

SAYINGS AND PHRASES

Grade Level or Special Area: Third Grade

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Length of Unit: Ten lessons of approximately thirty minutes each

I. ABSTRACT

In this unit, students will recognize and understand the meaning of various sayings and phrases (idioms) and be able to apply them to daily conversation. This will be achieved through teacher guided-discussion, completion of daily student activity sheets located in a student idioms packet, and creation of idiom memory card flip books. This unit will be evaluated by administration of an assessment test.

II. OVERVIEW

A. Concept Objectives

1. Students will recognize literature as a record of human experience (*Colorado Model Content Standards for Reading and Writing, Standard 6*).
2. Students will understand a variety of materials (*Colorado Model Content Standards for Reading and Writing, Standard 1*).
3. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing (*Colorado Model Content Standards for Reading and Writing, Standard 4*).

B. Content from the *Core Knowledge Sequence*

1. Third Grade Language Arts: Sayings and Phrases (p.68)
 - a. Actions speak louder than words.
 - b. His bark is worse than his bite.
 - c. Beat around the bush
 - d. Beggars can't be choosers.
 - e. Clean bill of health
 - f. Cold shoulder
 - g. A feather in your cap
 - h. Last straw
 - i. Let bygones be bygones.
 - j. One rotten apple spoils the whole barrel.
 - k. On its last legs
 - l. Rule the roost
 - m. The show must go on.
 - n. Touch and go
 - o. When in Rome do as the Romans do.

C. Skill Objectives

1. The students will define the vocabulary words *idiom*, *literally*, and *infer*.
2. The students will infer the meaning of the saying, "Actions speak louder than words."
3. The students will write the meaning of the saying, "Actions speak louder than words."
4. The students will create an illustration that appropriately coordinates with the saying, "Actions speak louder than words."
5. The students will infer the meaning of the saying, "His bark is worse than his bite."

6. The students will write the meaning of the saying, “His bark is worse than his bite.”
7. The students will create an illustration that appropriately coordinates with the saying, “His bark is worse than his bite.”
8. The students will infer the meaning of the saying, “Beat around the bush.”
9. The students will write the meaning of the saying, “Beat around the bush.”
10. The students will create an illustration that appropriately coordinates with the saying, “Beat around the bush.”
11. The students will define the vocabulary words *idiom*, *literally*, and *infer*.
12. The students will infer the meaning of the sayings, “Beggars can’t be choosers,” and “Clean bill of health.”
13. The students will write the meaning of the sayings, “Beggars can’t be choosers,” and “Clean bill of health.”
14. The students will create an illustration that appropriately coordinates with the sayings, “Beggars can’t be choosers,” and “Clean bill of health.”
15. *The students will infer the meaning of the sayings, “Cold shoulder,” and “A feather in your cap.”*
16. The students will write the meaning of the sayings, “Cold shoulder,” and “A feather in your cap.”
17. The students will create an illustration that appropriately coordinates with the sayings, “Cold shoulder,” and “A feather in your cap.”
18. The students will define the vocabulary word *bygone*.
19. The students will infer the meaning of the sayings, “Last Straw,” and “Let bygones be bygones.”
20. The students will write the meaning of the sayings, “Last Straw,” and “Let bygones be bygones.”
21. The students will create an illustration that appropriately coordinates with the sayings, “Last Straw,” and “Let bygones be bygones.”
22. The students will infer the meaning of the sayings, “One rotten apple spoils the whole barrel,” and “On its last legs.”
23. The students will write the meaning of the sayings, “One rotten apple spoils the whole barrel,” and “On its last legs.”
24. The students will create an illustration that appropriately coordinates with the sayings, “One rotten apple spoils the whole barrel,” and “On its last legs.”
25. The students will define the vocabulary word *roost*.
26. The students will infer the meaning of the sayings, “Rule the roost,” and “The show must go on.”
27. The students will write the meaning of the sayings, “Rule the roost,” and “The show must go on.”
28. The students will create an illustration that appropriately coordinates with the sayings, “Rule the roost,” and “The show must go on.”
29. The students will infer the meaning of the saying, “When in Rome, do as the Romans do.”
30. The students will write the meaning of the saying, “When in Rome, do as the Romans do.”
31. The students will create an illustration that appropriately coordinates with the saying, “When in Rome, do as the Romans do.”
32. The students will review the meaning of the vocabulary words previously defined (idiom, literally, infer, beggar, bygone, roost).
33. The students will review the sayings and phrases (idioms) they have previously learned in Lessons One through Eight.

34. The students will follow directions to create a memory card flip book to review for a written assessment.
35. The students will complete an assessment to evaluate their knowledge of sayings and phrases/idioms studied in this unit.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D. *What Your 3rd Grader Needs To Know*, Sayings and Phrases pp. 62-68
 2. Hirsch, Jr. E.D. *A First Dictionary of Cultural Literacy*, Idioms pp. 6-11
- B. For Students
 1. Prior knowledge of second grade sayings and phrases from *Core Knowledge Sequence* (p. 46)

IV. RESOURCES

- A. None needed

V. LESSONS

Lesson One: Introduction of Idioms, Actions Speak Louder Than Words (30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Actions speak louder than words.
 3. Skill Objective(s)
 - a. The students will define the vocabulary words *idiom*, *literally*, and *infer*.
 - b. The students will infer the meaning of the saying, “Actions speak louder than words.”
 - c. The students will write the meaning of the saying, “Actions speak louder than words.”
 - d. The students will create an illustration that appropriately coordinates with the saying, “Actions speak louder than words.”
- B. *Materials*
 1. Appendix A-1,A-2 (vocabulary page), and A-3 (one copy per student, one transparency for teacher)
 2. Appendix B-2 (vocabulary page) and B-3 “Idioms Packet-Answer Key” (one copy for teacher)
 3. Colored transparency pens (for teacher)
 4. Overhead projector
 5. Common classroom supplies; notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter
- C. *Key Vocabulary*
 1. Idiom-a special word or phrase that always appears in a particular form
 2. Literally-actual meaning of a word or saying
 3. Infer-to suggest what will happen or to lead to a meaning
- D. *Procedures/Activities*
 1. Assess prior knowledge by asking students, “Does anyone know what an idiom is?” Allow time for student responses.

2. Tell students that an idiom is special saying or a phrase that has a special particular meaning. Remind them that they learned several idioms in second grade.
3. Distribute stapled copies of Appendix A-1-A-18 (student idioms packet) and direct students to place their names on the cover page A-1.
4. Say to students, "Now we will define words that will help us to better communicate when we are discussing sayings and phrases for this unit.
5. Ask, "Does anyone know what the word *idiom* might mean?" Allow time for student response.
6. Supply students with the correct definition located in Appendix B-2. Use a transparency of student vocabulary page from Appendix A-2 to write the correct definition on using the overhead projector. Direct students to transfer the correct definition shown on the teacher's transparency onto their student vocabulary page Appendix A-2.
7. Repeat steps 5 and 6 with the words *literally* and *infer*.
8. While students are transferring the definitions, be sure to positively reinforce exemplary handwriting skills.
9. Direct students' attention to Appendix A-3. Ask students to read aloud as a group the saying, "Actions speak louder than words."
10. Ask students, "Does anyone have a clue as to what this *idiom* means?" (Be sure to use the word *idiom* to reinforce the lesson vocabulary.)
11. Allow time for student responses, recording those responses on the chalkboard.
12. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
13. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
14. Explain to the two students that one student will act angry by stomping his/her feet and making angry gestures but will not say anything. The other student will then ask him/her, "Are you having a bad day?" The angry student actor will then simply shrug his/her shoulders.
15. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to watch their expressions."
16. Direct the two student actors to perform their roles in front of the class.
17. After the performance, ask the students what emotion they thought the silent student actor was feeling.
18. After an appropriate response is given, ask students, "Do you see now how actions can speak louder than words?"
19. Direct students to turn to Appendix A-3. Place a transparency of Appendix A-3 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-3.
20. On the blank area on the student's page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
21. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
22. Tell students, "We will be learning two more new idioms tomorrow."

E. *Assessment/Evaluation*

1. Grade students' independent work from Appendix A-3.
2. Each student's page A-3 will be graded using the rubric on Appendix E.

Lesson Two: His Bark Is Worse Than His Bite, Beat Around The Bush (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. His bark is worse than his bite
 - b. Beat around the bush
3. Skill Objective(s)
 - a. The students will infer the meaning of the saying, "His bark is worse than his bite."
 - b. The students will write the meaning of the saying, "His bark is worse than his bite."
 - c. The students will create an illustration that appropriately coordinates with the saying, "His bark is worse than his bite."
 - d. The students will infer the meaning of the saying, "Beat around the bush."
 - e. The students will write the meaning of the saying, "Beat around the bush."
 - f. The students will create an illustration that appropriately coordinates with the saying, "Beat around the bush."

B. *Materials*

1. Appendix A-4 and A-5 (one copy per student, one transparency for teacher)
2. Appendix B-4 and B-5 "Idioms Packet-Answer Key" (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

There will be no new vocabulary for this lesson

D. *Procedures/Activities*

1. Assess prior knowledge by asking students, "Who remembers what idiom we learned yesterday?" Allow time for student responses.
2. Direct students' attention to Appendix A p. A-4. Ask students to read aloud as a group the saying, "His bark is worse than his bite."
3. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
4. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
5. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
6. Explain to the two students that one student will speak loudly and act as though he/she is very mean and might hurt someone. The other student will act like they are a very young child and that they are lost and afraid and then ask the "mean" student if they can help him/her find his/her parents. The "mean" student will then be kind and gentle to the "lost" student and help them.
7. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully."
8. Direct the two student actors to perform their roles in front of the class.
9. After the performance, ask the students what kind of person the "mean" student really was.

10. After an appropriate response is given, ask students, “Do you see now how someone could say *his bark is worse than his bite*?”
11. Direct students to turn to Appendix A-4. Place a transparency of Appendix A-4 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-4.
12. On the blank area on the students’ page, allow time for them to draw an illustration or cartoon of the student actor’s skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
13. Direct students’ attention to Appendix A-4. Ask students to read aloud as a group the saying, “Beat around the bush.”
14. Ask students, “Does anyone have a clue as to what this *idiom* means?” Allow time for student responses, recording those responses on the chalkboard.
15. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
16. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today’s idiom.
17. Explain to the two students that one student will play the part of a child and the other student will play the part of a parent. The “child” will act nervous and hesitant as he/she explains that they were playing baseball and accidentally threw the ball into the window. Direct the “child” actor to really draw out the story and to include details about who they were playing with, how they were doing everything right and being good, and finally, very quietly admit to breaking the window (in a voice that is almost inaudible). Direct the “parent” actor to listen intently and act somewhat impatient as the “child” tells the story. When the “child” is finished with the story, direct the “parent” to say, “I wish you would have told me the problem in the first place. You didn’t have to *beat around the bush*.”
18. Tell the class, “When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully.”
19. Direct the two student actors to perform their roles in front of the class.
20. After the performance, ask the students what emotions the “child” actor must have been feeling.
21. After an appropriate response is given (nervous, sad, frightened), ask students, “Do you see now how someone could *beat around the bush*?”
22. Direct students to turn to Appendix A-5. Place a transparency of Appendix A-5 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-5.
23. On the blank area on the students’ page, allow time for them to draw an illustration or cartoon of the student actor’s skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
24. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
25. Tell students, “We will be learning two more new idioms tomorrow.”

E. *Assessment/Evaluation*

1. Grade students’ independent work from Appendix A-4 and A-5.
2. Each student’s pp. A-4 and A-5 will be graded using the rubric on Appendix E.

Lesson Three: Beggars Can't Be Choosers, Clean Bill of Health (30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Beggars can't be choosers
 - b. Clean bill of health
3. Skill Objective(s)
 - a. The students will define the vocabulary words *idiom*, *literally*, and *infer*.
 - b. The students will infer the meaning of the sayings, "Beggars can't be choosers," and "Clean bill of health."
 - c. The students will write the meaning of the sayings, "Beggars can't be choosers," and "Clean bill of health."
 - d. The students will create an illustration that appropriately coordinates with the sayings, "Beggars can't be choosers," and "Clean bill of health."

B. Materials

1. Appendix A-1, A-2 (vocabulary page), A-6 and A-7 (one copy per student, one transparency for teacher)
2. Appendix B-2 (vocabulary page), B-6 and B-7, "Idioms Packet-Answer Key" (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. Key Vocabulary

1. Beggar-a person who doesn't have something and must beg for it

D. Procedures/Activities

1. Tell students, "Today we are going to learn two more idioms that are commonly used." Then ask, "Does anyone remember the idioms we have learned so far?"
2. After allowing time for a few responses (highlighting correct responses), say to students, "Now we will define a word that will help us to better understand the meaning of the idiom we are learning today."
3. Ask, "Does anyone know what the word *beggar* might mean?" Allow time for student response.
4. Supply students with the correct definition located in Appendix B-2. Use a transparency of student vocabulary page from Appendix A-2 to write the correct definition on using the overhead projector. Direct students to transfer the correct definition shown on the teacher's transparency onto their student vocabulary page Appendix A-2.
5. While students are transferring the definition, be sure to positively reinforce exemplary handwriting skills.
6. Direct students' attention to Appendix A-6. Ask students to read aloud as a group the saying, "Beggars can't be choosers."
7. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
8. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
9. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.

