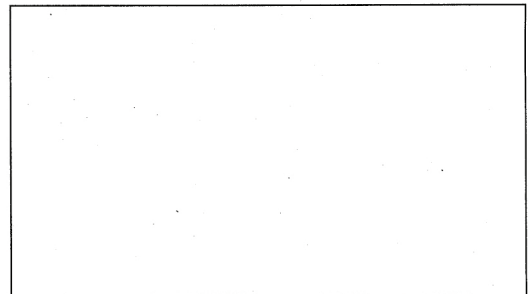
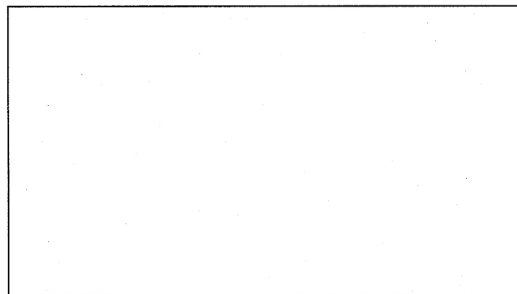
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- Many words in baseball have more than one meaning. They are homonyms. Below are three baseball homonyms that you would commonly hear at a baseball game, but each word also has a different meaning outside the ballpark. Draw two different pictures for each word, one showing the meaning of the word as it would be used at a baseball game, and the other picture illustrating another meaning for the word. Write a joke using both meanings of the word below the picture. For example, using the word *home*, you might write: *Joe put legs on his house so he could see a home run.*

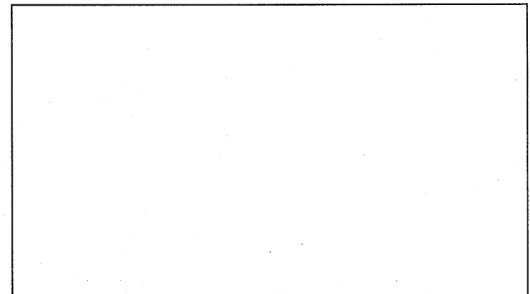
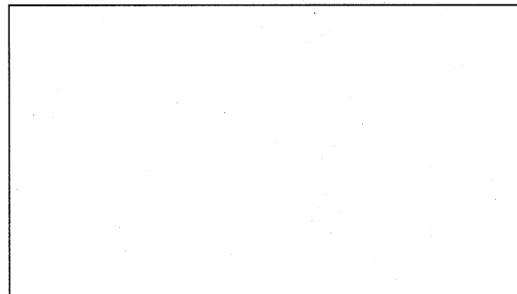
**Plate**



**Fan**



**Batter**



# What's So Funny About *Bat*?

.....

● Let's take a look at a few riddles and jokes that use the word *bat* to create laughter.

1. *Why did the vampire have so much trouble at the monster ball game?  
His bat kept flying away.*

What definitions for *bat* are used in joke #1?

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2. *Why was the movie star such a bad baseball player?  
She kept batting her eyes.*

What definitions for *bat* are used in joke #2?

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3. *Why did the baseball player throw his bat?  
Because it bit him.*

What definitions for *bat* are used in joke #3?

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4. *Why did the vampire go to the ball game?  
He wanted to see his son, the batboy.*

What definitions for *bat* are used in joke #4?

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In the space below, write your own bat jokes.

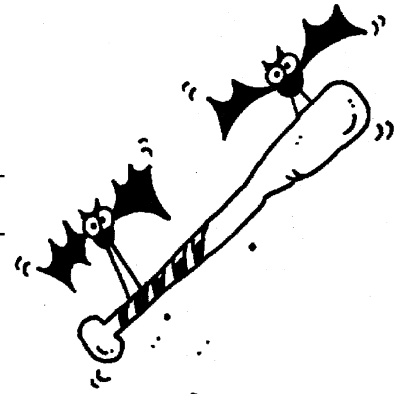
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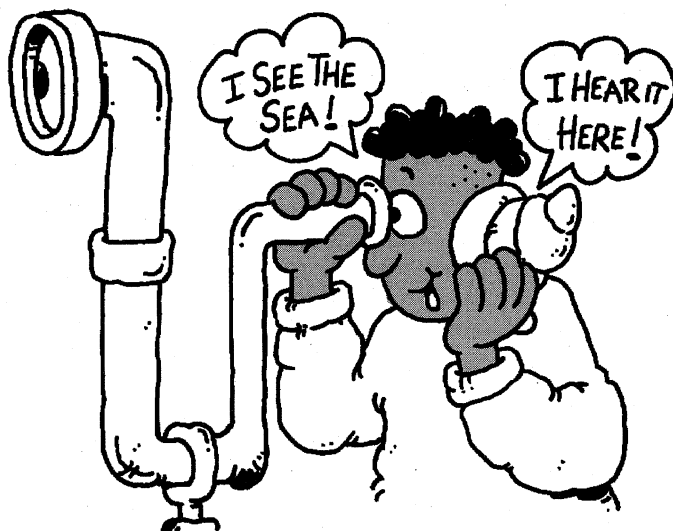
From *Let the Laughs Begin!*, published by Good Year Books.

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# Hold the Phone—It's Homophones!

- .....
- *Homophones* are words that sound the same but are spelled differently and have different meanings. For instance, the words *here* and *hear* are pronounced the same but have different meanings. Identify the homophones in the jokes below and then write their definitions.



1. *Why is a bald man's head like a row of rabbits jumping backward?*  
*They are both receding hare lines.*

What word is the homophone in this joke? \_\_\_\_\_

What are the two meanings and spellings of this word? \_\_\_\_\_

2. *Why did the little boy run away from the castle?*  
*He was afraid of the knight.*

What word is the homophone in this joke? \_\_\_\_\_

What are the two meanings and spellings of this word? \_\_\_\_\_

3. *Why was the letter damp?*  
*Because there was postage dew.*

What word is the homophone in this joke? \_\_\_\_\_

What are the two meanings and spellings of this word? \_\_\_\_\_

4. *Why was the colt coughing?*  
*Because he was a little hoarse.*

What word is the homophone in this joke? \_\_\_\_\_

What are the two meanings and spellings of this word? \_\_\_\_\_

5. *In a pool game, why is the black ball never hungry?*  
*Because he's already eight.*

What word is the homophone in this joke? \_\_\_\_\_

What are the two meanings and spellings of this word? \_\_\_\_\_

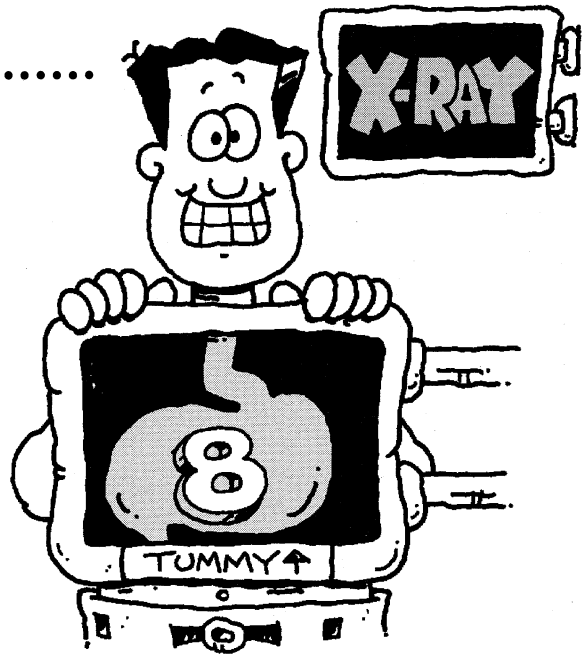
# Homophones in Action

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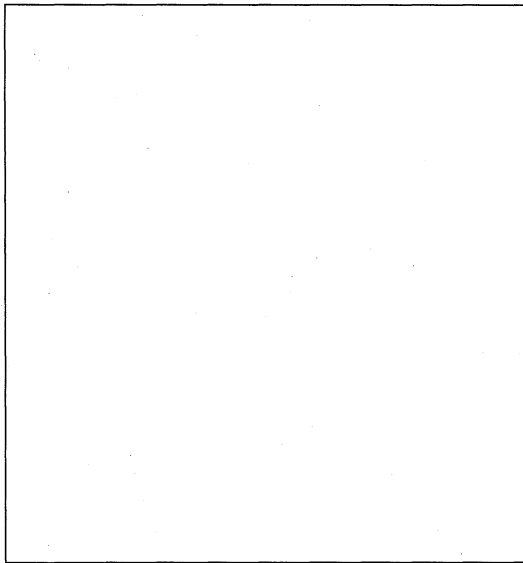
- For this exercise you will draw cartoons of homophone phrases. For example, what would a picture of a man with an eight in his stomach represent?

