

Core Knowledge Isn't Your Run-of-the-Mill Curriculum

Grade Level or Special Area: Fourth Grade

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Length of Unit: Ten lessons (each lesson representing one month of sayings and phrases; lessons may be broken into four fifteen-minute sessions or taught as a whole one hour lesson)

I. ABSTRACT

This unit is intended to give students a familiar understanding of the meanings of grade level sayings and phrases from the *Core Knowledge Sequence*. Students will develop an understanding of the meaning of the sayings and phrases as well as apply them to their everyday lives, speech, and writing. This unit should be taught throughout the year and is designed in one-month lessons so the lesson may be taught as a whole or divided into sections and taught several times throughout the month.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the meaning of the Core Knowledge sayings and phrases.
2. Students will understand how to make verbal and written connections to their everyday lives.
3. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)

B. Content from the *Core Knowledge Sequence* (pg. 90)

1. Fourth Grade Language Arts: Sayings and Phrases
 - a. As the Crow Flies
 - b. Beauty is only skin deep.
 - c. The bigger they are, the harder they fall.
 - d. Birds of a feather flock together.
 - e. Blow hot and cold
 - f. Break the ice
 - g. Bull in a china shop
 - h. Bury the hatchet
 - i. Can't hold a candle to
 - j. Don't count your chickens before they hatch.
 - k. Don't put all your eggs in one basket.
 - l. Etc.
 - m. Go to pot
 - n. Half a loaf is better than none.
 - o. Haste makes waste.
 - p. Laugh and the world laughs with you.
 - q. Lightning never strikes twice in the same place.
 - r. Live and let live.
 - s. Make ends meet.
 - t. Make hay while the sun shines.
 - u. Money burning a hole in your pocket
 - v. An ounce of prevention is worth a pound of cure.
 - w. Once in a blue moon
 - x. One picture is worth a thousand words.
 - y. On the warpath

- z. RSVP
- aa. Run-of-the-mill
- bb. Seeing is believing.
- cc. Shipshape
- dd. Through thick and thin
- ee. Timbuktu
- ff. Two wrongs don't make a right.
- gg. When it rains, it pours.
- hh. You can lead a horse to water, but you can't make it drink.

C. Skill Objectives

1. Students will illustrate the meaning of the "RSVP" and "on the warpath" by drawing a representation of the phrases.
2. Students will answer questions to demonstrate their understanding of "once in a blue moon" and "bury the hatchet".
3. Students will answer questions to demonstrate their understanding of the meanings of "Etc." and "Half a loaf is better than none".
4. Students will illustrate the meaning of "Don't put all your eggs in one basket" by drawing a representation of the saying.
5. Students will use "go to pot" correctly in a story.
6. Students will write a letter applying "An ounce of prevention is worth a pound of cure."
7. Students will use "Two wrongs don't make a right" in a story to demonstrate meaning.
8. Students will write their own definitions of "Make ends meet."
9. Students will illustrate the meaning of "Don't count your chickens before they hatch" by drawing a representation of the saying.
10. Students will answer questions to demonstrate their understanding of the meaning of "Haste makes waste."
11. Students will write their own definitions of "live and let live" and "You can lead a horse to water, but you can't make it drink."
12. Students will illustrate the meaning of "You can lead a horse to water, but you can't make it drink" and "Make hay while the sun shines" by drawing a representation of the saying.
13. Students will give written examples from their lives of "When it rains, it pours" and "Can't hold a candle to".
14. Students will use "Lightning never strikes twice in the same place" in a story to demonstrate meaning.
15. Students will write about how they applied "Beauty is only skin deep" and "bull in a china shop" to their lives.
16. Students will chose a method of representing "Seeing is believing" and "The bigger they are, the harder they fall."
17. Students will complete a Venn diagram for "Birds of a feather flock together".
18. Students will answer questions to demonstrate their understanding of "Laugh and the world laughs with you" and "money burning a hole in your pocket".
19. Students will use "One picture is worth a thousand words" in a story to demonstrate meaning.
20. Students will write their own definitions of "Timbuktu", "Through thick and thin", "Break the ice", and "Shipshape".
21. Students will write their own definitions of "as the crow flies", "run-of-the-mill", and "blow hot and cold".

22. Students will write and perform a skit demonstrating the meanings of the April and May sayings.
23. Students will take a test on the sayings and phrases.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D. Jr., *The New Dictionary of Cultural Literacy*
 2. Hirsch, E.D. Jr., *What Your Fourth Grader Needs to Know*
- B. For Students
 1. Students should have knowledge of sayings and phrases from previous years of Core Knowledge curriculum.
 2. Students should recognize that sayings and phrases have figurative meanings, not literal.

IV. RESOURCES

- A. Student sayings and phrases booklet; these can be created by putting together Appendices B – J and making enough copies for every student (all lessons)
- B. *Birds of a Feather and other Aesop's Fables* by Tom Paxton (Lessons Six and Seven)
- C. *What Your Fourth Grader Needs to Know* by E.D. Hirsch (Lessons Two, Four, Six, and Nine)

V. LESSONS

Lesson One: September Sayings (approximately one hour)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their daily lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 2. Lesson Content
 - a. Once in a blue moon
 - b. R.S.V.P.
 - c. On the warpath
 - d. Bury the hatchet
 3. Skill Objective(s)
 - a. Students will illustrate the meaning of the “RSVP” and “on the warpath” by drawing a representation of the phrases.
 - b. Students will answer questions to demonstrate their understanding of “once in a blue moon” and “bury the hatchet”.
- B. *Materials*
 1. One sentence strip for each phrase in the lesson
 2. Appendix A – one copy for the teacher
 3. Appendix C – one copy per student
- C. *Key Vocabulary*
 1. Idiom – a phrase that has a different meaning than the literal meaning of the words that make up the phrase
 2. Proverb – a wise saying
 3. Blue moon – a rare occurrence in which a full moon looks blue due to dust kicked up into the atmosphere

