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The Show Must Go On

Grade Level: Third Grade

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Length of Unit: Seventeen Acts

I. ABSTRACT

Proverbs and idioms appear in our society without a written explanation. Children must be exposed to inferences made through these sayings. By being exposed to the Third Grade Core Knowledge Sequence sayings, the students will **appreciate the sayings as ideas that represent wisdom** and understand that the sayings **reflect the time in which they originated**. The students will **appreciate the evolution of proverbs and idioms** through time and how they have influenced our language.

Finally, the students will **integrate the appropriate use** of the sayings into their daily language.

II. OVERVIEW

A. Concept Objectives

The students will:

- **appreciate the sayings as ideas that represent wisdom.**
- **understand that the sayings are a reflection of the time in which they originated.**
- **appreciate how sayings have evolved over time and have influenced our language.**
- **integrate the appropriate use of the sayings into everyday life.**

B. Core Knowledge Sequence Content

The fifteen sayings listed in the Core Knowledge Sequence are taught in this unit. They are outlined in the following acts.

1. **Act One: An Introduction**
2. **Act Two: *Actions speak louder than words.***
3. **Act Three: *Beggars can't be choosers.***
4. **Act Four: *Let bygones be bygones.***
5. **Act Five: *One rotten apple spoils the whole barrel.***
6. **Act Six: *The show must go on.***

7. Act Seven: *When in Rome do as the Romans do.*
8. Act Eight: *His bark is worse than his bite.*
9. Act Nine: *Beat around the bush.*
10. Act Ten: *Clean bill of health.*
11. Act Eleven: *Cold shoulder.*
12. Act Twelve: *A feather in your cap.*
13. Act Thirteen: *Last straw.*
14. Act Fourteen: *On its last legs.*
15. Act Fifteen: *Rule the roost.*
16. Act Sixteen: *Touch and go.*
17. Act Seventeen: **Celebrations!**

C. Skills to be Taught

Many language arts, social studies, reading and art skills will be addressed in this unit. Some of the many skills incorporated into this unit include main idea, comparing and contrasting, adjectives, use of line, use of color, creative dramatics, locating places on maps, vocabulary building, use of complete sentences, and paragraph writing.

D. Ongoing Activities

- **Under the Big Top: A Book of Sayings**

Each student will keep a journal that reflects their feelings towards the sayings. Examples of other sayings may also be included in *Under the Big Top: A Book of Sayings*.

- **In The Spotlight**

A special place in the classroom will be designated as a spotlight area for the sayings to be displayed.

- **On The High Wire**

A high wire (string) will be strung across the classroom. Various projects from this unit will be displayed (hung) on the high wire.

III. BACKGROUND KNOWLEDGE

A. For Teachers

Proverbs can be defined as sayings that give advice. Most proverbs are handed down from generation to generation. It has been found that proverbs are multicultural. Eventually these proverbs become a part of a culture's everyday language. Various cultures have different ways to state the same proverb. Although the wording may vary slightly, the meaning usually

remains constant. Proverbs send inferences through the use of metaphors and figurative language. With the use of metaphors in proverbs, the meaning of the proverbs are expressed in a visual, vivid manner.

Idioms can be defined as expressions that convey messages. Idioms use metaphors to make ideas clear in the mind of the reader or listener. Comparisons, like metaphors, help convey a visual message through the inferences they make. Unlike the proverbs, the choice of words used in the idioms remain constant. They seldom change and usually remain consistent over time.

Historically every culture has special phrases that are based on their daily lives, practices and customs. If other cultures were to look at the literal meaning of these sayings, the meaning may not make sense. Although the translations of some of these sayings have changed over time, the implied meanings have remained constant. Some of the changes in the translations evolved when people took the sayings across cultural lines. Today's society uses sayings in casual conversation without explanation of the meaning. If students are to be successful in today's world, they must be exposed to the origins and implied meanings of these sayings so that they can be educated, effective members of society.

The third grade sayings from the **Core Knowledge Sequence** that are discussed in this unit are listed below:

- Actions speak louder than words.
- Beggars can't be choosers.
- Let bygones be bygones.
- One rotten apple spoils the whole barrel.
- The show must go on.
- When in Rome do as the Romans do.
- His bark is worse than his bite.
- Beat around the bush.
- Clean bill of health.
- Cold shoulder.
- A feather in your cap.
- Last straw.
- On its last legs.
- Rule the roost.
- Touch and go.

