

# Sayings and Phrases: Do You Mean That Literally?

**Grade Level or Special Area:** Second Grade Language Arts

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**Length of Unit:** 18 lessons plus Culminating Activity, approximately 20 minutes each

## I. ABSTRACT

This unit takes the students through a variety of sayings and phrases popular in our language and culture. The lessons give an in-depth look at the origin of and implications of these sayings and phrases.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand how sayings and phrases represent ideas.
2. Students will understand that sayings and phrases reflect the time they originated.
3. Students will understand how to use sayings and phrases appropriately.

### B. Content from the *Core Knowledge Sequence*

1. Second Grade Language Arts: Sayings and Phrases (p. 46)
  - a. Back to the drawing board
  - b. Better late than never
  - c. Cold feet
  - d. Don't cry over spilled milk.
  - e. Don't judge a book by its cover.
  - f. Easier said than done
  - g. Eaten out of house and home
  - h. Get a taste of your own medicine
  - i. Get up on the wrong side of the bed
  - j. In hot water
  - k. Keep your fingers crossed.
  - l. Practice what you preach.
  - m. Two heads are better than one.
  - n. Turn over a new leaf
  - o. Where there's a will there's a way.
  - p. You can't teach an old dog new tricks.

### C. Skill Objectives

1. Students will create mental images from pictures and print.
2. Students will understand the implied and literal meanings of sayings and phrases.
3. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading. (Colorado Language Arts Grade Level Expectation)

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *What Every Second Grader Needs to Know* by E.D. Hirsch
2. *Scholastic Dictionary of Idioms* by Marvin Terban

### B. For Students

1. Students do not need to have prior knowledge to successfully complete this unit.

## IV. RESOURCES

A. *Amelia Bedelia* by Peggy Parish (Lesson One)

B. *Great Illustrated Classics: Aesop's Fables* by Aesop (Lesson Six, Seven, Nine, and

Sixteen)

- C. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Lesson Ten)

## V. LESSONS

### Lesson One: *Amelia Bedelia* “Gets off on the Wrong Foot” (30 minutes)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how sayings and phrases represent ideas.
  - b. Students will understand how to use sayings and phrases appropriately.
2. Lesson Content
  - a. Sayings and Phrases
3. Skill Objective(s)
  - a. Students will understand the implied and literal meanings of sayings and phrases.
  - b. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

#### B. *Materials*

1. *Amelia Bedelia* by Peggy Parish
2. Appendix A- *Amelia Bedelia*'s Directions (one copy for each student)
3. Whiteboard and whiteboard markers
4. Appendix N – Checklist for Activities

#### C. *Key Vocabulary*

1. Literal – to take the meaning word by word

#### D. *Procedures/Activities*

1. Ask the students if they have ever heard of the saying, “It’s raining cats and dogs.” Discuss the meaning of this expression by asking the following questions: Does that really mean that cats and dogs are falling from the sky? What does this mean? (It is raining heavily.)
2. Ask the students if they have heard of the saying “I have a frog in my throat.” Discuss this meaning with the students: Do I really have a frog in my throat? What does this mean? (My voice sounds raspy.)
3. Tell the students that today you are going to be reading *Amelia Bedelia*. This story is about a maid who gets confused with expressions like these. When I am done reading the story, I am going to ask what these expressions really mean and what Amelia should have done. Then we will rewrite the directions for her so that she could understand them.
4. Read the story *Amelia Bedelia* by Peggy Parish.
5. Hand out Appendix A to the students. Tell the students that on the worksheet are the directions that Mrs. Rogers gave Amelia. Then you see a picture of what Amelia did. We are going to think about what the directions really mean and then rewrite the directions so that Amelia Bedelia can clearly understand them.
6. Go through each example on the worksheet together. On the last set, have the students think of a set of directions that they might give Amelia Bedelia that she might not understand.
7. Tell the students that Amelia Bedelia took the directions Mrs. Rogers used literally. Ask the students what they think this means. Tell the students that to take something literally means that you understand the meaning of the word as it is, word by word. When you take something literally, you are not looking at the hidden meaning behind the word. Mrs. Rogers used many expressions that we

- have heard of and understand the meaning behind.
8. Have the students think about what it would be like to come from another country to the United States and never have heard these expressions before. Do you think they would understand some of these expressions? What other expressions might foreigners to the United States take literally like Amelia Bedelia did? Have the students come up with examples. Write them on the board and discuss the meaning behind them.
  9. At the end of this discussion, tell the students that they are going to be studying a unit on saying and phrases like these. We will be looking at each saying or phrase and discuss what the literal meaning is and then the hidden meaning behind the word.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist one to grade Appendix A.

**Lesson Two: Back to the Drawing Board (20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Back to the drawing board
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. Paper (one for each student)
  2. Whiteboard and marker
  3. Appendix N – Checklist for Activities
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Ask the students to remember the story *Amelia Bedelia*. Ask the students why Mrs. Rogers was not happy with what Amelia Bedelia did in the story. (She followed the directions literally.) Ask the students what it means to follow directions literally. (To do exactly what each word means.)
  2. Write the phrase “Back to the drawing board” on the board. Ask the students to raise their hand if they have ever heard of this saying. Ask the students to share a time when they heard this used.
  3. Ask the students what they think this saying means. Tell the students that this saying means to start something over after an already failed attempt. Tell the students that this saying comes from architects that start projects with blueprints or sketches. When the project fails, they have to start over from the original drawings and try a new approach. Another example would be scientist experimenting until they come up with what they are looking for.

4. Ask the students if they have ever had a time where they started something, it didn't work out the way they planned, and they had to start over. Have the students share their experiences.
  5. Draw a picture of an experience. Write three-four sentences about it. Give the students the opportunity to share their picture and sentences with the class.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist one to grade the picture and sentences.

**Lesson Three: Better Late than Never (20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Better late than never
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. Appendix N – Checklist for Activities
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Write the words “Better late than never” on the board and ask the students if they know what this phrase means. Let students share if they have heard this and can share an experience.
  2. Tell the students that “Better late than never” means it is better to do something late than to not do it at all. An example would be: It is better to send a birthday card a few days late to your good friend than to not send a card at all.
  3. Put the students into groups of three or four and have them come up with a situation that they could apply this saying to. Each group will need to present their situation by acting it out for the class.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist two, to grade the students as they come up with a situation and act it out.