10. Explain to the two students that one student will ask the other student to borrow a pencil. The other student will then offer him/her a broken, short pencil. The student asking to borrow the pencil will complain, "That's not a good pencil!" Then the student who offered the pencil will then say, "Beggars can't be choosers."
11. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation."
12. Direct the two student actors to perform their roles in front of the class."
13. After the performance ask students, "Do you see understand why _____ said beggars can't be choosers?"
14. Wait for responses. Allow time to discuss some times when the students themselves were in a situation like the one depicted in the skit.
15. Direct students to turn to Appendix A-6. Place a transparency of Appendix A-6 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-6.
16. On the blank area on the student's page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
17. Direct students' attention to Appendix A-7. Ask students to read aloud as a group the saying, "A clean bill of health."
18. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
19. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
20. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
21. Explain to the two students that one student will act as a "doctor" and one will be the "patient." The "doctor" will say to the "patient," "Well, sir/ma'am, you are very healthy and have no problems or sickness." The "patient" will then ask the "doctor," "Does that mean I have a *clean bill of health*?" Then the "doctor" will answer "yes," to the "patient."
22. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation."
23. Direct the two student actors to perform their roles in front of the class.
24. After the performance, ask students, "Why did the "doctor" say that the "patient" had a *clean bill of health*?"
25. Wait for student responses and reinforce the correct response (that the "patient" was healthy and had no sickness or problems).
26. Direct students to turn to Appendix A-7. Place a transparency of Appendix A-7 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-7.
27. On the blank area on the students' page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
28. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
29. Tell students, "We will be learning two more new idioms tomorrow."

- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-6 and A-7.
 2. Each student's pp. A-6 and A-7 will be graded using the rubric on Appendix E.

Lesson Four: Cold Shoulder, A Feather In Your Cap (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Cold shoulder
 - b. A feather in your cap
3. Skill Objective(s)
 1. The students will infer the meaning of the sayings, "Cold shoulder," and "A feather in your cap."
 - a. The students will write the meaning of the sayings, "Cold shoulder," and "A feather in your cap."
 - b. The students will create an illustration that appropriately coordinates with the sayings, "Cold shoulder," and "A feather in your cap."

B. *Materials*

1. Appendix A-1, A-2 (vocabulary page), A-8 and A-9 (one copy per student, one transparency for teacher)
2. Appendix B-2 (vocabulary page), B-8 and B-9 "Idioms Packet-Answer Key" (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

There will be no new vocabulary for this lesson

D. *Procedures/Activities*

1. Tell students, "Today we are going to learn two more idioms that are commonly used." Then ask, "Does anyone remember the idioms we have learned so far?"
2. Allow time for a few responses (highlighting correct responses).
3. Direct students' attention to Appendix A-8. Ask students to read aloud as a group the saying, "Cold shoulder."
4. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
5. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
6. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
7. Explain to the two students that one student will smile and say, "Hello," to the other student. The second student will ignore the first student, turn away and pretend as if they didn't hear them. Once again the first student will smile and say, "Hello," to the second student and again the second student will ignore the first student and turn away. The first student will then ask the second, "Why are you giving me the *cold shoulder*?"
8. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation and watch their body language, too."

9. Direct the two student actors to perform their roles in front of the class.
10. After the performance ask students, “Do you see understand why _____ asked, ‘Why are you giving me the *cold shoulder*?’”
11. Wait for responses. Allow time to discuss some times when the students themselves were in a situation like the one depicted in the skit.
12. Direct students to turn to Appendix A-8. Place a transparency of Appendix A-8 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-8.
13. On the blank area on the student’s page, allow time for them to draw an illustration or cartoon of the student actor’s skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
14. Direct students’ attention to Appendix A-9. Ask students to read aloud as a group the saying, “A feather in your cap.”
15. Ask students, “Does anyone have a clue as to what this *idiom* means?” Allow time for student responses, recording those responses on the chalkboard.
16. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
17. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today’s second idiom.
18. Explain to the two students that one student will act as the parent and one student will act as the child. The student acting as the child will pretend to come home from school, run to the parent and show them a make-believe award they received at school that day. The student acting as the parent will give the other student a pat on the back and tell them, “You’ve got a feather in your cap!”
19. Tell the class, “When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation.”
20. Direct the two student actors to perform their roles in front of the class.
21. After the performance, ask students, “Why did the “parent” say that the “child” had a *feather in his/her cap*?”
22. Wait for student responses and reinforce the correct response (that the “child” had something to be proud of).
23. Direct students to turn to Appendix A-9. Place a transparency of Appendix A p. A-9 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-9.
24. On the blank area on the students’ page, allow time for them to draw an illustration or cartoon of the student actor’s skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
25. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
26. Tell students, “We will be learning two more new idioms tomorrow.”

E. *Assessment/Evaluation*

1. Grade students’ independent work from Appendix A-8 and A-9.
2. Each student’s pp. A-8 and A-9 will be graded using the rubric on Appendix E.

Lesson Five: Last Straw, Let Bygones be Bygones (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Last Straw
 - b. Let bygones be bygones
3. Skill Objective(s)
 - a. The students will define the vocabulary word *bygone*.
 - b. The students will infer the meaning of the sayings, “Last Straw,” and “Let bygones be bygones.”
 - c. The students will write the meaning of the sayings, “Last Straw,” and “Let bygones be bygones.”
 - d. The students will create an illustration that appropriately coordinates with the sayings, “Last Straw,” and “Let bygones be bygones.”

B. *Materials*

1. Appendix A-2 (vocabulary page), A-9 and A-10 (one copy per student, one transparency for teacher)
2. Appendix B-2 (vocabulary page), B-9 and B-10 “Idioms Packet-Answer Key” (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector
5. Common classroom supplies: notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter

C. *Key Vocabulary*

1. Bygone-something that happened in the past

D. *Procedures/Activities*

1. Tell students, “Today we are going to learn two more idioms that are commonly used.” Then ask, “Does anyone remember the idioms we have learned so far?”
2. After allowing time for a few responses (highlighting correct responses), say to students, “Now we will define a word that will help us to better understand the meaning of the idiom we are learning today.”
3. Ask, “Does anyone know what the word *bygone* might mean?” Allow time for student response.
4. Supply students with the correct definition located in Appendix B-2. Use a transparency of student vocabulary page from Appendix A-2 to write the correct definition on using the overhead projector. Direct students to transfer the correct definition shown on the teacher’s transparency onto their student vocabulary page Appendix A-2.
5. While students are transferring the definition, be sure to positively reinforce exemplary handwriting skills.
6. Direct students’ attention to Appendix A-9. Ask students to read aloud as a group the saying, “Last Straw.”
7. Ask students, “Does anyone have a clue as to what this *idiom* means?” Allow time for student responses, recording those responses on the chalkboard.
8. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)

9. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
10. Explain to the two students that one student will tell the other student that they just found out that they had another homework assignment in addition to the ten they had already. The second student will get very upset and shout, "That's the last straw!"
11. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation."
12. Direct the two student actors to perform their roles in front of the class.
13. After the performance ask students, "Do you see understand why _____ said that's the last straw?"
14. Wait for responses. Allow time to discuss some times when the students themselves were in a situation like the one depicted in the skit.
15. Direct students to turn to Appendix A-9. Place a transparency of Appendix A-9 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-9.
16. On the blank area on the student's page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
17. Direct students' attention to Appendix A-10. Ask students to read aloud as a group the saying, "Let bygones be bygones."
18. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
19. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
20. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
21. Explain to the two students that they will act as if they have had an argument and have not talked to one another in a long time. Direct the first student to approach the second student and apologize for upsetting them so long ago. The second student should reply by saying, "Don't worry about it. Let's just forget it and let bygones be bygones."
22. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation."
23. Direct the two student actors to perform their roles in front of the class.
24. After the performance, ask students, "Why did the student say let's *let bygones be bygones*?"
25. Wait for student responses and reinforce the correct response (that they should forget the problems that they had in the past).
26. Direct students to turn to Appendix A-10. Place a transparency of Appendix A-10 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-10.
27. On the blank area on the students' page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.

28. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
 29. Tell students, "We will be learning two more new idioms tomorrow."
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-9 and A-10.
 2. Each student's pp. A-9 and A-10 will be graded using the rubric on Appendix E.

Lesson Six: One Rotten Apple Spoils the Whole Barrel, On Its Last Legs (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. One rotten apple spoils the whole bunch
 - b. On it's last legs
3. Skill Objective(s)
 - a. The students will infer the meaning of the sayings, "One rotten apple spoils the whole barrel," and "On its last legs."
 - b. The students will write the meaning of the sayings, "One rotten apple spoils the whole barrel," and "On its last legs."
 - c. The students will create an illustration that appropriately coordinates with the sayings, "One rotten apple spoils the whole barrel," and "On its last legs."

B. *Materials*

1. Appendix A-1, A-2 (vocabulary page), A-11 and A-12 (one copy per student, one transparency for teacher)
2. Appendix B-2 (vocabulary page), B-11 and B-12 "Idioms Packet-Answer Key" (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

There will be no new vocabulary for this lesson

D. *Procedures/Activities*

1. Tell students, "Today we are going to learn two more idioms that are commonly used." Then ask, "Does anyone remember the idioms we have learned so far?"
2. Allow time for a few responses (highlighting correct responses).
3. Direct students' attention to Appendix A-11. Ask students to read aloud as a group the saying, "One rotten apple spoils the whole barrel."
4. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
5. After five to seven students responses are recorded, ask for six student volunteers. (Teacher should choose six students who are not shy to be in front of an audience.)
6. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
7. Explain to the six students that one student will act as the teacher and the other five will act as students. One student will be very talkative and disruptive while the others are very well behaved. The "teacher" will direct the "students" to stand quietly in a straight line and will tell the "students" that they will receive an extra recess if they can stand quietly for ten seconds. The "students" will get in

- line and will all behave as previously directed by the “teacher.” The “teacher” will then begin to count down from ten and the disruptive, talkative “student” will begin to talk and wiggle around while standing in line. The “teacher” will then tell the students that they will not receive the extra recess. The “teacher” will say that it’s too bad that *one rotten apple spoils the whole barrel*.
8. Tell the class, “When the volunteers come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation.
 9. Direct the student actors to perform their roles in front of the class.
 10. After the performance ask students, “Do you see understand why the “teacher” said, ‘*One rotten apple spoils the whole barrel?*’”
 11. Wait for responses. Allow time to discuss some times when the students themselves were in a situation like the one depicted in the skit.
 12. Direct students to turn to Appendix A-11. Place a transparency of Appendix A p. A-11 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-11.
 13. On the blank area on the student’s page, allow time for them to draw an illustration or cartoon of the student actor’s skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
 14. Direct students’ attention to Appendix A-12. Ask students to read aloud as a group the saying, “On its last legs.”
 15. Ask students, “Does anyone have a clue as to what this *idiom* means?” Allow time for student responses, recording those responses on the chalkboard.
 16. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
 17. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today’s second idiom.
 18. Explain to the two students that they will act as though they are riding in a car. One student will act as the “driver” and the other will be the “passenger.” The students will notice the car sputter and make sounds as if the car is going to stop running. The “driver” will say to the “passenger” that it seems as if the car is *on its last legs*.
 19. Tell the class, “When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation.”
 20. Direct the two student actors to perform their roles in front of the class.
 21. After the performance, ask students, “Why did the “driver” say that the car was *on its last legs?*”
 22. Wait for student responses and reinforce the correct response (that the car probably wasn’t going to work for very much longer).
 23. Direct students to turn to Appendix A-12. Place a transparency of Appendix A-12 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-12.
 24. On the blank area on the students’ page, allow time for them to draw an illustration or cartoon of the student actor’s skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
 25. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
 26. Tell students, “We will be learning two more new idioms tomorrow.”

- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-11 and A-12.
 2. Each student's pp. A-11 and A-12 will be graded using the rubric on Appendix E.

Lesson Seven: Rule the Roost, The Show Must Go On (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Rule the roost
 - b. The show must go on
3. Skill Objective(s)
 - a. The students will define the vocabulary word *roost*.
 - b. The students will infer the meaning of the sayings, "Rule the roost," and "The show must go on."
 - c. The students will write the meaning of the sayings, "Rule the roost," and "The show must go on."
 - d. The students will create an illustration that appropriately coordinates with the sayings, "Rule the roost," and "The show must go on."

B. *Materials*

1. Appendix A-2 (vocabulary page), A-13 and A-14 (one copy per student, one transparency for teacher)
2. Appendix B-2 (vocabulary page), B-13 and B-14 "Idioms Packet-Answer Key" (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. Roost—a place where a group of birds perch

D. *Procedures/Activities*

1. Tell students, "Today we are going to learn two more idioms that are commonly used." Then ask, "Does anyone remember the idioms we have learned so far?"
2. After allowing time for a few responses (highlighting correct responses), say to students, "Now we will define a word that will help us to better understand the meaning of the idiom we are learning today."
3. Ask, "Does anyone know what the word *roost* might mean?" Allow time for student response.
4. Supply students with the correct definition located in Appendix B-2. Use a transparency of student vocabulary page from Appendix A-2 to write the correct definition on using the overhead projector. Direct students to transfer the correct definition shown on the teacher's transparency onto their student vocabulary page Appendix A-2.
5. While students are transferring the definition, be sure to positively reinforce exemplary handwriting skills.
6. Direct students' attention to Appendix A-13. Ask students to read aloud as a group the saying, "Rule the roost."
7. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.