B. For Students

Sayings are introduced at every grade level. The students do not necessarily need to have prior knowledge in order to successfully complete this unit.

IV. RESOURCES

A. Key Resources

Terban, Marvin. (1996). Dictionary of Idioms. New York: Scholastic. ISBN# 0-590-27549-6

B. Bibliography

The bibliography is divided into two sections. In the first section are the books needed in each act. Teacher resources are listed in the second section.

V. LESSONS

A. Act One: An Introduction

1. Concept Objective

- Appreciate the sayings as ideas that represent wisdom.
- Understand that the sayings are a reflection of the time in which they originated.
- Acknowledge how sayings have evolved over time and have influenced our language.
- Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- The students will be introduced to the implied and literal meaning of words.

2. Materials

- Amelia Bedelia
- Construction paper

3. Procedures

- a. Read Amelia Bedelia to the students. After reading allow students time to discuss the actions of Amelia. List her actions on the chalkboard. Discuss the directions Mrs. Rogers gave to Amelia. List them on the list opposite of Amelia's actions.
- b. Define literal. Ask the students to identify which character in the story used the literal meaning of the job.
- c. Define implied. Ask the students to identify which character in the story used the implied meaning of the job.

- d. Discuss other situations where students are expected to understand the implied meaning of the words. For example you might discuss ants in your pants.
- e. Brainstorm the jobs Amelia had to complete. Each student will select one job. On construction paper each student will illustrate the job they select. On one side the student will draw the literal meaning and on the other side the implied meaning. Compile the illustrations into a class book.

4. Assessment

- o The illustration will be assessed on the student's ability to distinguish between the literal, and implied meanings of words.

B. Act Two: *Actions speak louder than words.*

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will use context clues.
- o The students will use guide words in a dictionary.
- o The students will understand the implied meaning of the saying *actions speak louder than words.*
- o The students will use creative dramatics to tell a story.

2. Materials

"The Lions and the Hares" Aesop's Fables

Dictionaries

Vocabulary chart

3. Prior Knowledge

Adapted from: Random House Dictionary of Popular Sayings pages 2-3 and Have a Nice Day-No Problem!: A Dictionary of Clichés pages 2-3.

- a. Definition for...*Actions speak louder than words.*

People's behavior is more important than the words they say. You need to rely on what people do instead of what they say they are going to do.

- b. History

This saying dates back to ancient Greece. The way this saying is stated now came th

into being in the 19th century. Abraham Lincoln used this saying in 1856. Another version of this is a man ought not to be deemed by his wordes, but by his workis. (15th Century)

c. Example

Every day at recess, Jon says he is my best friend. He says he likes to play with me, but he always plays with Frankie. Finally I tell my mother what is happening at recess. She tells me that I should listen to Jon's actions and not his words. She says *actions speak louder than words*.

4. Procedures

- a. Have students read sentences from a chart containing the vocabulary words (hare, motto, lack, savage, equals, justice) from the "The Lions and the Hares."
- b. Read the fable, "The Lions and the Hares" to the students. Stress the vocabulary words. State the moral at the end of the saying.
- c. Have each group use guide words in a dictionary to locate vocabulary words listed on the chart. When each team locates each word, one student will scribe the definition that best fits the context as the word was used in the fable. Check for understanding by giving clues for each vocabulary word. (clues: hare: what Bugs Bunny might be called, motto: The Boy Scouts and The Girl Scouts have one, lack: not enough, savage: a wild animal might act in this way, equals: two plus two and four, justice: if we have to go to court we want the judge to give this to us.)
- d. Define *actions speak louder than words* and tell students the history of this saying.
- e. Discuss the fable. Brainstorm words in the saying that gave clues to the meaning of the saying.
- f. Have students create other situations when this saying would be appropriately used. List responses on the chalkboard.
- g. Each team will choose a situation listed on the board and write a short skit depicting the main idea of the saying. Allow the students time to prepare the skit. Have students go to other classrooms to perform their skit.
- h. After the performance, have each team member write a summary of their team's skit.

5. Assessment

- o Each team's skit will be assessed on the team's ability to tell a story with the main idea being, *actions speak louder than words*.

C. Act Three: *Beggars can't be choosers*.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will identify the main idea of a painting.
- o The students will examine art and identify specific details.
- o The students will understand the meaning of the saying *beggars can't be choosers*.