**Lesson Four: Cold Feet (20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.

2. Lesson Content
    - a. Sayings and Phrases
      - i. Cold feet
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. Crayons
  2. Appendix B – Cold Feet (one blue copy for each student)
  3. Appendix N – Checklist for Activities
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Write the words “Cold feet” on the board and ask the students if they know what this phrase means. Let students share if they have heard this and can share an experience.
  2. Tell the students that “Cold feet” means to have a fear of doing something. This saying has been around since the early 1800’s. It may have come from the idea of soldiers fleeing from battle. While fear can cause a person to feel cold or chilled, someone who is “hot-blooded” is someone that seeks a fight or adventure.
  3. Ask the students if they have or have had a fear of doing something. What have they had “cold feet” about doing?
  4. Tell the students they are going to think of a situation and draw it on the blue foot handout.
  5. Once the students are finished drawing their pictures, have them share aloud.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist two, to grade the students while they are drawing pictures and when they share aloud.

**Lesson Five: Don’t Cry Over Spilled Milk (20-25 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Don’t cry over spilled milk
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

- B. *Materials*
1. Appendix C – Spilled Milk (one copy for each student)
  2. Crayons for each student
  3. Appendix D – Sayings and Phrases Quiz (one copy for each student)
  4. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Review what it means to take something literally. Write “Don’t cry over spilled milk” on the board. Pass out Appendix C and have the students illustrate this saying literally.
  2. Tell the students that the saying “Don’t cry over spilled milk” means to cry or get upset over an event that has happened that can’t be changed. Writers first used this saying around the mid-1600’s, and again by a popular humorist from Canada named Thomas Haliburton in 1886.
  3. Have the students come up with some examples of when this saying might be used.
  4. Have the students complete the rest of Appendix C and share with the class.
  5. Pass out Appendix D and have the students complete it on their own. Collect it for a grade.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist one, to grade Appendix C.
  2. Pass out Appendix D and have the students complete it on their own. Collect it for a grade.

**Lesson Six: Don’t Judge a Book by its Cover (15-20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Don’t judge a book by its cover
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. *The Lion and the Mouse* by Aesop pg. 30
  2. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Ask the students if they have heard “Don’t judge a book by its cover” before. Talk about the literal meaning and then tell them what it really means.
  2. Tell the students that “Don’t judge a book by its cover” means the way

something looks may not tell about what it's really like. This often happens when you first meet someone. You should take the time to get to know who they are before you decide if you like them or not.

3. Read the fable *The Lion and the Mouse*. Discuss the fable with the students. Ask them why the lion thought the mouse couldn't help him.
4. Have the students share a time when they might have "Judged a book by its cover".

E. *Assessment/Evaluation*

1. Use Appendix N, checklist two, to grade the students' responses to the fable and experiences they share with the class.

**Lesson Seven: Easier Said than Done (15-20 minutes)**

A. *Daily Objectives*

2. Concept Objective(s)
  - a. Students will understand how sayings and phrases represent ideas.
  - b. Students will understand that sayings and phrases reflect the time they originated.
  - c. Students will understand how to use sayings and phrases appropriately.
3. Lesson Content
  - a. Sayings and Phrases
    - i. Easier said than done
4. Skill Objective(s)
  - a. Students will create mental images from pictures and print.
  - b. Students will understand the implied and literal meanings of sayings and phrases.
  - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. *The Boasting Traveler* by Aesop pg. 42
2. Appendix N – Checklist for Activities

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Write the saying "Easier said than done" on the board. Ask the students if anyone knows what this means. Let them share their answers with the class.
2. Read the fable *The Boasting Traveler*. Ask the students why they think one of the hearers (listeners) finally asks the traveler to show one of his marvelous leaps. Ask the students if they know what "Easier said than done" might mean.
3. Tell the students that "Easier said than done" means it's easy to say what should be done but harder to do it.
4. Have the students think of some examples to share with the class. An example for you to share would be how an Olympic athlete makes their event look easy but, really they have put in many years of hard work and effort into their event.

E. *Assessment/Evaluation*

1. Use Appendix N, checklist two, to grade the students' responses.

**Lesson Eight: Eaten Out of House and Home (20 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how sayings and phrases represent ideas.

- b. Students will understand that sayings and phrases reflect the time they originated.
      - c. Students will understand how to use sayings and phrases appropriately.
    - 2. Lesson Content
      - a. Sayings and Phrases
        - i. Eaten out of house and home
    - 3. Skill Objective(s)
      - a. Students will create mental images from pictures and print.
      - b. Students will understand the implied and literal meanings of sayings and phrases.
      - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
  - B. *Materials*
    - 1. Appendix E – Eaten out of house and home pictures (one copy on transparency)
    - 2. The comic section of the newspaper
    - 3. White copy paper – cut in half the long way (one strip for each student)
    - 4. Crayons for each student
    - 5. Appendix N – Checklist for Activities
  - C. *Key Vocabulary*
    - 1. Dialogue – a conversation between people
  - D. *Procedures/Activities*
    - 1. Show the students the overhead and tell them they are going to guess what the saying is this time. Tell them to “read” the pictures literally. Call on three to four students before you start giving clues.
    - 2. Write the saying “Eaten out of house and home” on the overhead below pictures. Make sure the students understand how you got this saying from the pictures.
    - 3. Ask the students if they know what this saying means. Let them share their ideas.
    - 4. Tell the students “Eaten out of house and home” means that a huge amount of food is eaten so much that the person might have to sell their house to pay for the food. William Shakespeare, a famous play writer, used it in one of his plays around the year 1600, but it may go back further than that.
    - 5. Have the students think of a food they like to eat a lot of. Show the students an example of a comic strip. Point out the pictures and dialogue that makes up each scene.
    - 6. Tell the student will need to draw a short comic strip of himself/herself eating this food. Make sure to include dialogue and the saying “Eaten out of house and home” in the comic strip. Pass out a strip of paper to each student. The strip will need to be folded into two to four sections depending on how many scenes the student comes up with.
    - 7. Collect the comic strips to look over.
  - E. *Assessment/Evaluation*
    - 1. Use Appendix N, checklist two to grade the comic strips.