*The man who ate eight!*

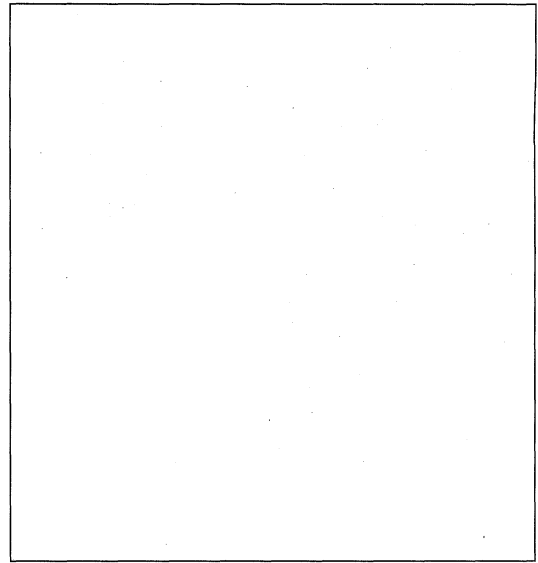
Draw the wackiest pictures you can of these homophones in action.



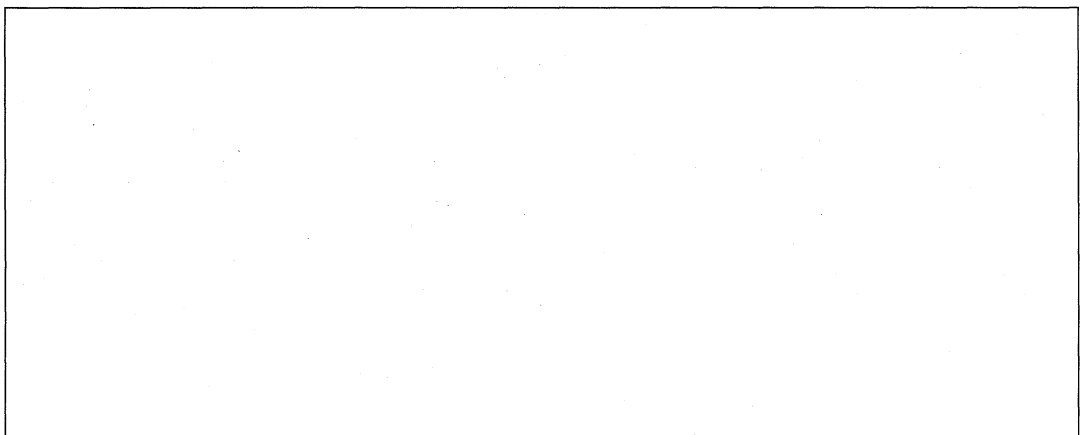
**A hare with long hair**



**A hoarse horse**



**A pair of pears**



# What's the Meaning of This?

Have you ever invented a meaning for a word you didn't know? Making up wacky definitions for words is a goofy joke-writing technique. For example:

*Do you know what a doughnut is?*  
*Someone who is crazy about money.*

*What is a hermit?*  
*A girl's baseball glove.*

It's fun to look at words and make up definitions based on what they sound like. For instance, the word *realize* means "to gain" or "to think," but a wacky definition would be that *realize* means "eyes that are real, not fake." Even though it's fun to play with words, you should know what these words really mean.

Now you try. Write your own definitions for these words

<i>Friday</i>	_____
<i>Audit</i>	_____
<i>Bison</i>	_____
<i>Pigsty</i>	_____
<i>Laundress</i>	_____
<i>Carpet</i>	_____
<i>Quarterback</i>	_____
<i>Innocent</i>	_____
<i>Dumbbell</i>	_____

Grab your dictionary and open it up and you will discover lots of words to have fun with. Find five words and write your own wacky definition and the real definition of each word below.

	<i>Word</i>	<i>Made-Up Definition</i>	<i>Real Definition</i>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

# I Didn't Mean That Literally!

.....

- Another kind of humor depends on words or phrases being taken literally, or exactly as they sound. For instance, yesterday I went window shopping; I bought four windows. Normally, when you tell someone you are window-shopping, you are not, of course, buying windows. That is where the humor occurs. Look at some other examples:



Sam: *Why don't you take the bus home?*

Sue: *I don't think it would fit in my living room.*

What phrase is taken literally in this joke? \_\_\_\_\_

Joey: *I was really in hot water last night!*

Steve: *Why?*

Joey: *I took a bath.*

What phrase is taken literally in this joke? \_\_\_\_\_

Here's how to write your own literal-meaning jokes:

- Step 1.** Brainstorm a list of ordinary phrases, ideas, or sentences below that are not meant to be taken literally. Listen to your friends, parents, and teachers for ideas.

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- Step 2.** Write at least two jokes using a phrase taken literally. Look at the sample jokes to help you with ideas.

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# Are You Sure That's What You Mean?

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- A *malapropism* is the incorrect use of a word that sounds a lot like the word originally intended. Okay, *pimples—I mean pupils—here's the procedure*. Start by writing a story called “My Summer Vaccination—I Mean Vacation.” Then fill it with as many big words as you can. Don't worry about how good a story it is because now you are going to go back and rewhite it—I mean rewrite it. Take out those big words and put in words that sound like them but have different meanings. Keep in mind that a malapropisms is funnier if we know the meaning of the word you are mixing up. Have a great time!

## My Summer Vaccination—I Mean Vacation

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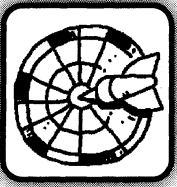
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# Chapter 3

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## *More Humor Writing Tools: Descriptive Language for Laughs*



### **Objectives**

- *To familiarize students with descriptive writing tools used in humor writing.*
- *To generate interest and comprehension in the following concepts: similes, metaphors, exaggeration, and direct quotations.*
- *To help students use exaggeration to expand their creative expression.*
- *To help students write humorous comparisons.*
- *To help students describe characters using exaggeration.*



### **Strategies for Success**

- *The exercises in this section focus on using creative language to enliven students' writing, especially through comparison and exaggeration. Encourage students to allow their thoughts to flow freely to make interesting and unusual comparisons and exaggerations.*
- *Students will have fun with these exercises, which will enhance their writing on all levels while giving them a "creative jolt."*



### **Suggestions for Further Enhancement**

- *Have students look for exaggeration in all forms of writing and notice how it enhances a writer's work.*
- *Help students explore the use of similes and metaphors in poetry and discover how it differs and is similar to simile and metaphor usage in humor writing.*
- *Have students look for exaggeration and similes and metaphors in television sitcoms and share their examples with the class.*



# Use Your Senses with Similes and Metaphors

.....

