

Lesson Plan Template

Grade: 4 th	Subject: ELA - Idioms
Materials: Sticky Notes/Cards with Idioms written	Technology Needed: SmartBoard
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 4.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Differentiation Below Proficiency: If the student is struggling with recalling the idiom, we could have the students describe the idiom instead of acting it out. As the students finish, they will put their cards on the board and we will review their figurative meaning together. This review should scaffold the learning for kids who do not recall the non-literal meaning of an idiom. Above Proficiency: Students who understand the idioms well could use new ones instead of those that are familiar to them. I will have a set of each prepared and we can introduce new idioms as they show mastery of the familiar ones. Approaching/Emerging Proficiency: Students will be working with familiar idioms. They will act out either the literal or figurative meaning with as few words as possible to begin with. As we move into more difficult idioms, students may also use their words to describe it. Modalities/Learning Preferences: Students will use their bodies to act out the idiom for kinesthetic learners. We will be discussing them as a class for auditory learners and the idioms will be written for visual learners.
Objective(s) At the end of the lesson, the student will be familiar with a variety of common idioms and what they mean. At the end of the lesson, the student will be able to act out an idiom as well as determine the literal meaning of it. Bloom's Taxonomy Cognitive Level: Apply, Analyze	
Classroom Management- (grouping(s), movement/transitions, etc.) This activity will take more managing of the classroom since there is a lot of movement and talking. Before letting the students begin, I will cover what is expected of them throughout to ensure that they are ready to work. Once they have an understanding of the activity, I will stick the notecards on their backs. They will be able to begin as soon as they have their idiom on their back. The activity will last 5-8 minutes so that we have time to review the idioms but I will encourage them to do as many as they can in that time. The transition out of the activity will consist of me calling the students who still have one on their back to bring it to the front so that we can review the tricky ones and cover the meanings of any new ones introduced.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to speak kindly to each other as they act things out and guess the idioms. They will be at a low volume because they should be acting out the sayings with as few words as possible.
Minutes	Procedures
	Set-up/Prep: Write out notecards with familiar idioms as well as new idioms, in two separate stacks.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Alright 4 th graders, now I know time flies in the classroom and it feels like we need to cut corners but we are all smart cookies and we can sometimes kill two birds with one stone. Today we are going to do that by reviewing what idioms are as well as getting some practice with the idioms that you all learned last week. I just used a handful of the ones you should already know, did any of you hear them? -- It was time flies, cutting corners, smart cookies, kill two birds with one stone
	Explain: (concepts, procedures, vocabulary, etc.) Very nice job remembering what some of those idioms are! Now I know it was a while ago, but who can explain what an idiom is to me?

