Tusculum College Lesson Plan Template

Spring 2015

Name: Renae Baskette

Subject/Grade: ELA/3rd Grade: Idioms

Estimated Time Frame: 1 hour

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| Standard(s):   * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4. * Distinguish the literal and nonliteral meanings of words and phrases in context. L.3.5.a | |
| Big Idea(s)/Essential Question(s):   * Identifying and understanding idioms is important for understanding text, making writing more interesting, and effectively communicating with others. | |
|  | New Learning:  Vocabulary – idiom, literal, nonliteral  Concepts – Understanding idioms as figurative language.  Skills – Identifying idioms and recognizing their literal and nonliteral meanings.  Applications – Recognizing idioms in text. Determining the literal and nonliteral meanings of an idiom and using them in sentences. |
| Learning Target(s)/Objective(s):   * Students will be able to identify idioms and determine their literal and nonliteral meanings. | |
| Summative Assessment:   * Students will complete a worksheet which will require them to choose an idiom, write its nonliteral meaning, illustrate its literal meaning, and use it in a sentence. | |
| Instructional Strategies/Activities:   * whole group discussion * brainstorming * book and discussion * video-idioms song * game | |
| Materials and Resources:   * book-More Parts by Tedd Arnold * video-idioms song * worksheet-“Don’t take it literally!” * cards for matching game | |

**instructional Steps**

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| **BEGINNING** | Assessment | Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them |
| **Framing the Lesson**   * Whole group-Discuss types of figurative language students have already learned, including ideas about why figurative language is used and why it is important to be able to understand it in our daily lives.   Explain the objective for today’s lesson, to add to our knowledge of figurative language by learning about, identifying, and uncovering the meanings of idioms. Explain the terms idiom, literal, and nonliteral.   * Read the book “More Parts,” by Tedd Arnold. Ask students to recall an idiom from the story and discuss what it means in the text (nonliteral) as well as its literal meaning. * Ask students to draw from their own experiences and, if possible, share an instance when they heard a new idiom or were confused by one. Show video “Idiom Song.” * Have the class brainstorm as many idioms as they can come up with. Make a list on the board. | Assess understanding based on student responses about idioms used in the story. |  |

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| **MIDDLE** | Assessment | Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them |
| Content Input ( “I do” activities):   * Choose at least two of the idioms on the board. For each example, state the idiom, explain the literal and nonliteral meanings. Make simple illustration for each. Use the idiom in a sentence.   Guided Practice (We do):   * Divide students into pairs. Each pair of students gets a set of cards. In each set are 8 cards with an idiom. Students then match the idiom with another card that tells its nonliteral meaning, and a card with an illustration of the literal meaning of the idiom. The goal is for the students to see which team can correctly match all 8 of their idiom cards with their correct meanings and illustrations. Ask students to think of a sentence with one of the idioms in their set.   Independent Practice (You do; may include Homework):   * Distribute the worksheet “Don’t take it literally!”   Instruct students to choose an idiom from the list on the board and complete the worksheet using the idiom, its meaning, an illustration, and a sentence. | Check in with groups as they work on the matching game. As each group finishes, check to see if their matches are correct.  Ask students to share the sentence they have made with an idiom in their set of cards. | Students who have trouble reading may be paired with stronger readers.  Groups which finish quickly can be assigned to help those who are having trouble. |

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| **END** |
| Review standards. Ask students for feedback about what they have learned. Briefly review ideas that have been discussed. Tell students about other ways they can practice with idioms, for example, Funbrain.com Paint by Idioms game. Challenge students to use one idiom at home in conversation with a friend or family member. Explain that there will be a follow-up lesson in which students can share the illustrations and sentences they made on the worksheet. Worksheets can then be put together into a class book about idioms. Assessment will be based on worksheet. |

**TEACHER REFLECTION**

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| Reflection on Lesson Plan and Delivery (to be completed after lesson is taught):  Students did well with understanding the difference between the literal and nonliteral meanings of the idioms. However, there were a large number of idioms the students had not heard, so the nonliteral meanings were harder for them to figure out. I will plan for further mini-lessons on idioms to give students exposure to a larger number of common idioms and their meanings. |