8. After five to seven students responses are recorded, ask for four student volunteers. (Teacher should choose students who are not shy to be in front of an audience.)
9. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
10. Explain to the students that one student will act as the mother, one will act as the father, and the other two will act as children. The student acting as the mother will announce to the family that they are getting ready to leave for the day to go to work and school. The children and the father will behave as if they are getting ready to leave. Then the mother will check over each family member to be sure they haven't forgotten anything. She will then say that she will meet them in the car and get her things and go. On the way out to the car, the father will say to the children, "Your mother certainly *rules the roost!*"
11. Tell the class, "When the student volunteers come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation and watch their actions, too.
12. Direct the student actors to perform their roles in front of the class.
13. After the performance ask students, "Do you see understand why the father said that the mother certainly *rules the roost?*"
14. Wait for responses. Allow time to discuss some times when the students themselves were in a situation like the one depicted in the skit.
15. Direct students to turn to Appendix A-13. Place a transparency of Appendix A-13 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-13.
16. On the blank area on the student's page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
17. Direct students' attention to Appendix A-14. Ask students to read aloud as a group the saying, "The show must go on."
18. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
19. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
20. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
21. Explain to the two students that they will act as if they are getting ready to open a lemonade stand. They should act like they are getting all of their supplies ready inside the kitchen. When they go outside to set up the stand, they notice that the temperature is really cool. One student will say to the other student that they probably won't get much business since its not hot outside. The other student will say to the other student that they shouldn't give up. The other student will say, "You are right. Just because the weather isn't warm, *the show must go on!*"
22. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully to their conversation."
23. Direct the two student actors to perform their roles in front of the class.
24. After the performance, ask students, "Why did the student say let's *the show must go on?*"

25. Wait for student responses and reinforce the correct response (that they shouldn't give up even though everything isn't perfect).
 26. Direct students to turn to Appendix A-14. Place a transparency of Appendix A p. A-14 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-14.
 27. On the blank area on the students' page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
 28. Finally, direct students to put their stapled idioms packets (Appendix A1-A18) in their desks for use tomorrow.
 29. Tell students, "We will be learning two more new idioms tomorrow."
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-13 and A-14.
 2. Each student's pp. A-13 and A-14 will be graded using the rubric on Appendix E.

Lesson Eight: Touch and Go, When in Rome, Do As the Romans Do (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand how to apply thinking skill to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. When in Rome, do as the Romans do
 - b. Touch and go
 3. Skill Objective(s)
 - a. The students will infer the meaning of the saying, "When in Rome, do as the Romans do."
 - b. The students will write the meaning of the saying, "When in Rome, do as the Romans do."
 - c. The students will create an illustration that appropriately coordinates with the saying, "When in Rome, do as the Romans do."
 - d. The students will review the meaning of the vocabulary words previously defined (idiom, literally, infer, beggar, bygone, roost).
- B. *Materials*
1. Appendix A-2 (vocabulary sheet) and A-15 (one copy per student, one transparency for teacher)
 2. Appendix B-2 (vocabulary answer key) and B-15 "Idioms Packet-Answer Key" (one copy for teacher)
 3. Colored transparency pens (for teacher)
 4. Overhead projector
- C. *Key Vocabulary*
- There will be no new vocabulary for this lesson*
- D. *Procedures/Activities*
1. Assess prior knowledge by asking students, "Who remembers what idiom we learned yesterday?" Allow time for student responses.
 2. Direct students' attention to Appendix A-16. Ask students to read aloud as a group the saying, "Touch and go."
 3. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.

4. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
5. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
6. Explain to the two students that one is working on a complicated science project in which they have to mix chemicals to make formula. The project is very tricky and they have to measure the chemicals carefully. The other student acting as the teacher comes to ask the student acting as a science student how things are coming along with his/her project. The "student" replies that they are nearly finished but it's still *touch and go*.
7. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully."
8. Direct the two student actors to perform their roles in front of the class.
9. After the performance, ask the students, "Why do you think _____ said they were almost finished but it's still *touch and go*?"
10. After an appropriate response is given (that things are getting tricky and you're not sure how it's going to turn out), ask students, "Do you see now how someone could say things are *touch and go*?"
11. Direct students to turn to Appendix A-16. Place a transparency of Appendix A-16 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-16.
12. On the blank area on the students' page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
13. Direct students' attention to Appendix A-17. Ask students to read aloud as a group the saying, "When in Rome, do as the Romans do."
14. Ask students, "Does anyone have a clue as to what this *idiom* means?" Allow time for student responses, recording those responses on the chalkboard.
15. After five to seven students responses are recorded, ask for two student volunteers. (Teacher should choose two students who are not shy to be in front of an audience.)
16. Teacher should take the volunteers to the hallway or to a corner of the classroom to explain their roles in a short skit to describe today's idiom.
17. Explain to the two students that they are at a birthday party about to eat cake and ice cream. They notice that the other people at the party are getting cake that is not on a plate, but just put in their hands. Then they eat the cake with their fingers and don't use any silverware. They look at each other with puzzled expressions. Then one student says to the other, "Well, *when in Rome, do as the Romans do*," and begins to eat his/her cake with his hands and fingers.
18. Tell the class, "When _____ and _____ come back into the classroom, they will perform a short skit for you. Be sure to listen carefully."
19. Direct the two student actors to perform their roles in front of the class.
20. After the performance, ask the students, "Why do you think _____ said *when in Rome, do as the Romans do*?"
21. After an appropriate response is given (that when you are in a situation when you aren't sure what to do, do what others around you are doing), ask students, "Do you see now how someone could say *when in Rome, do as the Romans do*?"

22. Direct students to turn to Appendix A-17. Place a transparency of Appendix A p. A-15 on the overhead projector. Write down the meaning of the idiom on the blank lines using the answer key on Appendix B-17.
 23. On the blank area on the students' page, allow time for them to draw an illustration or cartoon of the student actor's skit that they saw earlier or allow them to draw an illustration or cartoon from their own experience or imagination that depicts the meaning of the idiom.
 24. Finally, tell students that tomorrow they will review the idioms they have learned by making memory card flip books.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A-17.
 2. Each student's p. A-17 will be graded using the rubric in Appendix E.

Lesson Nine: Review (Idioms Memory Card Flip Books) (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will recognize literature as a record of human experience.
 - b. Students will understand a variety of materials.
 2. Lesson Content
 - a. Sayings and Phrases
 3. Skill Objective(s)
 - a. The students will review the sayings and phrases (idioms) they have previously learned in Lessons One through Eight.
 - b. The students will follow directions to create a memory card flip book to review for a written assessment.
- B. *Materials*
1. Appendix A-17 and A-18 (student idioms packet)
 2. Loose leaf rings (one per student)
 3. 3" x 5" note cards with holes punched in the upper left corner (15 per student)
 4. Glue sticks (one per student)
 5. Scissors (one pair per student)
- C. *Key Vocabulary*
There will be no new vocabulary required for this lesson
- D. *Procedures/Activities*
1. Direct students to take out Appendix A "Idioms Packet." (one copy per student)
 2. Students should turn to A-17 and A-18 titled Idioms Memory Cards.
 3. Tell students that today they are going to make a memory card flip book to help them study for the test they will have tomorrow.
 4. Instruct students to tear out A-17 and A-18 from their packets and cut out each individual definition and idiom.
 5. Next, distribute loose leaf rings (one per student), 3" x 5" note cards with holes punched in the upper left corner (15 per student).
 6. Direct students to get out their own individual glue sticks and scissors.
 7. Show students an example that you have previously made to demonstrate the procedure for putting together the memory card flip book.
 8. Verbally direct students to use their Idioms Packet (Appendix A-1 to A-15) to match the definitions and idioms.
 9. Tell the students that they should glue the idiom to the front of the note card and the definition that matches it to the back of the card.

10. Direct students that after they have finished gluing all of the idioms and definitions correctly on the note cards, they can put them together by placing the loose leaf ring into the corner of the cards that has the hole punched in it.
 11. Be sure to walk around the classroom reinforcing appropriate behavior and assisting students who are having difficulty.
 12. After the students have completed their memory card flip books, allow them a few minutes to verbally quiz each other in pairs as practice for tomorrow's test.
 13. Be sure to remind students to use their memory card flip books to study for tomorrow's test.
- E. *Assessment/Evaluation*
1. Teacher observation and intervention while students are creating their individual flip books will serve as an informal assessment/evaluation of this activity.

Lesson Ten: Idioms Unit Assessment (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skill to their reading, writing, speaking, listening, and viewing.
 - b. Students will understand a variety of materials.
 2. Lesson Content
 - a. Sayings and Phrases
 3. Skill Objective(s)
 - a. The students will complete an assessment to evaluate their knowledge of sayings and phrases/idioms studied in this unit.
- B. *Materials*
1. Appendix C (one copy per student)
 2. Appendix D (answer key, one copy for teacher)
- C. *Key Vocabulary*
There will be no new vocabulary required for this lesson
- D. *Procedures/Activities*
1. Students should be given Appendix C (one copy per student).
 2. Allow students 15-20 minutes to complete the assessment. They should not be allowed to use notes or any other materials.
 3. After students are finished, collect the completed assessments.
 4. Be sure to congratulate students for a job well done in completing this unit!
- E. *Assessment/Evaluation*
1. Grade Appendix C using Appendix D (teacher answer key).

VI. CULMINATING ACTIVITY

- A. Idioms Unit Test, Appendix C

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Student Idioms Packet
- B. Appendix B: Teacher Idioms Packet/Answer Key
- C. Appendix C: Idioms Unit Test
- D. Appendix D: Idioms Unit Test Answer Key
- E. Appendix E: Idioms Rubric

VIII. BIBLIOGRAPHY

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- B. Hirsch, Jr. E.D. *A First Dictionary of Cultural Literacy*. New York: Scholastic Publishing, 1998, ISBN 0-590-04705-1.
- C. Hirsch, Jr. E.D. *What Your 3rd Grader Needs To Know*. New York: Dell Publishing, 1992, ISBN 0-385-31257-1.

Appendix A-1
Student Idioms Packet

Idioms

Name: _____

Appendix A-2
Student Vocabulary Definition Sheet

1. idiom:

2. literally:

3. infer:

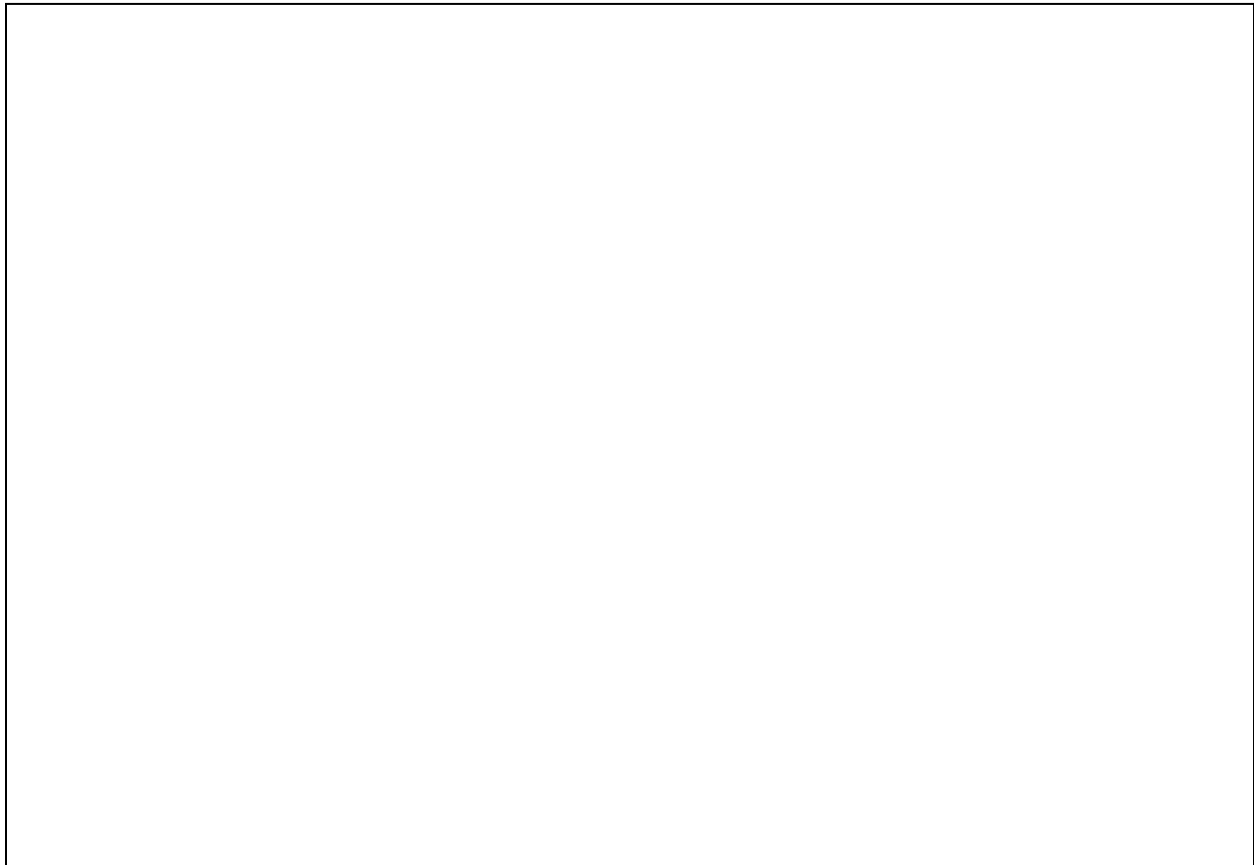
4. beggar:

5. bygone:

6. roost:

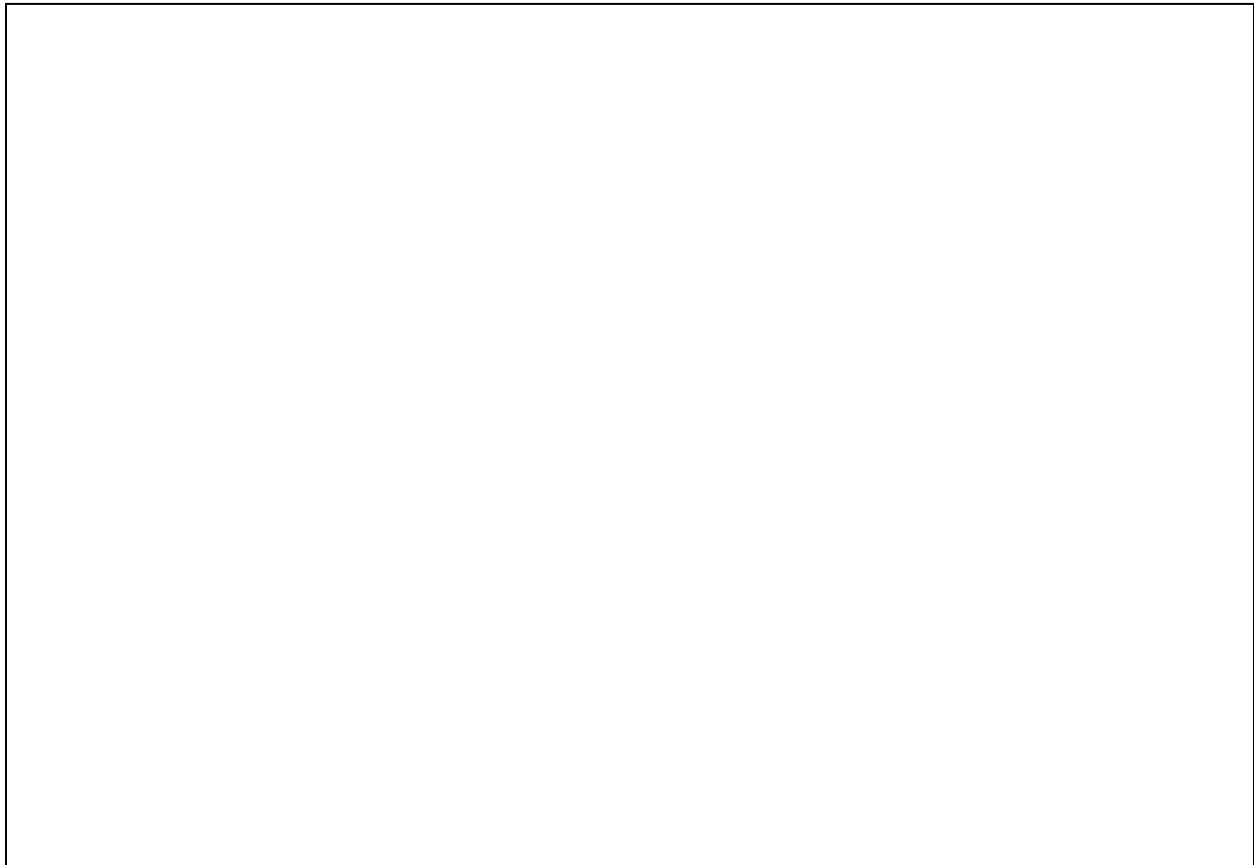
Appendix A-3
Student Idioms Packet

ACTIONS SPEAK LOUDER THAN WORDS



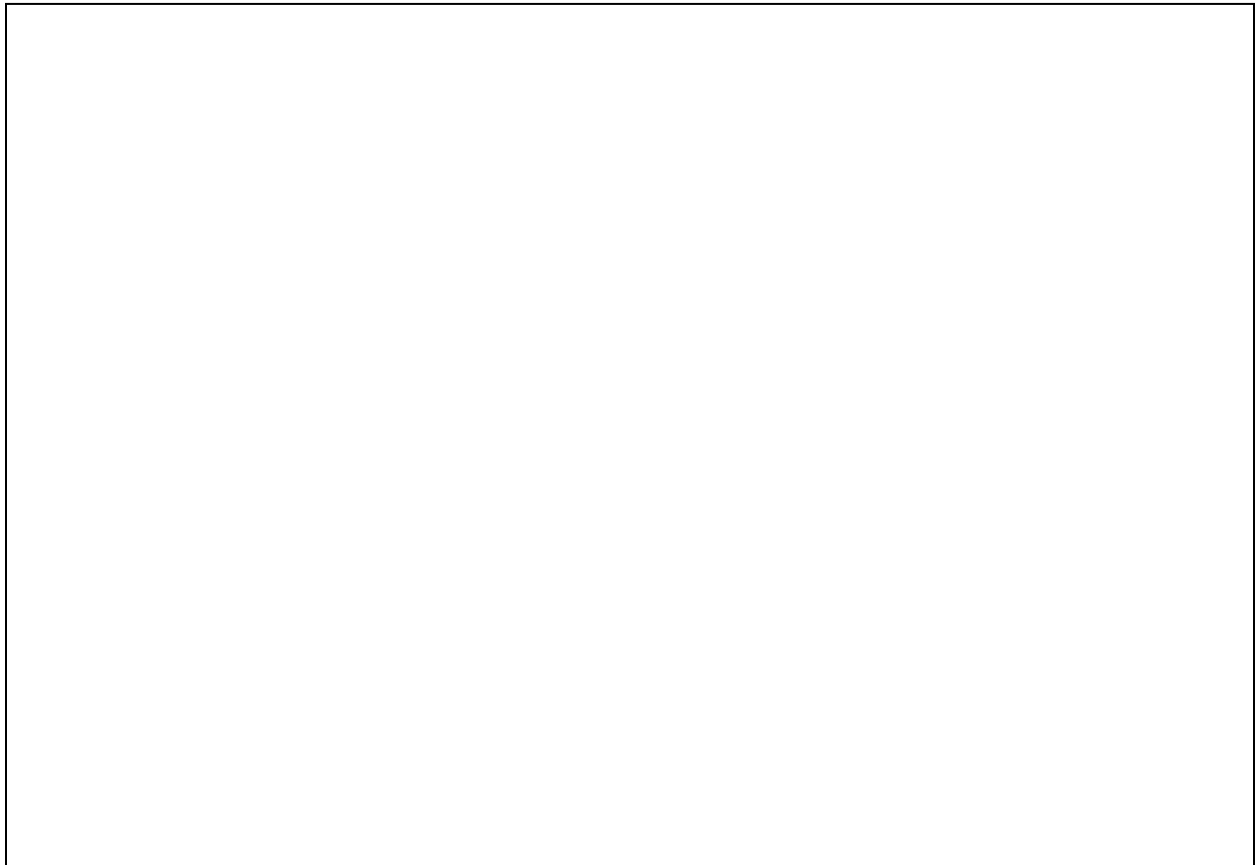
Appendix A-4
Student Idioms Packet

HIS BARK IS WORSE THAN HIS BITE



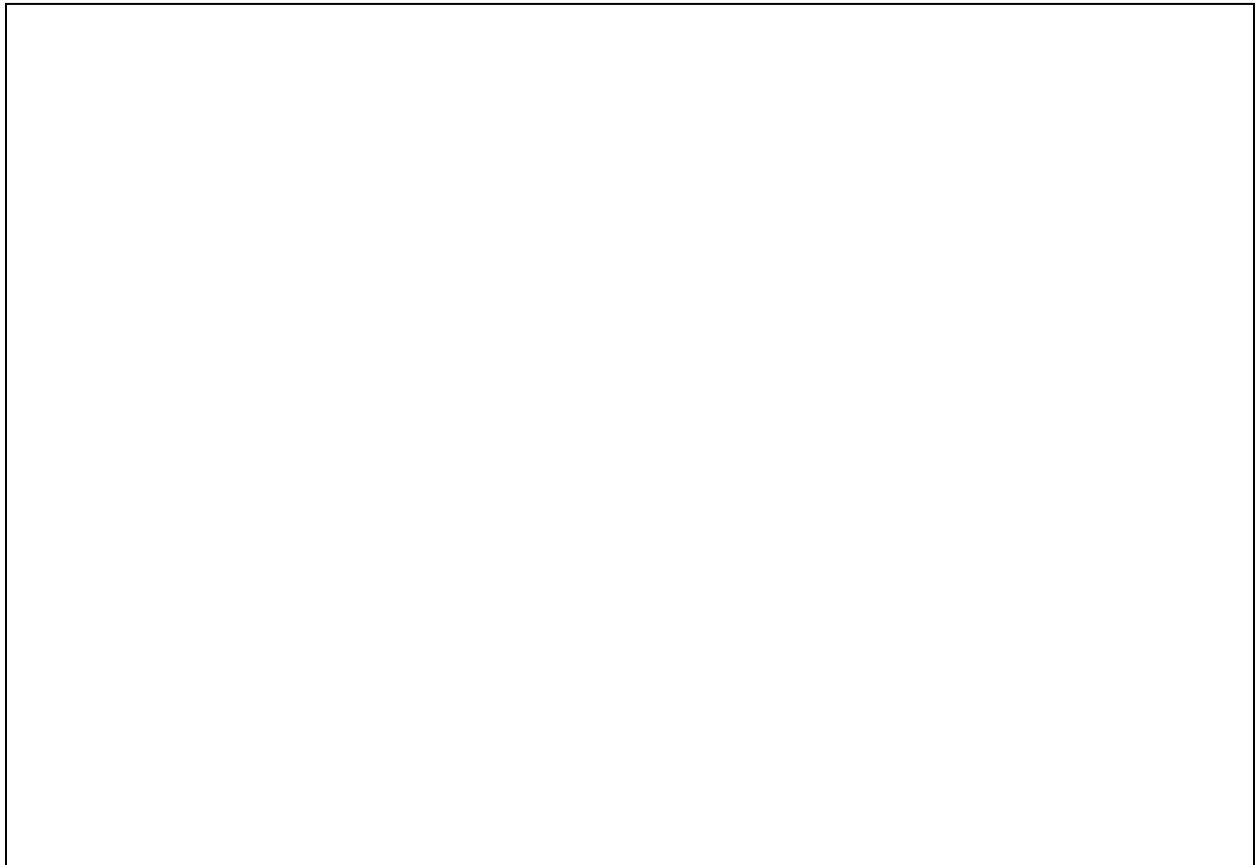
Appendix A-5
Student Idioms Packet

BEAT AROUND THE BUSH



Appendix A-6
Student Idioms Packet

BEGGARS CAN'T BE CHOOSERS



Appendix A-7
Student Idioms Packet

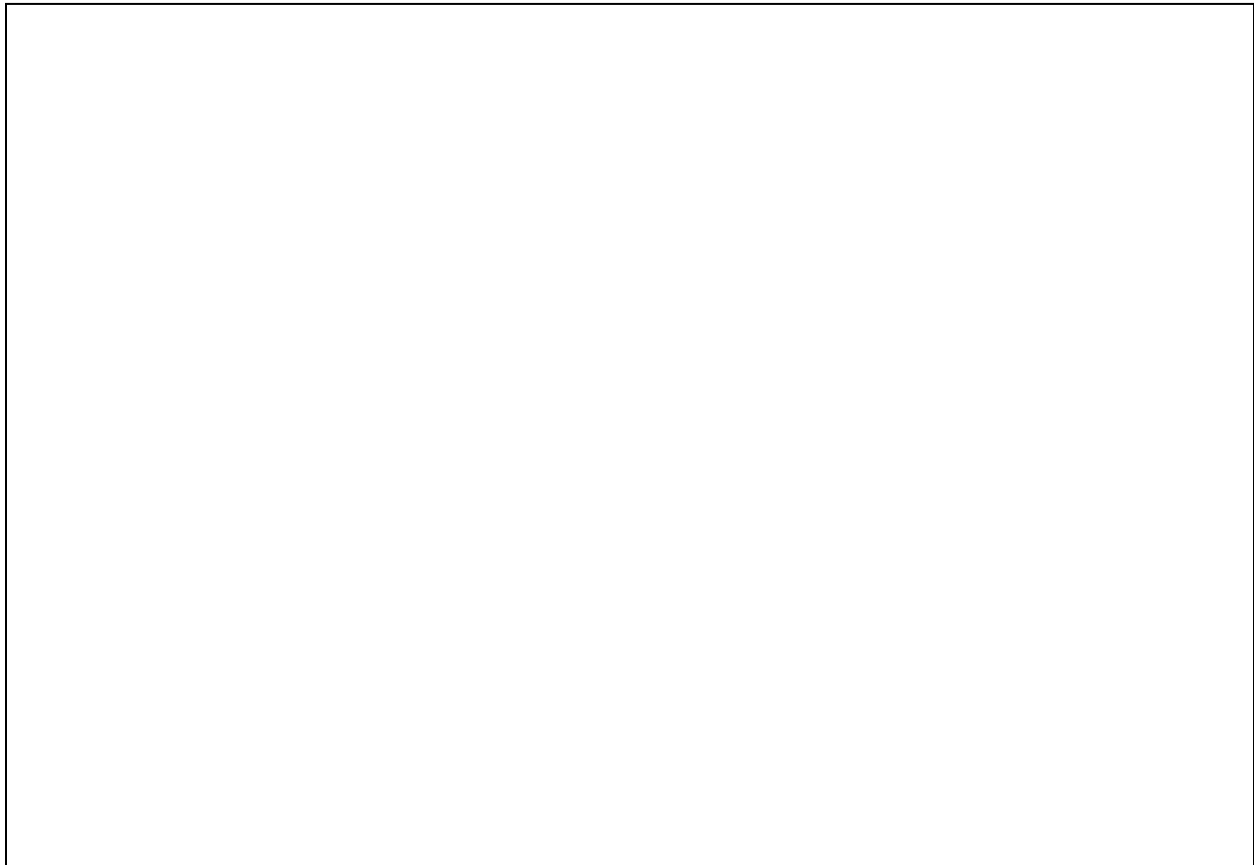
CLEAN BILL OF HEALTH

Appendix A-8
Student Idioms Packet

COLD SHOULDER

Appendix A-9
Student Idioms Packet

A FEATHER IN YOUR CAP



Appendix A-10
Student Idioms Packet

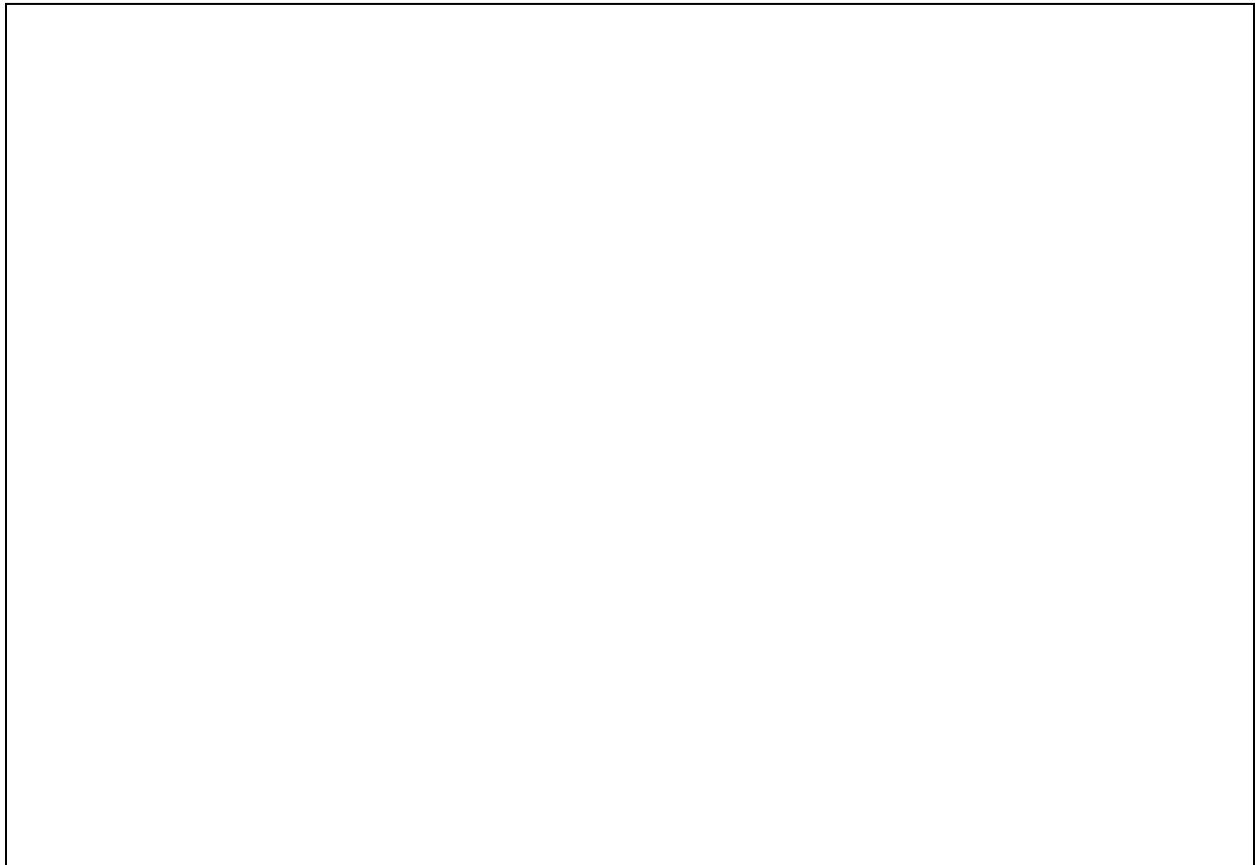
LAST STRAW

Appendix A-11
Student Idioms Packet

LET BYGONES BE BYGONES

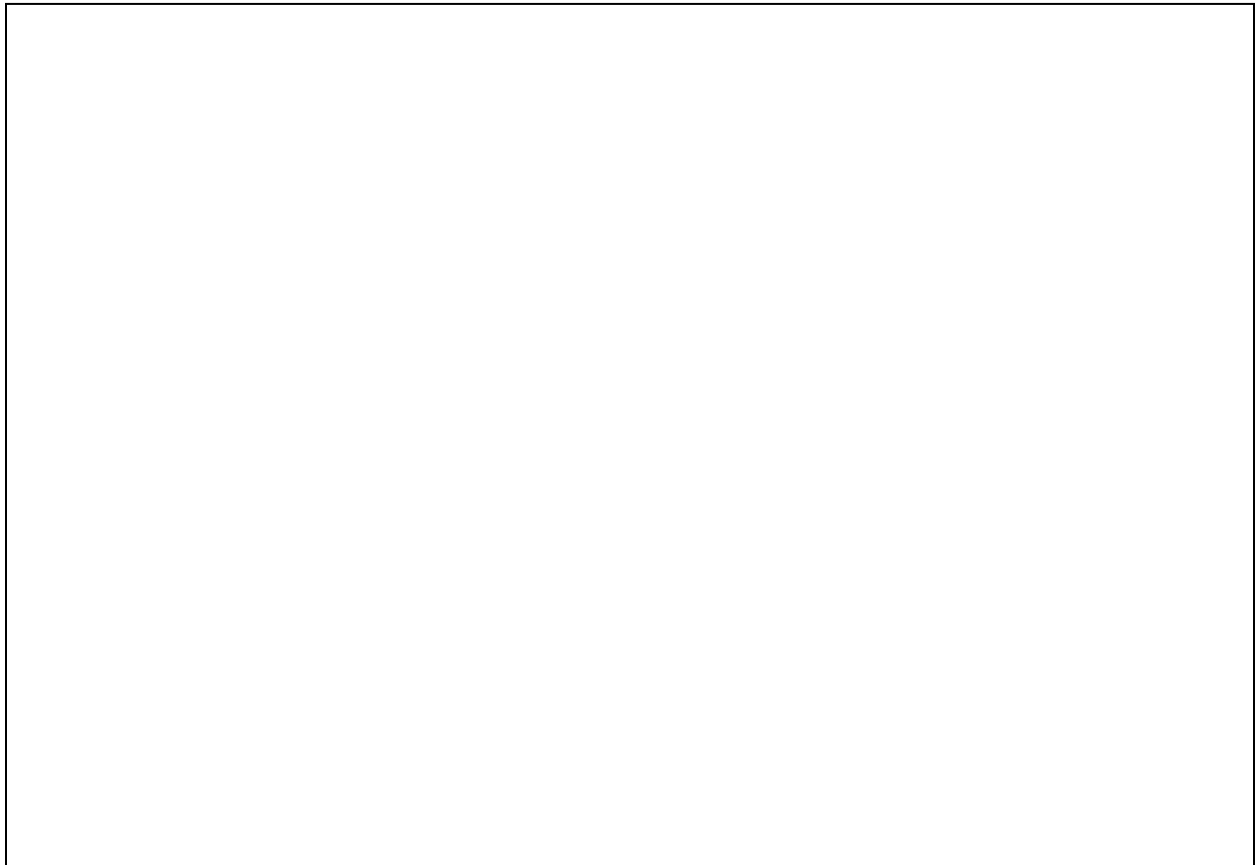
Appendix A-12
Student Idioms Packet

ONE ROTTEN APPLE SPOILS THE WHOLE BARREL



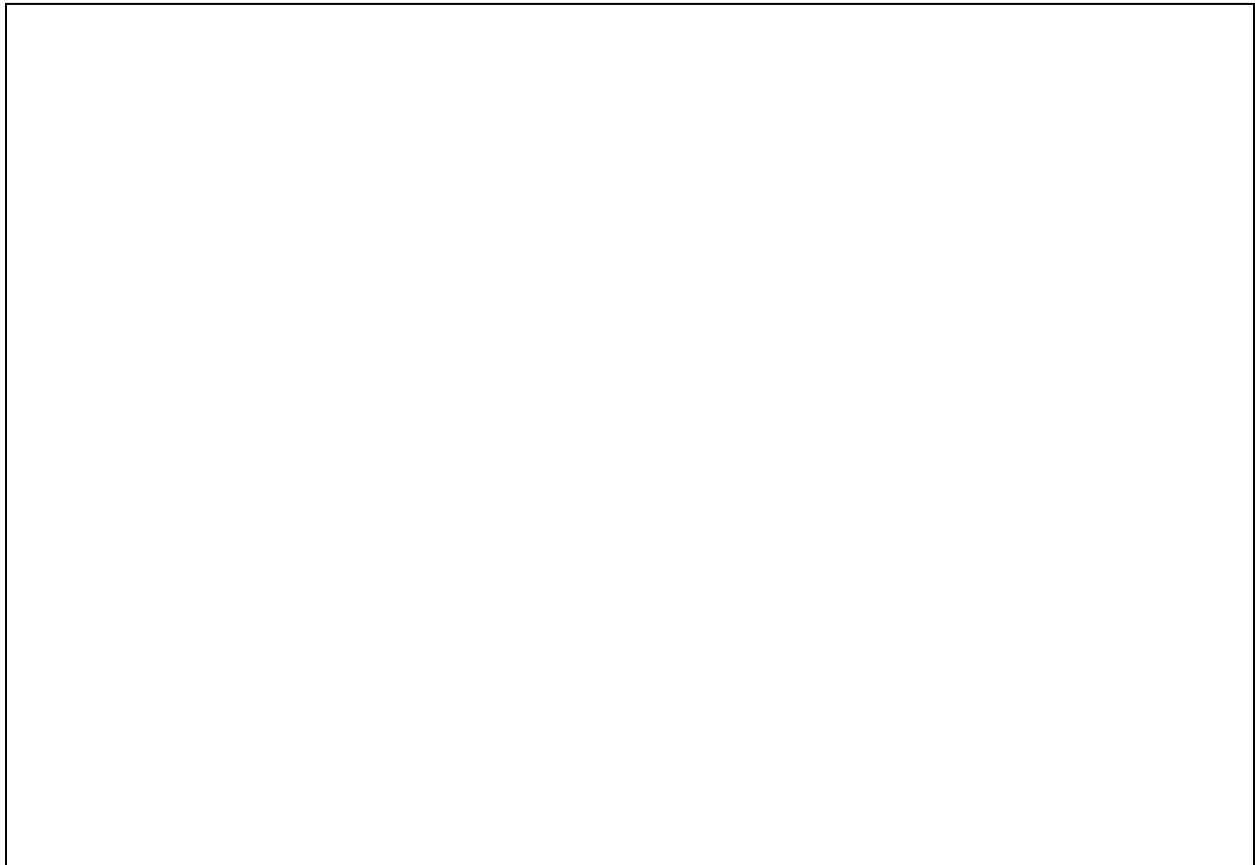
Appendix A-13
Student Idioms Packet

ON ITS LAST LEGS



Appendix A-14
Student Idioms Packet

RULE THE ROOST



Appendix A-15
Student Idioms Packet

THE SHOW MUST GO ON

Appendix A-16
Student Idioms Packet

TOUCH AND GO

Appendix A-17
Student Idioms Packet

WHEN IN ROME, DO AS THE ROMANS DO

Appendix A-18

Idioms Memory Card Book (Definition Page)