**Lesson Nine: Get a Taste of your own Medicine (20 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.

- c. Students will understand how to use sayings and phrases appropriately.
  - 2. Lesson Content
    - a. Sayings and Phrases
      - i. Get a taste of your own medicine
  - 3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
  - 1. *The Fox and the Stork* by Aesop pg. 18
  - 2. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  - 1. Read the fable *The Fox and the Stork* to the students. Ask the students the following questions: What did the fox do to the stork? How did the stork feel about this? What did the stork do about this? How did this make the fox feel? What do you think about this fable?
  - 2. Tell the students the saying for today is “Get a taste of your own medicine”. Tell them it means, someone who treats others badly and then gets treated the same way is “getting a taste of his own medicine”.
  - 3. Ask the students how they think this fits the fable we read earlier. Let a few students share their responses with the class.
  - 4. Have the students write a short story about someone “getting a taste of their own medicine”. Collect the stories to look over.
  - 5. Tell students this saying goes along with The Golden Rule: Do unto others as you would have them do to you. Talk about thinking of other people’s feelings and treating others with respect.
- E. *Assessment/Evaluation*
  - 1. Use Appendix N, checklist one, to grade the stories.

**Lesson Ten: Get Up on the Wrong Side of the Bed (20-25 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  - 2. Lesson Content
    - a. Sayings and Phrases
      - i. Get up on the wrong side of the bed
  - 3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

- B. *Materials*
1. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
  2. Appendix F – Sayings and Phrases Quiz (one copy for each student)
  3. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Write “Get up on the wrong side of the bed” on the board. Tell the students that this saying comes from the Ancient Romans who believed that the left side of anything was evil or bad luck. They thought that anyone who put his/her left foot down first when getting out of bed would cause bad luck. Today the saying means to wake up in a bad mood.
  2. Read the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Ask the students how the saying “Get up on the wrong side of the bed” pertains to Alexander.
  3. Pass out Appendix F and have the students complete it on their own. Collect Appendix F for a grade.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist two, to grade the student responses.
  2. Collect Appendix F for a grade.

**Lesson Eleven: In Hot Water (20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. In hot water
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. Appendix G – In Hot Water (one copy for each student)
  2. Crayons (for each student)
  3. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Review what it means to take something literally. Write “In hot water” on the board. Pass out Appendix G and have the students illustrate this saying literally.
  2. Ask the students if they know what “In hot water means”. Let them share their examples/definitions with the class.
  3. Tell them the saying means to be in serious trouble or in an embarrassing situation with someone of authority. This expression has been around since the

1500s. It may refer to the ancient custom of pouring a pot of boiling water on intruders as a way of chasing them off.

4. Talk about classroom and school rules and how you are “in hot water” if you break one.
5. Have the students finish Appendix G. Let the students share what they came up with.

E. *Assessment/Evaluation*

1. Use Appendix N, checklist one, to grade Appendix G.

**Lesson Twelve: Keep Your Fingers Crossed (20 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how sayings and phrases represent ideas.
  - b. Students will understand that sayings and phrases reflect the time they originated.
  - c. Students will understand how to use sayings and phrases appropriately.
2. Lesson Content
  - a. Sayings and Phrases
    - i. Keep your fingers crossed
3. Skill Objective(s)
  - a. Students will create mental images from pictures and print.
  - b. Students will understand the implied and literal meanings of sayings and phrases.
  - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading (Colorado Language Arts Grade Level Expectation)

B. *Materials*

1. Appendix N – Checklist for Activities

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Ask the students to think of a time they have crossed their fingers. Have them share with the class, why they crossed their fingers.
2. Write “Keep your fingers crossed” on the board. Tell them this saying means to wish for good luck and success for someone or something. This is an old American expression that may have come from the superstition that the cross works to keep away evil and bad luck. It may also have come from children’s games in which the players crossed their fingers to keep safe. Finally, today, some people believe that if they cross their fingers when they tell a lie, the lie doesn’t “count”.
3. Ask if there are any games the students play where they would cross their fingers. Let the students share.
4. Have each student think of something they would keep their fingers crossed for. Have the students share in groups of four. Each group needs to pick one to share with the whole class.

E. *Assessment/Evaluation*

1. Use Appendix N, checklist two, to grade the student responses.

**Lesson Thirteen: Practice What You Preach (25 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Practice what you preach
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. Appendix N – Checklist for Activities
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Write “practice what you preach” on the board and ask the students if they know what this means. Give them time to share their answers.
  2. Tell the students that this saying means you should follow the same advice you give others. Give the students some examples. Example: If your mom tells you to make your bed every morning she should do the same thing.
  3. Put the students into groups of two to four students and have each group come up with a situation to act out that goes with “practice what you preach”. Give the students time to act out in front of the class.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist two, to grade the students as they work on their situations and act them out.

**Lesson Fourteen: Two Heads are Better Than One (20-25minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Two heads are better than one
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and

content-area reading.

- B. *Materials*
1. Magazines (one for every one to two students)
  2. White copy paper (one for every student)
  3. Glue (for every student)
  4. Scissors (for every student)
  5. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Write “two heads are better than one” on the board. Ask the students for ideas on what this means. Let the students share some experiences/examples of when this might have applied to them.
  2. Tell the students that this saying means that some problems are solved more easily by two people working together than by one working alone.
  3. Have the students come up with some situations when this would be true.
  4. Pass out magazines and paper. Have the students cut out a picture of two people working together to complete a task. The students also need to write a sentence or two about the picture.
  5. Let the students share their pictures and sentences.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist one, to grade the pictures and sentences.

**Lesson Fifteen: Turn Over a New Leaf (25 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Turn over a new leaf
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. Appendix H – Leaf (one copy for each student)
  2. Scissors (for each student)
  3. Crayons (for each student)
  4. Appendix I – Phrases and Sayings Quiz (one copy for each student)
  5. Appendix N – Checklist for Activities
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Write the saying “turn over a new leaf” on the board. Ask the students to tell you what it means.

2. Tell the students this saying means to correct/change one's behavior or attitude; to begin new.
  3. Talk about New Year's resolutions and how people come up with something they are going to do or change for the New Year such as exercising to be in better shape or studying harder so they can earn better grades.
  4. Have the students brainstorm things they can start doing or change. Write these on the board.
  5. Pass out Appendix H and have the students cut out the leaf. Then the students need to write, in a complete sentence, what they are going to do to "turn over a new leaf". On the other side have the students draw a picture of them doing this.
  6. Collect the leaves and hang them from the ceiling.
  7. Pass out Appendix I and have the students complete it on their own.
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist two, to grade Appendix H.
  2. Collect and grade Appendix I.

