*English Instructional Plan – The Use and History of Idioms*

**Primary Strand: 10.3, 11.3**

**Integrated Strand/s:**

**Essential Understanding:**

* Understand what idioms are and how they operate in communication

**Essential Knowledge, Skills, and Processes:**

* Identify and explain idioms

**Primary SOL: 10.3, 11.3**

* Explaining idioms

**Reinforced (Related Standard) SOL:**

**Academic Background/Language:**

Identify an idiom with a spoken or written text (using a bank of idioms, for beginning level ELs)

Explain the meaning of select idioms with emphasis upon the origin (with supports in place appropriate for English language proficiency level).

Explain why speakers and writers use idioms (using varied sentence frames and possible answer bank)

## Materials

* Pens/pencils
* Paper
* [“Idioms by Shmoop” Video](https://www.youtube.com/watch?v=J5EnWYEX4To) (from YouTube)
* Idiom graphic organizer
* Teacher generated idiom list
* Pre-constructed sentence frames to explain the purpose of idioms.
	+ Authors use idioms because \_\_\_\_\_.
	+ Idioms help make a message \_\_\_\_\_.
	+ We use idioms to \_\_\_\_\_\_.

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher displays the definition of idiom on the board and explains their use and function.
* Teacher shares that every language has idioms and some background is provided via: (<https://takelessons.com/blog/idioms-in-different-languages-z14>). [This is important for cross cultural and linguistic connections.]
* Teacher plays the “Idioms by Shmoop” video for the class. Teacher stops after each idiom to check for understanding. Teacher asks students to turn to a partner and think of a situation in which they may each use the specific idiom.
* Teacher hands out “Idiom Graphic Organizer” to the students and provides a list of idioms with their definitions.
* Students complete the “Idiom Graphic Organizer” worksheet using the idiom list. Students can work with a partner.
* Teacher circulates around the room to assist students until they’ve completed the organizer.
* Students create flash cards with the name on the front and the definition on the back.
* Teacher allows students time to practice and study.
* Teacher provides opportunities for students to explain the meaning and function of idioms in context. This can either be during a follow up lesson or stretched out over a series of warmups/exit tickets.
* Teacher assigns the “Idiom Quiz” summative in a future class period at their discretion.
* The following class period, students should begin the class by using their previous day’s work and additional research if necessary to choose their favorite idiom. They should write a brief paragraph explaining why it is their favorite (the reasons will obviously vary)
* Then explain that students have the next 30 minutes to investigate the origin of their idiom
* Model for students the way that research process may look. You can begin with a google search but then be sure to seek out additional research to model the importance of conducting balanced research and seeking multiple sources
* Have students complete their own research and share results in one of the following formats or others at the teacher’s discretion.
	+ Google Slide
	+ Ignite Presentation
	+ Orally in small groups

**Assessment (Diagnostic, Formative, Summative)**

* Formative: Teacher conducts a spot check to ensure that students have completed their “Idioms Graphic Organizer”
* Summative: Teachers assign the “Idioms Quiz” summative.

**Writing Connections:**

* Students can be asked to insert one or more of their favorite idioms in their daily writing journals during future warmups.
* Writing rubrics can be modified to include the expectation that one idiom be used within each formal writing response. [After explaining to students WHY we use idioms when we speak and write, even for formal audiences.]

**Extensions and Connections (for all students)**

* Students can rewrite idioms to update them for modern language.

**Strategies for Differentiation**

* Students can communicate their understanding visibly on the “Idioms Graphic Organizer”
* The teacher can selectively assign idioms to students that they feel will be more accessible to those with more/less prior knowledge
* Adding visuals to the extent possible.
* Show a mentor text in which students see how authors use idioms to build voice and expression in a piece of writing
* Read a text together that includes idioms and conduct a think-aloud of how to identify an idiom
* Allow ELs to partner with more fluent speakers who may be able to explain other idioms. Check out this resource for more ideas for teaching idioms to ELs: <https://www.fluentu.com/blog/educator-english/teach-english-idioms/>

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| Idiom | Sentence |
| Meaning | Illustration |

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