4. Hatchet – a small ax with a short handle
- D. *Procedures/Activities*
1. Tell the students that they will be starting to learn various sayings and phrases throughout the year.
 2. Have the students share any sayings and phrases that they remember from third grade. Allow them to share the meanings.
 3. Review the meanings for idioms and proverbs with the students.
 4. Tell the students that there will be both idioms and proverbs in their lessons during the year.
 5. Review the meanings of figurative and literal with the students. Remind the students that you often cannot tell the meaning of the sayings by knowing the literal meaning.
 6. Show the sentence strip for “once in a blue moon”. Tell the students that this is an example of an idiom.
 7. Give the students the definition for this phrase using the definition in Appendix A.
 8. Give the students the following sentence: “The teacher only loses his/her temper once in a blue moon.”
 9. Ask the students to give you sentences with this phrase/idiom in it.
 10. Show the students the sentence strip for “RSVP”.
 11. Ask the students to recall a time when they might have seen this phrase. Have them tell you what it means if they know.
 12. Tell the students the French phrase from which this phrase originates and give them the meaning from Appendix A.
 13. Have the students give you examples of where they might use this phrase. (On an invitation or anything that might require a reply).
 14. Show the students the sentence strip for on the warpath.
 15. Give the students the following example: Tell the students that they want to steer clear of you when you are on the warpath. Tell them that if they don’t, they may be receiving extra homework. They shouldn’t worry, though, because you only go on the warpath once in a blue moon.
 16. Have the students tell what they think the meaning of on the warpath is based on the example given above.
 17. Show the students the sentence strip for bury the hatchet. Give them the background on this phrase from Appendix A.
 18. Bring two students up to the front of the class.
 19. Give the students the following scenario: These two students used to be the best of friends. However, in third grade they had an argument. Ever since then, they won’t speak to each other.
 20. Ask the students to help the two students bury the hatchet by given them advice on how to make peace with each other.
 21. Have the students complete the activities in Appendix C for each phrase.
- E. *Assessment/Evaluation*
1. Students will demonstrate their understanding of “once in a blue moon” and “RSVP” by completing the activity in Appendix C.
 2. Students will demonstrate their understanding of on the warpath by drawing a picture to represent the meaning of the phrase.
 3. Students will apply their understanding of the phrase “bury the hatchet” to their lives by writing a paragraph in Appendix C.

Lesson Two: October Sayings (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
2. Lesson Content
 - a. Etc.
 - b. Half a loaf is better than none
 - c. Don't put all your eggs in one basket
 - d. Go to pot
3. Skill Objective (s)
 - a. Students will answer questions to demonstrate their understanding of the meanings of "Etc." and "Half a loaf is better than none".
 - b. Students will illustrate the meaning of "Don't put all your eggs in one basket" by drawing a representation of the saying.
 - c. Students will use "go to pot" correctly in a story.

B. *Materials*

1. Appendix A – one copy for teacher
2. Appendix D – one per student
3. *What Your Fourth Grader Needs to Know* by E.D. Hirsch
4. One sentence strip for each of the four sayings from the lesson
5. Bag of candy

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Display the sentence strip for "Etc." and pronounce it.
2. Ask the students to share a time when they might have heard "etc." used and have them give the meaning of the phrase.
3. Discuss the meaning of the phrase using Appendix A.
4. Give the following example: Instead of saying, "I am going to the store to buy apples, bananas, milk, bread, flour, cheese and eggs," we can say "I am going to the store to buy apples, bananas, milk, etc."
5. Have the students give you another sentence using etc. to demonstrate they understand the meaning of the phrase.
6. Assign the activity for etc. from Appendix D now or at the end of the lesson.
7. Tell the students that they are going to receive a special treat and show them the bag of candy.
8. Choose a student and ask him/her whether he/she would like one or two pieces of candy.
9. When a student asks for two pieces of candy, give him/her one and say, "Half a loaf is better than none".
10. Continue this until all the students have candy.
11. Show the sentence strip for "Half a loaf is better than none" and have the students tell you what the proverb means. Discuss.
12. Have the students give examples of times in their lives when they realized that half a loaf was better than none.

13. Assign the corresponding activity from Appendix D at this time or at the end of the lesson.
 14. Next, show the sentence strip for “Don’t put all your eggs in one basket”.
 15. Give the students the following scenario:
 - a. Pretend you and your family live on a farm. Your responsibility is to collect fresh eggs every morning. These eggs are very important because your family sells them in town for a profit. They use this money to buy items that they need. After you collect quite a few eggs, you put them in a basket and take the basket to town to sell. On the way to town you stumble and drop the basket. What happens to all of the eggs? (they break). Why is that a problem? (Because the family depends on the money from the eggs. If they all break, the family loses money).
 16. Read the section on “Don’t put all your eggs in one basket” on page 74 of *What Your Fourth Grader Needs to Know*. Discuss the meaning of this proverb.
 17. Show the sentence strip of the phrase “go to pot”.
 18. Read the information on page 81 of *What Your Fourth Grader Needs to Know* as well as the definition on Appendix A.
 19. Have the students give examples of things that can go to pot when not maintained.
 20. Explain to the students that people also use this phrase when they have had a bad day.
 21. Have the students brainstorm examples of events that might happen to cause a person’s day to “go to pot”.
 22. Assign the writing activity to the students on Appendix D.
- E. *Assessment/Evaluation*
1. Students will be assessed on their understanding of “etc.” and “Half a loaf is better than none” by correctly answer the questions in Appendix D.
 2. Students will be assessed on their understanding of “Don’t put all your eggs in one basket” by drawing a picture that correctly illustrates the meaning of the proverb.

Lesson Three: November Sayings (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 2. Lesson Content
 - a. An ounce of prevention is worth a pound of cure
 - b. Two wrongs don’t make a right
 - c. Make ends meet.
 - d. Don’t count your chickens before they hatch
 3. Skill Objective(s)
 - a. Students will write a letter applying “An ounce of prevention is worth a pound of cure.”
 - b. Students will use “Two wrongs don’t make a right” in a story to demonstrate meaning.
 - c. Students will write their own definitions of “Make ends meet.”

- d. Students will illustrate the meaning of “Don’t count your chickens before they hatch” by drawing a representation of the saying.
- B. *Materials*
1. Appendix A – one copy for teacher
 2. Appendix E – one copy for each student
 3. One sentence strip for each of the four sayings from the lesson
- C. *Key Vocabulary*
1. Prevention – the act of stopping something bad from happening
 2. Cure – healing
- D. *Procedures/Activities*
1. Display the sentence strip with “An ounce of prevention is worth a pound of cure” written on it.
 2. Discuss the meaning of the words “prevention” and “cure”.
 3. Ask the students to tell you whether an ounce is a small or large amount. (small)
 4. Have the students tell whether a pound is more or less than an ounce. (more)
 5. Ask the students to give their understanding of the meaning of this proverb. Discuss.
 6. Read the example on page 77 of *What Your Fourth Grader Needs to Know*.
 7. Ask the students to give examples of how knowing and following this proverb will help them to succeed in school. Examples might include the fact that checking their homework before turning it in will prevent them from receiving poor grades and studying will help them to learn.
 8. Assign the writing activity from Appendix E now or at the end of the lesson.
 9. Next, show the students the sentence strip with “Two wrongs don’t make a right” written on it.
 10. Discuss the meaning and use Appendix A for the definition of the proverb.
 11. Have the students give examples of scenarios where one person might hurt another such as a student not allowing another student to play a game at recess.
 12. Have the students give examples the negative reactions (a second wrong) that the hurt student might be tempted to retaliate with and have the students respond to how these second wrongs don’t make things better.
 13. Then have the students give appropriate, or right, responses to negative situations and have them explain how positive reactions can improve a hostile situation. (Extension: Allow the students to act out several scenarios and come up with solutions to the situations.)
 14. Assign the writing activity from Appendix E at this time or at the end of the lesson.
 15. Next, show the students the sentence strip for make ends meet.
 16. Give the definition of the saying.
 17. Have the students share a sentence using this saying.
 18. Assign the activity from Appendix E now or at the end of the lesson.
 19. Display the sentence strip for “Don’t count your chickens before they hatch”.
 20. Explain to the students that not all eggs hatch. So, this saying is used to explain that you shouldn’t count on something happening before it does.
 21. Have the students give examples of events they might count on that might not actually happen.
 22. Assign the activities from Appendix E.
- E. *Assessment/Evaluation*
1. Students will be assessed on their ability to apply the sayings “An ounce of prevention is worth a pound of cure” and “Two wrongs don’t make a right” by