**Lesson Sixteen: Where there's a Will There's a Way (25 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand that sayings and phrases reflect the time they originated.
    - c. Students will understand how to use sayings and phrases appropriately.
  2. Lesson Content
    - a. Sayings and Phrases
      - i. Where there's a will there's a way
  3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
    - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. *The Crow and the Pitcher* by Aesop pg. 192
  2. Appendix N – Checklist for Activities
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Read the fable *The Crow and the Pitcher*. Ask the students how the crow was probably feeling when she couldn't get to the water. Ask the students why she didn't just give up and try to find water somewhere else. Ask the students what the crow had to do to solve her problem. (Try a different approach to the same problem.)
  2. Have the students share an experience when they were really frustrated but did not give up.
  3. Tell the students the saying for today is "where there's a will there's a way". Write this on the board.
  4. Tell the students this means a difficult or important goal or task cannot be achieved quickly or all at once. Another saying that goes with this one is "Rome was not built in a day". It took centuries for Rome to be built to its full glory.

5. Talk about famous heroes/heroines who fit this motto, for example Martin Luther King Jr. worked very hard toward the goal of all people having the same rights and being treated fair. Discussion questions could be: Did he accomplish this by himself? Did he reach his goal overnight? Did he have to plan to achieve his goal? What are some of the ideas he came up with and tried? Some other to discuss are: Harriet Tubman, Jackie Robinson, and Abraham Lincoln. (You could also discuss fictional characters as well such as Spiderman.)
- E. *Assessment/Evaluation*
1. Use Appendix N, checklist two, to grade the student responses.

**Lesson Seventeen: You Can't Teach an Old Dog New Tricks (20 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how sayings and phrases represent ideas.
  - b. Students will understand that sayings and phrases reflect the time they originated.
  - c. Students will understand how to use sayings and phrases appropriately.
2. Lesson Content
  - a. Sayings and Phrases
    - i. You can't teach an old dog new tricks
3. Skill Objective(s)
  - a. Students will create mental images from pictures and print.
  - b. Students will understand the implied and literal meanings of sayings and phrases.
  - c. Students will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. Appendix J – Dog (one copy for each student)
2. Scissors (for each student)
3. Crayons (for each student)
4. Appendix K – Two Heads are better than one (one copy for each student)
5. Appendix N – Checklist for Activities

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Write the saying “you can't teach an old dog new tricks” on the board. Ask the students if they know what this means and have them share their answer with their neighbor.
2. Tell the students this saying means people who find it difficult to change their ways or adjust to new ideas. This saying comes from animal trainers who, have known for centuries that it's best to try to train an animal when it's young and not too set in its ways. Older animals like doing things a certain way and will resist new methods.
3. An example of this saying is trying to give your Grandma a new recipe for cookies and she doesn't want it because she always uses the same recipe for cookies. Let the students share examples of this saying.
4. Pass out Appendix J and have the students cut it out. Have the students draw a picture of an example of “you can't teach an old dog new tricks” and write one to two sentences about their picture. Collect these pictures.
5. Assign Appendix K for homework.

- E. *Assessment/Evaluation*
  - 1. Use Appendix N, checklist one, to grade Appendix J.
  - 2. Assign Appendix K for homework. Collect this and grade it.

**Lesson Eighteen: Test (10-15 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand how sayings and phrases represent ideas.
    - b. Students will understand how to use sayings and phrases appropriately.
  - 2. Lesson Content
    - a. Sayings and Phrases
  - 3. Skill Objective(s)
    - a. Students will create mental images from pictures and print.
    - b. Students will understand the implied and literal meanings of sayings and phrases.
- B. *Materials*
  - 1. Appendix L – Sayings and Phrases Test (one copy for each student)
- C. *Key Vocabulary*
  - None
- D. *Procedures/Activities*
  - 1. Pass out Appendix L and have the students complete it on their own.
- E. *Assessment/Evaluation*
  - 1. Collect Appendix L for a grade.

**VI. CULMINATING ACTIVITY (30 – 40 minutes)**

- A. The students are going to make a class book of the literal and true meanings of all of the sayings and phrases that we have studied. Put the students into groups of two. Each group will be assigned a saying or phrase. (It is okay to duplicate sayings or phrases if you have more than sixteen groups.) If you don't have enough groups for each saying or phrase leave some out of assign some groups more than one. Pass out Appendix M (one per group) and have the students write their saying or phrase at the top. The group needs to draw a picture for the literal meaning and a picture for the true meaning and then write one or two sentences about each picture. Collect these and bind these together with a cover. Use Appendix N to grade each page.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Amelia Bedelia's Directions
- B. Appendix B: Cold Feet
- C. Appendix C: Spilled Milk
- D. Appendix D: Sayings and Phrases Quiz
- E. Appendix E: Eaten out of house and home pictures
- F. Appendix F: Sayings and Phrases Quiz
- G. Appendix G: In Hot Water
- H. Appendix H: Leaf
- I. Appendix I: Saying and Phrases Quiz
- J. Appendix J: Dog
- K. Appendix K: Two Heads are Better than One
- L. Appendix L: Saying and Phrases Test
- M. Appendix M: Book Page
- N. Appendix N: Checklist for Activities

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Appendix A, page 1  
**Amelia Bedelia's Directions**

Name \_\_\_\_\_ Date \_\_\_\_\_

Mrs. Roger's directions:  
Dust the furniture.

What Amelia Bedelia did:



What was Amelia Bedelia supposed to do? Rewrite the directions so she can understand them:

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Mrs. Roger's directions:  
Draw the drapes when the sun comes in.

What Amelia Bedelia did:



What was Amelia Bedelia supposed to do? Rewrite the directions so she can understand them:

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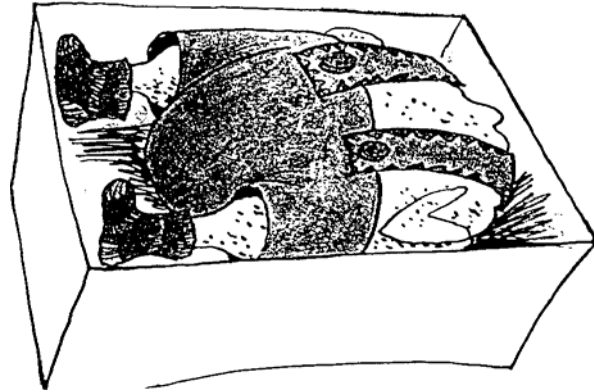
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Pictures from *Amelia Bedelia*

Appendix A, page 2

Mrs. Roger's directions:  
Please dress the chicken.

