

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: _____ Figurative Language: Idioms Lesson # _____ 4 Date: _____ November 23rd, 2024
 Name: _____ Ethan Greenwood Subject: _____ ELA Grade(s): _____ 5/6

Rationale:

This lesson is the final lesson on figurative language, and it dives into idioms. After exploring metaphor, personification and hyperbole, students will broaden their figurative repertoire by learning about idioms, which will give them more tools in their reading/writing tool belts. This lesson specifically builds upon hyperbole, where both figures of language have meanings separate from their literal meaning. Through several activities students will develop their critical thinking and communication skills, while recognizing how idiomatic expressions are culturally specific and can be used in reading and writing.

Core Competencies:

Communication	Thinking	Personal & Social
Focusing on intent and purpose: By exploring idioms, students will learn how they convey meaning more efficiently and add flavor to text and speech. When students engage in the activity, they will have to work with purpose to properly convey the message of the idiom they selected.	Creating and innovating: When students create their own idiomatic illustrations, they actively brainstorm visual representations of abstract concepts. Further, they are engaging in multiple strands of literacy to create a unique product.	Understanding relationships and cultural contexts: Students will learn how idioms are culturally specific or are derived from historical contexts (ex: spill the beans may come from ancient voting practices) and understand how idioms are not universal. This will broaden their understanding of themselves and how their language practice fits into the broader tapestry of global cultures.

Big Ideas (Understand)

Language and text can be a source of creativity and joy.
 By exploring a figure of language that is often humorous or exaggerated in a creative way, students will understand how language can be joyful.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Students will understand how idioms reflect cultural and historical contexts.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Explain the role of language in personal, social, and cultural identity Use language in creative and playful ways to develop style 	<ul style="list-style-type: none"> Literary devices Figurative Language

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none">• Students will be able to identify the meaning of common idioms.• Explain how idioms convey figurative meaning rather than literal.• Create visual representations of idioms through text and illustrations.• Recognize the cultural and contextual significance of idioms.	<ul style="list-style-type: none">• Formative/Observational: Through discussion, questions and answers during the slideshow, students will be formatively assessed on their understanding of idioms.• Summative/Product: Through their literal illustrations and figurative description of idioms, students will be assessed on their accuracy (figurative) and creativity (literal drawing).

Prerequisite Concepts and Skills:

Understanding of figurative language concepts (literal versus figurative meanings).

Contextual reading/infering using surrounding text, images, representations or other context clues to infer meaning from novel expressions.

Visual representation skills.

Indigenous Connections/ First Peoples Principles of Learning:

“Learning is embedded in memory, history, and story.”

Idioms represent a piece of cultural storytelling, often arising from historical/social/cultural contexts. By exploring idioms, students will see how language reflects collective experiences and values, much like traditional storytelling in First Peoples cultures.

Universal Design for Learning (UDL):

Students will be able to choose which idiom they would like to represent visually.

The choices of idioms will be from a variety of cultures/languages – both to support cultural diversity and ELL students.

Multiple means of representation: when learning about idioms, visuals, examples and non-examples will be used.

Differentiate Instruction (DI):

The idioms students can choose to represent will be tiered/varied and will include:

- idioms of varying complexity (e.g., simple idioms like "hit the nail on the head" for some students and more abstract ones like "burning the midnight oil" for others).
- idioms from diverse cultures to connect with students' backgrounds and experiences.

Materials and Resources

Slideshow presentation including:

- Definitions and examples of idioms.
- Literal vs. figurative meaning comparisons (with visuals).
- Questions or prompts for class discussion.
- Idiom examples for activity, including a variety of culturally diverse idioms

Idiom Illustration Worksheet including:

- A space to write their chosen or created idiom.
- A box for illustrating the literal and figurative meanings (e.g., a split panel design).
- A brief section to describe the meaning and context of their idiom.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> Write the idiom “<i>spill the tea</i>” on the board and say: “<i>Here’s a phrase we’ve all probably heard. What do you think it means?</i>” After students share guesses, clarify its figurative meaning: “<i>Spill the tea means to share gossip or secrets.</i>” <p>Briefly explain its cultural and historical context:</p> <ul style="list-style-type: none"> Share how the phrase likely originated in African American Vernacular English (AAVE) and spread to 2SLGBTQ+ communities. <p>Transition to slideshow/lesson on idioms, focusing on how idioms are culturally and historically specific and spread through language (etymology).</p>	<ul style="list-style-type: none"> Share their guesses about what “<i>spill the tea</i>” means and why it might mean that. Reflect on the connection between the phrase and its cultural context during the explanation. Listen actively to the explanation of idioms and how they derive from specific cultures or histories. Students may have the opportunity to share idioms they know, or that are culturally relevant to them. 	5 Minutes
<p>Slideshow (I do + We do)</p> <ul style="list-style-type: none"> Introducing the topic. Briefly outline the lesson structure (we will learn what idioms are, discuss their historical and cultural relevance, explore examples and work on a creative illustration activity). Define idioms with examples: “kick the bucket” “break a leg” etc. Discuss cultural relevance, highlighting idioms from different languages/cultures (and how they are difficult to translate, often because translation removes them from their cultural context). Discuss secwepemctsin’ Show examples of idioms and have students attempt to decipher their meaning (some are more challenging as they are in different languages) Transition to activity by modeling illustration worksheets and displaying idioms for students to choose from. 	<ul style="list-style-type: none"> Follow along with the slideshow and take part in discussions. Respond to prompts, such as “why do we think idioms are hard to translate?” “what could this idiom in -insert language- could mean?” interpret idioms presented without meanings and share their guesses. Observe the activity modeling, and ask any clarifying questions. 	10-15 Minutes

<p>Distribute Materials</p> <ul style="list-style-type: none"> • Handout/have a helper distribute the worksheet to students <p>Provide Instructions:</p> <ul style="list-style-type: none"> • <i>Pick an idiom—either from the examples provided or one you already know. Draw a picture of its literal meaning and then write a short explanation of what it figuratively means.</i> • Clarify that the drawing should be fun and imaginative, but the explanation should connect back to the <i>figurative</i> meaning of the idiom. • Offer examples: for “spill the tea” you could draw someone spilling a cup of tea. In the description, you would write “to share gossip or secrets”. <p>Monitor and Circulate:</p> <ul style="list-style-type: none"> • Circulate the room and check progress. • Offer support or guidance to students. • Clarify meanings of idioms if needed. 	<ul style="list-style-type: none"> • Pick an idiom from the examples provided in the slideshow or one they already know. • Use their worksheet to draw a creative and literal representation of the idiom. • Write a short explanation of what the idiom actually means. • Seek assistance from the teacher if unsure about the idiom’s meaning or how to illustrate it. • 	20 Minutes
<p>Closure: If time permits, invite students to share their illustrations with the class, ensuring they communicate both the literal meaning and figurative meaning.</p>	<ul style="list-style-type: none"> • Share their work with the class, explaining how their illustration represents the idioms literal meaning, and the description with the figurative meaning. 	5-10 Minutes

Organizational Strategies:

Establish expectations at the start of the lesson, including:

- We will discuss idioms today, exploring their linguistic and cultural significance, their meanings and have an opportunity to illustrate or create our own.

During the slideshow, outline routines for answering questions:

- Quiet hands
- Hearing from different voices

Outline clear expectations and instructions for activity:

- Demonstrate how to use the worksheet, including examples of literal and figurative illustrations.

Mid-activity check:

- Circulate the classroom during the activity, checking understanding and progress

Proactive, Positive Classroom Learning Environment Strategies:

Personal connections and diversity:

- Ask students to share idioms they’ve heard at home or in their community, fostering a sense of inclusion and connection to their lives.
- Highlight idioms from various cultures to promote respect for different perspectives and linguistic traditions.

Clear Expectations:

- Demonstrate/explain clearly how to use the idiom illustration worksheet and what the expected finished product should look like.

Incorporate Secwepemc Perspectives:

- Discuss Secwepemctsín' language and how it relates to idioms.

Extensions:

This lesson could be tied to a deeper linguistic study, wherein students must research a specific idiom and its etymological history *or* cultural context.

Additionally, this could be expanded to combine what they learned about hyperbole and advertising. Students could create an advert for a product using an idiom: “don’t cry over spilled milk” for a milk advert etc. This could be cross-curricular with art.

Reflections (if necessary, continue on separate sheet):