- completing two writing activities in Appendix E. The writing rubric in Appendix K will be used in the assessment procedures.
2. The students will be assessed in their understanding of “make ends meet” by using the saying appropriately in a sentence in Appendix E.
 3. Students will be assessed in their understanding and application of “Don’t count your chickens before they hatch” by writing a new proverb in Appendix E.

Lesson Four: December Sayings (approximately one hour)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
2. Lesson Content
 - a. Haste makes waste.
 - b. Live and let live.
 - c. You can lead a horse to water, but you can’t make it drink.
 - d. Make hay while the sun shines.
3. Skill Objective(s)
 - a. Students will answer questions to demonstrate their understanding of the meaning of “Haste makes waste.”
 - b. Students will write their own definitions of “live and let live” and “You can lead a horse to water, but you can’t make it drink.”
 - c. Students will illustrate the meaning of “You can lead a horse to water, but you can’t make it drink” and “Make hay while the sun shines” by drawing a representation of the saying.

B. Materials

1. Appendix A – one copy for teacher
2. Appendix F – one copy per student
3. One transparency or student copies of poem in Appendix F
4. *What Your Fourth Grader Needs to Know* by E.D. Hirsch

C. Key Vocabulary

1. Haste – overeagerness to act

D. Procedures/Activities

1. Pass out a copy of the poem in Appendix F or put it on a transparency.
2. Mention to the students that you were in a rush to type the poem so there may be a few mistakes.
3. Choose a student to read the poem.
4. After the student has struggled for a while with the poem, ask the student to explain the problem with the poem. (It was typed so quickly that there are too many errors to read the poem correctly. It needs to be rewritten.)
5. Tell the students that the saying “Haste makes waste” is used to explain that a job done too quickly, or hastily, must be done again.
6. Discuss the meaning of the saying.
7. Have the students share times when they had to redo a chore or work because they rushed through it.
8. Assign the activity from Appendix F at this time or at the end of the lesson.
9. Show the sentence strip for “Live and let live”.

10. Give the definition of the saying from Appendix A. Discuss.
 11. Ask the students to give examples of times when they should not live and let live. Examples may include any times when a person is hurting themselves or others with their actions.
 12. Assign the activity from Appendix F now or at the end of the lesson.
 13. Show the students the sentence strip for “You can lead a horse to water, but you can’t make it drink”.
 14. Read the example on page 79 of *What Your Fourth Grader Needs to Know*.
 15. Have the students give examples of things they can encourage people to do, but not force them to do.
 16. Discuss appropriate responses that student can give when someone does not do what they want them to do.
 17. Assign the activity from Appendix F now or at the end of the lesson.
 18. Show the sentence strip for ”Make hay while the sun shines”.
 19. Give the definition from Appendix A and have the students give examples of the meaning.
 20. Assign activities from Appendix F.
- E. *Assessment/Evaluation*
21. Informal assessment of the student’s examples for each saying in the lesson.
 22. The students will be assessed in their understanding of the sayings by their correct responses to the activities in Appendix F.

Lesson Five: January Sayings (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 2. Lesson Content
 - a. When it rains, it pours.
 - b. Can’t hold a candle to it
 - c. Lightning never strikes twice in the same place.
 3. Skill Objective(s)
 - a. Students will give written examples from their lives of “When it rains, it pours” and “Can’t hold a candle to”.
 - b. Students will use “Lightning never strikes twice in the same place” in a story to demonstrate meaning.
- B. *Materials*
1. Sentences strips for each of the sayings in this lesson
 2. Appendix A – one for teacher
 3. Appendix G – one copy per student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Tell the students that they are going to do something different today called Think-Pair-Share.
 2. Tell the students that you will show them the sentences strip with a saying on it. You will then give them an example of the saying. When you say “think” they

will then take less than a minute to think about possible meanings for the saying. When you say “share” they will share their ideas of possible meanings with the person sitting next to them. When you say share, they may raise their hand and share one of their ideas. This process should only take about two to three minutes per saying.

3. Show the sentence strip for “When it rains, it pours”.
 4. Give the following example: This morning I stuck my hands in my pocket and found five dollars. Then, I found five more dollars in my car this morning. At lunch today, the lunch lady gave me an extra piece of pizza. Then, I found a quarter on the ground today. Boy, when it rains, it pours.
 5. Then follow the Think-Pair-Share model described above. Correct any misunderstandings by giving the definition from Appendix A.
 6. Then, show the students the sentence strip for “can’t hold a candle to”.
 7. Give the following example. My mother makes the best roast beef. It’s so tender and juicy. I hardly ever order roast beef from a restaurant. Roast beef cooked at a restaurant can’t hold a candle to my mother’s roast beef.
 8. Follow the think-pair-share model.
 9. Share the definition with the students from Appendix A as well as the origin of the phrase.
 10. Show the students the sentence strip for “Lightning never strikes twice in the same place”.
 11. Give the following example: My aunt has had a tough year. She lost her job and spent several months trying to find a new one. She finally found a new job last month so things are looking up. She should have this job for many years. After all, lightning never strikes twice in the same place.
 12. Follow the think-pair-share method.
 13. Discuss the definition from Appendix A.
 14. Tell the students that one problem with this saying is that lightning can strike the same place twice.
 15. Assign the activities from Appendix G at this time.
- E. *Assessment/Evaluation*
1. Students will be assessed in their understanding and application of the sayings by completing the activities in Appendix G.