2. Materials

Getting to Know the World's Greatest Artists: Pieter Bruegel

Netherlandish Sayings, by Peiter Bruegel

Paint

White construction paper

3. Prior Knowledge

Adapted from: Random House Dictionary of Popular Sayings page 22

a. Definition for...*Beggars can't be choosers*.

When people ask for something, and what is given to them is not pleasing, they should not complain. They should accept it in a positive way.

b. History

This saying is similar to one found in France during mid 15th century. It was published in a book of sayings by John Heywood in 1546. Today, according to Harry Collis, lexicographer, this is one of the most frequently used sayings in the United States. Other versions of this saying include he who borrows cannot choose (15th Century), paupers can't be fussy, tramps can't be choosers, and thieves can't be choosers.

c. Example

Angie asked Katie if she could borrow one of her pencils. Katie let her use the smallest pencil without an eraser. Angie said, "I don't want to use that one!" Angie then told Katie that she

wanted to use Angie's favorite pencil. Katie told Angie that *beggars can't be choosers*.

4. Procedures

- a. Show the students *Netherlandish Sayings* (1599), by Peiter Bruegel. Ask students to describe the actions occurring in the oil painting. Don't tell them the title!
- b. Read page 18 from Getting to Know the World's Greatest Artists: Peiter Bruegel to the students.
- c. Allow students time to carefully examine the oil painting. Tell students the title of the painting is *Netherlandish Sayings*. Discuss the relationship between this masterpiece and the previous lessons in this unit. Tell students that many sayings are illustrated in the painting. Ask them to locate as many of the sayings in the painting as they can.
- d. Explain the meaning of the saying, *beggars can't be choosers*. Allow the students another opportunity to locate more sayings from the painting.
- e. Using paint students will recreate their favorite saying displayed in the masterpiece on construction paper.
- f. Have students compose a short paragraph explaining their scene from the painting. The paragraph and the title should represent the main idea of the scene.

5. Assessment

- o The paragraph and title will be assessed for the student's use of the main idea of the saying.

D. Act Four: *Let bygones be bygones*.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The student will utilize vocabulary skills to describe emotions.
- o The students will understand the meaning of the saying *let bygones be bygones*.
- o The students will identify the main idea of a selection.
- o The students will use correct paragraph form.

2. Materials

George and Martha Tons of Fun, Story Number One: "The Misunderstanding"

Advice Column Letters (Appendix 1)

Post-it notes

Large emotion words flashcards

Chart paper

3. Prior Knowledge

Adapted from: Random House Dictionary of Popular Sayings page 207

a. Definition for...*Let bygones be bygones*.

A person should forgive and forget.

b. History

In 1577, this saying appeared in Robert Pitscottie's, *Chronicles of Scotland*. Sir Frances Nethersole was the first to use the saying in its present form. The way it is stated and used today originated in 1648. This saying was first introduced into the United States in 1710. It was located in *Diary of Cotton Mather*. This saying is still extremely popular and widely used today.

c. Example

One morning, during art class Tony used Kurt's glue without asking permission. Kurt became angry at Tony. Kurt was angry for a long time. Finally Kurt said *let bygones be bygones* and forgave Tony for using his glue without permission.

4. Procedures

- a. Students will read with a partner "Story Number One: The Misunderstanding" from George and Martha Tons of Fun. End the story by stating, *let bygones be bygones*. Using the context of the story, define and explain the saying.
- b. Have partners discuss how the saying applies to this particular story. Expand the discussion to situations where students have *let bygones be bygones*.
- c. Discuss as a class the main idea of the story. Examine the title of the story. List clues from the story that will lead to its main idea. Write the main idea on chart paper. Tell students that the title of a story will give clues about its main idea.
- d. Have students work as detectives and search the story for five words (offended, hurt, mad, calm, upset) that illustrate emotions. Then have students brainstorm other words that have the same

meaning as the emotion words. Place each word on a separate Post-it note. Have students place the notes on a piece of large chart paper. Here the words can be categorized.

- e. Each student will choose five words from the chart. The words will be used to create an emotion word book. Students will use facial expressions to illustrate the meaning of each word in their emotion book.
- f. Students will write an advice column titled *Let Bygones Be Bygones*. The contents of their reply letter will concern a situation in which they advise others that they should *let bygones be bygones*. Appendix 1 contains the letters to be answered by the students.

5. Assessment

- o Each student's reply letter for the advice column will be assessed for use of emotion words and the correct usage of the saying.