Look to other people to see how you should act in unfamiliar situations	We can tell what people really mean by observing how they act
When you avoid talking about something serious or that might get you into trouble	People should try to forget about bad feelings and try to get along with each other
You should not be picky when you need or want something	No matter what happens, a project or activity should be finished
A person that leads a group or bosses people around	Something or someone is in perfect shape (health)
Some people seem scary, but they really aren't that bad	You have accomplished something which makes you or others proud
The last bad thing a person can handle	Something is about to break down for good
Sometimes one person's bad behavior can spoil something for a whole group	When things get a little tricky and you aren't sure what is going to happen
Someone ignores, or is unfriendly to someone else	

Appendix A-19

Idioms Memory Card Book (Idiom Page)

WHEN IN ROME, DO AS THE ROMANS DO	ACTIONS SPEAK LOUDER THAN WORDS
BEGGARS CAN'T BE CHOOSERS	LET BYGONES BE BYGONES
HIS BARK IS WORSE THAN HIS BITE	CLEAN BILL OF HEALTH
COLD SHOULDER	A FEATHER IN YOUR CAP
LAST STRAW	BEAT AROUND THE BUSH
ONE ROTTEN APPLE SPOILS THE WHOLE BARREL	ON ITS LAST LEGS
RULE THE ROOST	THE SHOW MUST GO ON
TOUCH AND GO	