Lesson Six: February Sayings (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 2. Lesson Content
 - a. Beauty is only skin deep.
 - b. Bull in a china shop
 - c. Seeing is believing.
 - d. The bigger they are, the harder they fall.
 3. Skill Objective(s)
 - a. Students will write about how they applied “Beauty is only skin deep” and “bull in a china shop” to their lives.

- b. Students will chose a method of representing “Seeing is believing” and “The bigger they are, the harder they fall.”
- B. *Materials*
 - 1. One sentence strip for each saying
 - 2. Appendix A – one for teacher
 - 3. Appendix H – one copy per student
 - 4. *Birds of a Feather and Other Aesop’s Fables* by Tom Paxton
 - 5. *What Your Fourth Grader Needs to Know* by E.D. Hirsch
- C. *Key Vocabulary*
 - 1. “Inner beauty” – kindness, compassion, and other positive character traits
- D. *Procedures/Activities*
 - 1. Show the sentence strip for “Beauty is only skin deep”.
 - 2. Ask the students to make predictions on the meaning of the saying.
 - 3. Tell the students the meaning of the proverb from Appendix A along with the origin of the saying.
 - 4. Discuss the importance of character and “inner beauty” over outward appearance.
 - 5. Have the students give examples of character traits that are important to have and reasons why these traits are important.
 - 6. Assign the writing activity in Appendix H now or at the end of the lesson. Allow the students to share their writing at a later time.
 - 7. While discussing the previous saying walk around the room “accidentally” bumping into desks, dropping books, and tripping.
 - 8. When the students begin noticing your behavior say, “I feel like a bull in a china shop.”
 - 9. Have the students give you possible meanings for this phrase. Correct the students’ understanding as needed.
 - 10. Tell the students that a person who says inappropriate things at the wrong times can also be a bull in a china hop.
 - 11. Share with the students times you have felt like a bull in a china shop and have the students share times when they have felt that way.
 - 12. Assign the activity for this saying now or at the end of the lesson.
 - 13. Read the story “Seeing is Believing” in *Birds of a Feather and Other Aesop’s Fables*.
 - 14. Discuss the meaning of the saying “Seeing is believing”.
 - 15. Show the sentence strip for “The bigger they are, the harder they fall”.
 - 16. Read the section for this saying on pages 72 and 73 of *What Your Fourth Grader Needs to Know*.
 - 17. Allow the students to give examples for this saying.
 - 18. Assign the student work on Appendix H.
- E. *Assessment/Evaluation*
 - 1. Students will apply “Beauty is only skin deep” and “bull in a china shop” to their daily lives in an activity on Appendix H.
 - 2. Students will be assessed on their understanding of the meaning of “Seeing is believing” and “The bigger they are, the harder they fall” by completing an activity in Appendix H.

Lesson Seven: March Sayings (approximately one hour)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.

- b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 - 2. Lesson Content
 - a. Birds of a feather flock together
 - b. Laugh and the world laughs with you.
 - c. Money burning a hole in your pocket
 - d. One picture is worth a thousand words.
 - 3. Skill Objective(s)
 - a. Students will complete a Venn diagram for “Birds of a feather flock together”.
 - b. Students will answer questions to demonstrate their understanding of “Laugh and the world laughs with you” and “money burning a hole in your pocket”.
 - c. Students will use “One picture is worth a thousand words” in a story to demonstrate meaning.
- B. *Materials*
 - 1. One sentences strip for each saying
 - 2. Appendix A – one for teacher
 - 3. Appendix I – one copy per student
 - 4. *Birds of a Feather and Other Aesop’s Fables* by Tom Paxton
 - 5. Photographs of the teacher’s choosing
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Read the verse “Birds of a Feather” from the book *Birds of a Feather and Other Aesop’s Fables*.
 - 2. Ask the students, “Why did the farmer return the donkey to its previous owner?” (The donkey chose a spot next to the laziest donkey in the stable and the farmer decided the donkey would be lazy because it chose to be friends with a lazy donkey.)
 - 3. Discuss the definition of “Birds of a feather flock together” with the students using Appendix A as needed.
 - 4. Assign the students work on Appendix I now or at the end of the lesson.
 - 5. Show the students the sentence strip for “Laugh and the world laughs with you”.
 - 6. Ask the students if they have ever experienced a time when they had a good laugh with friends or family.
 - 7. Allow the students to share some of these experiences.
 - 8. Give the definition of the saying from Appendix A.
 - 9. Tell the students that this saying has a second section to it that states “cry and you cry alone.”
 - 10. Have the students give reasons why people spend more time with a person who is positive than one who is negative.
 - 11. Give the students their assignment in Appendix I now or at the end of the lesson.
 - 12. Tell the students to pretend that they go home today and do their chores. As a reward for doing their chores, their mom and dad give them one hundred dollars.
 - 13. Ask them to tell you what they would do with the money.
 - 14. Most students will be eager to spend the money quickly.
 - 15. Tell them that they have money burning a hole in their pocket.

16. Ensure that the students understand the meaning of money burning a hole in your pocket.
 17. Assign Appendix I now or at the end of the lesson.
 18. Show the students the sentence strip for “A picture is worth a thousand words”.
 19. Ask the students to tell you of a picture they might have seen that seemed to tell a story or take them to the place in the picture.
 20. Allow them to share experiences with the rest of the class.
 21. Choose some pictures to show the children. If they have studied the American Revolution, show the students the famous picture of the Crossing of the Delaware and Paul Revere’s poster of the Boston Massacre. Show personal pictures as well.
 22. Allow the students to take turns telling a story about the picture.
 23. Give the students a homework assignment to bring in a picture that they feel tells a story.
 24. When they bring their pictures in, have the students paste them in the space provided in Appendix I
 25. Assign the story in Appendix I.
- E. *Assessment/Evaluation*
1. Informal assessment from classroom instruction.
 2. Students will be assessed on their work on Appendix I.

Lesson Eight: April Sayings (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 2. Lesson Content
 - a. Timbuktu
 - b. Through thick and thin
 - c. Break the ice
 - d. Shipshape
 3. Skill Objective(s)
 - a. Students will write their own definitions of “Timbuktu”, “Through thick and thin”, “Break the ice”, and “Shipshape”.
- B. *Materials*
1. One sentence strip for each saying
 2. Appendix A – one for teacher
 3. Appendix J – one copy per student
 4. A stack of books from the class library
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Show the students the sentence strip for “Timbuktu”.
 2. Students should already know that Timbuktu is a town in Africa from their study of Medieval Africa.
 3. Explain that Timbuktu is also used to describe an exotic, far away, imaginary place that a person might like to go to in his mind.

