

## IDIOMS

Featuring the book “More Parts” by Tedd Arnold, students will learn about idioms and how this type of figurative language conveys meaning.

### **Kansas College and Career Ready Standards for ELA-Language:**

- CCSS.ELA-LITERACY.L.4.5.B - Recognize and explain the meaning of common idioms, adages, and proverbs.

### **Classroom teacher provides:**

- “Body Language” handout (one per group of 4 students)
- Tape (one roll per group of 4 students)
- Scissors (one per group of 4 students)
- Pencils

**During the “Idioms Are a Piece of Cake” IDL program, we will be doing the following activities and students will need the corresponding materials:**

### **Activity**

### **Supplies**

What is an idiom?

No supplies

Read “More Parts” by Tedd Arnold

No supplies

Body Language game

“Body Language” handout  
(one per group of 4 students)  
Tape (one roll per group of 4 students)  
Scissors (one per group of 4 students)  
Pencils

# Program Connection Information

***Please use an external microphone (conference style) rather than the integrated one in the computer for the audio for your class and locate it centrally in the room. It can be difficult for the Greenbush teacher to hear the students using the computer microphone and therefore it reduces the interactive nature of the lesson. It is fine to use the computer webcam for your video source though.***

All classes will take place using Zoom desktop video. If your building is already set up to use a desktop video application with a computer, simply open a browser and enter <https://zoom.us/j/3662120241> in the URL space. You may need to download Zoom launcher software (free download) if you don't already have it. This needs to be done in advance of the lesson.

If using a Polycom video conferencing unit (or any legacy type video conferencing unit) to connect to a ZOOM conference, make sure the unit is in "encrypted mode" then dial the following IP on the internet: 162.255.37.11 or 162.255.36.11 and once connected, they will ask for a MEETING ID: enter 3662120241 (for Sharon at Science Center).

It's always a good idea to touch base with your district technology facilitator prior to your program to make sure all systems/equipment are in place and operational and no firewalls that might prevent you from connecting to Zoom.

Classes take place at the following times:

9:00-9:45  
10:00-10:45  
12:15- 1:00  
1:15-2:00  
2:15-3:00

If you log in during one of those times, you may connect during another class' lesson. If you do, please check your connection to make sure things are working properly and then leave the meeting until your scheduled time by selecting "End Meeting" in the lower right corner of your Zoom screen and click on "End Meeting". You will need to rejoin the meeting at your scheduled time. This prevents your site from interfering with the lesson currently in progress. After your lesson is finished, please leave the meeting.

If you have questions, please call Sharon Bertolio at Greenbush (620-724-6281).

## Body Language

I'm up to my \_\_\_\_\_s in work. (= overwhelmed by how much work I have)

I know this city like the back of my \_\_\_\_\_. (= I know it really well, e.g. like a taxi driver)

Don't look down your \_\_\_\_\_ at someone. (= think that you are superior to someone)

She has her \_\_\_\_\_ in the clouds. (= unrealistic/ a dreamer)

He had to get it off of his \_\_\_\_\_. (= say something that was burdening him/feel relieved after talking)

They were talking behind his \_\_\_\_\_. (= without him realizing)

That car cost an arm and a \_\_\_\_\_\_. (= Cost a fortune/expensive)

Have you every put your \_\_\_\_\_ in your mouth? (= say something insensitive)

I'll be your \_\_\_\_\_ to cry on. (= a sympathetic listener)

The comedian told a real \_\_\_\_\_ slapper. (= funny joke)

I can't keep a straight \_\_\_\_\_. (= not laugh)

Keep your \_\_\_\_\_ up. (=Stay positive)

What I say goes in one \_\_\_\_\_ and out the other. (=not listening.)

My \_\_\_\_\_ are sealed. (= keep a secret)

Why don't you let your \_\_\_\_\_ down? (=relax)

That turns my \_\_\_\_\_. (= makes me sick.)

# **Additional Lesson Resources**

## Suggested Post Lesson Activities

1. Have students go online to the interactive Eye on Idioms where they can view additional literal representations of selected idioms. In this activity, students are asked to complete the sentence by selecting the correct idiom from the list, determine the metaphorical meaning of the idiom, and then use the idiom in a sentence to show their understanding of its meaning. Students should be reminded to print their work after completing each idiom exercise since their work cannot be saved electronically.
2. Once students have completed the online activity, ask them to research the origins of each idiom and type a short passage to explain how the origins of the phrase relates to its metaphorical meaning. Students can also write about any personal experiences with each idiom and how those experiences helped them to determine the metaphorical meaning.
3. As a final project, students can compile their printed idioms and typed passages and bind them together on opposing pages to create an idiom book. This book makes a great reference for students to use for their own reading and writing in the future.

### EXTENSIONS

Develop an "Idiom Wall" where students can post idioms that they discover while reading. (You may choose to offer extra credit points for finding idioms during reading activities.)

Have students continue to research the history of particular idioms and the original context in which they were developed using resources such as the Scholastic Dictionary of Idioms.

<http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-teaching-idioms-254.html?tab=4#tabs>