

“A Colorful Language” Book – Sayings and Phrases

Grade Level or Special Area: 6th grade Language Arts

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Length of Unit: Six lessons – a year-long project

I. ABSTRACT

Students will memorize and understand the Core Knowledge Sayings and Phrases by recognizing links that impact literature and other cultures have on the English language. Students will utilize a variety of resource materials (dictionaries, internet, and idiomatic dictionaries) to find the definitions and origins of 42 sayings and phrases. Working in pairs, students will enjoy demonstrating their understanding of the sayings and phrases by creating a book having a descriptive picture, definition, background story and “showing” sentence for each saying and phrase.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of the influence and cultural impact of idiomatic phrases on the English language.
2. Students will gain an understanding of the impact other cultures and works of literature have on the English language.

B. Content from the *Core Knowledge Sequence*

1. 6th grade English: Sayings and Phrases (pg. 136)

C. Skill Objectives

1. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems. (CSS Reading and Writing 1.6.H)
2. Use listening skills to understand directions. (CSS Reading and Writing 4.6.F)
3. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. (CSS Reading and Writing 1.6.J)
4. Choose vocabulary that communicates their messages clearly and precisely. (CSS Reading and Writing 2.6.D)
5. Create readable documents with legible handwriting or word processing at the appropriate time. (CSS Reading and Writing 2.6.H)
6. Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information. (CSS Reading and Writing 1.6.D)
7. Use word recognition skills to understand unfamiliar words. (CSS Reading and Writing 1.6.I)
8. Respond to written and oral presentations as a reader, listener, and articulate speaker. (CSS Reading and Writing 4.6.E)
9. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar. (CSS Reading and Writing 6.6.B)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D. Jr. *What Your 6th Grader Needs to Know* (pg. 72-82)
2. Garrison, Webb. *Why You Say It*
3. Funk, Charles Earle. *2107 Curious Word Origins, Sayings and Expressions from White Elephants to A Song and A Dance*

- B. For Students, from the Core Knowledge Sequence:
 - 1. Kindergarten – Language Arts – Sayings and Phrases (pg. 10)
 - 10. Grade 1 – Language Arts – Sayings and Phrases (pg. 26)
 - 11. Grade 2 – Language Arts – Sayings and Phrases (pg. 46)
 - 12. Grade 3 – Language Arts – Sayings and Phrases (pg. 68)
 - 13. Grade 4 – Language Arts – Sayings and Phrases (pg. 90)
 - 14. Grade 5 – Language Arts – Sayings and Phrases (pg. 111)
 - 15. Grade 2 – Language Arts – Fables (pg. 45)
 - 16. Kindergarten – Language Arts – Aesop’s Fables (pg. 9)
 - 17. Grade 3 – Language Arts – Writing (pg. 65)

IV. RESOURCES

- A. Funk, Charles Earle. *2107 Curious Word Origins, Sayings and Expressions from White Elephants to a Song and a Dance*. (All lessons)
- B. The Phrase Finder. *Meanings and Origins*. [On-line] www.phrases.org.uk/meanings/t-1.html (Lesson Three)
- C. Hirsch, E.D. Jr. *What Your 6th Grader Needs to Know* (All lessons)
- D. Kirkpatrick, Betty. *Clichés* (All lessons)
- E. Collis, Harry. *101 American English Idioms* (All lessons)
- F. Funk, Charles Earle. *Heavens to Betsy!* (All lessons)
- G. Terban, Marvin. *In a Pickle and Other Funny Idioms* (All lessons)
- H. Terban, Marvin. *Mad as a Wet Hen! And Other Funny Idioms* (All lessons)

V. LESSONS

Lesson One: “Do We Really Say That? What Do We Mean?” (45 minutes) Section One

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will develop an awareness of the influence and cultural impact of idiomatic phrases in the English language.
 - b. Students will gain an understanding of the impact other cultures and works of literature have on the English language.
 - 2. Lesson Content
 - a. 6th grade English: Sayings and Phrases (pg. 136)
 - 3. Skill Objective(s)
 - a. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
 - b. Use listening skills to understand directions.
 - c. Create readable documents with legible handwriting or word processing at the appropriate time.
 - d. Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information.
 - e. Use word recognition skills to understand unfamiliar words.
- B. *Materials*
 - 1. *In a Pickle and Other Funny Idiom* by Marvin Terban
 - 2. *Mad as a Wet Hen! And Other Funny Idioms* by Marvin Terban
 - 3. *Heavens to Betsy!* by Charles Earle Funk
 - 4. *Clichés* by Betty Kirkpatrick
 - 5. *Scholastic Dictionary of Idioms* by Marvin Terban
 - 6. *Why You Say It* by Webb Garrison
 - 7. A sheet of paper and pencil for each child (they can use their own)