4. Have the students create their own Timbuktu in their mind and describe it to the class.
 5. Show the sentence strips for “through thick and thin”.
 6. Discuss the definition from Appendix A.
 7. Have the students discuss people who have stuck with them through thick and thin.
 8. Show the sentence strip from “break the ice”.
 9. Give the definition from Appendix A.
 10. Have the students give examples of situations where they might need to break the ice.
 11. Show the sentence strip for “shipshape”.
 12. Discuss the meaning of the phrase.
 13. Bring several books from your class library to the front of the class.
 14. Tell the students that the library is completely out of order and they need to help put the books back into shipshape condition by alphabetizing the books by the last name of the author.
 15. Put the authors’ names and the names of the books on the board randomly and have the students use scrap paper to put the books in order.
 16. Discuss as a class until the books are put in the correct order.
 17. Assign number 1a. through 1d. in Appendix J.
- E. *Assessment/Evaluation*
1. Informal assessment of discussion of phrases.
 2. Students will be assessed by writing the correct definition of the sayings and phrases.

Lesson Nine: May Sayings (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meanings of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 - c. Students will recognize how to write for a variety of purposes. (CO Writing Standard 4.2)
 2. Lesson Content
 - a. As the crow flies
 - b. Run-of-the-mill
 - c. Blow hot and cold
 3. Skill Objective(s)
 - a. Students will write their own definitions of “as the crow flies”, “run-of-the-mill”, and “blow hot and cold”.
 - b. Students will write and perform a skit demonstrating the meanings of the April and May sayings.
- B. *Materials*
1. One sentence strip for each of the sayings
 2. Appendix A – one for teacher
 3. Appendix J – one copy per student
 4. *What Your Fourth Grader Needs to Know* by E.D. Hirsch
 5. Several copies of maps of a local area
- C. *Key Vocabulary*
1. Mill – a factory

- D. *Procedures/Activities*
1. Show the sentence strip for “As the crow flies”.
 2. Read the information on page 79 of *What Your Fourth Grader Needs to Know*.
 3. Have the students give examples of this phrase using distances from one local area to another.
 4. Pass out maps of your local area to the students.
 5. As a class determine the distance from the school to different landmarks following the roads.
 6. Then, measure the distances as the crow flies.
 7. Show the sentence strip for “run-of-the-mill”.
 8. Read the definition form Appendix A.
 9. Brainstorm run-of-the-mill activities with the students.
 10. Then, brainstorm activities that would not be considered run-of-the-mill.
 11. Show the sentence strip for “blow hot and cold”.
 12. Discuss the meaning of the phrase.
 13. Divide the students into groups and tell them they are going to develop skits demonstrating the meaning of the phrase.
 14. Brainstorm ideas for the skits.
 15. Allow students time to work on the skits and perform them in front of the class.
 16. Assign the rest of Appendix J.
- E. *Assessment/Evaluation*
1. Students will be assessed by writing the correct definition of the sayings.
 2. Students will be assessed using a checklist for the skits they perform.

Lesson Ten: Sayings and Phrases Test

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the Core Knowledge sayings and phrases.
 - b. Students will understand how to make verbal and written connections to their everyday lives.
 2. Lesson Content
 - a. Sayings and Phrases
 3. Skill Objective(s)
 - a. Students will take a test on the sayings and phrases.
- B. *Materials*
1. Appendix K – one per student
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Administer the sayings quiz (Appendix K) to the students.
- E. *Assessment/Evaluation*
1. Students will be assessed on their correct responses on the sayings and phrases quiz.

VI. CULMINATING ACTIVITY

- A. Have the students get into groups of two or three. Allow them to choose a saying or phrase from a hat. The students then have to develop a skit to demonstrate the meaning of the saying or phrase. They then will act out the skit to the class and the rest of the class will have to guess the saying or phrase that the students are acting out.

- B. Play “Name that Phrase” with the students. Divide the class into two teams. One student from each team will come to the front of the class and put their hands behind their back. Read the definition or an example of a saying or phrase. The first student to raise his/her hand and guess the correct saying or phrase wins a point for the team. Play for as long as time allows. This can also be done as a review at the beginning or end of a lesson.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Definition of idioms and proverbs
- B. Appendix B: Student Booklet Cover Page
- C. Appendix C: September Sayings
- D. Appendix D: October Sayings
- E. Appendix E: November Sayings
- F. Appendix F: December Sayings
- G. Appendix G: January Sayings
- H. Appendix H: February Sayings
- I. Appendix I: March Sayings
- J. Appendix J: April and May Sayings
- K. Appendix K: Sayings and Phrases Test
- L. Appendix L: Sayings and Phrases Test Answer Key
- M. Appendix M: Writing Rubric and Checklist for skits

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Appendix A, page 1
Explanations of Sayings and Phrases

As the crow flies – a straight line between two distances; the most direct route

Beauty is only skin deep – a person’s character is more important than how their physical appearance. Originated from a line by the poet Overbury in a poem he wrote in 1613. The line stated, “All the carnal beauty of my wife, is but skin deep.”

The bigger they are, the harder they fall. – the more success or power that a person has, the harder it is for them to accept losing it.

Birds of a feather flock together. – People who are alike or have similar characteristics often are friends or spend time together.

Blow hot and cold – to change your mind constantly.

Break the ice – to be the first person to start a conversation, often in difficult situations such as parties.

Bull in a china shop – a person who does or says something to upset plans or anger others; a person without tact; a clumsy person.

Bury the hatchet – to make peace after an argument. This saying probably originated with the American Indian tribes. When they made peace with their enemies, they would hold a ceremony and actually bury their hatchets to show the war was over. If war broke out, they would dig up their weapons. By the end of the 1800’s the current meaning of the saying became popular.

Can’t hold a candle to – to be inferior to someone or something else. In the 1500s a servant called a link-boy held candles for people. This was considered a lowly position only held by those thought to be considerably inferior. If a link-boy didn’t know the roads or theater he was said to be “not worthy to hold a candle”.

Don’t count your chickens before they hatch. – don’t depend on a profit or event before it has happened.

Don’t put all your eggs in one basket. – Don’t risk everything on one event and ignore other possibilities.

Etc. – abbreviation for et cetera meaning “and other things”. It is used in place of giving a complete list.

Go to pot – to be ruined or destroyed. There are two possible origins to this idiom. The first dates back to times when accused criminals were put into a huge pot of hot water and boiled. The second possible origin refers to becoming an incurable drunkard. In earlier times men who drank a lot would drink straight from huge earthenware pots. To “go to pot” meant to become a habitual drinker.

Half a loaf is better than none. – it is better to take what you are offered, even if it is not exactly what you wanted.