As a comedy writer, you will find similes and metaphors to be very useful tools. What is the difference between a simile and a metaphor? A simile is a comparison of two unlike things that uses the words *like* or *as*, and a metaphor compares two unlike things without using *like* or *as*. The unexpected comparison is what lends humor to your writing.

One of the best ways to write similes and metaphors is to use your senses. Imagine that you are looking at a horse. Describe the horse. What does it look like, sound like, smell like, and feel like? Complete these simile sentences with your descriptions. Try to think of the silliest, most far out descriptions of your horse.

1. The horse looks like \_\_\_\_\_
2. The horse smells like \_\_\_\_\_
3. The horse's body is like \_\_\_\_\_
4. The horse sounds like \_\_\_\_\_

Those were similes. As you saw, they used the word *like* or *as*. Now you are going to write metaphor sentences describing characteristics of the horse. Remember, a metaphor is a comparison that doesn't use *like* or *as*.

1. The horse's tail is \_\_\_\_\_
2. The horse's feet are \_\_\_\_\_
3. The horse's personality is \_\_\_\_\_
4. The horse's skin is \_\_\_\_\_
5. The horse is \_\_\_\_\_



Complete the newspaper article below, describing your horse using your similes and metaphors.

*If you visit the Stevens' farm you will be greeted by an amazing visitor: an extraordinary horse. Let me describe this horse for you.*

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# Scary Similes

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- Complete the simile sentences below, following each with the line *I was afraid he might*. . . .  
For instance: "That lion's fur was as tangled as my little brother's. I was afraid he was going to grab my comb!" Your sentences can be as silly as you want them to be.



## The lion!

The lion's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_.

I was afraid he might \_\_\_\_\_.

The lion's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_.

I was afraid he might \_\_\_\_\_.

The lion's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_.

I was afraid he might \_\_\_\_\_.

## The whale!

The whale's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_.

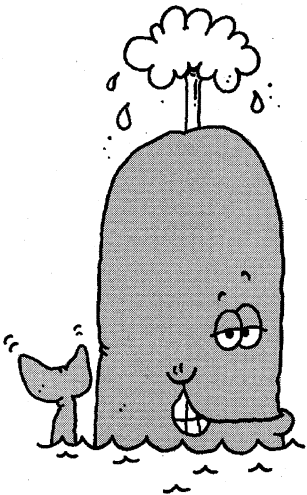
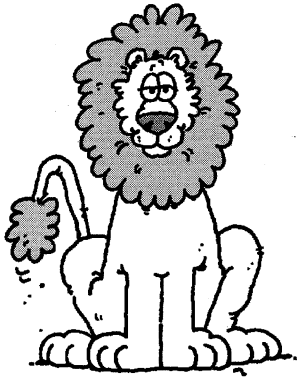
I was afraid he might \_\_\_\_\_.

The whale's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_.

I was afraid he might \_\_\_\_\_.

The whale's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_.

I was afraid he might \_\_\_\_\_.



# Simply Sensational Snake Similes

.....

- A simile is a comparison of unlike things that uses the words *like* or *as*. It can really add humor to your writing. Look at the sentences below describing a snake.

*The snake was as slippery as a used-car salesman.*

This sentence compares the snake's slipperiness to a used-car salesman.

*The snake hissed like a tire losing air.*

Now you are going to write your own snake similes.



**Step 1.** Write words in the blocks below describing the different characteristics of the snake.

*The snake's eyes*

*The snake's tongue*

*The color of the snake*

*The snake's skin*

*Draw your own snake here.*

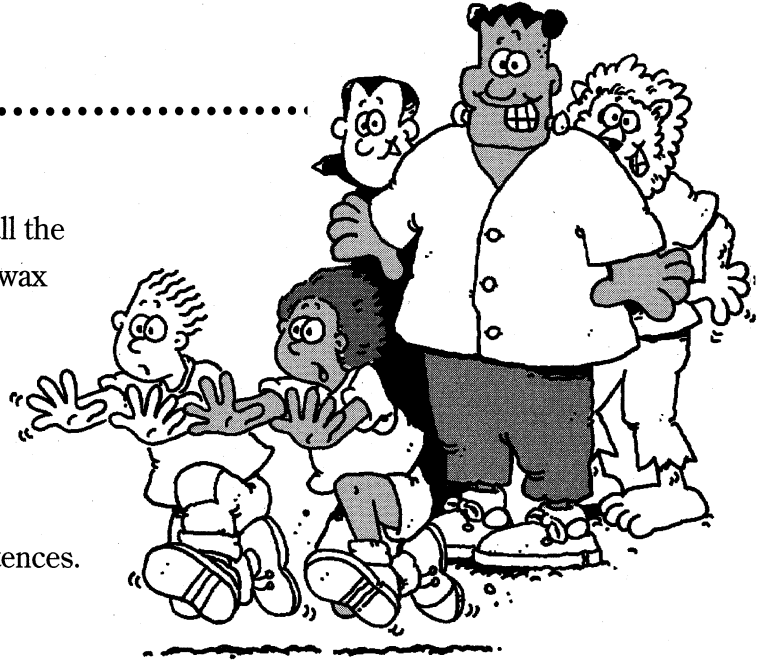
**Step 2.** Write four simile sentences to describe the snake, using your ideas from the chart.

1. The snake's eyes were \_\_\_\_\_ as \_\_\_\_\_.
2. The snake's tongue was like \_\_\_\_\_.
3. The snake's color was as \_\_\_\_\_ as \_\_\_\_\_.
4. The snake's skin was like \_\_\_\_\_.

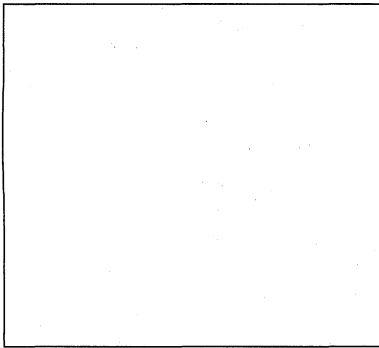
# Monster Simile Jokes

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Imagine you have just visited all the monsters and creatures at the wax museum. Complete the simile sentences below, following each with the line *I was afraid he might*. . . . Draw a picture of the monster you are writing about next to your sentences. What are you afraid of?



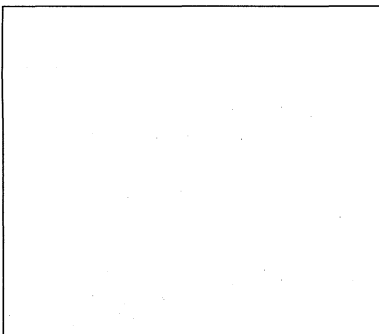
*Draw Frankenstein here.*



1. Frankenstein's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_  
I was afraid he might \_\_\_\_\_.

2. Frankenstein's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_  
I was afraid he might \_\_\_\_\_.

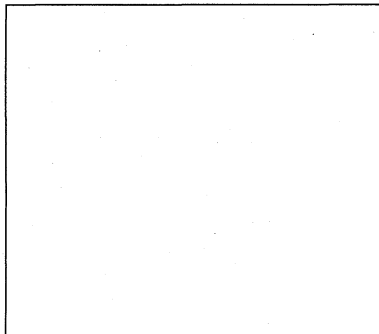
*Draw Dracula here.*



3. Dracula's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_  
I was afraid he might \_\_\_\_\_.

4. Dracula's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_  
I was afraid he might \_\_\_\_\_.

*Draw Wolfman here.*



5. Wolfman's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_  
I was afraid he might \_\_\_\_\_.

6. Wolfman's \_\_\_\_\_ was as \_\_\_\_\_  
as \_\_\_\_\_  
I was afraid he might \_\_\_\_\_.

written by \_\_\_\_\_



# Metaphorically Speaking

.....