8. A file folder for each pair of students
 9. A checklist (Appendix E)
- C. *Key Vocabulary*
1. Proverb – an old saying that illustrates a truth (refer to Aesop’s fables)
 2. Phrases – a common saying; an expression commonly used
 3. Idioms – an expression having a meaning which is not readily understood given the words used
 4. Origin – the beginning of something; the source
- D. *Procedures/Activities*
1. Write on the board, “To be in hot water” (to be in trouble) and ask the students if they know what it means (engage students in a discussion). Does it really have anything to do with water? Inform the students that these are called “idioms.”
 2. Write the definition of “idiom” on the board. (An expression having a meaning which is not readily understood from the words used.) Ask the students if they know of any idioms. Engage students in a brief discussion about idioms they may know.
 3. Write a second idiom, “To be caught red-handed” on the board and ask if anybody knows the meaning of this idiom. Tell students that sometimes the “origin” (or beginning) of these idioms has an interesting story behind it. “To be caught red-handed” comes from a time in the past when it was a crime to butcher someone else’s pig, sheep or cow. Having the freshly killed meat did not prove guilt. Only a man caught with the blood of an animal of their hands was sure to be convicted of the crime. What can you learn about our past from this idiom? What can we learn about what was valued at the time? (Key points – more people in the past were farmers than we are today. Today technology and manufacturing has a huge impact, so we use supermarkets, rather than raise our own animals for meat. Animals were highly valued in the past because that is how we fed ourselves.)
 4. Sometimes these idioms have cultural meanings and are not easily understood by people of a different culture, yet allow us to peek inside another culture to see some of their history, beliefs and values. For example, in Japanese there is an idiom, “To hammer down the nail which sticks up above all the rest.” This means that nobody should stick out in a group and discourages individualism. This is true of a culture with so many people in a small area, and a people who all share the same culture. Therefore, people conforming to the group are highly valued. This is not necessarily a value in America where the “pioneer spirit” is so much a part of our history, and America is made up of people with such diverse backgrounds. Ask students if they have any questions.
 5. Say, “Today we are going to take a look at some special books which you may not have seen before, and try to make some observations about the information in these kinds of books. Your group will focus on the following: Each member of the group should write down an idiom they find interesting and be able to explain it to the class. If your idiom has a story which explains its origin, please note that as well. Each group will be given one book. You will have that book for about five minutes. After five minutes you will give the book to the group on your left, rotating the books in a clockwise direction, until you all have had the opportunity to look at 3-5 books. Ask students if they have any questions.
 6. Distribute one resource to each group (use the resources listed in the Materials section).
 7. Allow time for students to look through the books, note down a favorite idiom and rotate the books as noted above.

8. Have students share their idioms in a round-robin (one-by-one after each other) format.
- E. *Assessment/Evaluation*
1. Classroom discussion. Ask students: “Why do we find idioms interesting? What are some things origin stories demonstrate about American culture? History? Values or beliefs? What do we now know about idioms?” (Key points – idioms are expressions that have a meaning not related to the actual words. They often have interesting stories about the past and values of a culture.)

Lesson Two: “A Colorful Language” Book (do this lesson the next day – 45 minutes)
Section One

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an awareness of the influence and cultural impact of idiomatic phrases on the English language.
 - b. Students will gain an understanding of the impact other cultures and works of literature have on the English language.
 2. Lesson Content
 - a. 6th grade English: Sayings and Phrases (pg. 136)
 3. Skill Objective(s)
 - a. Use listening skills to understand directions.
 - b. Create readable documents with legible handwriting or word processing at the appropriate time.
- B. *Materials*
1. Appendix C (one copy per child and an overhead transparency)
 2. Appendix D (an overhead transparency)
 3. Appendix H (an overhead transparency)
 5. A selection of idiom dictionaries (some suggestions are: *Heavens to Betsy!* by Charles Earle Funk, *Scholastic Dictionary of Idioms* by Marvin Terban, *Why You Say It* by Webb Garrison, *Clichés* by Betty Kirkpatrick)
 6. Overhead projector
 7. A file folder for each pair of students and an easily accessible place to store them
- C. *Key Vocabulary*
1. Clarity – clear
 2. Legible – can be read
- D. *Procedures/Activities*
1. Review what students learned from yesterday’s lesson. Ask questions:
 - a. “What did we do yesterday?”
 - b. “What idioms did we look at yesterday?”
 - c. “How would you define idiom?”
 - d. “What can an idiom show about a culture?”
 - e. “What else can you share?”
 2. Say, “Today we are going to take a look at how you will explore idioms this year, and how you will show me that you have learned them. Throughout this year, on Fridays (or any other day that you designate) we will be focusing on making a colorful book. We will do only two “Sayings and Phrases” per week. You will get a whole period to work on your book. Does anybody have any questions?”
 3. Put Appendix C transparency on the overhead projector.
 4. Go over the assignment and expectations. Check for understanding.
 5. Say, “Now I will show you an example of the layout.”

