

Grade: 6

Curriculum Area: Literacy, English

Utah Core Objectives:

English and Language Arts: Reading Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Essential Question: What is an idiom?

Materials:

Journals

Writing Utensil

Glue Stick

White Board Marker

Personal Objectives: I want the students to be able to identify figurative language within a text. I also want them to be able to identify an idiom and what the actual meaning of it is compared to the literal meaning.

Vocabulary: idiom, actual, literal

Adaptations for Students with Special Needs:

- Deep thinking and review
- Ample time to develop own ideas

Adaptations for EL's:

- Write on board, be clear about what we are learning about
- Provide frequent opportunities for interaction and discussion
- Constantly use scaffolding strategies throughout lesson
- Try and bring students background experiences into the lesson
- Engage student 90-100% of the time

Phase I: Exploration and Explanation

Before Reading:

1. I will begin the lesson by having everyone come to the carpet next to their shoulder partners and to bring their word study notebooks and something to write with.
2. Tell them to just set their journals down in front of them because we will use them later.
3. "Over the past few weeks I know you all have been talking about different types of figurative language. Lets turn to our shoulder partners and tell them what they are".
4. Listen to conversations and count down from 5 to get attention
5. Raise your hand and share with us what your partner told you!

6. Today we are going to learn a new figurative language from the author of this book. (show the book). Don't introduce the word idiom yet.

During Reading:

7. Read the book.
8. Stop on page with first idiom. "I'll bet that broke your heart." "Does his mom LITERALLY mean that he broke his heart?" "What does she ACTUALLY mean?"
9. Continue this process with every idiom throughout the book.

After Reading:

1. There were several instances where the author told us something that he didn't actually mean. This is a new type of figurative language called IDIOM.
2. Everyone get their word study notebook because we are going to add a new word.
3. At top on right page write FIGURATIVE LANGUAGE-IDIOM
Definition: a phrase where the literal meaning is different from the actual meaning

Phase I Continue:

1. Tell them to get their white boards and markers out.
2. Write/project idiom on board.
3. Your job is to decide what the idiom ACTUALLY means.
4. You have 15 seconds of think time starting now.
5. After 15 seconds say "work" for about 15-20 seconds.
6. Stand up heads together
7. Person in seat #2 please stand and share.
8. Repeat 2 more times with different idioms

Transition to Phase II:

1. Project instructions for phase II on the board.
2. Go over them as a class and ask "what are you going to do if you forget what the directions are?" (LOOK ON BOARD).
3. For Phase II they will have a worksheet that they will need to cut out the idioms for to glue into the left side of their word study journals.
4. I will have printed out and given them a 3 column worksheet to glue them into.
5. They are to glue in the idiom in the first column and then write in what the idiom actually means and what it literally means. I will have the first one done for them as an example.

Phase II: Guided Practice

1. Roam the room scaffolding.

Transition to Phase III:

1. Review what they have learned!

Phase III: Independent Practice/Assessment

2. The next day I would have them create 3 idioms on their own and have them use it in a story that they will write.