What Amelia Bedelia did:



What was Amelia Bedelia supposed to do? Rewrite the directions so she can understand them:

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Our directions for Amelia Bedelia:

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What would Amelia Bedelia do:

What was Amelia Bedelia supposed to do? Rewrite the directions so she can understand them:

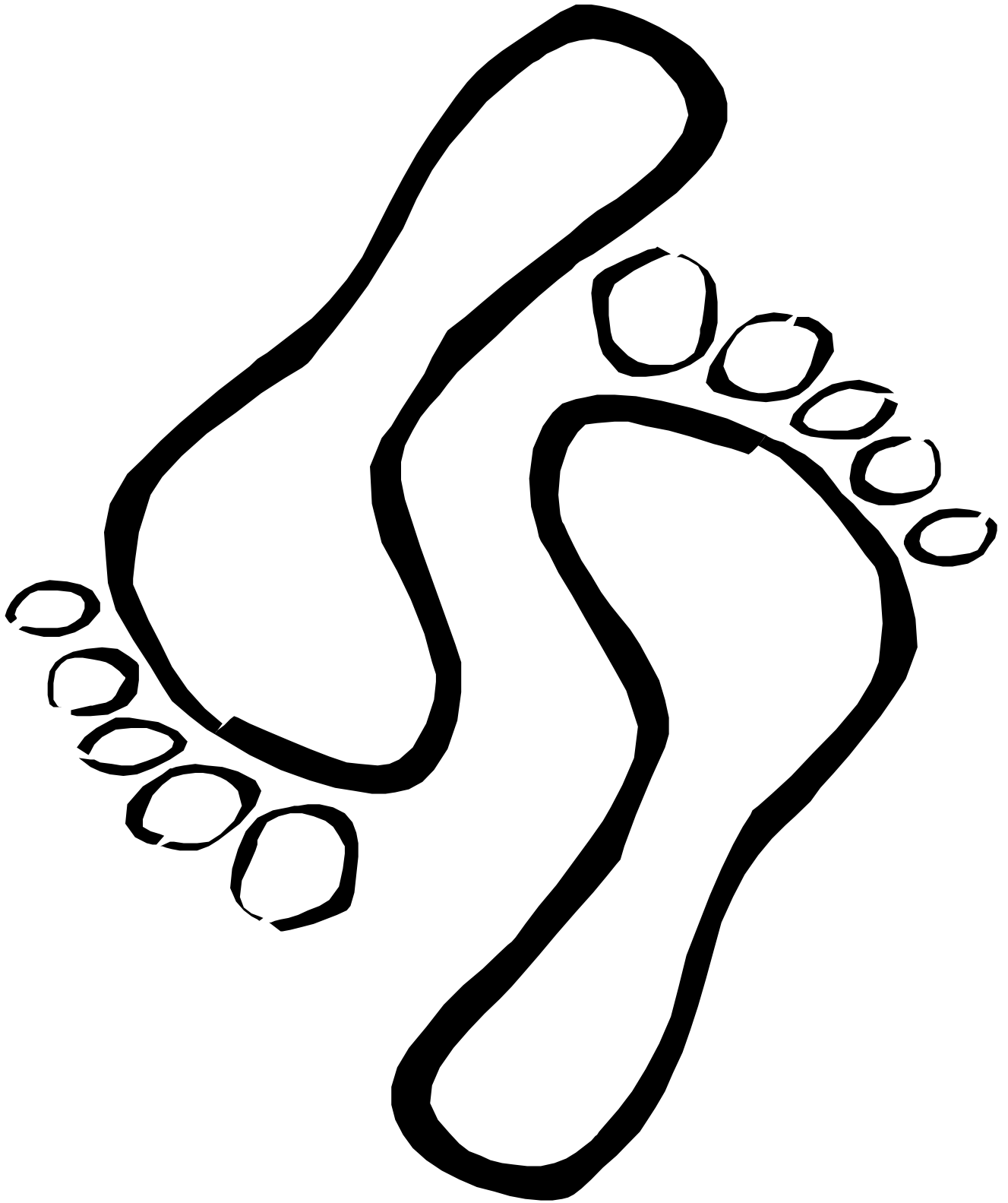
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Pictures from *Amelia Bedelia*

**Appendix B  
Cold Feet**



Appendix C  
**Spilled Milk**

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a picture of the literal meaning of the saying below.

Don't cry over spilled milk.

Draw a picture of what the saying really means. When would you say this to someone?

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Appendix D, page 1  
**Sayings and Phrases Quiz**

Name \_\_\_\_\_ Date \_\_\_\_\_

Match the words in the first column to the best available answer in the second column.

\_\_\_\_\_ Back to the drawing board      1) it is better to do something late than to not do it at all

\_\_\_\_\_ Better late than never      2) to start over after a failed attempt

\_\_\_\_\_ Cold Feet      3) don't get upset over something that can't be changed

\_\_\_\_\_ Don't cry over spilled milk      4) a fear of doing something

5. What does it mean to do something literally? \_\_\_\_\_

\_\_\_\_\_

## Sayings and Phrases Quiz Answer Key

2 - Back to the drawing board

1 - Better late than never

4 - Cold Feet

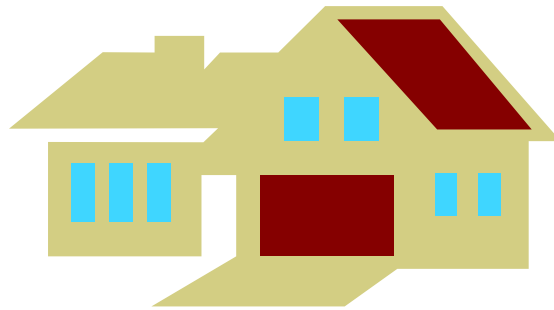
3 - Don't cry over spilled milk

5. What does it mean to do something literally? It means to do exactly what each word says.

Appendix E



and



Appendix F, page 1  
**Sayings and Phrases Quiz**

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the best available answer for each of the following:

- 1) Back to the drawing board
  - a) to start over after a failed attempt
  - b) a fear of doing something
  - c) it is better to do something late than to not do it at all
  - d) the way something looks may not tell you what it's really like
  
- 2) Better late than never
  - a) a fear of doing something
  - b) to start over after a failed attempt
  - c) don't get upset over something that can't be changed
  - d) it is better to do something late than to not do it at all
  
- 3) Cold Feet
  - a) don't get upset over something that can't be changed
  - b) it is better to do something late than to not do it at all
  - c) the way something looks may not tell you what it's really like
  - d) a fear of doing something
  
- 4) Don't cry over spilled milk
  - a) the way something looks may not tell you what it's really like
  - b) a fear of doing something
  - c) it is better to do something late than to not do it at all
  - d) don't get upset over something that can't be changed
  
- 5) Don't judge a book by its cover
  - a) it is better to do something late than to not do it at all
  - b) a fear of doing something
  - c) the way something looks may not tell you what it's really like
  - d) to start over after a failed attempt

Appendix F, page 2

Match the words in the first column to the best available answer in the second column.

- |   |   |
|---|---|
| _____ Easier said than done               | 1) to wake up in a bad mood   |
| _____ Eaten out of house and home         | 2) it's easy to say what should be done but it's harder to do it          |
| _____ Get a taste of your own medicine    | 3) to eat so much food that someone may have to sell a home to pay for it |
| _____ Get up on the wrong side of the bed | 4) someone who has been mistreating others gets treated the same way      |

**Appendix F, page 3**

1. a
2. d
3. d
4. d
5. c

2 - Easier said than done

3 - Eaten out of house and home

4 - Get a taste of your own medicine

1 - Get up on the wrong side of the bed

**Appendix G**  
**In Hot Water**

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a picture of the literal meaning of the saying below.

In hot water

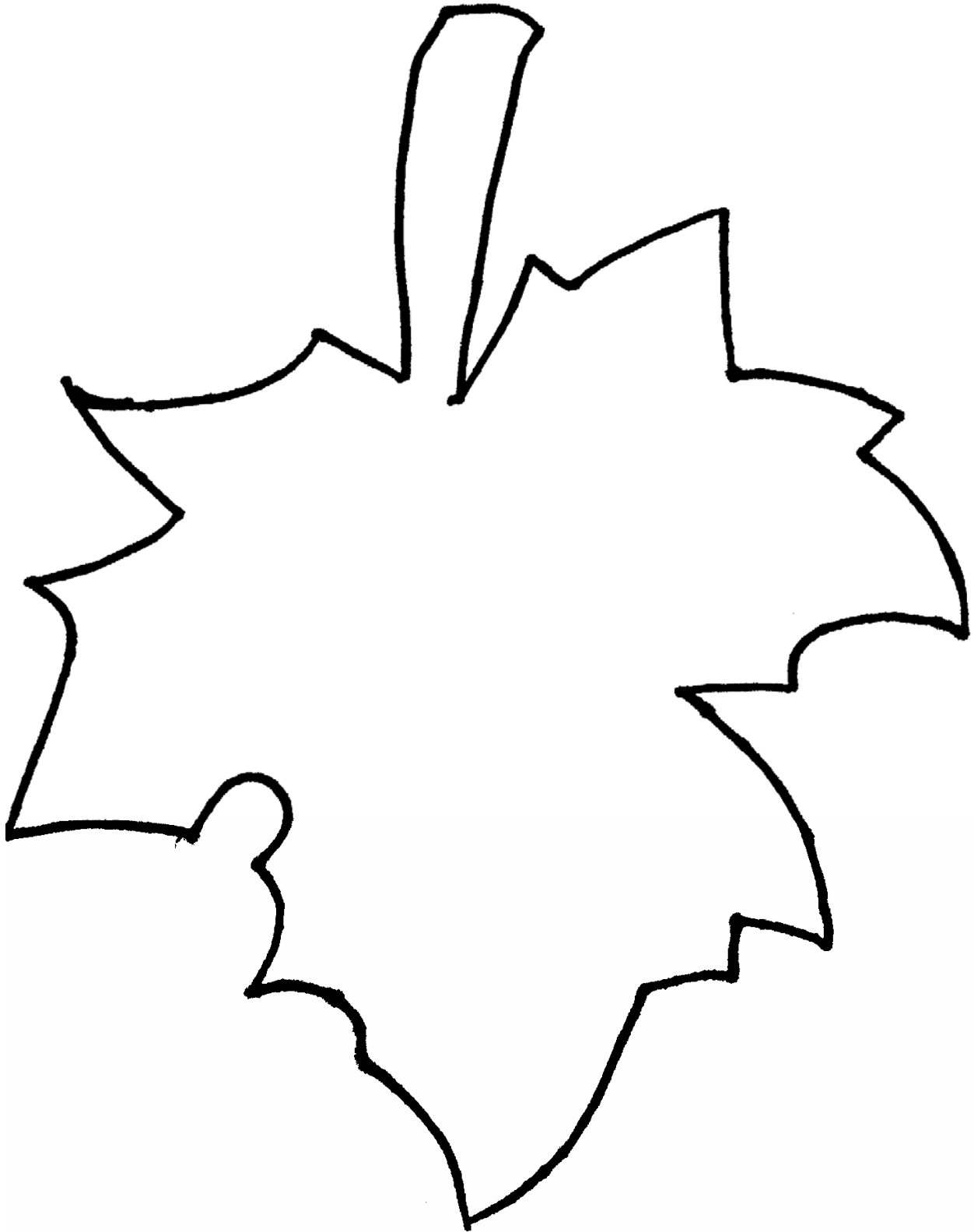
Draw a picture of what the saying really means. When would you say to someone, you are in hot water?