6. Use Appendix D (layout of the page). “Here, at the top, is where the saying is to be written either by hand (in a legible handwriting) or you can use a computer. In the middle is where your visual will be, and in the lower right hand corner, you will write three things. The first thing you will write will be your “creative” meaning for the saying or what you “think” it means. After that, using a variety of idiom dictionaries (see Materials above), you will write the correct meaning, and the third thing you will do in this lower right hand corner box, is to write a “showing” sentence (a sentence using context clues so the reader can understand the meaning of the idiom by how it is used in the sentence). Always be aware of your spelling, verb tense, vocabulary choice, punctuation and capitalization.”
 7. Say, “Next, I will show you a ‘model’ page so you can really understand my expectations.”
 8. Show a transparency of Appendix H and point out the strong points.
 - a. The saying is correct.
 - b. The writing is large, neat and clear.
 - c. The drawing SHOWS the saying and is neat and colorful.
 - d. In the lower right hand corner, all three required things are written.
 - e. IF a background story is written, emphasize that students are to read the cultural or historical story, and write a brief summary on their page.
 - f. The grammar and spelling are correct and the word choice is appropriate.
 9. Say, “To do this project, I will allow you to work with a partner and divide the work in half. It is important when you choose a partner, that you select someone you know is responsible, because you will be held responsible for the completion of the book which contains 42 “Sayings and Phrases.” I will now give you three minutes to select your partner, so...GO!” (One book completed per two students.)
 10. Write down names of partners for your own records.
 11. Distribute Appendix C to each child, and have them write their name in the appropriate space on the top of the sheet.
 12. I allow students who prefer to work alone, to do so.
 13. I allow students who want to vary the creative format of the book, to do so, IF they can show me a template for their pages and it must be approved ahead of time.
 14. Distribute one file folder to each pair; have them write their names on the outside of the folder.
 15. Students are to put their copy of Appendix C in their folder.
- E. *Assessment/Evaluation*
1. Ask, “What will you be making this year to show that you understand the “Sayings and Phrases” that we need to learn? What are some of the requirements or criteria for this project? Does anybody have any questions?”
 2. Put Appendix H on the transparency, and have students use their copy of Appendix C to check that the “model” fulfills the assignment and shows that it is a good model.

Lesson Three: Beginning “A Colorful Language” Book (45 minutes) Section Two (this lesson will be repeated three times, and then do Lesson Four, which is a peer response, Appendix F)

- A. *Daily Objectives*
1. Concept Objective(s)
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- b. Students will gain an understanding of the impact other cultures and works of literature have on the English language.
 - 2. Lesson Content
 - a. 6th grade English: Sayings and Phrases (pg. 136)
 - 3. Skill Objective(s)
 - a. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
 - b. Use listening skills to understand directions.
 - c. Chose vocabulary that communicates their messages clearly and precisely.
 - d. Create readable documents with legible handwriting or word processing at the appropriate time.
 - e. Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information.
 - f. Use word recognition skills to understand unfamiliar words.
 - g. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.
 - h. Chose vocabulary that communicates their messages clearly and precisely.
- B. *Materials*
 - 1. Colored construction paper and white paper
 - 2. One pair of scissors per pair
 - 3. A class paper cutter
 - 4. Several rulers
 - 5. A tub of markers, crayons, and colored pencils available to all students
 - 6. A selection of idiomatic dictionaries (some suggestions are: *Heavens to Betsy!* By Charles Earle Funk, *Scholastic Dictionary of Idioms* by Marvin Terban, *Why You Say It* by Webb Garrison, *Clichés* by Betty Kirkpatrick)
 - 7. The Phrase Finder. *Meanings and Origins*. [On-line]
www.phrases.org.uk/meanings/t-1.html
 - 8. Appendix E (one for each pair of students)
 - 9. Appendix A (one for the teacher)
 - 10. Several staplers
 - 11. One glue stick per child
- C. *Key Vocabulary*
 - 1. Origin – beginning, source
- D. *Procedures/Activities*
 - 1. Put the two sayings for the day on the board. Write sayings #1 and #2 (Appendix A) on the board for the first day, sayings #3 and #4 on the second day, sayings #5 and #6 the third day, and continue this procedure until all 42 sayings have been completed (Appendix A – teacher resource). You can spread these out throughout the year as you see fit.
 - 2. Review the page-layout template (Appendix D).
 - 3. Explain how students are to use Appendix E. Say, “This checklist will help you keep on task and make sure that your pages are complete before continuing on to the next page. Make sure you get me to check off each page, as well. Are there any questions?”
 - 4. Distribute a file folder and a copy of Appendix E to each pair of students. Students should write their names on Appendix E before stapling it to the inside

of their folder. In large print, students should each write their names on the outside of the folder.

5. Show the students where the file folders and the idiomatic dictionaries will be stored in the room to establish a routine for the project.
6. Have students decide which idiom each person of the pair will do.
7. Allow students to begin, while you rotate through the room, checking for understanding and maintaining focus.

E. *Assessment/Evaluation*

1. Checklist (Appendix E)

Lesson Four: Peer Responding (40 minutes) – Section Two (this lesson will be repeated after pairs have completed six pages of their project [three work days] – the “six-page-create-peer-response” pattern is to be repeated until the completion of the project)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an awareness of the influence and cultural impact of idiomatic phrases on the English language.
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2. Lesson Content
 - a. 6th grade English: Sayings and Phrases (pg. 136)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
 - b. Use listening skills to understand directions.
 - c. Use word recognition skills to understand unfamiliar words.
 - d. Choose vocabulary that communicates their messages clearly and precisely.
 - e. Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information.
 - f. Respond to written and oral presentations as a reader, listener, and articulate speaker.
 - g. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - h. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.