E. Act Five: *One rotten apple spoils the whole barrel.*

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will distinguish between fact and fantasy.
- o The students will compare and contrast characters.
- o The students will understand the meaning of the saying *one rotten apple spoils the whole barrel*.
- o The students will determine and relate character motives.

2. Materials

The True Francine by M. Brown

Fact/Fantasy Cards

Chart paper

Apple shaped paper

3. Prior Knowledge

Adapted from: Poor Richard's Almanack page 17, Have a Nice Day-No Problem!: A Dictionary of Clichés page 309 Random House Dictionary of Popular Sayings page 293-294.

a. Definition for...*One rotten apple spoils the whole barrel.*

One bad person in a group can ruin the entire group.

b. History

This saying can be traced back to 1340. It was found in a Latin saying and translated to today's version. The people during that time period, really did believe one rotten item in a bunch could spoil it. The people had no idea that if one item became infected with mold or some other bacteria, the mold or bacteria would quickly spread to the other items in the bunch that were good and spoil them. Much later in 1736, Benjamin Franklin published this saying in Poor Richard's Almanack. Other versions include the rotten apple injures its neighbors, a rotten apple quickly infects its neighbor, and a rotten apple spoils his companion.

c. Example

At lunch the class got in trouble in the cafeteria. Nikki threw her milk at Sylvia. Instead of punishing only Nikki and Sylvia, the entire class was punished. Everyone had to miss recess for three days for the milk incident between Nikki and Sylvia. The class wished that Nikki and Sylvia were in someone else's class. They told Nikki and Sylvia that *one rotten apple spoils the whole barrel*.

4. Procedures

- a. Read the book The True Francine to the class. While reading, the saying should be inserted after Buster says to Francine, "Without you, we'll lose for sure." Have students determine what Buster meant when he said this.
- b. Discuss the meaning of *one rotten apple spoils the whole barrel*. As a class form a definition for the saying. Post on a chart. In small groups have students determine another scenario for this saying.
- c. Discuss the story with the students. To better understand the saying, guide the students through these questions. Which character is the rotten apple? What did they learn from this story? Does it apply to their lives?
- d. Using a Venn-Diagram each team will compare and contrast Francine and Muffy. Team products will be compiled into a class Venn-Diagram and displayed in the classroom.
- e. Divide the class into two small groups. One group will form an inside circle and the other group will form an outside circle. The two circles will face each other. Give the students in the outside circle a Fact/Fantasy Card. The student standing in the outside circle will read their card to the student that is facing them in the inside circle. Together the two students will decide if the card is fact or fantasy. Students in the outside circle will rotate clockwise one spot and have a new partner. Once each student has a new partner students in the outside circle will share their Fact/Fantasy Card. The new

team of two will decide if the card states a fact or a fantasy. The process will continue until students have an understanding of fact/fantasy. The teacher can add other examples if all students know the answers to the cards.

- f. Each student will be given a piece of apple shaped paper to write a scenario where one character was a rotten apple.

5. Assessment

- o Each student's apple will be assessed on correct usage of the saying.

F. Act Six: *The show must go on.*

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objective

- o The students will express the meaning of the saying through creative dramatics.
- o The students will understand the meaning of the saying *the show must go on.*

2. Materials

Curious George Goes to the Circus

Construction paper

Magazines

3. Prior Knowledge

Adapted from: Have a Nice Day-No Problem!: A Dictionary of Clichés page 331 and Random House Dictionary of Popular Sayings page 300

a. Definition for...*The show must go on.*

When an event is planned, it must go on as scheduled no matter what the circumstances are.

b. History

In the Shakespearean play, *Henry IV*, a saying similar to *the show must go on* can be found in Part 1. In the play it appears as follows, "Play out the play." As time passed the saying evolved into *the show must go on*. Today it is viewed as an old show business saying. Entertainers use the saying to illustrate that nothing must stop the performance of the show from going forward.

c. Example

The class was excited. It was the day they had been eagerly awaiting. It was the day of the Colonial American Feast. Everyone had brought in wonderful food to share. The tables and chairs were set up outside under the trees. A large black cloud developed above the school just before it was time to serve the food. No one had umbrellas. No one had a large tent. Many invited guests called to see if the feast was still on. The school secretary replied to the guests, *the show must go on!*

