

# We will apply knowledge of idioms to determine<sup>1</sup> the meaning of phrases.

<sup>1</sup> figure out

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What are we going to do?

What does *determine* mean? *Determine* means \_\_\_\_\_.

Activate (or provide) Prior Knowledge



1. My new scooter cost an arm and a leg.
2. While hiking, I slipped on some rocks and cut my arm and leg.



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Teacher, read both sentences out loud. Students, which of the sentences refers to an actual arm and a leg? (Pair-Share) Did the person really pay an arm and a leg for a scooter? Students, authors sometimes use groups of words with a special meaning to be more descriptive. We call these groups of words *idioms*. Now, we will apply knowledge of idioms to determine the meaning of phrases.

An **idiom** is a phrase<sup>2</sup> that has a **special meaning different** from the literal<sup>3</sup> meaning of its words.

- *Context clues*<sup>4</sup> can be used to determine the meaning of the idiom.

<sup>2</sup> group of words    <sup>3</sup> basic meaning    <sup>4</sup> (context clues) nearby words

**Examples:**

<u>Idiom</u> used in a sentence.	The meaning of the <u>idiom</u> .
<p>1. The students had <b>ants in their pants</b>. They <u>could not sit still</u> during class.</p> 	<ul style="list-style-type: none"> <li>• <b><u>Ants in their pants</u></b> means to have a lot of energy or to not be able to sit still.</li> </ul> 
<p>2. <b>Keep an eye on</b> your baby brother. While I'm gone, I <u>need you to watch him</u>.</p> 	<ul style="list-style-type: none"> <li>• <b><u>Keep an eye on</u></b> means to watch someone or something.</li> </ul> 

**Not examples of idioms:**

1. The weather outside is sunny and hot.
2. My eyes are blue and my sister's are green.

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Why is "keep an eye on" an example of an idiom?

Keep an eye on is an example of an idiom because \_\_\_\_\_.

Which example **below** has an idiom? How do you know?

Example # \_\_\_\_ has an idiom because \_\_\_\_\_.

1. It is raining cats and dogs. The entire street is flooded.

2. I have many cats and dogs.

In your own words, what is an idiom? An idiom is \_\_\_\_\_.



Skill Development/Guided Practice

An **idiom** is a phrase that has a **special** meaning **different** from the literal meaning of its words.

- Context clues can be used to determine the meaning of the idiom.

Apply knowledge of idioms to determine the meaning of phrases.

Step #1: Read the sentence with the **bolded** idiom.  
 a: Identify<sup>5</sup> the context clues that help determine its meaning. (underline)  
 Step #2: Determine the meaning of the idiom. (circle)  
 Step #3: Interpret<sup>6</sup> the sentence; reread the sentence replacing the **bolded** idiom with its meaning.  
<sup>5</sup> find (synonym)                      <sup>6</sup> explain (synonym)

<p>1. <u>I am so tired.</u> I am going to <b>catch some Zs</b>.</p> <p><b>A go to sleep</b>          B play catch          C go fishing</p>	<p>2. The floor was <u>so dirty</u>, I had to <b>give it a little elbow grease</b>.</p> <p>A clean it with my elbow  <b>B scrub it very hard</b>          C put grease on the floor</p>
<p>3. Jen was <b>tickled pink</b> when she heard that her <u>family was going to Hawaii</u>.</p> <p>A laughing  <b>B very excited</b>          C changing colors</p>	<p>4. The students were <b>all ears</b> <u>while the teacher was reading the story</u>.</p> <p>A made of ears  <b>B listening very closely</b>          C not hearing clearly</p>
<p>5. Danny enjoys <u>helping with farm work every weekend</u>. He is <b>no stranger to</b> hard work.</p> <p>A not willing to talk to strangers  <b>B used to</b>          C free from</p>	<p>6. The test was <b>a piece of cake</b>, and I was <u>the first one to finish</u>.</p> <p>A not very sweet  <b>B very easy</b>          C it was made of cake</p>

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(#2) How did I/you identify the context clues?

(#3) How did I/you determine the meaning of the idiom?