B. *Materials*

1. Completed pages by student pairs
2. Appendix F (use for modified or ESL students [peer response] one per student)
3. Appendix F (overhead transparency)
4. Appendix G (use for regular education and honors students [peer response] one per student)
5. Appendix G (overhead transparency)
6. Overhead projector

C. *Key Vocabulary*

1. Respond – give feedback
2. Origin – beginning, source

D. *Procedures/Activities*

1. Have students retrieve their folders, return to their seats, and take out their completed pages.
2. Have students find a peer response partner, who is not their project partner.
3. Say, "Listen carefully as I explain the procedure and do not do anything until after I have completed my explanation. You will be exchanging your completed pages, and using a response sheet, respond or give feedback to our partners about their completed pages. Everyone look at the transparency I am going to put on the overhead."
4. **Use Appendix G for regular education or honor students, and Appendix F for modified or ESL students.**
5. Say, "I have constructed two different types of response sheets. Both use the same criteria, but I'm going to give you a choice as to which one you think you can more effectively use. I have carefully constructed the questions on the first response sheet (Appendix G) to avoid your giving one-word answers like, "yes" or "no." Please be thoughtful and constructive when giving feedback to your partner. You are to sit together for this exercise, so you can ask questions, give compliments, or offer help. Let's look at question one, which focuses on the drawing. Please remember, that this is not an art class. The objective is not to create a great, life-like drawing, but something which is colorful and accurately represents the saying. Now, let's look at question six. If you have found a background story which shows the origin of this idiom, share it with your partner. Don't tell them the story, but share the resource where they can find it themselves. Now, let's focus on question seven. Who can tell me what a "showing" sentence is? (allow students to respond) You will be checking that the reader can understand the meaning of the idiom from the sentence. Are there any questions?"
6. Now, I will show you the second response sheet (Appendix F). This response sheet looks like a chart. You will be using a grading system of 3, 2 and 1. A three means your partner did a great job. The quality is excellent; the answer is correct and complete. A two means that your partner did a good job. The answers are generally complete. In Column one, just write the saying in the first box of the first page you are responding to. In Column one, box two, write the saying on the second page, and in the third, and last box of column one, write the saying on the third, and last page, you are looking at today. Column two asks you to look at the drawing to see that it is attractive. Please remember, that this is not an art class. The objective is not to create a great, life-like drawing, but something which is colorful and accurately represents the saying. Column three wants you to make sure that the picture has something to do with the saying. In column four, you are going to check to make sure that the saying was written exactly, and that the spelling is correct. In column four, you will be making sure that the meaning that was created has something to do with the correct saying. In the next column, make sure that the correct meaning is actually correct. In the seventh column, if they were able to find a background story for the particular saying, you will be checking for the accuracy of the story. And in the final column, make sure that if someone who doesn't know the meaning of the particular idiom reads the "showing" sentence written, they will be able to understand the meaning.
7. Now you must decide which response sheet you prefer. If you want the first one I showed you, (Appendix G) please take one from the stack. If you prefer the second one, which is a chart (Appendix F), please take one from this stack. Don't

be concerned if your partner has a different type of response sheet than you do, because I will be available to help you if you have any questions. Ok, I am going to give you approximately twenty minutes to work, and then we will stop and check how you are all doing.”

8. Check for student progress. When students have finished responding have them return the pages and response sheet to the writer. The writer is then to check, and make sure they understand, and somewhat agree with the opinion of their peer responder.
9. Have students return all materials to their folder when finished.
10. Ask, “What were you able to learn about your pages today? What did you observe about your partners pages? Did you learn anything you could use to improve your next pages? Are there any questions? Comments?”

E. *Assessment/Evaluation*

1. Appendix F
2. Appendix G
3. Observe student discussions

Lesson Five: Binding It All Together (40 minutes) Section Three

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an awareness of the influence and cultural impact of idiomatic phrases on the English language.
 - b. Students will gain an understanding of the impact other cultures and works of literature have on the English language.
2. Lesson Content
 - a. 6th grade English: Sayings and Phrases (pg. 136)
3. Skill Objective(s)
 - a. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
 - b. Use listening skills to understand directions.
 - c. Create readable documents with legible handwriting or word processing at the appropriate time.
 - d. Respond to written and oral presentations as a reader, listener, and articulate speaker.

B. *Materials*

1. Completed pages from all students
2. Electronic hole puncher
3. Binder rings (two per book)
4. Colored paper (heavier version)
5. Snacks for the celebration
6. A sheet of paper taped onto each student’s desk

C. *Key Vocabulary*

1. Publish – to produce a finished piece of writing

D. *Procedures/Activities*

1. Have students get all their completed pages; 42 in total.
2. Have students select two sheets of heavy, colored paper for the front and back covers of their books. Students must think of an appropriate title and design or picture for the front cover of their book.
3. Once the front cover is complete, use a powerful, electronic hole puncher to punch two holes on the left-hand side of their pages and covers.
4. Take two binder rings, and put the book together.