4. Procedures

- Discuss what it feels like to attend a circus. Ask students about circuses they have attended. Discuss the various jobs of the circus performers. Elaborate on each keying in on the time spent practicing their jobs. Stress the importance of the ringmaster as the person who guides the circus to a successful performance. Act out the role of ringmaster. Relate it to the teacher's job of guiding the class through a successful day.
- Read Curious George Goes to the Circus to the students. Carefully examine the illustrations in the book. Relate them to the discussion of the jobs of the circus performers.
- Discuss the meaning and history behind the saying, *the show must go on.*
- Divide the class into three teams. Each team of students will be responsible for writing a skit that utilizes *the show must go on* as its main idea. Teams will write a script, and a playbill for their performance. When creating the skit, teams will be encouraged to use the actual saying. Upon completion of this assignment, teams will share their skit with another class.
- Brainstorm other situations where the saying could be used appropriately and find them in magazines. For each magazine picture, teams will create a situation card explaining the magazine clipping. These will be compiled into a booklet to be displayed in the library.

5. Assessment

- o Each team will be assessed on their ability to cooperate and their correct usage of the saying in the team skit.

G. Act Seven: *When in Rome do as the Romans do.*

1. Concept Objectives

- Appreciate the sayings as ideas that represent wisdom.
- Understand that the sayings are a reflection of the time in which they originated.
- Acknowledge how sayings have evolved over time and have influenced our language.
- Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- The students will use map skills to locate Paris, France.
- The students will compare and contrast the culture of Paris to their town.
- The students will understand the meaning of the saying *when in Rome do as the Romans do*.

2. Materials

Madeline, by Ludwig Bemelmans

World map

World map, desk size

Colored pencils

Chart paper

Yarn

Watercolors

3. Prior Knowledge

Adapted from: Have a Nice Day-No Problem!: A Dictionary of Clichés page 388

a. Definition for...*When in Rome do as the Romans do*.

People should watch others to see how they should act in various situations.

b. History

This saying evolved during ancient Roman times. One day, St. Monica and St. Augustine were talking with St. Ambrose. They asked St. Ambrose about the proper etiquette they should follow when they traveled to Rome. They were not familiar with the Roman ways. St. Monica and St. Augustine needed to know when to fast since they were not from Rome. They were from Milan and the people of Milan did not practice fasting on Saturdays like the Romans. They wanted to know what fasting custom they should follow, Milan's or Rome's. St. Ambrose told them that when they were in Rome they should fast on Saturday like the Romans do. This was the beginning of the saying *When in Rome do as the Romans do*. Other versions of this saying include, when in Rome, do as Rome does, and when you go to Rome, do as Rome does.

c. Example

Isaiah did not like licorice. His teacher was handing out licorice as a treat for perfect attendance for the grading period. Everyone was really excited to get licorice as a treat. Isaiah did not want to eat his treat. He noticed that everyone was eating their licorice. So he ate his and said, when in Rome do as the Romans do. Even after eating his treat he still did not particularly like licorice.

4. Procedures

- Locate Paris, France on a world map. On a desk size world map, students will locate and place a star on Paris. Then have students locate and place a star on the city where their school is located. Compare the two locations. Use a piece of yarn to link the two cities together.
- Use illustrations in the book Madeline to locate where she and the other girls had to fit in. Post on a chart.
- In teams of five, students will brainstorm items in their city that would be similar to the places or items in Paris. Post each list on the chalkboard.
- For Example: Paris, France San Antonio, Texas
 - Speak French Speak English
 - Eiffel Tower Tower of Americas
 - The Opera The Majestic Theater
 - The Tuileries Gardens Brackenridge Park
 - The Louvre The McNay Art Museum
 - French Francs American Dollars
 - Crepe Suzettes Pancakes
 - Kiss Cheeks Shake Hands
- Discuss with students what would happen if a new student enrolled in class and refused to follow the dress code of blue jeans and a white shirt. The new student insisted on wearing purple pants and a yellow shirt with green polka dots. Tell students that the new student would not fit in and they would stick out. Tell students that when a person visits another country it is important to follow the customs

of that country since they are a guest.

- f. Read Madeline and have the students jot down each situation where Madeline must fit in. After reading have teams of three create a list of the situations where the character had to follow the customs. Place the list on chart paper.
- g. Define the saying and give students the background knowledge about this saying.
- h. As a class, brainstorm various school situations that follow this saying, *when in Rome do as the Romans do*. List these on the chart paper. Have students select a situations from the chart that demonstrates the saying. Have each student paint a different situation from the chart. Underneath each painting, students will describe what is happening in their illustration. Compile in a class booklet.