Haste makes waste – Performing a task too quickly may slow the task down, or require the person to redo the task. This has two possible origins. The first can be traced back to the “Book of Wisdom” by Jesus Ben Sirach (190 B.C.), which contained the line, “There is one that toileth and laboureth, and maketh haste, and is so much the more behind. Chaucer also wrote in the Canterbury Tales, “In wicked haste is not profit.”

Appendix A, page 2

Explanation of Sayings and Phrases

Laugh and the world laughs with you. – People prefer cheerfulness, so the person who is cheerful will have a lot of company. The extension to this proverb is “weep, and you weep alone”. The proverb was writing by Ella Wheeler Wilcox, a poet in the late nineteenth and early twentieth centuries.

Lightning never strikes twice in the same place. – Bad things don’t happen twice in the same way to the same person. In actuality lightning can strike twice in the same place.

Live and let live. – We should live our own lives and let others do the same.

Make ends meet – to earn enough money to pay the bills

Make hay while the sun shines. – to do something at the right time; to not procrastinate

Money burning a hole in your pocket – to be too eager to spend money that you have just received; not saving your money

An ounce of prevention is worth a pound of cure. – it is better to take precautions in order to stop a crisis than to have to fix the problem after it has occurred

Once in a blue moon – very rarely; almost never. The phrase refers to the occurrence of a second full moon in one calendar month. This happens about every thirty-two months. In actuality the full moon rarely looks blue unless dust has been kicked up into the atmosphere. Events that have caused the moon to appear blue are the eruption of Krakatoa in 1883, Indian monsoons in 1927, and forest fires in Canada in 1951.

One picture is worth a thousand words. – a picture tells more of a story than mere words

On the warpath – To be very angry and easily provoked to rage. This phrase comes from a Native American expression for going to war. The current meaning came about by the end of the 19th century.

RSVP – Please reply. It comes from the French, “re’pondez s’il vous plait,” meaning “respond if you please”.

Run of the mill – ordinary; usual; common

Seeing is believing – to requiring seeing something happen before you believe it to be true

Shipshape – neat; having everything in its correct place

Through thick and thin – through good times and bad times

Timbuktu – a once thriving town in West Africa. It is used figuratively to describe a faraway place.

Two wrongs don’t make a right. – it is not acceptable to do something bad to someone because they first did something bad to you.

When it rains, it pours. – when one bad or good thing happens, more of the same kind tend to follow

You can lead a horse to water, but you can’t make it drink. – You can encourage a person to do something, but you can’t make them do it.

Appendix B
Student Booklet Cover Page

FOURTH
GRADE
SAYINGS AND
PHRASES

Name _____

Appendix C, page 1
September Sayings

Once in a blue moon

“Once in a blue moon” is used to explain that an event occurs very rarely.
Example: I go to Disney World once in a blue moon.

Directions: List ten activities that a person might only do “once in a blue moon”.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

RSVP

RSVP is short for the French phrase “repondez s’il vous plait,” meaning “respond if you please”.

Directions: Design your own invitation in the space below. Include an RSVP.

Appendix C, page 2
September Sayings

On the warpath

1. Draw a picture in the space below illustrating the figurative meaning of the phrase "on the warpath".

Bury the hatchet

2. Write about a time when you and a friend had an argument. How did you manage to "bury the hatchet"?

Appendix D, page 1
October Sayings

Etc.

"Etc." is used in sentences in place of writing or saying a list of items.

1. Write a sentence using Etc.

2. Why do you think it is appropriate to use the phrase Etc. sparingly instead of using it in every sentence?

Half a loaf is better than none

The phrase half a loaf is better than none means you should be grateful for what you are given.

1. Give at least three situations when "half a loaf" really is "better than none". (Example: You ask for four cookies and your mom gives you two instead.)

2. Can you think of a situation when this phrase would **not** be true? Defend your answer in complete sentences.

Don't put all your eggs in one basket

This proverb is used when encouraging a person to not count on one event and ignore other possibilities.

Draw a picture on the back of this page or on a separate sheet of paper to illustrate the meaning of this proverb.

Appendix D, page 2
October Sayings

Go to pot

In the space below write a humorous short story about a person whose day has "gone to pot". You must use the phrase "go to pot" in your story, but you may use a derived form of the verb "go". If you have difficulty getting started you may use this story starter to begin:

"Sam is on the warpath today because his day has really gone to pot. It all started when..."

November Sayings

An ounce of prevention is worth a pound of cure

1. Read the story below about Sarah's bad grade.

Yesterday Sarah's teacher Mr. Johnston informed the class that they would have a Math test today. He gave the class some problems similar to the ones on the test and told them to practice these problems as a method of studying for the test. As soon as Sarah arrived home, her mother encouraged her to work hard on the problems, especially since Sarah has had difficulty with some of her homework problems, but Sarah wanted to play with her new puppy more than she wanted to study for a test. So, she rushed through the problems not bothering to check over her answers and took her new puppy Snuffles outside to play catch. When it came time for the Math test today, Mr. Johnston passed out the tests and read over the directions for every problem. He encouraged the students to work carefully and check their work over twice before handing in the test. Sarah was really excited because the test seemed really easy. She breezed right through it and was finished with fifteen minutes to spare. This gave her time to read another chapter of her exciting new book. At the end of the day Mr. Johnston passed back the graded Math tests. Sarah was shocked to discover she had received a 60% on her test! Looking over the answers on her test, Sarah realized she had made several careless mistakes such as adding when she should have subtracted. Now she is sitting at home doing extra make up work to try to raise her grade in math and she won't be playing with her new puppy for quite a while.

2. On a separate sheet of paper write a letter to Sarah explaining ways she could have prevented the bad grade on her math test. Include the proverb, "An ounce of prevention is worth a pound of cure."

Appendix E, page 2
November Sayings

Two wrongs don't make a right

1. The situation below illustrates the proverb that two wrongs don't make a right. Read the situation. Then write an alternative happy ending in which Ann responds in the right way towards Sue. Write your ending in the space below.

Sue and Ann have been best friends since the second grade. They always have fun playing together during recess. Yesterday, Sue was having a really bad day at school. When Ann came over to talk to her at recess Sue said, "Leave me alone. I don't want to play with you." Ann's feelings were very hurt so she replied, "Fine, be that way. You're not my friend anymore." She stalked off and ignored Sue for the rest of the day. Now Ann and Sue are not talking to each other anymore and both girls are very unhappy.

Make ends meet

1. Write your own definition for "make ends meet".

Appendix E, page 3
November Sayings

Don't count your chickens before they hatch.

The proverb "don't count your chickens before they hatch" means that you shouldn't depend on a profit or event before it has happened just like a farmer does not count on all five eggs hatching into chickens before it happens.