5. Once all students have completed their books, have students put their books on their desks, and tape a blank sheet of paper to the desktop. As students rotate through the room looking through the books, they **MUST** write one positive comment on the sheet taped to the desk regarding the book they just looked through. You may want to model some positive comments. (“I enjoyed how colorful your pictures were.” “I learned so many origin stories from your book.” “I loved the detail in your drawing.”)
 6. After sharing time, have students return to their desks and read the positive comments written by their classmates. Have students share one comment that they really enjoyed receiving. You may want to provide snacks for the celebration.
- E. *Assessment/Evaluation*
1. Completed books
 2. Comment sheets

Lesson Six: A Time to Reflect (30 minutes) Section Three

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an awareness of the influence and cultural impact of idiomatic phrases on the English language.
 - b. Students will gain an understanding of the impact other cultures and works of literature have on the English language.
 2. Lesson Content
 - a. 6th grade English: Sayings and Phrases (pg. 136)
 3. Skill Objective(s)
 - a. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
 - b. Use listening skills to understand directions.
 - c. Respond to written and oral presentations as a reader, listener, and articulate speaker.
- B. *Materials*
1. Appendix I (one per student and a transparency)
- C. *Key Vocabulary*
1. Reflect – think about, look back upon
- D. *Procedures/Activities*
1. Write the word “reflect” on the board. Say, “An important part of the learning process is to pause and think about what you learned, the successes and challenges you experienced, and what you would do differently the next time. These types of questions deepen your learning of the material, and strengthen you as a learner. I would like you to look at this transparency entitled “A Colorful Language Book” reflection sheet. Let’s take a look at the questions you will be required to answer.” Read the questions and stop between each question to ask if the students understand the questions. When you have finished previewing all the questions, distribute the reflection sheet to each student. Remind them to write their name at the top. Insist that they re-read the questions, and seriously think for a moment before answering the questions honestly. Insist that the room is quiet during this time.
 2. Collect all reflection sheets.
- E. *Assessment/Evaluation*
1. Completed Appendix I

VI. CULMINATING ACTIVITY

- A. “A Colorful Language” Book – use Appendix B to assess

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Sayings, Meanings and Origins
- B. Appendix B: Book Assignment
- C. Appendix C: Book Evaluation
- D. Appendix D: Page Layout
- E. Appendix E: Daily Checklist
- F. Appendix F: Peer Response Sheet (for use with ESL or students needing modification)
- G. Appendix G: Peer Response Sheet (for use with regular education or honors students)
- H. Appendix H: “Caught red-handed” (model page)
- I. Appendix I: Student Reflection
- J. Appendix J: Note to the teacher (how to use the unit)

VIII. BIBLIOGRAPHY

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Appendix A, page 1 of 4

| Phrase | Meaning | Origin |
|--|---|--|
| 1. All for one and one for all. | All members of a group support each individual of the group. | The motto of the characters of the book <i>The Three Musketeers</i> . |
| 2. All's well that ends well. | Problems that occur along the way do not matter as long as the outcome is happy. | Shakespearean play of the same name |
| 3. Bee in your bonnet. | To be slightly daft or crazy. | Original saying dates back to at least the 16 th century, "to have a head full of bees". The saying now in use has been attributed to the poet Robert Herrick in his poem "Mad Maid's song" written in 1648. |
| 4. The best-laid plans of mice and men oft go awry. | No matter how well you plan, things can still go wrong. | The saying is adapted from a line in "To a Mouse," by Robert Burns. |
| 5. A bird in the hand is worth two in the bush. | It is better to have something small and reliable than something big and risky | The Bible – Old Testament – Ecclesiastes ix |
| 6. Bite the dust. | To die or fall prostrate to the ground. | The Bible – Old Testament- Psalms lxxii,6 "His enemies shall lick the dust" Later used in B-feature cowboy movies. |
| 7. Catch-as-catch-can. | To get in any manner you can – by hook or by crook. | A 600 yr old expression – originally "catch that catch may" |
| 8. Don't cut off your nose to spite your face. | Injure oneself to take revenge upon another. | A 17 th cent. French saying. Henri IV knew to destroy Paris would be to cut off his own nose in taking spite on his own face. |
| 9. Don't lock the stable door after the horse is stolen. | Don't take precautions AFTER something bad happens as it cannot affect the outcome. | |
| 10. Don't look a gift horse in the mouth. | Don't be ungrateful when given something | This expression is so old the exact origin cannot be found. It can be found in the French, Italian, Spanish, and other languages of Europe. It describes the bad manners shown by one who receives a gift if he examines it for defects. A horse's age can be determined by looking in its mouth and seeing how worn the teeth are. |
| 11. Eat humble pie. | To humble oneself or apologize. | This was originally a play upon words. A substitution of "humble" for "umble". Umble pie was, in some parts of England, a pastry made of the edible inward parts of an animal, usually a deer. Some considered it a delicacy, while other thought it fit only for menials. |
| 12. A fool and his money are soon parted. | A person, who is foolish with his money, won't have it for long. | |

