Bellwork – “Tuesday of the Other June” by Norma Fox Mazer – pages 470-481

**PRE-READING – Sensory Language and Imagery**

*Sensory language* includes words or phrases that appeal the reader’s senses of sight, hearing, touch, smell, and taste. These sensory details create *imagery* that helps the reader imagine how things look, feel, or taste.

Use the following passage for questions 1a-1c:

*The soft wind tickled her nose and she caught the faint smell of a campfire somewhere in the woods below. She thought back on all the times she’d played there as a child.*

1) Identify two examples of sensory language in the passage above.

1a) **Text:**

____________________________________________________

**Sense:**

1b) **Text:**

____________________________________________________

**Sense:**

1c) What type of image does the language in the passage above create in a reader’s imagination? In other words, what do you see in your mind when you think of these words with your eyes closed?

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1d) Think of a pleasant sensory image, and describe it in complete sentences.

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**PRE-READING – Making Connections to Prior Knowledge**

When you read a story, you might find characters or events similar to those you know in real life. Making connections can involve current events, prior personal knowledge, and other texts.

2) In “Tuesday of the Other June”, the Other June is a bully. Consider your prior knowledge about bullies. What connections can you make based on your own personal experiences, current events, and other texts? How might this inform your reading of the story? (For example: There was a bully who rode my bus. I will be able to compare him with this story.)

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**PRE-READING – Analyze Visuals – textbook page 471**

3) What sense do you get of the personalities of the two girls in the painting? How do you think this will relate to the *mood* of the story (the feeling the reader experiences while reading)?

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1) What details help you form a mental picture of what is happening?

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__________________________________________________________________________
__________________________________________________________________________

2) In just a few sentences, the author tells you a lot about June and her mother. What words would you use to describe their characteristics?

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3) What sensory details help you picture the nights when June gets scared? Look for details that help establish a feeling (touch) or mental picture (sight).

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4) What does June want for her mother? Have you ever had similar feelings?

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5) The word worrywart refers to someone who worries needlessly about things to come. Synonyms for worrywart include pessimist and fussbudget. Use sensory language to describe the actions of someone who is a worrywart.

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__________________________________________________________________________
6) How do the details in this work of art connect with the story?

7) How does the Other June bully the narrator? Why do you think she behaves this way?

8) What sensory language does the author use to help you imagine the bully’s behavior towards June? Provide at least two examples.

9) What are June’s nicknames for each day of the week?

<table>
<thead>
<tr>
<th>Day</th>
<th>Nickname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
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<td>Friday</td>
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<td>Saturday</td>
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<tr>
<td>Sunday</td>
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</tbody>
</table>

10) What images help you understand how June feels about her situation?
11) Predict what June is going to do about being bullied by the Other June. Use the details from the text and your prior knowledge to make an inference (an educated guess) about future events.

<table>
<thead>
<tr>
<th>Details</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>June’s mother tells her not to fight (lines 4–5).</td>
<td></td>
</tr>
<tr>
<td>June’s mother tells her to run away from anyone who tries to hurt her (lines 21–23).</td>
<td></td>
</tr>
<tr>
<td>June has not done anything so far to defend herself.</td>
<td></td>
</tr>
</tbody>
</table>

12) The word torment means to cause severe distress to the body or mind. Describe a time when you have been tormented.

13) In line 115, June remembers her mother’s advice to “be good.” Do you think it’s better advice to “be good” or to take revenge on the Other June? Explain.

14) The meanings of the separate words that form compound words can often help define them. For example, poolside in line 120 is made up of pool and side. It means “by the side of a pool.” Define the following compound words in the story.

- caretakers (line 126):
- troubleshooters (line 127):
- everywhere (line 139):
- newspaper (line 140):

15) What objects or ideas are personified in these lines? Provide two examples.
The tense of a verb indicates the time of an action or a state of being. An action can happen in the present, the past, or the future. For example, the verbs ended, was, had, and pinched in lines 153–155 tell you that these actions take place in the past.

16) Sentences can be rewritten and their meaning changed by changing the verb tense. Rewrite the first two sentences in line 153 in the future tense. For example: “I rode my bike” would change to “I will ride my bike.”

Original Sentence: “And then it ended.”
Rewritten Sentence:

Original Sentence: “It was the last day of swimming class.”
Rewritten Sentence:

17) In what way is June’s attitude toward the bully different on the last day of swimming class? Why did her attitude change?

18) How does the end of swimming classes change June’s outlook on life?

19) Although the worst appears to be over for June, has she really dealt with her problem or learned a lesson from her experience? Explain.

20) If you were June, how would you feel about moving? Write two sentences.
21) Notice the way the car crests the hill. The author creates a moment of suspense. What do you think June will see as they get over the hill to the other side? Keep in mind the events of the story so far. (Suspense is a feeling or state of nervousness or excitement caused by wondering what will happen.)

22) Why might the narrator be in a daze?

23) Which details help you picture what it looks like inside the house and how it feels to be there?

24) Why will the effects of the Other June’s bullying be worse this time?

25) Why doesn’t June tell her mother that she is being bothered by a bully?

26) Who is talking in these lines? Explain what is happening.
27) Knowing what you do about bullies, what do you think June is going to do if the Other June attacks her? Why?

28) Why is the Other June so surprised by the narrator’s reaction? What does the Other June do? What does her response reveal about the nature of a bully (a bully’s personality)?

29) Describe how June has changed during the story. What has she learned?

30) How do the sensory language and details in lines 302–309 help you imagine the scene? What does the author mean by “the last Tuesday of the Other June”?

31) Many children have been subjected to bullying at some time. What are some nonviolent strategies for addressing bullying?