Appendix B-1
Teacher Idioms Packet/Answer Key

Idioms

ANSWER KEY

Appendix B-2

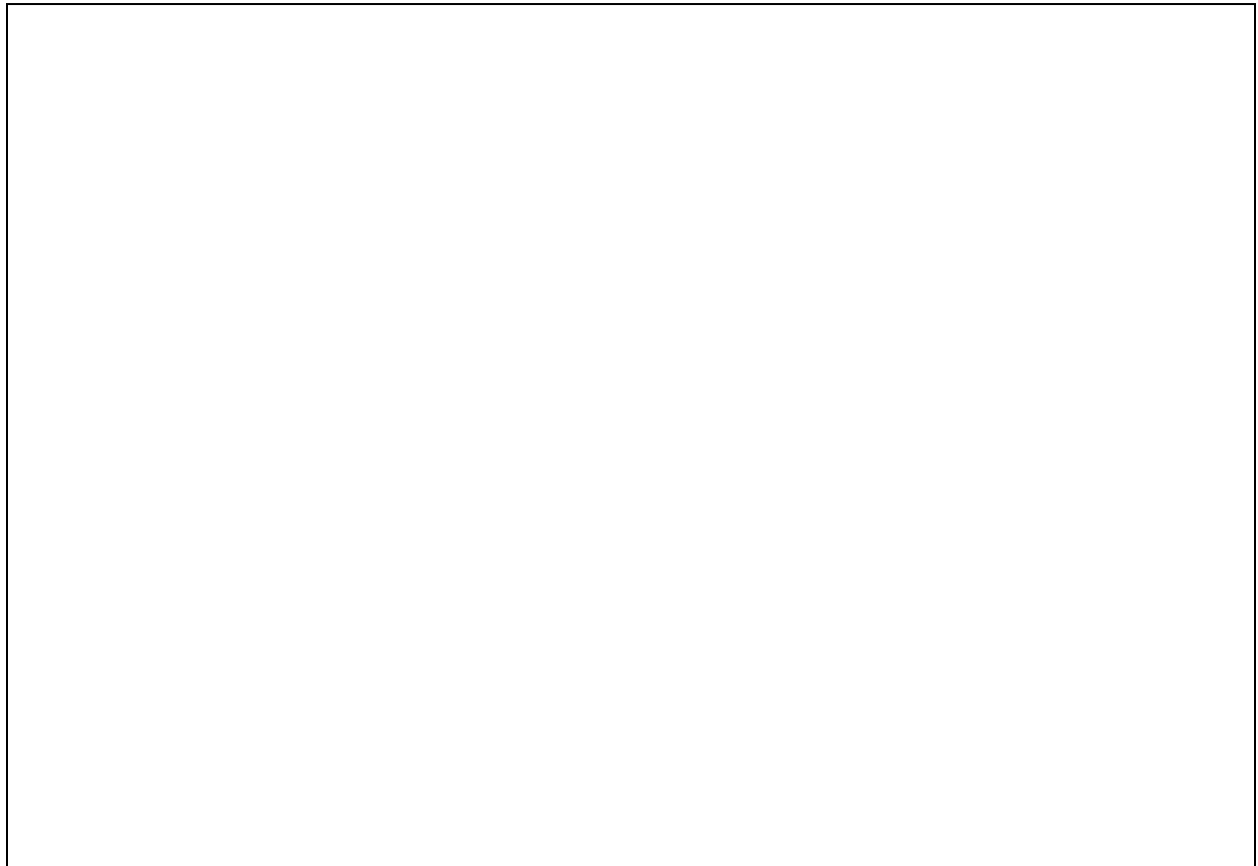
Teacher Vocabulary Definition Sheet Answer Key

1. idiom: a special word or phrase that always appears in a particular form
2. literally: actual meaning of a word or saying
3. infer: to suggest what will happen or to lead to meaning
4. beggar: a person who doesn't have something and must ask or beg for it
5. bygone: something that happened in the past
6. roost: a place where a group of birds perch
7. accomplish: to achieve a goal

Appendix B-3
Teacher Idioms Packet/Answer Key

ACTIONS SPEAK LOUDER THAN WORDS

We can tell what people really mean by observing how they act.

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for students to write their own examples or explanations related to the idiom above.

Appendix B-4

Teacher Idioms Packet/Answer Key

HIS BARK IS WORSE THAN HIS BITE

Some people seem scary, but they really aren't that
bad.

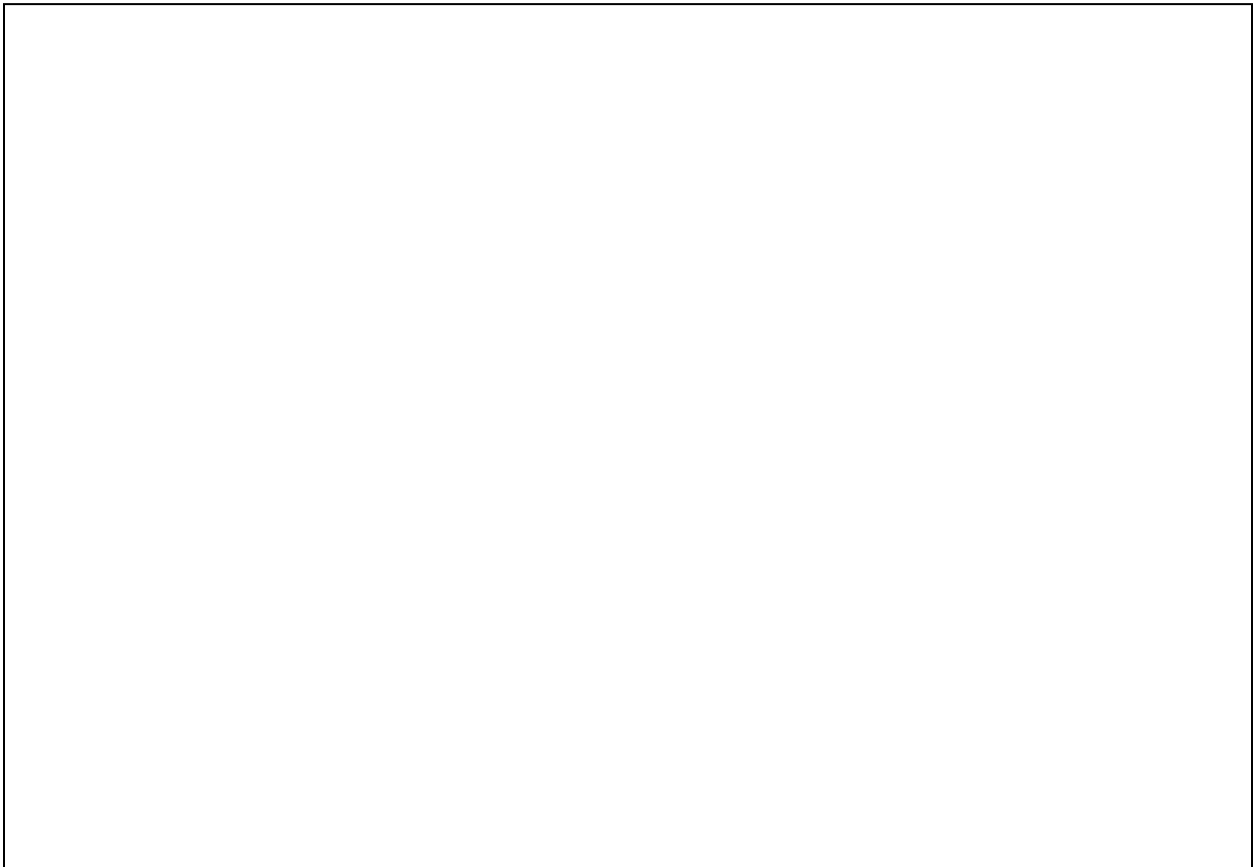


Appendix B-5

Teacher Idioms Packet/Answer Key

BEAT AROUND THE BUSH

When you avoid talking about something serious or something that you may be in trouble for.

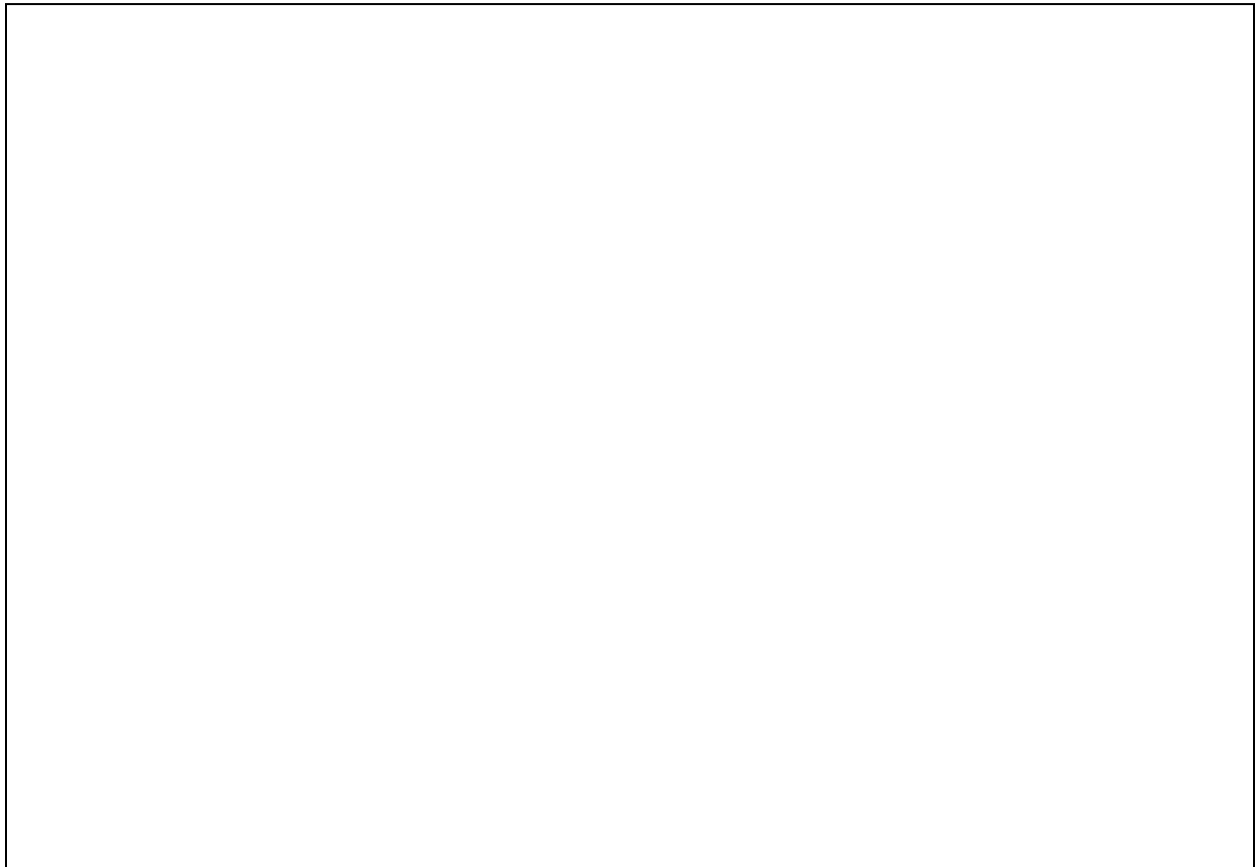
A large, empty rectangular box with a thin black border, intended for students to write their own examples of the idiom 'beat around the bush'.

Appendix B-6

Teacher Idioms Packet/Answer Key

BEGGARS CAN'T BE CHOOSERS

You shouldn't be picky when you need or want something.