Appendix A, page 2 of 4

| Phrase | Meaning | Origin |
|---|---|---|
| 13. A friend in need is a friend indeed. | Two meanings can be found, although the first one is most commonly used. 1. Someone who helps you when you are in need is a true friend. 2. Someone who needs your help becomes especially friendly to obtain it. | From Ennius: “Amica certus in re incerta cernitur” – from the Latin, “A sure friend is known when in difficulty.” |
| 14. Give the devil his due. | Even if you don’t like someone, you can still give them credit for their good points. | |
| 15. Good fences make good neighbors | By clearly marking the boundaries between you and other people, you can stay on better terms with them. | A poem by Robert Frost |
| 16. He who hesitates is lost | If you wait too long, you will lose out. | |
| 17. He who laughs last laughs best | People often ridicule others for their new projects or ideas. But in the end, when something works, the person who took it seriously gets the best laugh – the one that proves him right. | |
| 18. Hitch your wagon to a star | You should aim as high as you can. | |
| 19. If wishes were horses, beggars would ride | If wishes were easy to achieve, then everybody would have everything they want. | An old proverb from a time when horses were the main transportation and many people were too poor to own them. |
| 20. The leopard doesn’t change his spots. | Things cannot change their innate nature. | The Bible, Jeremiah 13:23. Can the Ethiopian change his skin, or the leopard his spots? Then may ye also do good, that are accustomed to do evil. |
| 21. Little strokes fell great oaks. | A task may seem overwhelming, but if you break it into smaller. Manageable tasks, and persevere, you can achieve it. | |
| 22. Money is the root of all evil. | The love of money is the foundation for all evil and bad thoughts. | The Bible – Timothy 6:10 “For the love of money is the root of all evil, which while some coveted after they have erred from faith, and pierced themselves through many sorrows. |
| 23. Necessity is the mother of invention. | When new problems arise, people will come up with new solutions. | |
| 24. It is never over till it’s over | You never know the final outcome of anything until the very end. | |

Appendix A, page 3 of 4

| Phrase | Meaning | Origin |
|---|---|---|
| 25. Nose out of joint. | Someone’s nose is not in its normal position if they are annoyed. | |
| 26. Nothing will come of nothing. | Without effort, you cannot accomplish anything. | |
| 27. Once bitten, twice shy. | People will protect themselves from being hurt, especially if they have been hurt before. | |
| 28. On tenterhooks | In anxious suspense | A tenter is a devise used in the final processes of the manufacture of woolen cloth. It is to stretch the cloth and prevent wrinkles. It had a similar appearance to the torture device “the rack”. |
| 29. Pot calling the kettle black | Someone who criticizes another, but who is just as much at fault themselves. | Cervantes’ <i>Don Quixote</i> . |
| 30. Procrastination is the thief of time. | If you put off doing something, then you may not have enough time left to do it once you finally get started. | |
| 31. The proof of the pudding is in the eating. | You can’t judge something until you have tried it. | |
| 32. RIP | Rest in Peace. | An abbreviation for the Latin <i>requiescat in pace</i> . Often seen engraved on tombstones. |
| 33. The road to hell is paved with good intentions. | Sometimes even with good intentions, the outcome is negative. | |
| 34. Rome wasn’t built in a day. | Something worthwhile takes time. | |
| 35. Rule of thumb | According to a rough and ready rule. | Numerous ways the thumb has been used for measurements throughout history – temperature of brews of beer, an estimated inch from the joint to the nail. |
| 36. A stitch in time saves nine. | By taking a little care early on, you may save yourself a lot of trouble later on. | |
| 37. Strike while the iron is hot. | Act quickly when the right opportunity arises. | |
| 38. A tempest in a teapot | To make a big fuss over something small | The old Romans had a similar saying which, when translated, literally means “to stir up a tempest in a small ladle”. Other variations are “a storm in a cream bowl” and “a storm in a wash-basin.” |

Appendix A, page 4 of 4

| Phrase | Meaning | Origin |
|---|--|--|
| 39. Tenderfoot | A beginner; someone who doesn't have much experience at something. | |
| 40. There's more than one way to skin a cat | There is more than one way to achieve your goal. | |
| 41. Touché! | Someone has made a good point against you in an argument. | French for "touch". This is used in fencing when one fencer's sword touches another fencer's body and thus scores a point. |
| 42. Truth is stranger than fiction. | What is real is more fantastic than what can be imagined. | |