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Appendix H  
Leaf



**Appendix I, page 1**  
**Sayings and Phrases Quiz**

Name \_\_\_\_\_ Date \_\_\_\_\_

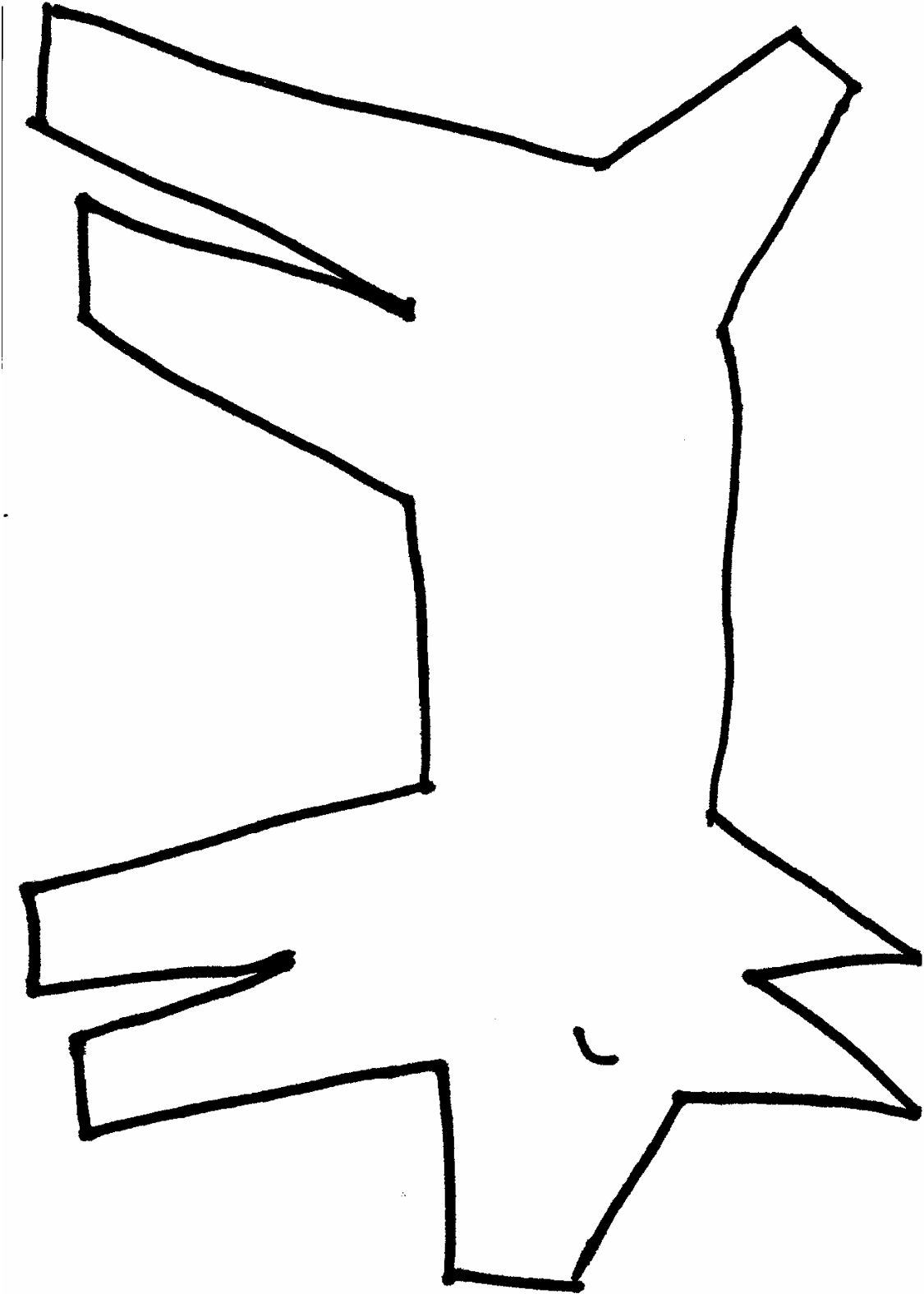
Match the words in the first column to the best available answer in the second column.

- |   |  |
|---|--|
| _____ Easier said than done               | 1) it's easy to say what should be done but it's harder to do it                                   |
| _____ Eaten out of house and home         | 2) don't get upset over something that can't be changed  |
| _____ Get a taste of your own medicine    | 3) someone who has been mistreating others gets treated the same way                               |
| _____ Get up on the wrong side of the bed | 4) to start over after a failed attempt  |
| _____ Back to the drawing board           | 5) the way something looks may not tell you what it's really like                                  |
| _____ Better late than never              | 6) in serious trouble  |
| _____ Cold feet                           | 7) to wake up in a bad mood  |
| _____ Don't cry over spilled milk         | 8) to eat so much food that someone may have to sell a home to pay for it                          |
| _____ Don't judge a book by its cover     | 9) some problems can be solved easier by two people working together than one person working alone |
| _____ In hot water                        | 10) to wish for good luck and success for someone or something                                     |
| _____ Keep your fingers crossed           | 11) a fear of doing something  |
| _____ Practice what you preach            | 12) you should follow the same advice you give others  |
| _____ Two heads are better than one       | 13) someone who begins new or changes his/her attitude about something                             |
| _____ Turn over a new leaf                | 14) it is better to do something late than to not do it all  |

Appendix I, page 2  
**Phrases and Saying Quiz Answer Key**

- 1 - Easier said than done
- 8 - Eaten out of house and home
- 3 - Get a taste of your own medicine
- 7 - Get up on the wrong side of the bed
- 4 - Back to the drawing board
- 14 - Better late than never
- 11 - Cold feet
- 2 - Don't cry over spilled milk
- 5 - Don't judge a book by its cover
- 6 - In hot water
- 10 - Keep your fingers crossed
- 12 - Practice what you preach
- 9 - Two heads are better than one
- 13 - Turn over a new leaf

Appendix J  
Dog



Appendix K, page 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Two Heads are Better Than One”**

The following sayings and phrases have been cut in half. Match the beginning saying or phrase to its proper ending by writing the ending from the box on the correct line.

by its cover	spilled milk	drawing board
house and home	of the bed	fingers crossed
you preach	new leaf	an old dog new tricks
than never	feet	than done
your own medicine	water	there’s a way

1. Better late \_\_\_\_\_.
2. Cold \_\_\_\_\_.
3. Don’t cry over \_\_\_\_\_.
4. Don’t judge a book \_\_\_\_\_.
5. Easier said \_\_\_\_\_.
6. Eaten out of \_\_\_\_\_.
7. Get a taste of \_\_\_\_\_.
8. Get up on the \_\_\_\_\_.
9. In hot \_\_\_\_\_.