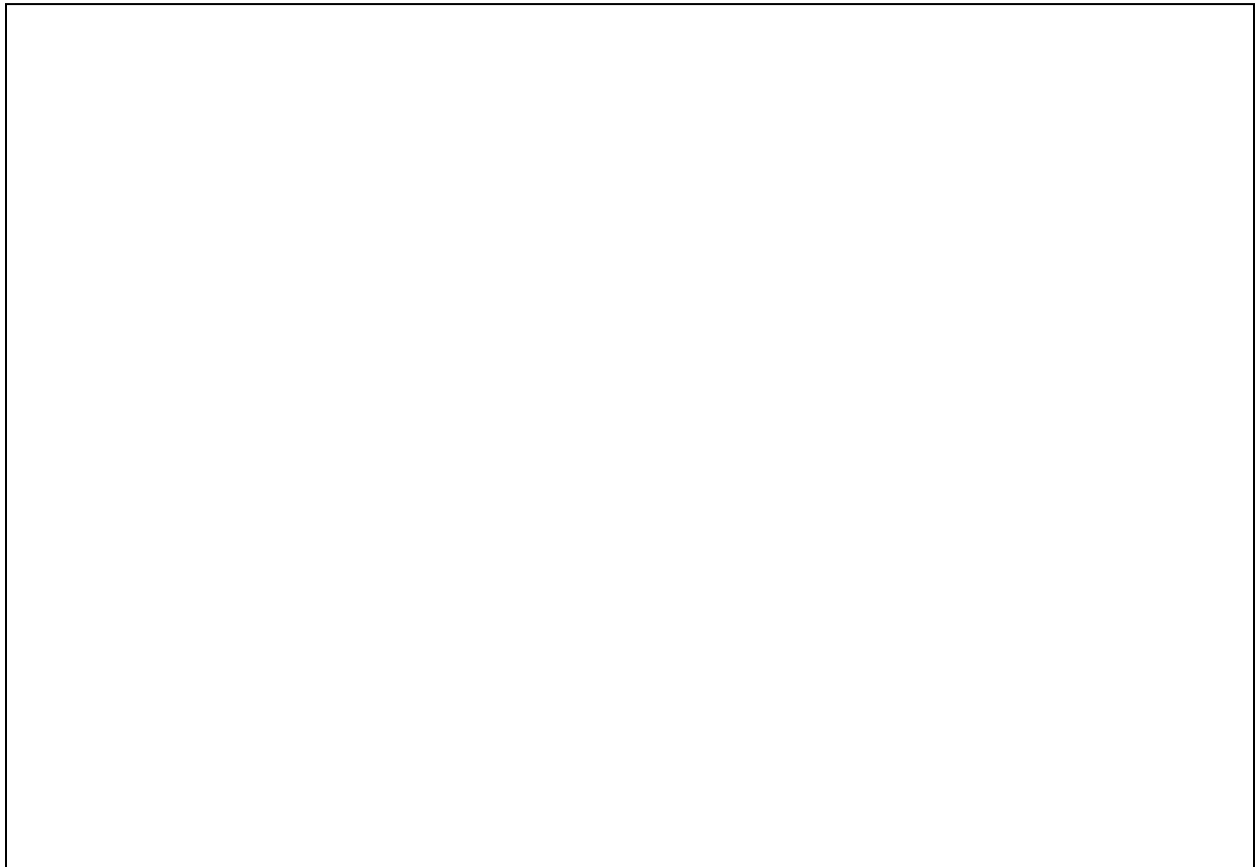


Appendix B-7

Teacher Idioms Packet/Answer Key

CLEAN BILL OF HEALTH

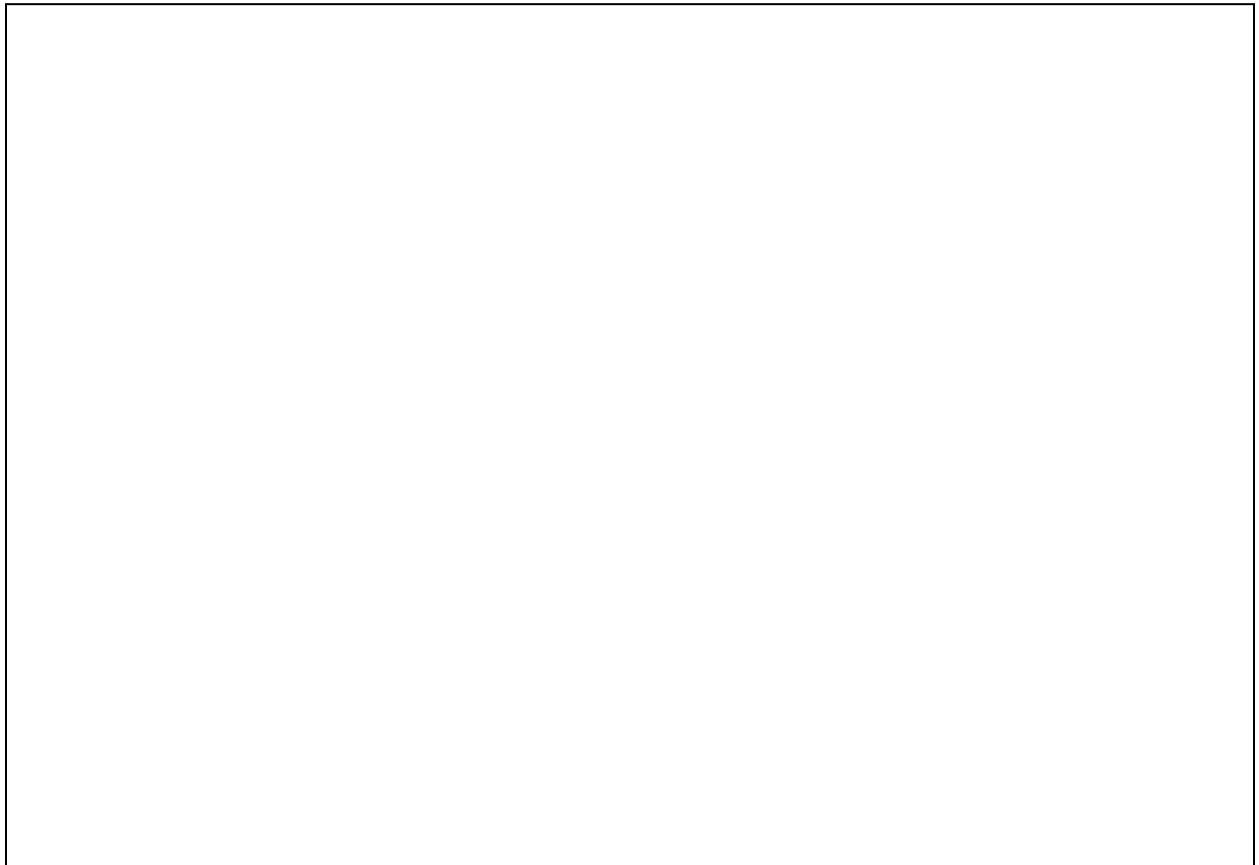
Something or someone is in perfect shape (health).



Appendix B-8
Teacher Idioms Packet/Answer Key

COLD SHOULDER

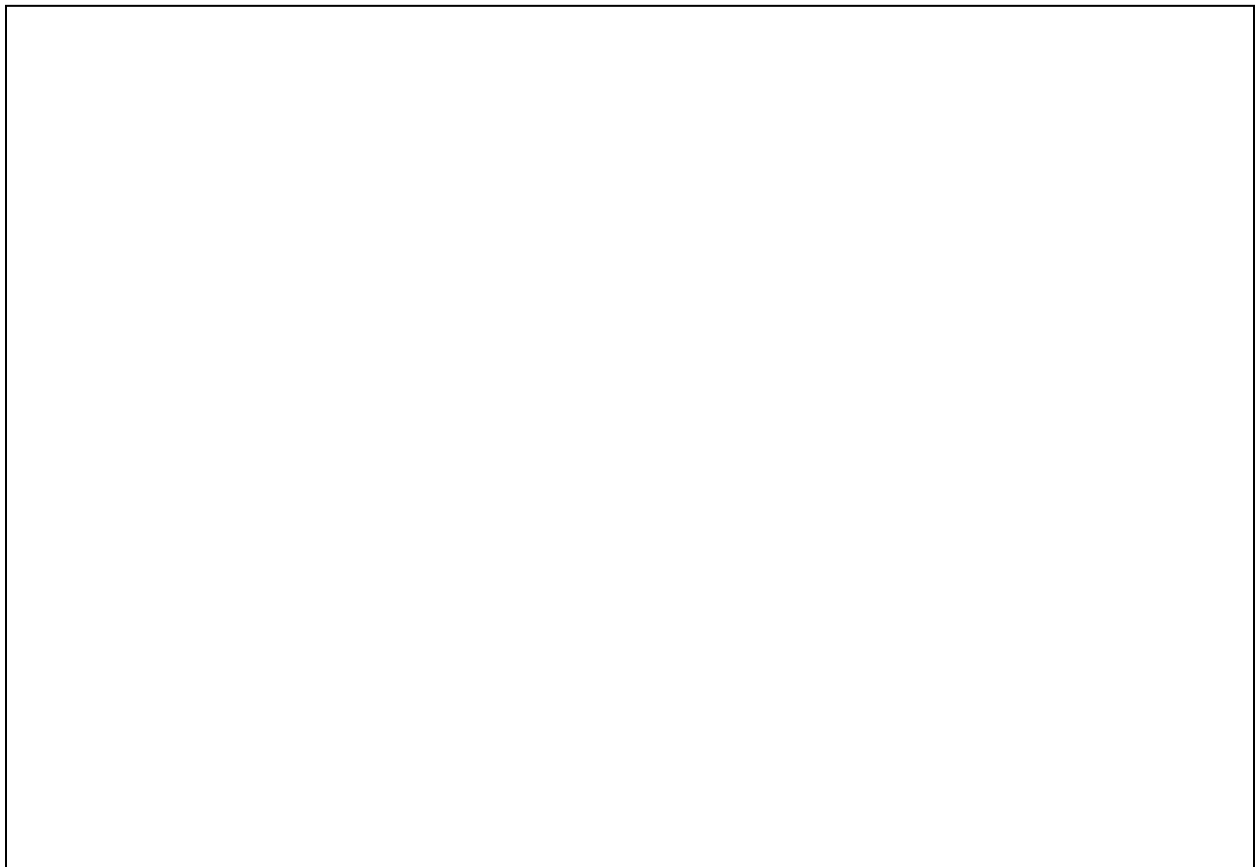
Someone ignores, or is unfriendly to someone else.



Appendix B-9
Teacher Idioms Packet/Answer Key

A FEATHER IN YOUR CAP

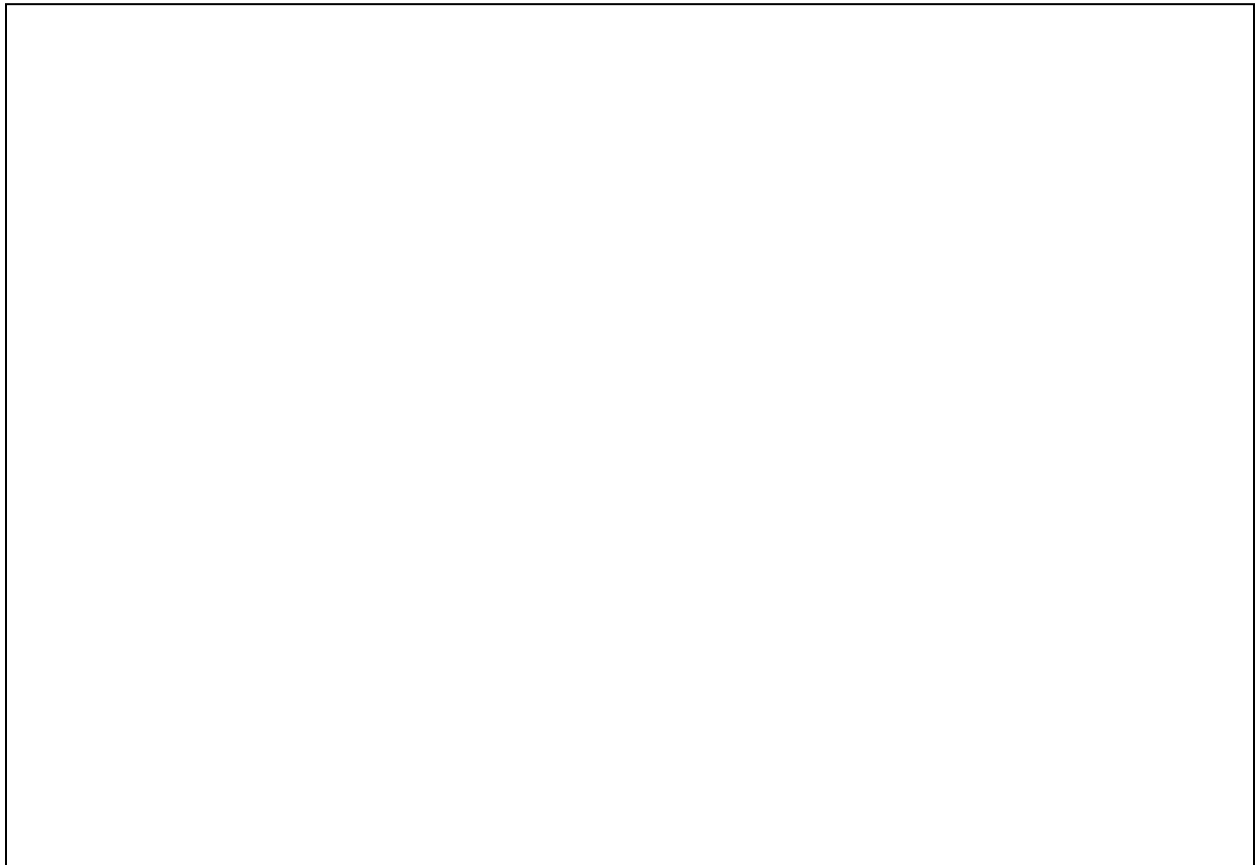
You have accomplished something that makes you or others proud.



Appendix B-10
Teacher Idioms Packet/Answer Key

LAST STRAW

The last bad thing that someone can handle.



Teacher Idioms Packet/Answer Key

LET BYGONES BE BYGONES

People should forget about bad feelings and try to get
along with each other.