Relevance

An **idiom** is a phrase that has a **special** meaning **different** from the literal meaning of its words.

- *Context clues can be used to determine the meaning of the idiom.*

*1. Applying knowledge of idioms to determine the meaning of phrases will help you understand what a writer is trying to describe.*

(Question #61) There was not an actual “cat let out of a bag”; instead, it means that someone told about the surprise before it happened.

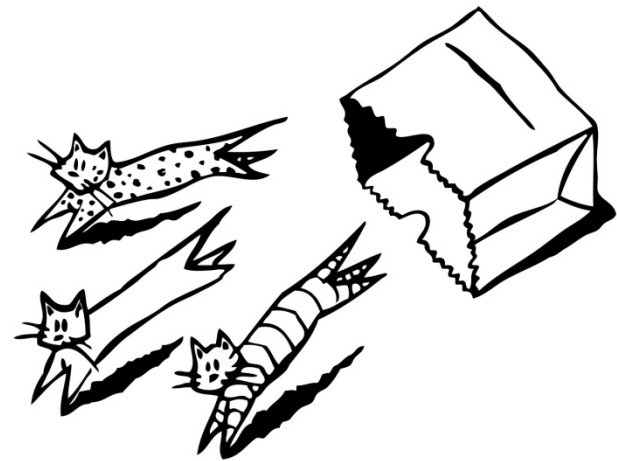
*2. Applying knowledge of idioms to determine the meaning of phrases will help you do well on tests.*

**61** Read these sentences.

When Hailey was given her surprise, she already knew about it. “Who let the cat out of the bag?” her father asked.

What does Hailey’s father want to know?

- A who gave Hailey a cat without asking her parents
- B who told Hailey about her surprise before she received it
- C who bought such a wonderful surprise gift for Hailey
- D who opened the door and let Hailey’s cat go outside



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Does anyone else have another reason why it is relevant to applying knowledge of idioms to determine the meaning of phrases? (Pair-Share) Why is it relevant to applying knowledge of idioms to determine the meaning of phrases? You may give me one of my reasons or one of your own. Which reason is the more relevant to you? Why?

An **idiom** is a phrase that has a **special** meaning **different** from the literal meaning of its words.

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Skill Closure

Applying knowledge of idioms to determine the meaning of the phrases.

Step #1: Read the sentence with the **bolded** idiom.

a: Identify the context clues that help determine its meaning. (underline)

Step #2: Determine the meaning of the idiom. (circle)

Step #3: Interpret the sentence; reread the sentence replacing the **bolded** idiom with its meaning.

1. My difficult homework assignment was **no picnic** to complete.

A not easy

B not a meal

C easy

2. You need to be at the school at 8:00 am **on the dot**. Don't be late!

A tardy

B stand on a dot

C exactly

Constructed Response Closure

Kira's mother said, "It may rain cats and dogs today!" What did her mother really mean? Explain your answer.

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Summary Closure

What did you learn today about applying knowledge of idioms to determine the meaning of phrases?

Day 1 \_\_\_\_\_

Day 2 \_\_\_\_\_

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1. James had to clean his room because it was a **pigsty**.