**Appendix K, page 2**

10. Keep your \_\_\_\_\_.
11. Practice what \_\_\_\_\_.
12. Turn over a \_\_\_\_\_.
13. Where there's a will \_\_\_\_\_.
14. You can't teach \_\_\_\_\_.
15. Back to the \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## “Two Heads are Better Than One” Answer Key

The following sayings and phrases have been cut in half. Match the beginning saying or phrase to its proper ending by writing the ending from the box on the correct line.

1. Better late than never.
2. Cold feet.
3. Don't cry over spilled milk.
4. Don't judge a book by its cover.
5. Easier said than done.
6. Eaten out of house and home.
7. Get a taste of your own medicine.
8. Get up on the wrong side of the bed.
9. In hot water.
10. Keep your fingers crossed.
11. Practice what you preach.
12. Turn over a new leaf.
13. Where there's a will there's a way.
14. You can't teach an old dog new tricks.
15. Back to the drawing board.

**Appendix L, page 1**  
**Sayings and Phrases Test**

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the best available answer for each of the following:

- 1) Easier said than done
  - a) people who find it difficult to change their ways or adjust to new ideas
  - b) you should follow the same advice you give others
  - c) it's easy to say what should be done but it's harder to do it
  - d) someone who begins new or changes his/her attitude about something
  
- 2) Eaten out of house and home
  - a) you should follow the same advice you give others
  - b) to start over after a failed attempt
  - c) to eat so much food that someone may have to sell a home to pay for it
  - d) someone who begins new or changes his/her attitude about something
  
- 3) Get a taste of your own medicine
  - a) someone who begins new or changes his/her attitude about something
  - b) someone who has been mistreating others gets treated the same way
  - c) the way something looks may not tell you what it's really like
  - d) it's easy to say what should be done but it's harder to do it
  
- 4) Get up on the wrong side of the bed
  - a) it is better to do something late than to not do it all
  - b) a fear of doing something
  - c) to wake up in a bad mood
  - d) to wish for good luck and success for someone or something
  
- 5) Back to the drawing board
  - a) to start over after a failed attempt
  - b) it's easy to say what should be done but it's harder to do it
  - c) some problems can be solved easier by two people working together than one person working alone
  - d) someone who has been mistreating others gets treated the same way

## Appendix L, page 2

- 6) Better late than never
- a) some problems can be solved easier by two people working together than one person working alone
  - b) a fear of doing something
  - c) it is better to do something late than to not do it all
  - d) someone who has been mistreating others gets treated the same way
- 7) Cold feet
- a) to wake up in a bad mood
  - b) you should follow the same advice you give others
  - c) to eat so much food that someone may have to sell a home to pay for it
  - d) a fear of doing something
- 8) Don't cry over spilled milk
- a) don't get upset over something that can't be changed
  - b) to wish for good luck and success for someone or something
  - c) it is better to do something late than to not do it all
  - d) some problems can be solved easier by two people working together than one person working alone
- 9) Don't judge a book by its cover
- a) in serious trouble
  - b) some problems can be solved easier by two people working together than one person working alone
  - c) to start over after a failed attempt
  - d) the way something looks may not tell you what it's really like
- 10) In hot water
- a) the way something looks may not tell you what it's really like
  - b) some problems can be solved easier by two people working together than one person working alone
  - c) in serious trouble
  - d) a fear of doing something

### Appendix L, page 3

- 11) Keep your fingers crossed
- a) someone who has been mistreating others gets treated the same way
  - b) to wish for good luck and success for someone or something
  - c) a difficult or important goal or task cannot be achieved quickly
  - d) don't get upset over something that can't be changed
- 12) Practice what you preach
- a) to wake up in a bad mood
  - b) a fear of doing something
  - c) you should follow the same advice you give others
  - d) it is better to do something late than to not do it all
- 13) Two heads are better than one
- a) some problems can be solved easier by two people working together than one person working alone
  - b) to start over after a failed attempt
  - c) don't get upset over something that can't be changed
  - d) to wish for good luck and success for someone or something
- 14) Turn over a new leaf
- a) a fear of doing something
  - b) a difficult or important goal or task cannot be achieved quickly
  - c) you should follow the same advice you give others
  - d) someone who begins new or changes his/her attitude about something
- 15) Where there's a will there's a way
- a) a difficult or important goal or task cannot be achieved quickly
  - b) don't get upset over something that can't be changed
  - c) it's easy to say what should be done but it's harder to do it
  - d) to start over after a failed attempt
- 16) You can't teach an old dog new tricks
- a) people who find it difficult to change their ways or adjust to new ideas
  - b) someone who has been mistreating others gets treated the same way
  - c) in serious trouble
  - d) it is better to do something late than to not do it all

Appendix L, page 4  
**Saying and Phrases Test Answer Key**

1. c
2. c
3. b
4. c
5. a
6. c
7. d
8. a
9. d
10. c
11. b
12. c
13. a
14. d
15. a
16. a

**Appendix M**  
**Book Page**

Names \_\_\_\_\_

Date \_\_\_\_\_

Literal Meaning

True Meaning

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**Appendix N, page 1**  
**Checklist for Activities**

	Student's Names																			
Lesson One: Appendix A																				
Lesson Two: Picture/sentences																				
Lesson Three: Acting																				
Lesson Four: Appendix B																				
Lesson Five: Appendix C																				
Lesson Six: Oral Participation																				
Lesson Seven: Oral Participation																				
Lesson Eight: Comic Strip																				
Lesson Nine: Story																				
Lesson Ten: Oral Participation																				
Lesson Eleven: Appendix G																				
Lesson Twelve: Oral Participation																				
Lesson Thirteen: Acting																				
Lesson Fourteen: Magazine																				
Lesson Fifteen: Appendix H																				
Lesson Sixteen: Oral Participation																				
Lesson Seventeen: Appendix J																				
Culminating Activity																				
Total																				

## Appendix N, page 2

### Checklist One

- 1 = did not complete or turn in
- 2 = completed but answer doesn't make sense
- 3 = completed with correct answer but did not use complete sentences
- 4 = completed with correct answer and complete sentences that make sense

### Checklist Two

- 1 = did not participate
- 2 = some participation in activity, situation/picture doesn't show understanding
- 3 = participated in activity, situation/picture presented shows some understanding
- 4 = participated in activity, situation/picture presented shows understanding