● A metaphor is a comparison that says that one thing really is another unlike thing. For example: *Happiness is a fresh batch of warm chocolate chip cookies.* Write your own metaphors for the following things and ideas.



*Fear is* \_\_\_\_\_

*Pain is* \_\_\_\_\_

*December is* \_\_\_\_\_

*Snow is* \_\_\_\_\_

*Excited is* \_\_\_\_\_

*Disgusted is* \_\_\_\_\_

*Silly is* \_\_\_\_\_

*Crazy is* \_\_\_\_\_

*Boring is* \_\_\_\_\_

*Frustrating is* \_\_\_\_\_

*Grumpy is* \_\_\_\_\_

*Angry is* \_\_\_\_\_

# Here Comes Smart Samantha

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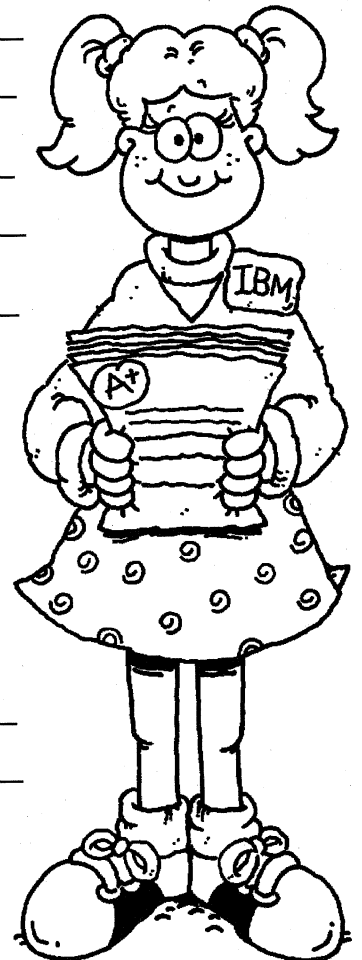
● Smart Samantha is a very smart girl. How smart is she?

1. *She's so smart she won't let the teachers hand back the papers until she has had a chance to check them herself.*
2. *She's so smart she changed her name to I.B.M. Compatible.*

Maybe Samantha isn't really *that* smart, but sometimes you need to exaggerate to get your point across. *Exaggeration* stretches the truth to make a statement or idea more extreme. Comedy writers use exaggeration to make us laugh.

Write your own sentences below about how smart Samantha is. All of your sentences should begin with the phrase *She is so smart. . .*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
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\_\_\_\_\_
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\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

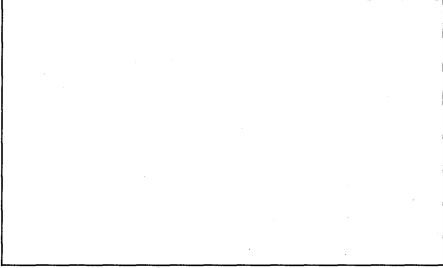


# What a Bunch of Characters!

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Writers create all kinds of different characters for their stories. To make those people funny, humor writers often use exaggeration to describe them and make them bigger than life. Using exaggeration, write about the characters listed below and their most outstanding characteristics. Draw a picture of these characters next to your description.

## Athletic Jill

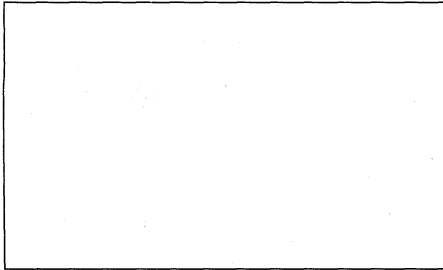


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## Talkative Tess

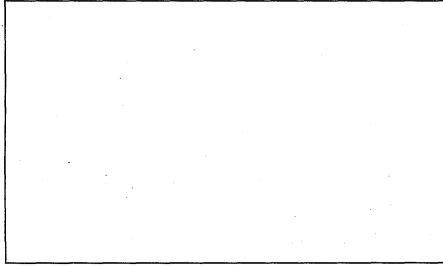


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## Fashionable Fran

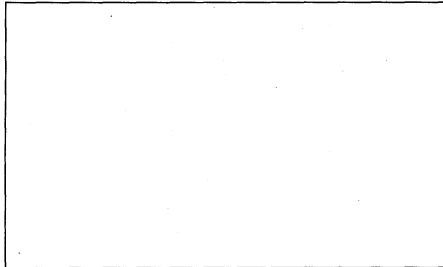


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## Rockin' Rob

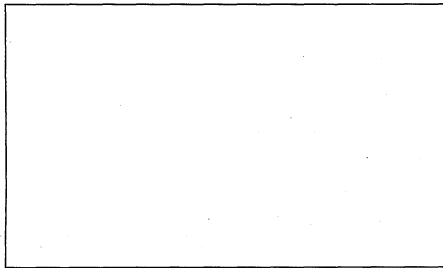


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## Loud Larry



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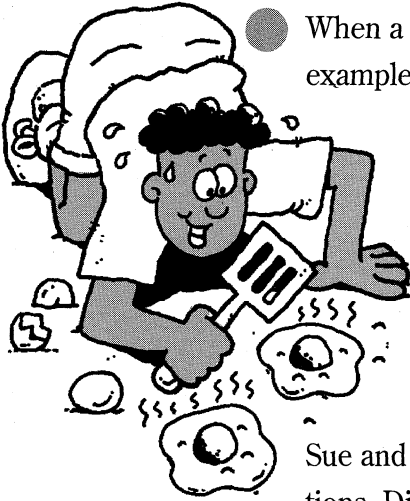
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# "It's So Hot!"

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When a writer exaggerates, he or she stretches the truth for comic effect. For example, in the dialogue below, Sue and Bill are exaggerating how hot it is.

*Sue called Bill from Texas and said, "It was so hot out today!"*

*"How hot was it?" asked Bill, who lives in California.*

*"It was so hot," replied Sue, "You could fry an egg on the sidewalk."*

*"That's nothing," Bill exclaimed. "It was so hot here, my family moved into the freezer."*

Sue and Bill's "hot" dialogue is not only exaggerated, it consists of direct quotations. Direct quotations give the exact words a person says. Look at the dialogue again, and you can see that every time Sue or Bill talks, their words are in quotation marks. Here are some rules for writing direct quotations.

1. Use quotation marks before and after someone's words.
2. Capitalize the first word of the quotation.
3. Put a punctuation mark for the quotation before the last quotation mark.

In the spaces below, continue the dialogue in which Bill and Sue try to outdo each other and exaggerate how hot it is where they live. Remember, you are writing direct quotations, so don't forget to use your quotation marks!

*Sue:* \_\_\_\_\_

*Bill:* \_\_\_\_\_

*Sue:* \_\_\_\_\_

*Bill:* \_\_\_\_\_

*Sue:* \_\_\_\_\_

*Bill:* \_\_\_\_\_

*Sue:* \_\_\_\_\_

*Bill:* \_\_\_\_\_

*Sue:* \_\_\_\_\_

*Bill:* \_\_\_\_\_

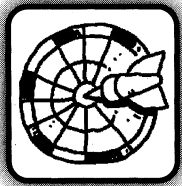
*Sue:* \_\_\_\_\_

*Bill:* \_\_\_\_\_

# Chapter 4

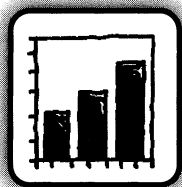
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## *Your World and Welcome to It: Writing the Personal Narrative*



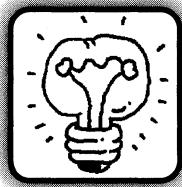
### **Objectives**

- *To encourage creative expression and sense of self through the use of humor.*
- *To direct students in examining and rewriting their ideas.*
- *To challenge students to use personal experiences, viewpoints, and attitudes in their writing.*
- *To teach students the mechanics of writing a first-person narrative comedy piece.*



### **Suggestions for Success**

- *Begin the students' exploration by brainstorming different ideas that might affect your students' feelings. Encourage students to let their feelings and thoughts flow freely. No idea is too silly or too weird. Emphasize details.*
- *The process is best begun by creating different lists, or prewriting, and expanding upon the ideas on those lists.*



### **Suggestions for Further Enhancement**

- *Bring a tape recorder to class and let students "rant and rave" into the tape recorder, encouraging them to associate ideas freely, and then use this tape for writing ideas. Explain that many comedians and other writers use this technique to help them write.*
- *Break the class into writing teams and have each group use this exercise.*

# What Bugs Me

.....