Appendix B

"Colorful Language" Book Rubric

Name _____

| Criteria | 4 | 3 | 2 | 1 |
|----------------------------|--|---|---|--|
| Visual Presentation | <u>Cover -</u> *Title fits project *Your name is written *Picture fits project <u>Pages-</u> *Visual fits the saying *Writing is clear and large *Neat presentation *Colorful and appealing to the eye | <u>Cover-</u> *Title generally fits project *Your name is written *Picture generally fits project <u>Pages-</u> *Visuals generally fit the saying *Writing is generally clear and large enough to be understood *Generally neat presentation *Generally colorful and appealing to the eye | <u>Cover</u> *Title somewhat fits project *Your name is written *Picture somewhat fits project <u>Pages</u> *Visuals somewhat fit the saying *Reader has difficulty reading the writing *Generally messy presentation *Little color is used | <u>Cover</u> *Title does not fit project/No title *Name is not written *Picture does not fit project/No picture <u>Pages</u> *Visuals do not fit the saying/No visual *Reader cannot read the writing due to messiness *Messy presentation *No color is used |
| Content | *Complete (all 42 Phrases and Sayings are present) *Correct meanings *Creative meaning has relevance *Correct "Showing" sentence | *Most Phrases and Sayings are present (41-35) *Most have correct meanings *Most creative meanings have relevance *Most "Showing" sentences are correct | *Many Phrases and Sayings are present (34-28) *Some have correct meanings *Some creative meanings have relevance *Some "Showing" sentences are correct | *Few Phrases and Sayings are present (27 or less) *Few meanings are correct *Few creative meanings have relevance *Few "Showing" sentences are correct |
| Writing Fluency | *Vocabulary is correctly used *Clarity (writing can be easily understood) *A variety of sentence structures | *Most vocabulary is correctly used *Generally writing can be understood *Some variety of sentence structures | *Some vocabulary is correctly used *Some difficulty in understanding the writing *Little variety of sentence structure | *Vocabulary is not used correctly used. *Great difficulty in understanding the writing *No variety of sentence structure |
| Writing Conventions | *No spelling errors *No punctuation errors *No verb tense errors *No capitalization errors | *1-5 spelling errors *1-3 punctuation errors *1-3 verb tense errors *1-3 capitalization errors | *6-10 spelling errors *4-6 punctuation errors *4-6 verb tense errors *4-6 capitalization errors | *More than 11 spelling errors *More than 6 punctuation errors *More than 6 verb tense errors *More than 6 capitalization errors |

Appendix C

Assignment

“A Colorful Language” Book

Your Name _____

Most of us love coloring books. They are fun and pictures are a great way to learn; they burn images into our minds. To help us learn our “Sayings and Phrases”, and to also have a good time you will be creating a book in which you will illustrate these “Sayings and Phrases.”

Your “Colorful Language Book” must have:

VISUAL PRESENTATION

Cover

- * appropriate title
- * your name
- * appropriate picture

Pages

- * appropriate drawing/illustration/collage
- * writing is clear and large

Neat

Colorful

CONTENT

- Complete (all 42 Phrases and Sayings are present)
- Correct meaning
- “Creative” meaning
- “Showing” sentence

WRITING FLUENCY

- Appropriate vocabulary choice
- Clarity (writing can be understood)
- Vary sentence structure

CONVENTIONS

- Correct spelling
- Correct punctuation
- Correct verb tense
- Correct capitalization

Appendix D

Write your saying here

Draw your picture here

- **"Creative" meaning**
- **Correct meaning of saying**
- **Cultural or historical story (if any)**
- **"Showing sentence"**

Appendix E, page 1 of 2

Daily Checklist for page completion

1. Name _____

2. Name _____

Remember: Use this checklist each time you finish a page to make sure it is complete. You **cannot** go on to the next page unless you have a “Teacher check”.

| | Saying | Picture | Creative meaning | Correct meaning | “Showing” sentence | Teacher check |
|--|--------|---------|------------------|-----------------|--------------------|---------------|
| All for one and one for all | | | | | | |
| All’s well that ends well | | | | | | |
| Bee in your bonnet | | | | | | |
| The best-laid plans of mice and men often go awry | | | | | | |
| A bird in the hand is worth two in the bush | | | | | | |
| Bite the dust | | | | | | |
| Catch as catch can | | | | | | |
| Don’t cut off your nose to spite your face | | | | | | |
| Don’t lock the stable door after the horse is stolen | | | | | | |
| Don’t look a gift horse in the mouth | | | | | | |
| Eat humble pie | | | | | | |
| A fool and his money are soon parted | | | | | | |
| A friend in need is a friend indeed | | | | | | |
| Give the devil his due | | | | | | |
| Good fences make good neighbors | | | | | | |
| He who hesitates is lost | | | | | | |
| He who laughs last laughs best | | | | | | |
| Hitch your wagon to a star | | | | | | |
| If wishes were horses, beggars would ride | | | | | | |
| The leopard doesn’t change his spots | | | | | | |
| Little strokes fell great oaks | | | | | | |
| Money is the root of all evil | | | | | | |
| It is never over till it’s over | | | | | | |

