

# USE OF IDIOMATIC EXPRESSIONS.

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

5

## Overview

This lesson plan covers teaching content for;

1. Use of Idiomatic Expressions.
  - Idiom as expressed by phrasal verbs i.e idiomatic use of languages as opposed to the literal use, e.g. my friend came around ten minutes after he had fainted; my friend came around to see me.
  - Accepted idiomatic expressions, e.g. "to blow one's trumpet (to boast)"; "to let the cat out of the bag (to reveal a secret)"; "to give a person a cold shoulder (to ignore him)".

NOTE:- Proverbs are not Idioms.

## Objectives

Students should be able to;

1. Recognize the difference between the literal and idiomatic use of a language.
2. List some idiomatic expressions.
3. Use some idiomatic expressions.

## Assessment Activity

Write the meaning to the following idiom expressions.

1. That's the way the cookie crumbles.
2. He spilled the beans.
3. She's the apple of his eye.
4. The students in Class 4-420 are going bananas.
5. He's feeling blue today.
6. You're walking on thin ice mister!
7. Uh, oh. We're in hot water now.
8. You'd better hold your

## Activity Starter/Instruction

1. Read "Amelia Bedelia," by Peggy Parish to the students. Point out the idiom phrases without saying the word idiom. For example, "What does Amelia do when the things to list said to change the towels in the bathroom?" Did Mrs. Rogers want Amelia to physically change the towels?
2. After reading the book, ask the children if they could recall any other silly phrases like "change the towels" from Amelia's list.
3. Then take out an already made chart with "Amelia's Things to Do" idioms listed. Go through each idiom and discuss the meanings to the expressions.
4. From this, elicit the aim from the students. "From looking at this list, what do you think we are going to talk about today? What are these expressions called?" Tell students that we call these types of phrases idioms.
5. Idioms are phrases or expressions that have hidden meanings. The expressions don't mean exactly what the words say.

## Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Begin by defining idioms. Explain the difference between 'figurative' and 'literal.' Share a few examples, then ask students to share some with their table partners.
2. Ask students if they've ever wondered where idioms come from. Why do we say, 'It's raining cats and dogs,' or wonder if the cat has your tongue?
3. Give notes on the definition and examples of idioms and let the students take notes. As you work through the examples, create a T-chart labeled 'Figurative' and 'Literal.' Write the idiom and work with students to identify the literal meaning.
4. Allow students to work independently on some idioms.

## Teacher Guide

Day 3/ Lesson 3: 40Mins

1. Share notes on idioms for a basic overview while the students take skeletal notes from a Flip Chart presentation to provide a basic overview of idioms.

## Materials Required

- Flash Cards containing the idioms and their r
- Course Book
- List of idiomatic expressions.

## Additional Resources

- <https://www.slideshare.net/rosaliebaybayor-plan-idiomatic-expression-by-roslie-capillo>
- <https://educators.brainpop.com/lesson-plan-idioms-lesson-plan/>
- <https://www.thoughtco.com/what-are-idion-2081076>
- <https://study.com/academy/lesson/what-is-idiom-definition-examples-quiz.html>
- <https://www.scribd.com/doc/265013763/te-idioms-lesson-plan-5th-grade>

## Additional Notes

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tongue and button your lip.

9. Mrs. Seigel has eyes in the back of her head.  
10. Something's fishy here.

### Summary

1. An idiom is an expression that takes on a figurative meaning when certain words are combined, which is different from the literal definition of the individual words.
  2. For example, let's say I said: 'Don't worry, driving out to your house is a piece of cake.' We would understand that the expression 'piece of cake' means that it's easy.
  3. Normally, we obviously wouldn't associate the word 'cake' when it is on its own as anything other than dessert. But in this context, it's a well-known idiom.
  4. Idioms play an important social role. Since idiomatic expressions are so frequently encountered in both the spoken and written discourse, they require special attention in language programs.
  5. Knowing when and where to use them is an important social skill that should be an integral part of a language arts program.
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### Guided Practice

#### Day 2/ Lesson 2: 40Mins

6. Ask students about their knowledge of idioms by drawing upon their own personal experiences and background knowledge to discuss idioms and any others that they can think of
  7. Prompting questions might include: Have you heard anyone in your family (like your parents or grandparents) use idioms when speaking? Which idioms do you use?
  8. What questions or PUZZLES do you have about idioms? What would be interesting to learn more about? What are you wondering about? Are there things about this topic about which you are curious?
  9. This discussion will lead into the meaning of idioms and how they are used in figurative language.
  10. Implementing Think-Puzzle-Explore will help student take stock of what they already know and will push them to identify puzzling questions or areas of interest to peruse about figurative language.
  11. This will allow me to get a good sense of where students are on a conceptual level and by returning to the routine of the course of the unit identify development and progress.
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2. Demonstrate the difference between literal and figurative language by using a T-Chart and will lead the discussion of what idioms are by using guided questions. Students will interpret their own meaning of what an idiom is.
  3. Create a short story with idioms in a context that the students can easily understand.
  4. Students will create their own short story using at least 5 idioms and incorporate images representation of the phrase in their story.
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