

Idioms (1-2)

Podcast length: 12:42

LESSON PLAN

SYNOPSIS

The Walking Classroom kids talk about idioms and their use in our society. Mrs. Fenn joins them and discusses idioms from other languages, and all the students are reminded of what could happen if idiomatic expressions are not used correctly.

COMMON CORE STANDARDS (2 or 3 standards addressed within the lesson, taken directly from the 5th Grade English Language Arts Common Core State Standards)

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SL.5.1 Engage effectively in a range of collaborative discussions on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVES (2 or 3 specific learning goals for each lesson that use Marzano/Bloom verbs)

Students will:

- analyze common idioms of the English language and learn of their history.
- interpret idiomatic expressions from other languages.

PROCEDURE (Procedure will stay the same for each walk. 2 or 3 featured vocab words)

If you want to compare student comprehension before and after listening, administer the Comprehension Quiz before doing anything related to the podcast. Retest after walking.

1. Review key vocabulary (included definitions are limited to the context of today's podcast)

- **familiarity** (noun) knowledge of, to be familiar with someone or something
*I had no **familiarity** with the game of Cricket, so I was unable to tell which team was winning or by how much.*
- **originated** (verb) the time frame or place of when something began
*Although it is a modern-day American favorite, the fairy tale "Little Red Riding Hood" **originated** in Europe more than 400 years ago.*

2. Build background by asking students, "How many of you have ever heard the expression, 'I've got your back?'" What does it mean? Do you literally carry around someone else's back?

(allow time for discussion)

3. Podcast preview: “Today we’re going to listen to a lesson about idioms and what might happen if people were to interpret them literally. Ready? Let’s go!”
4. Walk!
5. Upon return to the classroom, discuss the main ideas and highlights of the podcast. Main ideas and highlights might include:
 - An idiom is a group of words whose literal meaning is different than the actual meaning of the expression.
 - The origins of many idioms can be traced to an event or custom, but the origin of many idioms is unknown.
 - Most languages have their own idioms, and an unfamiliarity with the language can lead to misunderstandings of intended meanings.
6. Administer the comprehension quiz.

QUESTIONS FOR THOUGHT AND DISCUSSION

Question #1 will always be the same. Question 2 will be related to the main ideas and overall understanding of the podcast. Question 3 (and perhaps 4) will focus on character building and/or an ethical decision to be made in the context of the podcast).

1. Enthusiastically ask students how they feel post-walk. Foster a healthy attitude toward exercise by reminding students that physical activity improves brain function.
2. What is an idiom? Discuss some common idioms that you or people you know use regularly. What do you think the history of those idioms might be?
3. Idioms can be difficult for non-native speakers to understand and incorporate into their vocabulary and conversations with others. Do we need them in our language? What are some pros and cons of using idiomatic expressions in our writing or in our speaking?

COMPREHENSION QUIZ ANSWER KEY

- | | |
|------|-------|
| 1. a | 6. a |
| 2. b | 7. a |
| 3. b | 8. c |
| 4. a | 9. a |
| 5. c | 10. b |

For additional information on related websites and activities, visit our website:
www.thewalkingclassroom.org

Name _____

Date _____

recall 1. The word “idiom” comes from the Greek word, “idios”, which translates to:

- a. one’s own b. foolish c. goodbye

recall 2. Idioms are

- a. phrases that only have one meaning.
b. phrases that have an understood meaning that is different from what the words actually mean.
c. phrases from ancient Greek times that are still used today.

recall 3. The history of all idioms can be traced back to Greece and stories from Greek mythology.

- a. true b. false

vocabulary 4. The Japanese idiom “yokomeshi” translates to “a sideways meal”. What does it really mean?

- a. eating a meal with a foreigner
b. eating while lying down
c. eating dessert before dinner

character traits / characterization 5. What would be the best adjective to describe a person who used many idioms in her speech while talking with a person unfamiliar with the English language?

- a. adventurous b. cooperative c. thoughtless

skill application 6. Which of the following sentences does **NOT** contain an idiom?

- a. “I broke my arm falling from the trapeze,” she said.
b. Before the play, Mary said, “Break a leg.”
c. Jack didn’t know how to break the ice with the new girl.

true/false or fact/opinion 7. Which of the following statements about idioms is false?

- a. Most languages have their own idioms which are luckily very easy to understand.
b. The literal meaning of the words in an idiom is different than the actual meaning of the expression.
c. We do not know the origin of many idioms.

inference 8. When might a Russian person say, “I’m not hanging noodles on your ears”?

- a. The person has just finished cooking and is asking for help with the dishes.
b. The person is studying really hard for an upcoming exam.
c. The person has just told a story about how she was mistaken for a famous movie star while she was at the grocery store.

health 9. When you walk, your heart pumps faster and more oxygen-rich blood circulates around your body.

- a. true b. false

health 10. Scientists have proven that exercise puts people in a bad mood.

- a. true b. false