● What really bothers you? Things that bother you and how you feel about them can make funny and interesting stories. For instance, maybe you don't like cleaning your room, taking out the garbage, waking up in the morning, doing your homework, or taking a test. Make a list of all of the things that really bother you.




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Now choose one pet peeve from your list and write a story called *You Know What Really Bugs Me?* Explain your pet peeve in detail and everything that bothers you about it. Don't forget to tell us about the feelings and emotions you associate with your pet peeve. Exaggerate your feelings and make them really strong so that your writing is more interesting.

## You Know What Really Bugs Me?

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# Food for Thought

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You probably feel very strongly about food. Who doesn't? Fill in the space below with a shopping list of foods your parents should never buy again.

**I don't ever want to see these foods again!**

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Now write a riddle describing your least-favorite food from the point of view of the food. Describe how the food smells, its texture and taste, how it moves, what it looks like, and why you don't like it. Remember, this is a riddle, so describe the food without giving away what it is. For example: *I have a bitter smell. I peel in clear layers. I taste really strong and sharp. When I am fried I slither down the throat. I make people cry. Sometimes I sit on a burger with my friend Mr. Pickle. What am I? An onion.*

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# Your Own Restaurant

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● Imagine that you can create your very own restaurant for kids only.

What would you call this restaurant? Write the name below.

\_\_\_\_\_

Write an advertisement for this restaurant. First describe what you will be serving and why, and then describe what you won't be serving and why.

\_\_\_\_\_

\_\_\_\_\_

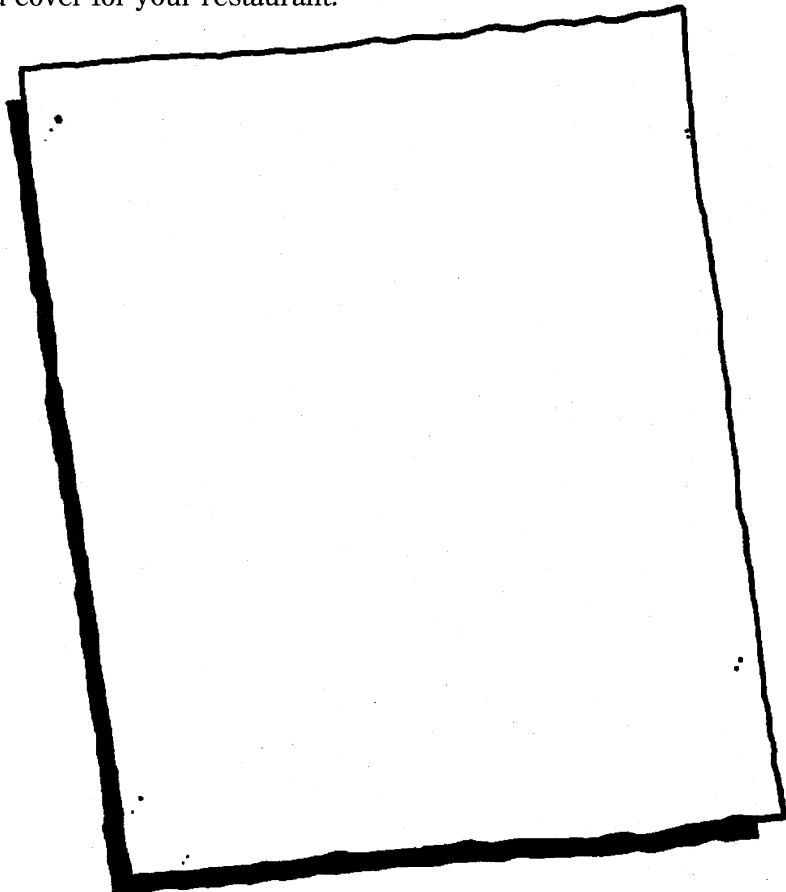
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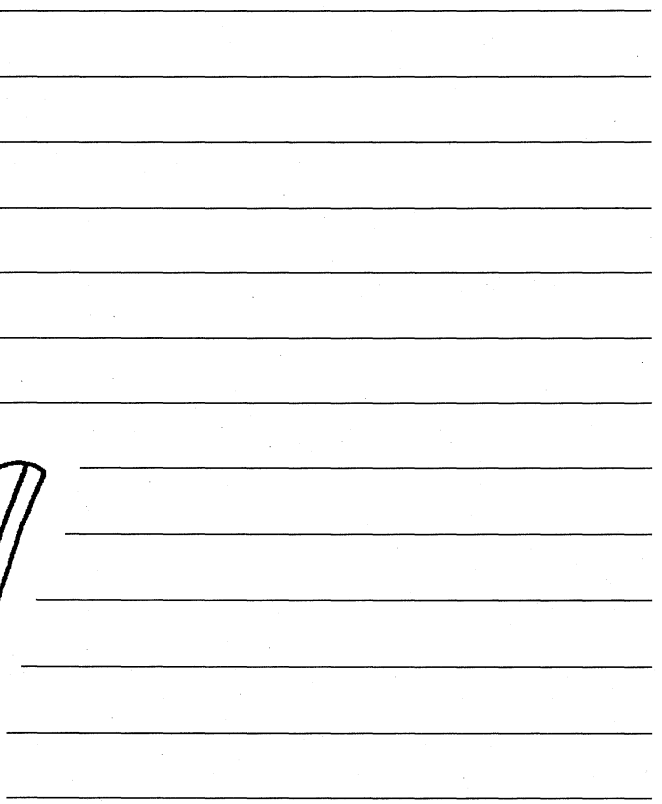
\_\_\_\_\_

\_\_\_\_\_

Design a menu cover for your restaurant.



.....

[illegible]

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**Step 2.** Write about one specific thing that person did that made you really angry, what you did about it, and what you will do if he or she does it again.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Turn It Upside Down

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Complaining can be fun! Sometimes it can also be funny. How? Easy! Take a complaint and turn it on its head. Turn something that drives you crazy into something you love. For example, Lisa Simmins says this: "I hate when it rains—but it's the only time I get to shower because my brother hogs the bathroom."

Here's a complaint form that will help you with this idea.



## Example:

*I love it when* **MY SISTER JOAN**

(PERSON'S NAME)

**SPENDS ALL DAY IN THE BATHROOM**

(FILL IN A COMPLAINT)

*Because* **THEN WE DON'T HAVE TO SEE HER ALL DAY.**

(MAKE THAT BAD THING GOOD)

Now it's your turn. Fill in the blanks below.

*I love it when* \_\_\_\_\_

(PERSON'S NAME)

\_\_\_\_\_  
(FILL IN A COMPLAINT)

*Because* \_\_\_\_\_

(MAKE THAT BAD THING GOOD)

*I love it when* \_\_\_\_\_

(PERSON'S NAME)

\_\_\_\_\_  
(FILL IN A COMPLAINT)

*Because* \_\_\_\_\_

(MAKE THAT BAD THING GOOD)

*I love it when* \_\_\_\_\_

(PERSON'S NAME)

\_\_\_\_\_  
(FILL IN A COMPLAINT)

*Because* \_\_\_\_\_

(MAKE THAT BAD THING GOOD)

A cartoon illustration of a woman with large, dark, curly hair and a surprised expression, holding a large, open book titled "RePort CARD". She is wearing a white lab coat. A small, round, dark object is visible near the bottom right of the book.