Write your own proverb below with the same meaning but using something other than chickens as the subject of the proverb. Then illustrate your proverb. Be creative.

New Proverb:

Illustration:

Appendix F, page 1
December Sayings

Haste Makes Waste

1. Make corrections to the following poem using your poetry folders:

The Rhinoceros
By Ogden Nash

The Rhino I sa somely feast
Forhiuman eyes hes not a feast,
But you and I will never no
Why mature chse to make him so.
Fairwell, fairwell, you lod thernceros,
Ill stare atsomethingless prepocreros.

2. Can you think of few jobs, either at home or in school, you rush through because you don't enjoy doing them? Choose one of those jobs. Over the next week, make an effort to slow down and improve on that one job. At the end of the week, in the space below, write about the difference that slowing down and increasing your effort made on that job. How did you feel about your accomplishment?

Live and Let Live

1. Write your own definition for this proverb.

2. Use the proverb in a sentence.

December Sayings

You can lead a horse to water, but you can't make it drink.

1. Write the definition of this proverb in your own words.

2. Draw two pictures in the spaces below. In the first space, draw a picture of the literal meaning of the sentence. In the second picture draw a picture of the figurative meaning.

Literal Meaning of "you can lead a horse to water but you can't make it drink"

Figurative meaning of "you can lead a horse to water, but you can't make it drink"

Appendix F, page 3
December Sayings

Make hay while the sun shines

The proverb "Make hay while the sun shines" means you should do your work while there is still time to do it. In other words you should not procrastinate.

Draw a comic strip illustrating this proverb. Include the proverb in your comic strip.

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Appendix G, page 1
January Sayings

When it rains, it pours.

The proverb “when it rains, it pours” is used to describe a series of either positive or negative events that occur to one person.

Write a list of positive events that you have experienced in your life for which you are thankful.

I am thankful for the following events in my life:

Can't hold a candle to

We use the phrase “can't hold a candle to” when we are comparing an inferior product or event to another of higher value.

Compare several similar events, products, or emotions to each other using the phrase “can't hold a candle to”.

Example: Roast beef cooked in a restaurant can't hold a candle to my mother's homemade roast beef.

Example: Winning the soccer game couldn't hold a candle to the fact that we managed to put aside our differences and work together as a team to accomplish our goal.

Now you try:

1. _____

2. _____

3. _____

Appendix H, page 1
February Sayings

Beauty is only skin deep

The above proverb is used to explain that a person's character is more important than his or her outward appearance.

1. Think about a person who you think has *inner* beauty. Write a paragraph about this person. Describe the character traits that this person portrays that make him or her a person you admire.

2. When you go home today, think of a way to tell the person above how much you admire him or her, and then do it. Write a sentence or two about how you told this person of your admiration.

Appendix H, page 2
February Sayings

Bull in a china shop

When a person is either physically clumsy or has a tendency to say the wrong thing at the wrong time we say they are a "bull in a china shop".

Everyone feels like a "bull in a china shop" at one time or another. Tell of a time when you felt this way.

Demonstrate that you understand the meaning of the following two proverbs by using two of the methods from the list of ideas below or have the teacher approve your own methods of definition. Use a different method for each proverb. Be creative.

The two proverbs are:

1. *Seeing is believing*
2. *The bigger they are, the harder they fall.*

You may:

Write a definition in your own words and then use it in a sentence.

Write a story.

Create a comic strip.

Write a skit with characters.

Write about a time you have experienced the truth of these proverbs.

Write a fable.

Draw a picture.

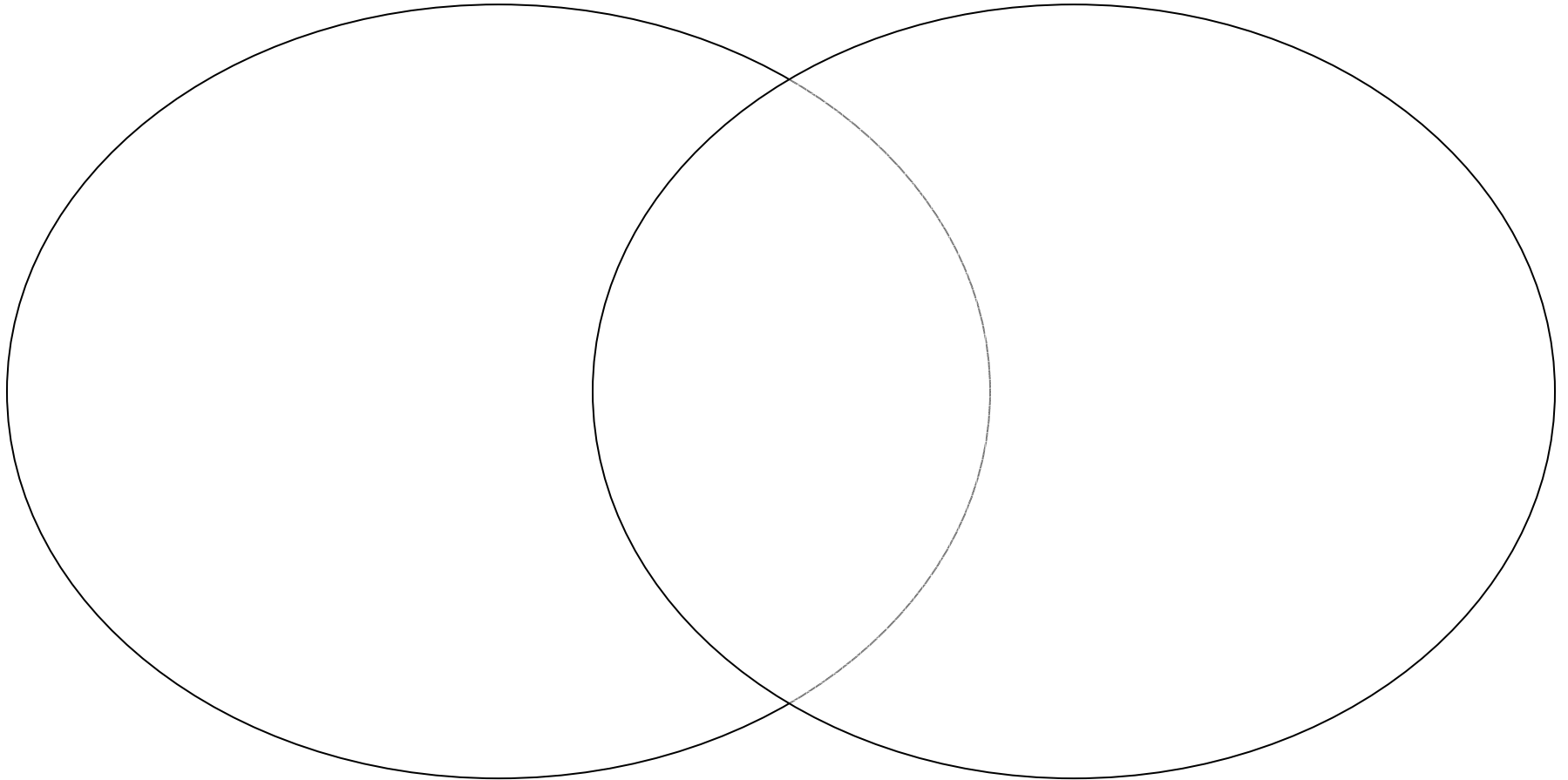
Develop your own idea and get teacher approval.