5. Assessment

- o Each student's illustration and description will be assessed on their understanding of the saying.

H. Act Eight: *His bark is worse than his bite*.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will understand the meaning of the saying *his bark is worse than his bite*.
- o The students will understand characters feelings and emotions.
- o The students will draw conclusions.
- o The students will use adjectives in complete sentences.

2. Materials

Rose Meets Mr. Wintergarten by B. Graham

Construction paper

Large house shape for Rose's house

Large house shape for Mr. Wintergarten's house

3. Prior Knowledge

Adapted from: Have a Nice Day-No Problem!: A Dictionary of Clichés page 17 and Random House Dictionary of Popular Sayings pages 135-136

a. Definition for...*His bark is worse than his bite*.

A person who appears to talk in a mean way, may actually be a very kind person.

b. History

This 17th century saying was first seen in the United States in 1841. It was found in the letters of an American novelist. James Fenimore Cooper used this saying in the form that it is currently used today. This is one of the most common sayings in today's society.

c. Example

The principal yelled at a group of students that were running down the front hallway. The group of students ignored the principal. Another teacher stopped the group and sent them to the principal's office for running in the hallway. They knew they had more trouble because they had ignored the principal. The group of students were really scared to go to the principal's office. They thought he was going to yell and seriously punish them, and when they arrived in the principal's office he didn't. Before they left his office, the principal told the group not to run down the hall anymore. The boys learned that the *principal's bark is worse than his bite*.

4. Procedures

- a. Show students the inside cover of the book. Direct their attention to the picture of Mr. Wintergarten's house and Rose's house. Ask: What kind of people might live in each house? What kind of feelings does each house cause you to have? List corresponding responses on two large house shapes that look like Rose's house and Mr. Wintergarten's house.
- b. Read the first nine pages of the book. Ask the students why the children might say things about Mr. Wintergarten. Reread page nine and ask students to imagine what kind of person Rose's mom is.
- c. Read the rest of the book to the students. At the end of the book, add these words: And Rose turned to the kids and said, "You can say this about Mr. Wintergarten. His bark is worse than his bite."
- d. As teams of four allow students time to discuss the meaning of the saying *his bark is worse than his bite*. Teams will share their meanings. Discuss the meaning and how to use the saying appropriately in conversation.
- e. Each student will create a folded house book depicting Mr. Wintergarten's house. On the inside of the book the student will write a short paragraph to describe how Mr. Wintergarten's bark was worse than his bite.

5. Assessment

- Each student's house book will be assessed for the use of complete sentences, adjectives and the correct use of the saying.

I. Act Nine: *Beat around the bush.*

1. Concept Objectives

- Appreciate the sayings as ideas that represent wisdom.
- Understand that the sayings are a reflection of the time in which they originated.
- Acknowledge how sayings have evolved over time and have influenced our language.
- Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- The students will demonstrate an understanding of the saying by using it in written context.
- The students will understand the meaning of the saying *beat around the bush*.

2. Materials

Post it notes

Millions of Cats

3. Prior Knowledge

Adapted from: The Facts on File Encyclopedia of Word and Phrase Origins, p. 44

a. Definition for...*Beat around the bush*.

A person who has problems answering questions directly and getting to the point in a conversation.

b. History

This idiom dates back to sometime in the 15th century. Some historians believe that this expression was first used when hunters actually scared the game out of hiding from the bushes. Long ago, wealthy people hired others to go and do their hunting. During this hunting time, the hired hunters took their time when approaching a bush that they thought contained some hiding game. They were careful not to startle the game too soon. If they startled the game too soon, then the hunters would not have a clear shot. Once upon the bush, the hunters beat the bush to scare the game out into the open areas so they would have a clear chance of bagging the game. There are other sayings that focus around too much beating and not enough game catching. This phrase has survived since the 15th century and is still used in its literal sense.

c. Example

Julie was talking to her mother. Her mother asked her what she had to do for homework. Julie replied, "What is for dinner?" Her mother asked her about her homework again, and Julie asked her mother, "How was work today?" It is said that Julie was *beating around the bush* because she did not want to answer her mother's question or work on her homework.