Appendix E, page 2 of 2

| | Saying | Picture | Creative meaning | Correct meaning | “Showing” sentence | Teacher check |
|--|--------|---------|------------------|-----------------|--------------------|---------------|
| Nose out of joint | | | | | | |
| Nothing will come of nothing | | | | | | |
| Once bitten, twice shy | | | | | | |
| On tenterhooks | | | | | | |
| Pot calling the kettle black | | | | | | |
| Procrastination is the thief of time | | | | | | |
| The proof of the pudding is in the eating | | | | | | |
| RIP | | | | | | |
| The road to hell is paved with good intentions | | | | | | |
| Rome wasn’t built in a day | | | | | | |
| Rule of thumb | | | | | | |
| A stitch in time saves nine | | | | | | |
| Strike while the iron is hot | | | | | | |
| A tempest in a teapot | | | | | | |
| Tenderfoot | | | | | | |
| There’s more than one way to skin a cat | | | | | | |
| Touché! | | | | | | |
| Truth is stranger than fiction | | | | | | |

Appendix F
Peer Response Sheet
Pages for “A Colorful Language” Book

Writer’s name _____

Peer responder’s name _____

3 = Excellent, correct 2 = Good, fairly accurate, but needs work 1 = Incorrect, incomplete

| Saying | Appealing drawing | Appropriate drawing | Correct saying | Appropriate “creative” meaning | “Correct” meaning is accurate | If present, correct background story | Correct “showing” sentence |
|--------|-------------------|---------------------|----------------|--------------------------------|-------------------------------|--------------------------------------|----------------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Appendix G

“A Colorful Language “Book – Peer Response

Writer’s name _____

Peer responder’s name _____

| | Saying #1 | Saying #2 | Saying #3 |
|--|------------------|------------------|------------------|
| Drawing | | | |
| *Appealing | | | |
| *Colorful | | | |
| *Funny | | | |
| *Creative | | | |
| *Suggestions | | | |
| *Accurate representation | | | |
| Saying | | | |
| *Correct | | | |
| *Proper location | | | |
| “Creative” meaning | | | |
| *Clear | | | |
| *Appropriate | | | |
| “Correct” meaning | | | |
| *Accurate | | | |
| Background story | | | |
| *Accurate | | | |
| “Showing” sentence | | | |
| *Correct usage | | | |
| *Reader can understand meaning of saying | | | |

Appendix H

To be caught red-handed



- * When a person is in a fight or angry, it shows by their hands becoming red like fire.
- * This means that a person is caught doing something that they shouldn't have been doing.
- * It has always been a crime to steal. A long time ago when people had to raise their own animals for food, if someone stole your animal and killed it, the animal's dead body wasn't enough proof of the crime. If you had blood on your hands, however, this was enough proof that you were the thief.

*Frank was “caught red-handed” taking cookies from the package when crumbs were discovered on his face.

Appendix I, page 1 of 2

“A Colorful Language” Book Reflection sheet

Name _____

Reflecting is an extremely valuable step in learning. It gives you the opportunity to look back on your experience and think about it. This deepens your learning. Please take a moment to read the questions below and think BEFORE you begin to write your answers. Some areas you can think about when answering these questions are the following:

Organization skills

Working with a partner

Time management skills

Choosing the right partner

Writing skills

Research skills

What about the project was difficult for you? Why?

What do you think you did well on? Why?

What did you like best about this project? Why?

Appendix I, page 2 of 2

Which two idioms did you particularly like and why?

1.

2.

Was it difficult working with a partner? Why? What could you have done which would have made this partnership smoother?

List five things that you learned about culture or history through our study of idioms:

1.

2.

3.

4.

5.

If you could do this project again, how would you do it differently?

If I were to do this project again next year, what advice would you give me to improve the project or make it clearer for other students?

Appendix J

NOTES FOR THE TEACHER: This unit is meant to be a year-long project, and is divided into three sections.

Section One: This section should be done three days in a row (45 minutes per session) because it sets the stage for the project by defining terms used, specifically “idiom,” presenting the assignment, the rubric and a model. It allows time for the students to do the first assignment immediately after in order for the teacher to assess for understanding.

For ESL or students needing modification, the teacher may want to demonstrate how to use the idiomatic dictionary. The teacher may also feel that the students may need a mini lesson on summarizing or paraphrasing.

Section Two: The second section is the actual creating of the book, and hence, the learning of the content. These lessons are done once a week for 40 minutes per lesson. It is recommended that you do three lessons of “creating” pages followed by one lesson of “peer responding.” I have included two response sheets. The teacher should preview each of the response sheets using a transparency. One response sheet (Appendix F) was designed for the ESL student or the student needing modification. The other response sheet (Appendix G) was designed for the regular ed. or honors student. In the homogeneously-grouped classes, the teacher can select which response sheet is appropriate. In the heterogeneously-grouped class, I suggest allowing the students to select which response sheet they prefer. The teacher can always make suggestions, or monitor how a student may be doing during the response process. Since peer-responding is done after every three lessons, a student can change which sheet they prefer, at any time.

Section Three: This final section is for publication, reflection and celebration. It is suggested to preview the reflection sheet with students as a transparency and model answers before having them do it.

Allowing students to share, positively comment and share snacks together is a fitting way to celebrate this year-long project.