Appendix I, page 1
March Sayings

Birds of a feather flock together.

When we say birds of a feather flock together we mean that people who are similar tend to be friends.

Even though people who are friends often have similar characteristics, they are also very different people. Think of a friend of yours who is similar to you in many ways. Using the venn diagram below, compare your similarities and differences.



Appendix I, page 2
March Sayings

Laugh and the world laughs with you.

1. What does the above proverb mean?

2. Think back to a time when you had a good, long laugh with a friend. What was it like? Describe the experience in the space below.

Money burning a hole in your pocket

Imagine you were given \$100 dollars to spend any way you wanted.

1. How would you be **tempted** to spend that money? In other words how would the money burn a hole in your pocket?

2. What would be a **responsible** thing to do with the money?

Appendix J

April and May Sayings

1. Define the following phrases in your own words. Give an example for each.

a. Timbuktu _____

b. Through thick and thin _____

c. Break the ice _____

d. Shipshape _____

e. As the crow flies _____

f. Run-of-the-mill _____

g. Blow hot and cold _____

2. Choose one of the above phrases and write a skit with a partner to demonstrate the phrase. Develop characters and dialog to be performed in the skit. Be prepared to share the skit with the class.

Appendix K
Sayings and Phrases Quiz

Directions: Match the following sayings and phrases to their definitions.

- | | |
|----------------------------------|-----------------------------------------------------------------------------|
| 1. Once in a blue moon _____ | A. Changes in mood |
| 2. Blow hot and cold _____ | B. Rarely; almost never |
| 3. Timbuktu _____ | C. Clumsy in speech or actions |
| 4. Bull in a china shop _____ | D. Respond please |
| 5. Etc. _____ | E. An exotic, imaginary place |
| 6. Haste makes waste _____ | F. A person may have to repeat a job if they rush through it the first time |
| 7. On the warpath _____ | G. In perfect order |
| 8. Shipshape _____ | H. To be destroyed |
| 9. Go to pot _____ | I. And so on |
| 10. Can't hold a candle to _____ | J. In a rage |
| 11. RSVP _____ | K. To have frequent changes in mood |

Directions: Complete the following sayings.

12. Seeing is _____.
13. Two wrongs _____.
14. When it rains _____.
15. You can lead a horse to water, but _____.
16. Make ends _____.
17. Lightning never strikes _____.
18. Birds of a feather _____.
19. Live and _____.
20. Money burning a _____.
21. Don't put all your eggs _____.
22. Laugh and _____.

Directions: Explain the meanings of the following sayings and phrases.

23. An ounce of prevention is worth a pound of cure

24. Bury the hatchet

25. Don't count your chickens before they hatch

26. Make hay while the sun shines

27. What is your favorite saying or phrase? Why?

Appendix L
Sayings and Phrases Quiz Answer Key

Directions: Match the following sayings and phrases to their definitions.

- | | | |
|----------------------------|--------------|-----------------------------------------------------------------------------|
| 1. Once in a blue moon | <u> B </u> | A. Changes in mood |
| 2. Blow hot and cold | <u> K </u> | B. Rarely; almost never |
| 3. Timbuktu | <u> E </u> | C. Clumsy in speech or actions |
| 4. Bull in a china shop | <u> C </u> | D. Respond please |
| 5. Etc. | <u> I </u> | E. An exotic, imaginary place |
| 6. Haste makes waste | <u> F </u> | F. A person may have to repeat a job if they rush through it the first time |
| 7. On the warpath | <u> J </u> | G. In perfect order |
| 8. Shipshape | <u> G </u> | H. To be destroyed |
| 9. Go to pot | <u> H </u> | I. And so on |
| 10. Can't hold a candle to | <u> K </u> | J. In a rage |
| 11. RSVP | <u> D </u> | K. Inferior to something else |

Directions: Complete the following sayings.

12. Seeing is **believing**_____.
13. Two wrongs **don't make a right**_____.
14. When it rains, **it pours**_____.
15. You can lead a horse to water, but **you can't make it drink**_____.
16. Make ends **meet**_____.
17. Lightning never strikes **twice in the same place**_____.
18. Birds of a feather **flock together**_____.
19. Live and **let live**_____.
20. Money burning a **a hole in your pocket**_____.
21. Don't put all your eggs **in one basket**_____.
22. Laugh and **the world laughs with you**_____.

Directions: Explain the meanings of the following sayings and phrases.

23. An ounce of prevention is worth a pound of cure **(Accept answers that are close to the definitions in Appendix A)**

24. Bury the hatchet

25. Don't count your chickens before they hatch

26. Make hay while the sun shines

27. What is your favorite saying or phrase? Why? **(Give a point to appropriate responses)**

Appendix M
Writing Rubric and Checklist for Skits

Writing Rubric

Above Proficiency 4	High Proficiency 3	Low Proficiency 2	Below Proficiency 1
Student uses correct grammar and sentence structure. Student's writing includes excellent vocabulary choice. Writing is organized and logical	Student uses mostly correct grammar and sentence structure. Student's writing includes good vocabulary choice. Writing is organized.	Student uses some correct grammar and sentence structure. Student's vocabulary choice needs some improvement. Writing is somewhat organized.	Student needs improvement in grammar and sentence structure. Student's vocabulary choice is poor and writing is not organized well.
Student demonstrates a clear understanding of the meaning of the saying or phrase and applies the saying creatively in the writing.	Student demonstrates a clear understanding of the meaning of the saying or phrase.	Student demonstrates a minimal understanding of the meaning of the saying or phrase.	Student does not demonstrate and understanding of the meaning of the saying or phrase.
Student has followed directions completely	Student has followed directions.	Students has mostly followed directions	Student has not followed directions.

Checklist for Skits

	Yes	No
The skit clearly showed the correct meaning of the saying or phrase.		
The skit made sense.		
All students in the group participated in the skit.		
The skit was creative.		
The students clearly followed directions.		
The students put their best effort into the skit.		