

# Figurate Language: Idioms Lesson Plan

## Lesson Overview

Topic	Lesson Information
<b>Lesson Title:</b>	Figurative Language: Idioms
<b>Lesson Author:</b>	Sarah Whitesel
<b>Date Created:</b>	-
<b>Lesson Timeframe:</b>	One class session
<b>Content Area(s):</b>	ELA
<b>General Topics/Skills Covered:</b>	Identifying and defining figurative language phrases, using idioms in written work
<b>NRS Level(s):</b>	3
<b>Prerequisite Skills:</b>	<p>Prior to the lesson, students should already know the difference between literal and figurative language. They should also have some knowledge of the following words: fear, phobia, anxiety, reaction, disorder, scenario, permanent, and temporary.</p> <p>Review with students that they are to watch the video and then complete the assignments on the Google Doc in the order they are listed.</p>

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### Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
<b>College and Career Readiness Standards (CCRS):</b>	<ul style="list-style-type: none"> <li>• Reading Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</li> <li>• Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</li> <li>• Language Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs. (L.5.5)</li> <li>• Speaking and Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)</li> </ul>
<b>English Language Proficiency Standards (ELPS (if applicable):</b>	N/A

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Topic	Your Standards and Skills Addressed
<b>Target Grammar/Language Forms (for ESL):</b>	N/A
<b>Standards for Mathematical Practice:</b>	
<b>Foundation Skills Framework (Workforce Skills):</b>	Observes Critically <i>W 6.2 Attends to visual sources of information</i>
<b>Digital Literacy Skills (also see checklist below):</b>	Click or tap here to enter text.
<b>Digital Literacy Skills Checklist:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are students taught how to find--and evaluate the validity of--online sources? Are they given an opportunity to practice doing so with different topics and for different tasks?</li> <li><input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools and is sufficient time provided to practice the use of tools?</li> <li><input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?</li> <li><input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?</li> </ul>

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### Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Lesson Objective(s):</b>	<ul style="list-style-type: none"> <li>• Identifying and defining at least six figurative language phrases while reading text in diverse formats.</li> <li>• Using idioms correctly in written work (at least 90% of the time).</li> <li>• Demonstrating an understanding of the idiom “get your ducks in a row” by organizing at least one big and two small action steps related to a SMART goal.</li> </ul>
<b>Lesson Objective Tips:</b>	<ul style="list-style-type: none"> <li>• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)</li> </ul>
<b>Texts, Materials, Resources (also see checklist below):</b>	<p>All materials are located in the <a href="#">Google folder</a>.</p> <ul style="list-style-type: none"> <li>• Writing Sentences for Common Idioms</li> <li>• Workplace Idioms</li> <li>• ReadWorks - Fears and Phobias</li> <li>• Maria Scenario</li> <li>• Lesson Overview for Students</li> <li>• Idioms About Feelings</li> <li>• Idioms 3</li> <li>• Getting Your Ducks in a Row sheet</li> <li>• Figurative Language</li> <li>• Fear-Related Idioms</li> <li>• Explaining Idioms</li> </ul>

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Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
<b>Texts, Materials, Resources Checklist:</b>	<input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
<b>Lesson Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Up in the air</li> <li>• Go the extra mile</li> <li>• On thin ice</li> <li>• Once in a blue moon</li> <li>• Go down in flames</li> <li>• On the same page</li> <li>• Butterflies in my stomach</li> </ul>
<b>Culturally Responsive Teaching Notes (also see checklist below):</b>	<p>Click or tap here to enter text.</p>
<b>Culturally Responsive Teaching Checklist:</b>	<input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know? <input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? <input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

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## Instructional Activities

Topic	Lesson Information
<b>Lesson Introduction:</b>	Click or tap here to enter text.
<b>Lesson Introduction Tips:</b>	<ul style="list-style-type: none"><li>• Explain how the lesson objectives will be shared with learners.</li><li>• Make connections to learners' goals and prior and future lessons.</li></ul>
<b>Lesson Body, Direct Instruction:</b>	Students watch <a href="#">video</a> on idioms.
<b>Lesson Body, Guided Practice:</b>	Students open the <a href="#">Google doc</a> and complete assignments in the order as listed and contact the teacher if they need help. As students complete assignments, they should submit them to their teacher via email.
<b>Lesson Body, Independent Practice:</b>	Click or tap here to enter text.