Lesson Plan Template

	<p>--</p> <p>Yeah, so idioms are expressions that have a meaning that isn't immediately obvious from the words themselves. English is full of them and most of the time we don't even know that we are using them. Idioms don't typically make much sense if you think about them literally. One that you heard last week was "its raining cats and dogs." If we think about cats and dogs falling from the sky, it doesn't may any sense at all. This phrase has a meaning that is not literal as well though. When we say that its raining cats and dogs, what do we mean?</p> <p>--</p> <p>Exactly, its raining a lot. These types of phrases, like all of our other figurative language, can be used to make our writing more interesting and descriptive. Idioms are also used a lot in conversation though, so it is important to be super familiar with common ones that we might hear in day to day conversation. The more that we hear these idioms and use them, the more likely we will be to remember them when we hear someone use them, or if we want to use one.</p> <p>Now I know we got a ton exposed to us last week, so I want us to get some more practice with these to help us remember them. That way we can recognize them when other people use the phrases. What questions do we have about what idioms are or when we use them?</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I have notecards with all of the idioms that you learned last week written on them. We are going to be doing a version of charades as a whole group where each of you will have an idiom taped to your back. You will walk around the room and try to help other people guess what their idiom is. I want you to use as few words as possible though, so act out the literal meaning of the words or act out what the figurative meaning is.</p> <p>If they are not able to get it right away, give them a couple tries with just acting it out, before you use your words. Some of them may be a little tough, so with those you can tell them what the idiom means but for the most part do not use the words in the idiom. So we can act the idiom out or give the meaning but we want everyone to be able to guess their idiom. Some might take longer but that's okay. Take your time to think it through.</p> <p>I want to give one example as a class and then I will put one on each of your backs. With the card its raining cats and dogs, I could act out rain or a dog or cat to try to get them to guess it. Or if I end up needing my words I could say that it rained a lot. Then as the person who has it on my back, I will guess the phrase raining cats and dogs. Once I guess it, I will write what it means on the notecard *write raining a lot* and bring it up to tape it on the whiteboard. *tape it up* If we get through all of them I also have a stack of new idioms that we can try to guess but I want to make sure that we know all of these first, okay? At the end we will review any tricky ones or any new ones that we introduce.</p> <p>What questions do we have about what we will be doing?</p> <p>Alright, come on up and so that I can tape the card to your back. As you move, be careful of your desks and the people around you so that we can do this activity safely. I want you to be able to act it out but we need to be respectful of the space and not let our bodies get too wild.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Okay 4th graders, lets return to our desks and I need your voices off for a few minutes. Those were some very tricky idioms, so very nice work guessing them and acting them out. Now that we have all of these up here, what ones do we not remember the meaning for? It could be your own or another one that you saw?</p> <p>--</p> <p>Alright now we are going to be moving on to___. If you have any notecards still please bring them up to me and then go ahead and get out___.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. As students guess the idioms and come to me to get a new card, I can ask them what their previous one was and how they acted it out or what it meant. This will be before they write out the meaning but gives me the chance to hear their thinking and help them verbalize it.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students should have the meaning of their idiom written on their notecards. I will review them and I can go back over the ones that are not correct to ensure that the students all remember each common idiom.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Lesson Plan Template

This lesson went well overall and the students loved the activity. One thing that I particularly thought was successful was having the students explain idioms to me instead of just reexplaining them. The students already had learned what idioms are, so I could have done a quick recap, but the students were perfectly capable of giving a good explanation. With that tactic, the students get the chance to think for themselves and come up with a description of the term, but the students who may not be sure were able to have it explained a few different ways as their classmates volunteered a few explanations. I only took one or two definitions but it was enough to recap and give them a few explanations before moving on to the activity.

I think that I could have done a better job of explaining the activity. One way would be to call it something other than charades because the students were confused by the difference between charades and the activity itself. I should have just given instructions saying that they each would have the card on their back and their classmates would act it out for them. Calling it charades made them think that they would all be guessing for one person acting it out. I also would describe more specifically that they would need to write what the idiom means on the back of the card and come to get another idiom to try to guess. The students figured it out eventually but it took longer than it needed to. I would probably have them write their name on the idioms that they did so that I could make it a bit more of an assessment tool. That way I could look through the cards after the activity and know who understood it and who needed more practice.

The final change would be giving more time on reviewing them because I think there were a couple more that the students needed reviewed.

The students liked getting the chance to ask about them and they liked trying to explain them to each other. This part was almost as enjoyable for them as the charades part. I forget how much students enjoy talking and sharing ideas, so I can incorporate more of that into my lessons. I need to remember that students love to talk and be heard and one way to do that would be to give them time to ask questions. Discussion time in class shows me how well students are understanding the content. They also just need time where talking is allowed and encouraged. It can be a sort of classroom management to give them intentional time where they can express what they are thinking. It also lets students who need to think aloud process information.

Lesson Plan Template

Familiar Idioms

Add Fuel to the fire Let the cat out of the bag On cloud 9 Crocodile Tears Smart Cookie

Speak of the devil The apple of my eye Hit the Sack Kill two birds with one stone

Wolf in sheep's clothing Raining cats and dogs Butterflies in my stomach Time flies

Costs an arm and a leg On your high horse When pigs fly Clam up Rings a bell

Break the ice Two peas in a pod In the same boat Pull someone's leg

Spill the beans Piece of cake Needle in a haystack Crying over spilled milk

Cutting corners

New Idioms

A fish out of water Barking up the wrong tree Beat around the bush

Bite the bullet Break a leg Call it a day Under the weather

Give someone the cold shoulder On the ball On thin ice Second wind

Take a rain check The ball is in your court The early bird gets the worm

The elephant in the room The icing on the cake The last straw

To get bent out of shape Wrap your head around something