Georgia Performance Standards Framework for ELA Unit 4 – 4th Grade

Grade: 4
Topic: Understanding Idioms/Figurative Language in Literature
Instructional Unit: Unit 4, Retracing Our Steps: Where have we been? Where are we now? Where are we going? (in reference to Week 2, Writing, Number 2)
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The task: The teacher will begin the lesson by asking, “Have you ever heard anyone say that ‘it’s raining cats and dogs’ or ‘I have a frog in my throat’?” Explain to students that when someone says one of these expressions that it does not really mean that it is truly raining cats and dogs or that someone has a frog stuck in his or her throat. The teacher will tell the students that every language has its own unique sayings. Idioms/figurative phrases do not mean exactly what the words say. For example, “She has butterflies in her stomach” does not mean she has eaten some butterflies. Instead, it means “She feels nervous.” Next, the teacher will go over the list of idioms with the class explaining their real meanings and giving examples. (Idioms: as easy as pie, piece of cake, I’m all ears, to be broke, to be on the road, beat around the bush, break a leg, catch some z’s, couch potato, feel blue, hit the books, under the weather.) Assign one idiom per student (or the students can work in pairs) and have them draw a picture of what the phrase sounds like. For instance, a student might choose hit the books and draw a picture of a person hitting a pile of books. Under the illustration, the student should write the idiom that he or she has drawn. The student or students should write the actual definition of the idiom on the back of the paper. After all of the students have finished their idioms, the teacher will compile the papers and bind into a book. Then he or she will place this book into the classroom library so that all students may have access to review.

Differentiation

- The students may choose to come up with their own idiom to illustrate.
- The students may work individually (or with a partner) to go through texts in the classroom library and note any idioms that they find. They may meet back with the whole group to discuss their findings.
- The students may choose to add idioms into their independent daily writing.

Focus Standard:

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- Identifies sensory details and figurative language.

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- Identifies the meaning of common idioms and figurative phrases.
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Circumstances of the assignment/Notes to the Teachers:
The teacher should be prepared with a list of idioms (from the list or others) and construction paper so that the students are able to compile the class book.