

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Word Analysis: Figurative Language

Workshop 4 Lesson 22

STANDARDS

CCSS.ELA–LITERACY: SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, L.1.4A, L.2.4A, L.3.4A, L.3.5A, L.4.4A, L.4.4B, L.4.5A, L.4.5B, L.5.4A, L.5.4B, L.5.5A, L.5.5B

HEADS UP

“Hit the road!” “Give me a break!” “Just cut to the chase!” Authors often use idioms to enliven their writing and grab the reader’s attention. In this lesson, students will learn to identify and use idioms in sentences. Then they will practice analyzing idioms by rewriting them in their own words.

Materials

Real Book pp. 218–219

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Context Clues
- **Extend:** Figurative Language
- **Language:** Idioms

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Explain the meanings of common idioms using context clues.

Language Goal: Use idioms correctly based on context clues.

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(present) My present list of favorite foods includes _____.** (e.g., a grilled cheese sandwich; milk and cereal; oatmeal)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is _____.**

 **Yes, that's correct.**

 **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *How do authors grab your attention and bring texts to life? Some authors do this using idioms—they use words that say one thing, but they really mean something else.*

 **Literacy Goal: Explain the meanings of common idioms using sentence clues.**

 **Language Goal: Use idioms correctly based on sentence clues.**

MEANING CLUES

Introduce Figurative Language

Define *idiom* and examine the example from a Workshop text.

- Read aloud the definition of *idiom* and the example. *The words in an idiom have an actual meaning and a figurative meaning. The figurative meaning expresses an idea in an interesting way that is different than what the actual words mean.*
- Explain the literal and nonliteral meanings for the example. *The literal meaning is that the days have numbers on them. That doesn't make sense! We can use sentence clues to help us understand the meaning of an idiom. We know that her father is very sick. Sometimes people who are very sick die. So, I think the idiom "days were numbered" means there's not much time left for her father to live.*



Anticipate Challenges English learners may have difficulty understanding the meanings of idioms. As you discuss idioms in the lesson, encourage students to share images that come to mind as they think about meaning. Model an example: *The idiom "tough as nails" makes me think of actual nails, which are made of strong metal. I couldn't bend a nail if I tried! So, someone who is "tough as nails" is probably really strong physically or mentally.*

Use Idioms

Guide partners to use idioms in sentences.

- Echo-read the idioms and their meanings. Remind students that the meanings of idioms may not be immediately apparent until they see the idioms used in sentences. Encourage students to be patient and to try to have fun as they complete the activity.
- Read aloud Item 1, and model how to complete it. *I need to choose an idiom that describes how the settlers had to be to survive the journey west. From the texts, I know the journey was challenging—the settlers had to be very strong. The idiom “tough as nails” is about being strong and works in the sentence.*
- Have partners use **Think (Write)-Pair-Share** to complete Items 2–5 and share responses with the class.

 We selected the idiom _____ because _____.

FORMATIVE ASSESSMENT	
LANGUAGE GOAL: Use idioms correctly based on context clues.	
Observe Listen as students share their responses and review students' written work.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students select the correct idioms to complete the sentences but have difficulty explaining the idioms' meanings in context.	Have students underline sentence clues. Provide frames for students to explain how the clues help identify the idiom that best completes the sentence:  I underlined the clue _____. (e.g., faced danger)  This clue tells me I need an idiom that means _____. (e.g., people who face danger) <i>Each sentence contains a clue to the meaning of the idiom that best fits in the blank. You can make connections between the clues in each sentence and the meanings in the chart.</i>
Not Yet Students may not yet understand the use of figurative language and may have difficulty identifying idioms that fit the contexts of the sentences.	Model how to read the first sentence using the meaning in the blank instead of the idiom. <i>Settlers had to be very strong or dedicated to survive the journey. That makes sense, so I know the idiom “tough as nails” works for this sentence.</i> Guide students to repeat the process with the remaining items.
On Track Students choose the correct idioms to complete the sentences based on their understanding of the contexts.	

WORD ANALYSIS

Analyze Idioms

Guide students to analyze examples of idioms.

- Read aloud the directions.
- Echo-read Item 1, and model how to identify the idiom to underline. *I think “at the drop of a hat” is an idiom because it doesn’t make sense that the horse jumps when someone drops a hat.*
- Model how to rewrite the sentence in your own words. *“At the drop of a hat” tells me when Lightning would buck and jump. When someone drops a hat, it is probably unexpected and could happen at any time without warning. This idea fits how Lightning acts in the tale. So, I’ll copy the beginning of the sentence and replace the idiom with “at any time without warning.”*
- Echo-read Item 2, and work with students to complete it together. *Which part of this sentence doesn’t literally make sense? I don’t think Pecos Bill was literally standing at the end of a rope. Think about how Pecos Bill was feeling when he tried to tame Lightning.*
- Have students use **Think (Write)-Pair-Share** to complete Items 3–5.
- Ask partners to discuss responses with the group using frames.

 **We identified the idiom _____.**

 **We think it means _____.**

Make Connections Begin a class chart of idioms. Point out and record idioms from texts that you read as a class and discuss their meanings. Encourage students to share and record idioms that they encounter while reading independently.

Make It Relevant Explain to students the relevance of learning and using idioms. *Idioms might seem overwhelming at first because there are so many of them and they don’t mean what they say. But after you learn a few idioms and begin using them in your writing and everyday conversation, you will see that they make your language more fun and interesting.*

FORMATIVE ASSESSMENT

LITERACY GOAL: Explain the meanings of common idioms using context clues.

Observe Listen as students share their analyses and review students’ responses to the Analyze Idioms task.


Monitor Progress	Adapt Instruction/Strategies
Nearly There Students identify idioms correctly but have difficulty analyzing and restating them in their own words.	Provide familiar examples to help students analyze and explain an idiom's meaning. For example: <i>"Julian was my right-hand man during recess today. Instead of playing, he helped pass out homework and organize all of the supplies." The idiom in the sentence is "right-hand man." What does the sentence say Julian did? (He helped pass out homework and supplies instead of playing at recess.) What do you think "right-hand man" means? (a helper)</i>
Not Yet Students are unable to analyze and paraphrase idioms based on the contexts of the sentences.	Explain the meaning of the idiom in Item 2. <i>The idiom in the sentence is "at the end of his rope." Pecos Bill tried so many different methods to try to tame Lightning, so I think this idiom means "ready to give up."</i> Guide students to rewrite the sentence in their own words. <i>Let's rewrite the sentence, replacing "at the end of his rope" with the meaning of the idiom. "Pecos Bill was ready to give up as he tried to tame Lightning."</i> Provide additional explanations for the idioms in Items 3–5 as needed.
On Track Students correctly identify idioms and use context to analyze and paraphrase idioms accurately.	

WHOLE GROUP

WRAP UP

Develop Mindset

Guide students to share their responses to the Wrap Up question with a partner.

 **What is one challenge you faced in class today?**

 **One challenge that I faced in class today was _____.**