A clean

**B messy**

C a place where a pig lives

2. When I heard I got an "A" on the test, it was **music to my ears**.

A a good song

B too loud

**C good news**

3. Greg was **on fire**, hitting three home runs in the game.

A too warm

B working

**C doing very well**

4. Aaron sat and watched cartoons all day. He is such a **couch potato**!

A person who eats French fries

B someone who sleeps a lot

**C lazy person**

5. I built up a nest egg of \$120 so I could buy an MP3 player.

A scrambled egg

B music collection

**C savings**

6. I tried to remember the answer but **drew a blank**.

**A couldn't think of an answer**

B made a picture

C asked a question

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<p>1. <u>My car broke down</u>, so I had to <b>hoof it</b> the rest of the way into town.</p> <p><b>A walk</b>          B ride a horse          C get new shoes</p>	<p>2. I have a <u>big test tomorrow</u>, so I had better <b>hit the books</b>.</p> <p><b>A study</b>          B listen to music          C destroy my books</p>
<p>3. It's <u>lunch time</u>, so let's go <b>grab a bite</b>.</p> <p>A take a walk  <b>B get something to eat</b>          C take some food</p>	<p>4. Peter was <u>worried about losing the game</u>, but Rick said it was <b>in the bag</b>.</p> <p>A hard to finish  <b>B easily finished</b>          C not able to forget about it</p>
<p>5. Putting together the puzzle was <b>a snap</b>. It <u>only had ten pieces</u>.</p> <p>A very hard  <b>B very easy</b>          C keeping rhythm</p>	<p>6. <u>He needed help</u>, so I thought I would <b>lend a hand</b>.</p> <p>A clap for him          B stand in one spot  <b>C help him out</b></p>

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<p>1. It was <u>after midnight</u>, and I was ready to <b>hit the sack</b>.</p> <p>A get up                  B tackle someone                  C go to bed</p>	<p>2. <u>Everyone was working</u>, so I decided to join in and <b>go with the flow</b>.</p> <p>A do the same as everyone else                  B listen to music                  C sleep</p>
<p>3. He was such <b>an eager beaver</b>; he <u>got everything done early</u>.</p> <p>A a lazy person                  B a small animal                  C a hard worker</p>	<p>4. She was <b>feeling blue</b> after the <u>sad movie</u>.</p> <p>A very happy                  B feeling unhappy                  C a different color</p>
<p>5. I wanted to go to my <u>cousin's house</u> and just <b>shoot the breeze</b>.</p> <p>A throw darts in the wind                  B wave a fan                  C talk about everything</p>	<p>6. Just <b>sleep on it</b>. You can <u>decide tomorrow</u> what to do.</p> <p>A think about a decision                  B go to bed                  C sleep on something</p>



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<p>1. The boys were <b>neck and neck</b> <u>all the way to the finish line.</u></p> <p><b>A very close</b>          B touching necks          C very far apart</p>	<p>2. My mom likes <u>to go to bed early</u>, but Dad is a <b>night owl.</b></p> <p>A person who like birds          B person who says, “Hoooo!”  <b>C person who likes to stay up late at night</b></p>
<p>3. My brother told me to <b>zip my lip</b> and <u>keep quiet.</u></p> <p><b>A stop talking</b>          B make a lot of noise          C zip up my coat</p>	<p>4. Before my mom goes to the gym, she takes a <b>cat nap</b> <u>to give her energy.</u></p> <p>A she sleeps with the cat  <b>B a quick rest</b>          C a special juice drink</p>
<p>5. Melissa’s <u>warning about cheating</u> was a <b>slap on the wrist</b> compared to Luke’s suspension.</p> <p>A harsh punishment  <b>B mild punishment</b>          B no punishment</p>	<p>6. <u>Put on your pajamas.</u> It is time to <b>hit the hay.</b></p> <p>A get up  <b>B go to bed</b>          C go to the barn</p>

## EDI – Cognitive, Teaching and English Learners Strategies

Learning Objective : Today, we will apply knowledge of idioms to determine the meaning of phrases.

Cognitive Strategies		Teaching Strategies	
Elaboration		Demonstration	

Targeted vocabulary: determine, idiom, phrase, literal, context clues, identify, interpret

Language Strategies			
<b>Vocabulary Words</b>	<b>Academic</b>	determine, identify, interpret	
	<b>Content</b>	idiom, phrase, literal, context clues	
	<b>Support</b>		
<b>Vocabulary Strategy</b>	Multiple-Meaning		
	Synonym	identify (find), interpret (explain)	
	Definition	determine, idiom, phrase, literal, context clues	
	Homophone		
	Internal Context Clue		
	<b>Listen, Speak</b>	Similar Sounds	
	<b>Read</b>	Tracked Reading	
Decoding Rules			
<b>Write</b>	Writing		
Content Access Strategies			
<b>Comprehensible Input</b>	Cognates		
	Graphic Organizer		
<b>Contextual Clues</b>	Contextualized Definitions		
	Pictures		