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[illegible]

# It Could Happen

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Imagine that you are a toaster. How does it feel to sit on a kitchen counter, to be pushed down, to get hot inside, to pop up, for the toast to get stuck, and so on? Are you jealous of any of the other appliances in the kitchen? What was it like the first day you were brought home? What was it like being made? Write a first-person narrative about your life as a toaster.




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Imagine that you are another type of appliance. What appliance would you like to be? You could be a washing machine, a blender, a vacuum cleaner, or whatever you like. Choose any appliance and write a first-person narrative about your life.

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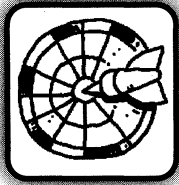
- by \_\_\_\_\_ (name of dog)

[illegible]

# Chapter 5

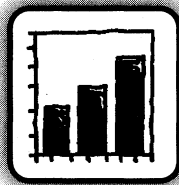
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## Writing Different Humor Styles: Comedic Genres



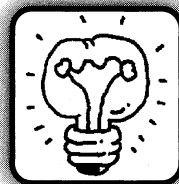
### Objectives

- To teach students how to write in different humorous styles.
- To generate interest in the following writing styles: parody, tall tale, anecdote, character sketch, and comic monologue.
- To help students examine familiar story forms and how changing different elements in these forms can create new comic stories.
- To incorporate language skills in slightly more complex writing assignments.
- To demonstrate how introducing two elements from different situations can create comic situations.
- To demonstrate how the use of exaggeration in tall tales creates humorous compositions.
- To teach students how to write character sketches.



### Suggestions for Success

- Introduce the exercises in this section to the students in any order.
- Students may work on all of the assignments either in groups or individually.
- The parody writing process is defined in a step-by-step manner for easy mastering. Most students already have an understanding of what parody is and enjoy using this style to write funny ideas.
- The tall tale exercise emphasizes the use of exaggeration.
- You may wish to have the students read and discuss some tall tales before writing their own.

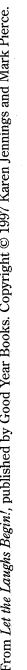


### Suggestions for Further Enhancement

- Have the students act out their parodies, stories, and sketches for each other.

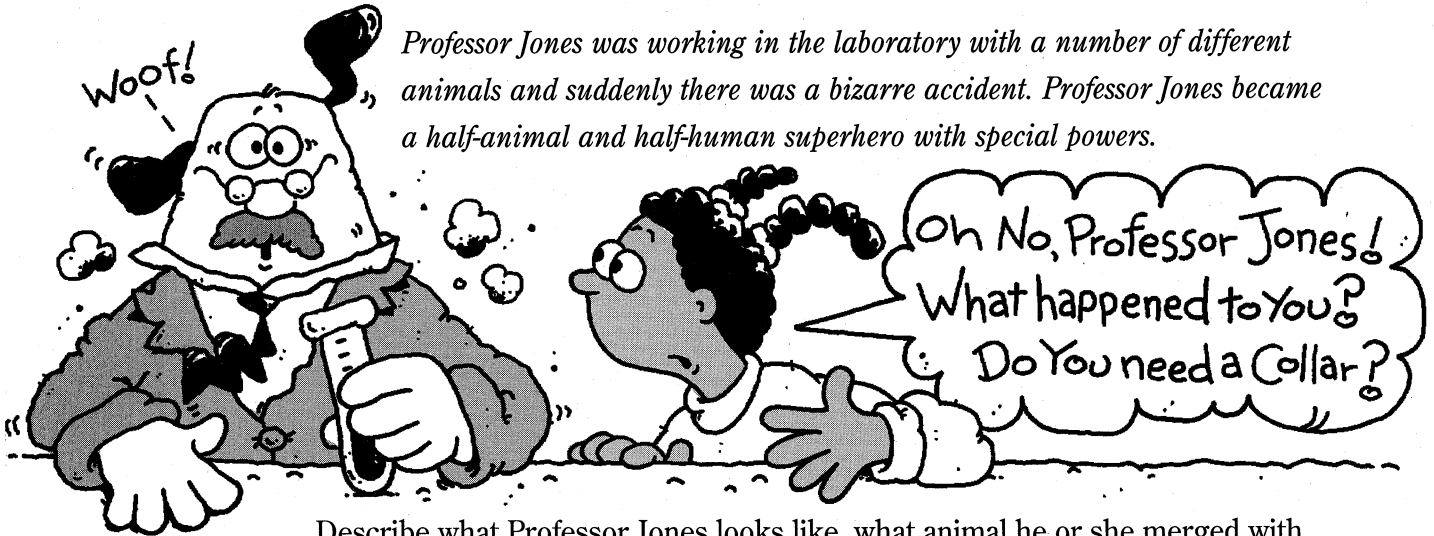
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A cartoon illustration of a boy with glasses and curly hair, wearing a t-shirt, sitting at a desk and drawing with a pencil. He is smiling and looking at his work. On the desk are several crayons and a small container of paint. The background is a simple line drawing of a desk and chair.



## A Superhero Character Sketch

A character sketch describes a real or imaginary person. Write a character sketch about an imaginary character using this story starter.



Describe what Professor Jones looks like, what animal he or she merged with, what his or her special powers are, and an event that demonstrates what kind of superhero he or she is.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

# Tall Tales

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● *Tall tales* are humorous stories that exaggerate the truth. The writer does not tell the truth because he or she intends to make the audience laugh rather than to inform them about real events. Tall tales allow the writer to use imagination and *stretch* the truth. Familiar tall tales include the stories of Pecos Bill, John Henry, Paul Bunyan, and Casey Jones. Write your tall tale below and continue on the back of this worksheet if necessary.

## Here are several ideas:

*How I Won the Nobel Peace Prize*

*How I Hit the Longest Home Run Ever*

*How I Saved the World*

*Here is an example of a tall tale by Charlotte Isenberg, age 11:*

I couldn't wait! I was going to my first major league ball game! The last thing I expected was to hit a big league home run! Let me tell you all about it. I went to the game with my friend Margie, and we both brought our bats and gloves. It was so hot we were starting to melt, so we ordered a Slurpee®. I knew flies were attracted to sugar—but I didn't think they liked Slurpees®. Boy was I was wrong! A swarm of flies gathered around my drink. I took my baseball bat and started swatting them away. I was so angry, I wasn't even watching the ball game. Just then, a foul ball flew my way—I was so busy swatting the flies that I didn't even notice. I swung that bat and the bat hit the foul ball, and boy was I surprised! I hit that ball so hard it went sailing. And I do mean sailing. I drove that ball all of the way out of the ballpark. The whole crowd looked over at me and cheered. And now I am playing for the Boston Red Sox. All because of those bothersome flies.

## My Tall Tale

By: \_\_\_\_\_

Title: \_\_\_\_\_

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(continue on back of page)





# The Fairy Tale Parody

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- Now you are going to learn how to write a parody.

A *whatody*, you ask? A parody! A *parody* creates humor by imitating a style of story. Begin your prewriting by making two lists.

- List A** Write a list of all the fairy tales you can think of.