Appendix B-12

Teacher Idioms Packet/Answer Key

ONE ROTTEN APPLE SPOILS THE WHOLE BARREL

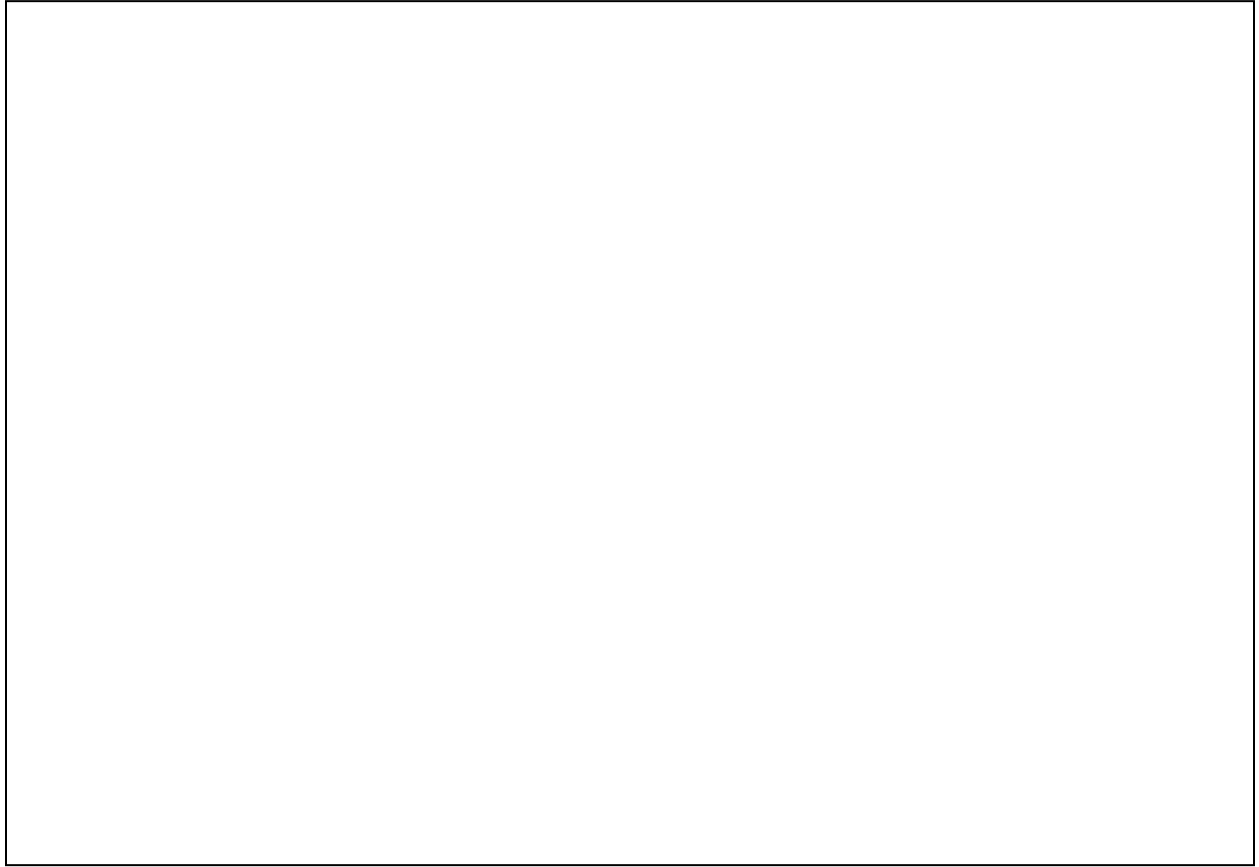
Sometimes one person's bad behavior can spoil something for a whole group.



Teacher Idioms Packet/Answer Key

ON ITS LAST LEGS

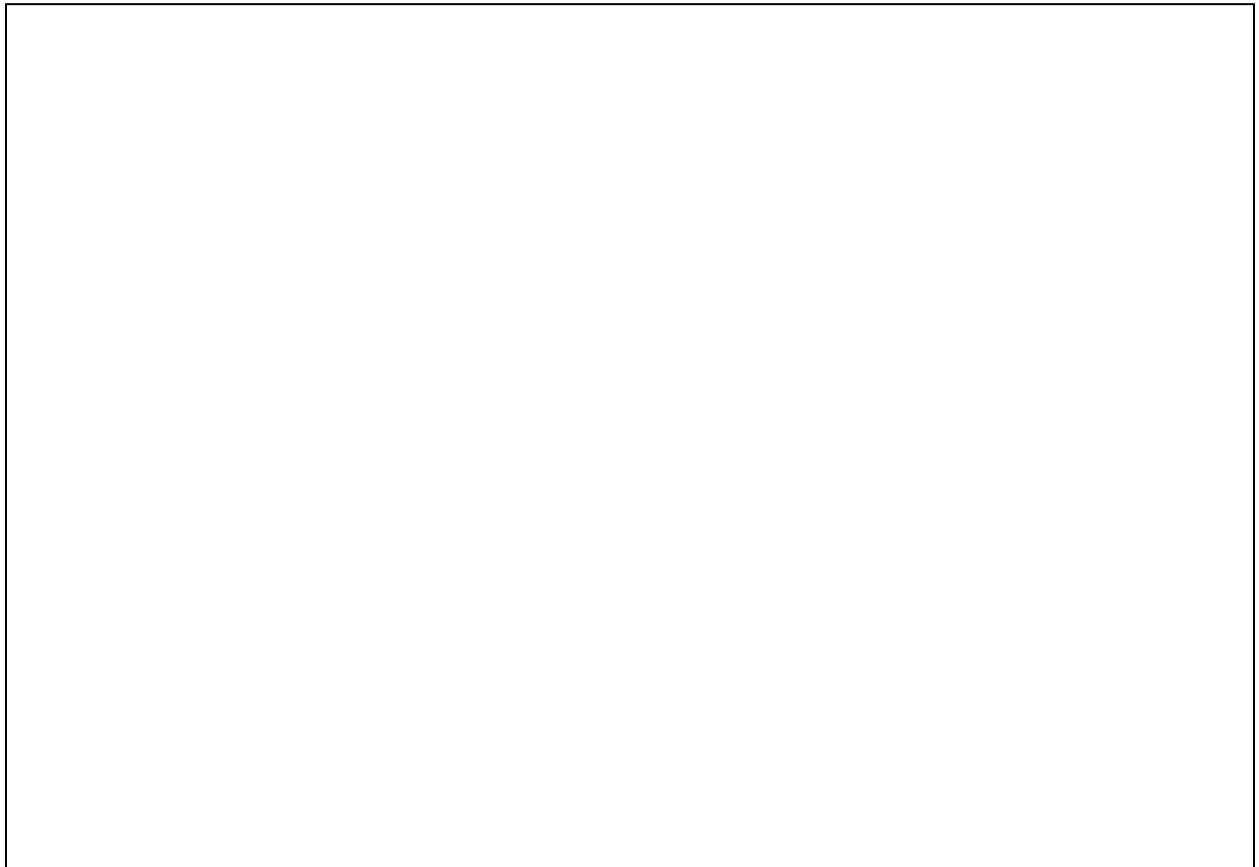
Something is about to break down for good.



Appendix B-14
Teacher Idioms Packet/Answer Key

RULE THE ROOST

A person who leads a group or bosses people around.



Teacher Idioms Packet/Answer Key

THE SHOW MUST GO ON

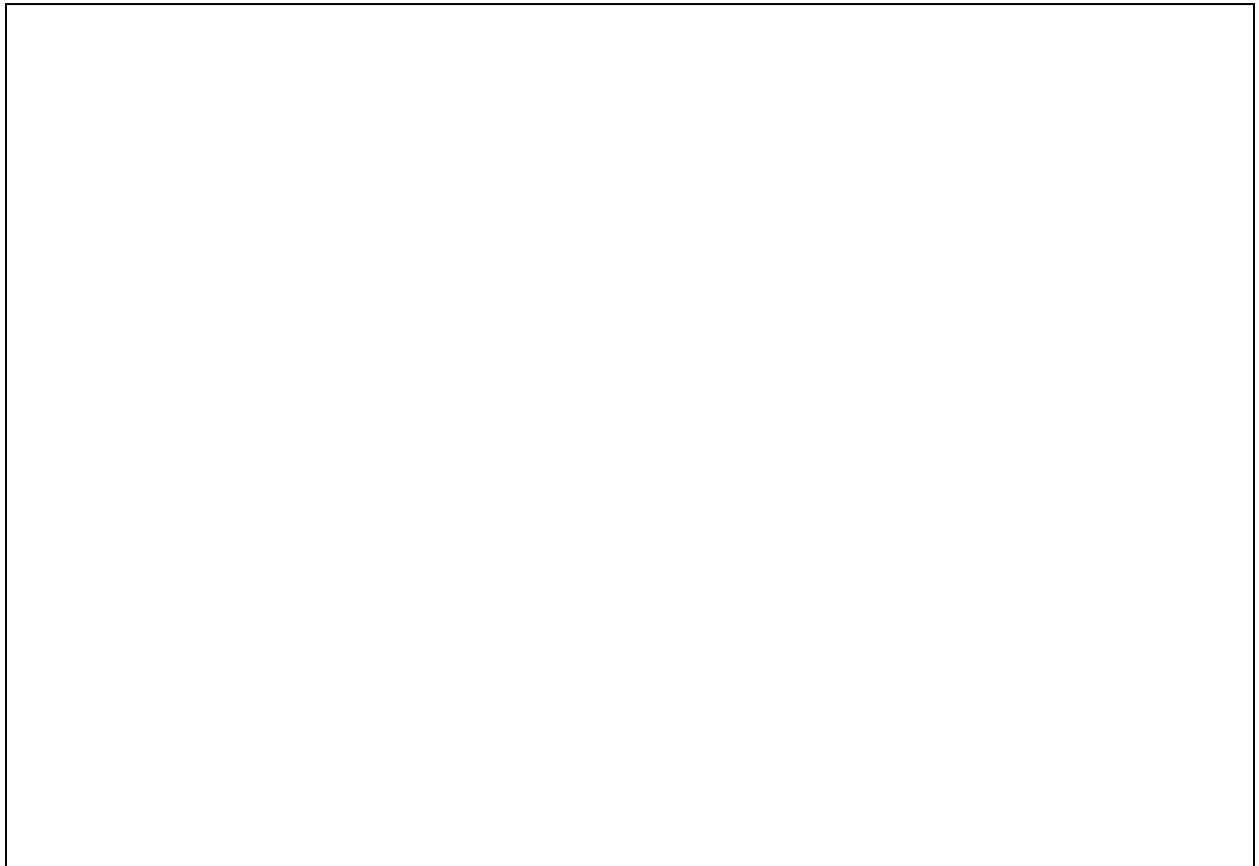
No matter what happens, a project or activity should
be finished.



Appendix B-16
Teacher Idioms Packet/Answer Key

TOUCH AND GO

When things are tricky and you aren't sure what is going to happen.



Teacher Idioms Packet/Answer Key

WHEN IN ROME, DO AS THE ROMANS DO

Look to other people to see how to act in unfamiliar situations.



Appendix C
Student Assessment

Name: _____ Date: _____

Directions: Match the letter of the correct definition in the blank next to the correct idiom.

- | | | | |
|-----------|--|----|---|
| 1. _____ | WHEN IN ROME,
DO AS THE ROMANS DO | a. | We can tell what people really mean by observing how they act |
| 2. _____ | BEGGARS CAN'T BE CHOOSERS | b. | People should try to forget about bad feelings and try to get along with each other |
| 3. _____ | HIS BARK IS WORSE THAN HIS BITE | c. | No matter what happens, a project or activity should be finished |
| 4. _____ | COLD SHOULDER | d. | Something or someone is in perfect shape (health) |
| 5. _____ | LAST STRAW | e. | You have accomplished something which makes you proud |
| 6. _____ | ONE ROTTEN APPLE SPOILS THE WHOLE BARREL | f. | Something is about to break down for good |
| 7. _____ | RULE THE ROOST | g. | When things get a little tricky and you aren't sure what is going to happen |
| 8. _____ | TOUCH AND GO | h. | Look to other people to see how to act in unfamiliar situations |
| 9. _____ | ACTIONS SPEAK LOUDER THAN WORDS | i. | When you avoid talking about something serious or something that might get you into trouble |
| 10. _____ | LET BYGONES BE BYGONES | j. | You should not be picky when you need or want something |
| 11. _____ | CLEAN BILL OF HEALTH | k. | A person that leads a group or bosses people around |
| 12. _____ | A FEATHER IN YOUR CAP | l. | Some people seem scary, but they really aren't that bad |
| 13. _____ | BEAT AROUND THE BUSH | m. | The last bad thing a person can handle |
| 14. _____ | ON ITS LAST LEGS | n. | Sometimes one person's bad behavior can spoil something for a whole group. |
| 15. _____ | THE SHOW MUST GO ON | o. | When someone ignores, or is unfriendly to someone else |

Appendix D
Student Assessment/Teacher Answer Key

1. h
2. j
3. l
4. o
5. m
6. n
7. k
8. g
9. a
10. b
11. d
12. e
13. i
14. f
15. c

Appendix E Idioms Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
DEFINITION	Idiom definition is written verbatim from teacher copy.	Idiom definition is not written verbatim from teacher copy, however only has one error.	Idiom definition is not written verbatim from teacher copy, and has more than one error.	Idiom definition is missing.	
ILLUSTRATION	Student's illustration is neatly drawn, colored with more than one color, and is free of stray marks.	Student's illustration is neatly drawn and free of stray marks, however it is not colored with more than one color or is not colored at all.	Student's illustration is not neatly drawn or colored.	Student has missing illustration or completely inappropriate illustration.	
TOTAL SCORE:	Points _____/8 Percentage _____% Letter Grade _____				