

7. Pleased as Punch – Teaching Idioms

Grade: Three, four, five

Subject: Social Skills (Language Arts)

Time: 90 minutes 3x 30 minutes

Unit: The Zones of Regulation

Driving Question:

Have you ever considered how the zone you are in can impact the way others think and feel about you?

Curriculum Outcomes: Language Arts

1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
2. Recognize and explain the meaning of common idioms, adages, and proverbs.

Screencast:

[The Idiom Song](#)

Learning Targets:

- Students gain an awareness of figurative language.
- Students will understand a series of idioms and explain their meaning.

Remind students about what it means to be a whole body listener.

Students will use their personal iPads as well as the iPads in the Learning Centre.

Remind students with LDs to utilize their speech to text feature.

The desktop computer and Smart board are connected to view the flipped lessons.

Lesson Procedure

21st Century Skills

I do:

Read aloud the picture book, *In a Pickle and Other Funny Idioms* by Marvin Terban. Encourage students to share any idioms they know or idioms that their families use.

find, validate
remember, understand
collaborate, communicate
analyze, synthesize
critical thinking
evaluate, leverage
create, publish
citizenship

You do:

Use this interactive online tool [Eye on Idioms](#) to view literal representations of idioms and complete the sentence by selecting the correct idiom from the list. You will need to determine the metaphorical meaning of the idiom and then use the idiom in a sentence to show your understanding of its meaning.

find, validate
remember, understand
collaborate, communicate
analyze, synthesize
critical thinking
evaluate, leverage
create, publish
citizenship

We do:

Students will play the colourful and fun board game, *From Rags to Riches* by Super Duper Publications. Categorize each idiom in a zone.

find, validate
remember, understand
collaborate, communicate
analyze, synthesize, critical thinking, evaluate, leverage, citizenship

<p>For example: On cloud nine is the green zone. At my wit's end is the yellow zone. Down in the dumps is the blue zone. Mad as a hornet is the red zone.</p>	
<p>We share: As I guide the students, we will write a class description of an idiom on chart paper to display in class as our anchor chart. Students share and evaluate: <i>Why do you think it is important for you to understand the meanings of idioms?</i> <i>Which ones are your favourites?</i> <i>How can you show your understanding of the meaning of idioms?</i></p>	<p>find, validate remember, understand collaborate, communicate analyze, synthesize critical thinking evaluate, leverage create, publish citizenship</p>
<p>Differentiation <i>Scholastic Dictionary of Idioms</i> by Marvin Terban: Students can use this great resource to research idioms, including their origins and how their origins relate to the metaphorical meaning of the phrases. Play "Go Fish" with Idiom Fun Deck cards. Play memory match with Idiom Fun Deck cards.</p>	
<p>Adaptations: Non readers will be paired with a higher academic, supportive student Using Apple iPad accessibility features to read text Students with LDs can use text to speech</p>	<p>Enrichment: Using our Animoto, Book Creator or Pic Collage app, create visuals to go with your favourite idioms. Painting and drawing our favourites.</p>
<p>Evaluation: Students will be evaluated using a checklist and anecdotal notes to determine their understanding of idioms.</p>	
<p>Teacher Reflection: Be mindful of students who are having difficulty grasping the concept of figurative language. Children with ASD struggle with word meanings and take things literally. Repetition and practice will be needed.</p>	