Here are a few examples: *Little Red Riding Hood*, *Hansel and Gretel*, *Cinderella*.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

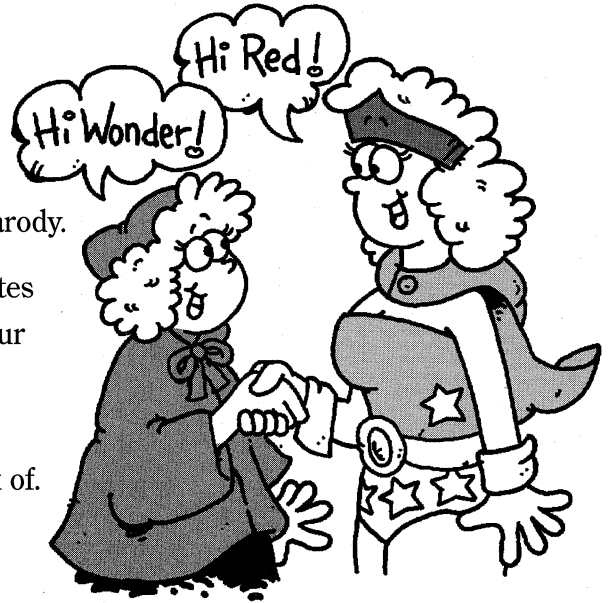
- List B** Second, write a list of all of your favorite movie, TV, and cartoon characters.

Here are a few examples: *Batman*, *Porky Pig*, *Wonder Woman*, *Ace Ventura*.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

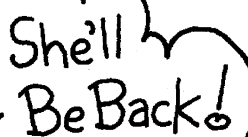
Now pick one character from list B and make him or her the star of one of the fairy tales from list A. How does that change the story? For instance, if you chose Batman to replace Little Red Riding Hood, how would Batman react when meeting the wolf in the woods? Ask yourself why your character is in this fairy tale world. Why would Batman be in the woods? Who is he going to visit?

(Write your story on another piece of paper or on the back of this worksheet.)



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- Title:* \_\_\_\_\_

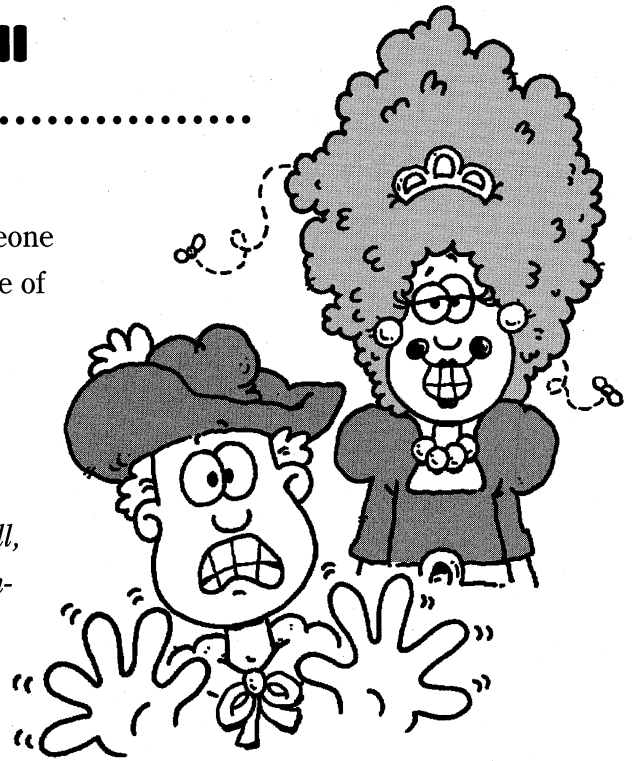


# She Never Made It to the Ball

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- Imagine what it would be like to take someone from your life and put them into the middle of a fairy tale. For instance, Joshua Homan, age 8, wrote:

*If my sister Lucy had been Cinderella, the story never would have happened. She never would have made it to the ball, because she would have been in the bathroom all night long putting make-up on her face. Even then she still would have scared the prince.*



Pick someone you know and would like to see in a fairy or folk tale and then write your story with that person as the star.

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Now put yourself in a fairy tale or folk tale. What would you do if you were Jack of "Jack in the Beanstalk"? Or one of the three little pigs? Or Sleeping Beauty?

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# Say What?

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● For this exercise you are going to write a parody of a talk show.

**Step 1.** Make a list of talk-show hosts you've seen on TV.

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**Step 2.** Choose either one character or a group of characters from a folk tale and invite them onto one of the talk shows. For instance: Hansel and Gretel might have a lot to talk about if they appeared on Oprah's show with their parents. After all, their parents left them alone in the woods.

**Step 3.** Write your parody as a script and ask your friends in class to act it out with you.

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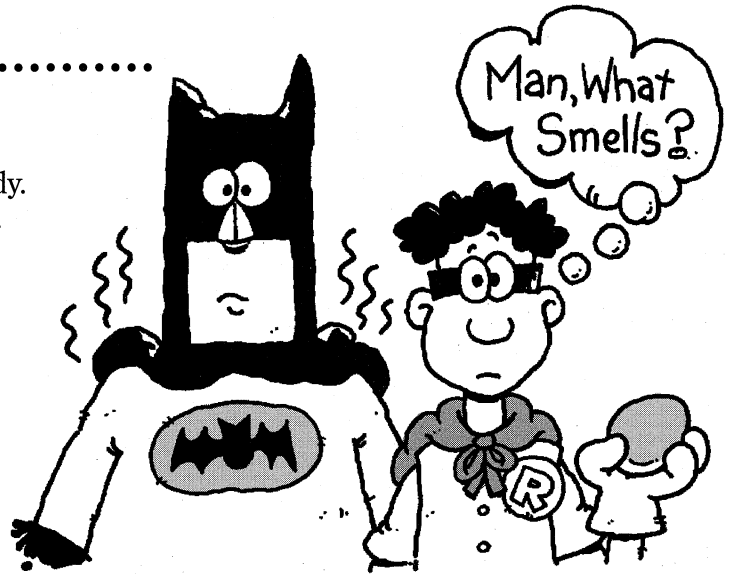


# Sing a Song Parody

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● Everybody loves a good song parody. I'm sure you know at least one. For example, here's a student classic:

*Jingle bells*  
*Batman smells*  
*Robin laid an egg*  
*The Batmobile has lost its wheel,*  
 and so on.



Write your own song parody. First choose a song you want to parody or change. Brainstorm a list of songs. What are the songs you know really well?

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Once you have chosen the song you want to parody, replace the song's original words with ones you make up. Rewrite the whole song. Here's a hint: once you start changing the words you may want to use a rhyming dictionary to help you replace the original words with words that rhyme with them. Some standard dictionaries have rhyming dictionaries in the back. Check it out.

## My Song Parody

by \_\_\_\_\_

Original song \_\_\_\_\_

New title \_\_\_\_\_

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# Selling the Impossible

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- Commercials will get you to buy just about anything. You try it! Try selling something no one would ever buy. Like a pair of smelly sneakers. Or a fish that has been hanging around the fridge for three months. *Yuk!*



## My Commercial

*Are you tired, bored? Life going nowhere? Try* \_\_\_\_\_  
(NAME OF OBJECT)

*Suddenly your life will be different.* \_\_\_\_\_ *is a wonderful*  
(NAME OF OBJECT)

*product because* \_\_\_\_\_  
(FILL IN SOMETHING YOUR OBJECT CAN DO)

*Everything will be more exciting with* \_\_\_\_\_ *around*  
(NAME OF OBJECT)

*because* \_\_\_\_\_  
(FILL IN SOMETHING YOUR OBJECT CAN DO)

\_\_\_\_\_ *will never let you down by*  
(NAME OF OBJECT)

\_\_\_\_\_ *. No sirree,*  
(FILL IN SOMETHING YOUR OBJECT WOULD NEVER DO)

*one thing is for sure,* \_\_\_\_\_  
(NAME OF OBJECT)

*is a product you can trust. So don't wait around. Things aren't getting any better.*

*Go out and get* \_\_\_\_\_ *. You won't regret it.*  
(NAME OF OBJECT)

# The Bigger, Better, New, and Improved Best Friend Commercial Parody!

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Commercials can be very funny. By appealing to our funny bones, companies can often get to our wallets. Try writing your own humorous commercial all about your best friend.