## Figurate Language: Idioms Lesson Plan

### Lesson Body Tips:

Learning idioms used to happen in face-to-face class. I brought in rubber ducks and we did all activities together. Due to COVID, students must do more learning independently so that when we meet via Zoom, we can do more in-depth work together. This lesson plan covers everything they will do on their own, and then when we meet via Zoom, we will do small group activities in breakout rooms. For those activities, each group will be given a problem/scenario that uses idioms, and they will have to come up with three possible solutions. They will return to the large Zoom session and share their solutions. (See possible scenarios below.)

Possible scenarios/problems for breakout sessions:

- Johan is **on thin ice** at work. He has missed four days of work within his first 60 days of employment. If he misses another day of work within the next two weeks, he will be terminated. His car has been **acting up**, and he doesn't have the money to get it looked at by a mechanic. What are some options that Johan could explore to help him keep his job and keep getting to where he needs to go?
- Regina currently lives with two other people. They all get along well and like living together. Their apartment lease expires in 60 days. Her roommates are **up in the air** about whether they want to renew the lease or look for a new place to live. What are some ways Regina could help get everyone **on the same page** to decide about renewing or moving?
- Han has a lot going on in his life right now. He has passed four sections of the GED® test, but is struggling with the math section. He has failed the math once already. He has started a part-time job, and his hours interfere with adult literacy classes. He doesn't have the internet at home, so the only way he can do online math work and attend virtual classes is to go to his friend's house. He also ran out of his anxiety medication and can't get it refilled until he goes to see his doctor. His mother is letting him live at home free of charge, but she told him if he doesn't start **going the**

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	<p><b>extra mile</b> and helping out at home, she is going to <b>kick him out</b>. How might Han <b>get his ducks in a row</b> and accomplish his goal of getting his high school equivalency diploma while also keeping his job, helping his mom, and getting back on his anxiety medication?</p>
<p><b>Differentiation (also see checklist below):</b></p>	<p>Click or tap here to enter text.</p>
<p><b>Differentiation Checklist:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners?</li> <li><input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility)</li> <li><input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?</li> </ul>
<p><b>Assessment:</b></p>	<p>Teacher observation and review of student work. Completion of Google Form related to SMART goal.</p>
<p><b>Assessment Tips:</b></p>	<ul style="list-style-type: none"> <li>• Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives.</li> <li>• Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.</li> </ul>
<p><b>Lesson Conclusion:</b></p>	<p>Students review extension activities and pick activities to complete to transfer learning. (These are optional, and time will not be given for activities that are completed.)</p>



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<b>Lesson Conclusion Tips:</b>	<ul style="list-style-type: none"> <li>● Review lesson objectives.</li> <li>● Provide an opportunity for student reflection.</li> <li>● Connect to prior and future learning.</li> </ul>
<b>Lesson Extension, Homework:</b>	Students review extension activities and pick activities to complete to transfer learning. (These are optional, and time will not be given for activities that are completed.)
<b>Lesson Extension, Additional Enrichment/Practice Opportunities:</b>	Click or tap here to enter text.
<b>Key Shifts:</b>	<ul style="list-style-type: none"> <li>● Check to ensure that your lesson addresses the Key Shifts in the CCRS.</li> </ul>
<b>ELA Key Shifts (check all that apply):</b>	<input type="checkbox"/> Text Complexity <input type="checkbox"/> Evidence <input type="checkbox"/> Building Knowledge
<b>Math Key Shifts (check all that apply):</b>	<input checked="" type="checkbox"/> Focus <input checked="" type="checkbox"/> Coherence <input checked="" type="checkbox"/> Rigor

## Instructor Reflection Before the Lesson

**Instructor Reflection Questions (to be completed before teaching the lesson):**

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

## Instructor Reflection After the Lesson

**Instructor Reflection Questions (to be completed after teaching the lesson):**

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?