**Step 1:** Make a list of all your best friend's most wonderful qualities:

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**Step 2:** Fill in the blanks and write the finished commercial:

*Are you down in the dumps? Life is going nowhere? Try \_\_\_\_\_*  
(NAME OF FRIEND)

*Suddenly your life will be thrilling! \_\_\_\_\_ is a wonderful*  
(NAME OF FRIEND)

*product because \_\_\_\_\_*  
(FILL IN SOMETHING YOUR FRIEND CAN DO)

*Everything will be electrifying with \_\_\_\_\_ around*  
(NAME OF FRIEND)

*because \_\_\_\_\_*  
(FILL IN SOMETHING YOUR FRIEND CAN DO)

*\_\_\_\_\_ will never let you down by*  
(NAME OF FRIEND)

*\_\_\_\_\_ . No sirree,*  
(FILL IN SOMETHING YOUR FRIEND WOULD NEVER DO)

*one thing is for sure, \_\_\_\_\_ is a product you can trust.*  
(NAME OF FRIEND)

*So don't delay. Act now. Go out and get \_\_\_\_\_*  
(NAME OF FRIEND)

*You won't regret it.*

# Anecdotes

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- You have probably had some unusual things happen to you that now seem very funny. Humorous stories you write about yourself are called *anecdotes*. Can you think of something funny that happened to you? Maybe you didn't think it was funny at the time, but now you do—or maybe it's just a great story. Write your anecdote in the space provided. Include as many details about the event as you can remember.

**Here are some  
anecdote  
suggestions:**

*The weirdest roadside stop*

*I wish I hadn't said that*

*The practical joke that backfired*





## Toss a Monkey Wrench Into the Works

Throwing a monkey wrench into the works turns an otherwise calm event into a comic catastrophe. What would happen at your school science fair if Joe Q. Einstein, the class genius, created a Frankenstein monster that really came to life? What if you went to the zoo and your little sister climbed into the lion's den. Begin your story on an ordinary day. Pick a location where your story will take place. Introduce your characters and make everything as uneventful as possible, then throw in your monkey wrench and see how it changes your story. The unexpected is funny!

[illegible]

## Creating a Comic Monologue

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A *comic monologue* is a collection of jokes told by one person. Stand-up comics use comic monologues in their routines. Many stand-up comics talk about current events in their monologues. Look at a current newspaper and write your thoughts on the news. Then write jokes about your observations. All jokes include a set-up, or the information provided by the comedy writer, and a punchline, or the unexpected idea that makes us laugh. You may want to work with a partner or in a group.

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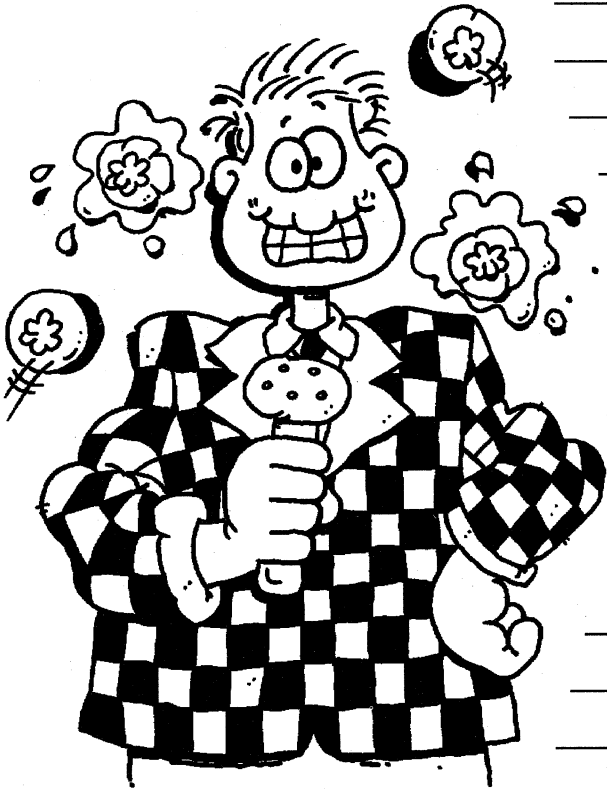
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# Answer Key

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## Ha, Ha, Homonyms

1. order; request for silence in the courtroom, to place an order
2. spirit; a spectre or ghost, school loyalty
3. pupils; the dark central opening of the iris of the eye, a child or young person in school
4. out; to go outside the home in the company of one or more people, to extinguish or put out
5. wave; a moving ridge or swelling in the surface of the water, a wavelike formation or shape in hair
6. dressing; a sauce for adding to a salad, putting on clothing

## What's So Funny About Bat?

1. a stout stick or club
2. a sharp blow
3. hit with or as if with a bat
4. a large group of flying mammals with forelimbs modified to form wings
5. a turn at batting
6. blink or wink
7. an implement used to hit a ball (as in baseball)

## Hold the Phone—It's Homophones!

1. hare; hair  
hare: a swift, timid, long-eared mammal distinguished from the related rabbit by being open-eyed and furry at birth.  
hair: a threadlike outgrowth especially on the skin of mammals
2. knight; night  
knight: a mounted warrior of feudal times serving the king  
night: the period between dusk and dawn

3. dew; due

dew: moisture condensed on the surface

due: something owed

4. hoarse; horse

hoarse: rough and horse in sound

horse: a large, solid-hoofed animal

5. eight; ate

eight: one more than seven

ate: to have eaten

## What's the Meaning of This?

*Note: these are just sample definitions, students may come up with many more that are also acceptable*

Friday: the day that foods are fried

Audit: a very strange it

Bison: what Dad says when he leaves his boy child

Pigsty: what a pig wears with his suit

Laundress: what the lawn wears to the block party

Carpet: a dog in a Dodge

Quarterback: what you can't get if you lose it in a video game

Innocent: where Abraham Lincoln's face is

Dumbbell: a stupid ringer

## I Didn't Mean That Literally!

"take the bus home"

"in hot water"

# Funny Books

## for your classroom

### Joke Collection and Word Play

Berk, Meridith. *Go Ahead—Make Me Laugh*. New York: Sterling Publications, 1993.

Rosenbloom, Joseph. *The Gigantic Joke Book*. New York: Sterling Publications, 1978.

Terban, Marvin. *Hey, Hay! A Wagonful of Funny Homonym Riddles*. New York: Clarion Books, 1991.

### Exaggeration

Allard, Harry. *The Stupids Die*. Boston: Houghton Mifflin, 1981.

Cleary, Beverly. *Emily's Runaway Imagination*. New York: William Morrow and Company, 1961.

Dahl, Roald. *James and The Giant Peach*. New York: Puffin Books, 1961.

———. *Matilda*. New York: Puffin Books, 1961.

Kellogg, Steven. *The Mysterious Tadpole*. New York: Dial Books for Young Readers, 1981.

Lindgren, Astrid. *Pippi Longstocking*. New York: Viking Press, 1950.

Schwartz, Alvin. *Whoppers: Tall Tales and Other Lies Collected from American Folklore*. New York: J. B. Lippincott Company, 1975.

### Personal Narratives About Sibling Rivalry

Blume, Judy. *Tales of a Fourth Grade Nothing*. New York: E. P. Dutton, 1972.

Spinelli, Jerry. *Who Put That Hair in My Toothbrush?* Boston: Little Brown and Company, 1984.

### Fairy Tale Parodies

Bolton, Martha. *Humorous Monologues*. New York: Sterling Publications, 1989.

Scieska, Jon. *The Stinky Cheese Man: And Other Fairly Stupid Tales*. New York: Viking, 1992.