4. Procedures

- The teacher will roll play with another student a short scenario using the saying, *beat around the bush* as the main idea.
 - Teacher: (Student's name) were you talking?
 - Student: John was poking me.
 - Teacher: (Student's name) I asked you if you were talking?
 - Student: John keeps bothering me.
 - Teacher: Quit beating around the bush and answer my question. Were you talking?
 - Student: Yes.
- On a Post-it note, each student will write the main idea of this scenario. Upon completion, students will post their note on the chalkboard. Teams will evaluate responses to the main idea of the scenario. Determine the correct main idea and post on the chalkboard.
- Read the story Millions of Cats to the students. Use the saying *beat around the bush* in the scene where the woman finally says that they will let the cats decide which one they should keep.
- As a class determine the main idea of the story, Millions of Cats. Teams of three will compare the main idea of the scenario to the main idea of the story. Guide the class to the correct meaning and usage of the saying.
- Using the background information explain the origin of *beat around the bush*. As a class discuss other situations where using the saying would be appropriate.
- Have the students write and illustrate a cartoon strip depicting a scenario in which their characters utilize the saying *beat around the bush*.

5. Assessment

- o Each student's cartoon will demonstrate an understanding of the saying.

J. Act Ten: *Clean bill of health*.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will relate the meaning of the saying to their lives.
- o The students will demonstrate an understanding of the saying by using it in oral and written context.
- o The students will understand the meaning of the saying *clean bill of health*.

2. Materials

Clean Your Room, Harvey Moon! by Pat Cummings

Clean desk award certificate

Magazines

Chart Paper

3. Prior Knowledge

Adapted from: The Facts on File Encyclopedia of Word and Phrase Origins, p. 120

a. Definition for...*Clean bill of health*.

A person gives their approval of something that is satisfactory.

b. History

In the 19th century an actual certificate declaring a *clean bill of health* was given to the captain of the ship. The certificate was signed by an authority. The certificate provided proof that the captain's ship was disease free. It also confirmed that the ship did not contain any infectious diseases and that it was free to set sail. If the ship did not receive a clean bill of health, it received a foul bill of health. Like today everyone is relieved when they receive a *clean bill of health*.

c. Example

Zachary has been memorizing the multiplication facts since the beginning of third grade. His teacher challenged the class to complete a worksheet containing 50 problems in two minutes. Zachary completed the work in less than two minutes. When his paper was returned, it was given a *clean bill of health* because on this assignment, he mastered his multiplication facts.

4. Procedures

- Using the background information, explain the history behind the saying, *clean bill of health*. Focus on the importance of disease free cargo.
- As partners, students will inspect their neighbor's desk. During the inspection, students must decide if the desk can be given a *clean bill of health*. If the desk passes inspection, a certificate will be awarded to the student. The certificates will be posted in a distinguished place inside the classroom.
- Read Clean Your Room, Harvey Moon! to the students. Insert the saying *clean bill of health* on the last page.
- Discuss why Harvey's room could not get a *clean bill of health* until all was put away correctly. Have students share times they could not proceed until they had a *clean bill of health*.
- Teams will brainstorm places or events at school that fit the meaning of the saying. Share ideas with the class. Post on the chalkboard.
- Each student will select one place or event from the brainstormed list to illustrate. A short paragraph will be written to offer an explanation of the illustrated situation. Products will be compiled into a class book, entitled Sensational Serna's Clean Bill of Health.
- In teams of four, students will collect pictures from magazines that illustrate the main idea of the saying. Pictures will be compiled on a chart paper

5. Assessment

- o Each student's summary of the situation will be assessed for correct usage of the saying in written context.

K. Act Eleven: *Cold shoulder*.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.

- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will understand the meaning of the saying *cold shoulder*.
- o The students will exhibit an understanding of this saying through oral and written expression.
- o The students will identify and use adjectives in sentences.
- o The students will identify emotions that describe character traits.

2. Materials

The Popcorn Dragon

Popped popcorn

Powered tempera paint

Cardboard

Glue

Chart paper

3. Prior Knowledge

Adapted from: The Facts on File Encyclopedia of Word and Phrase Origins, p. 127

a. Definition for...*Cold shoulder*.

A person ignores someone on purpose.

b. History

Sir Walter Scott first wrote of this saying in the 19th century. This saying was used to describe the actions of a hostess towards a visitor in their home. If the visitor overstayed their welcome, they were usually served a cold shoulder of lamb. This action implied that the visitors were no longer welcomed and should leave. If the visitor was welcomed in the home, they would be served a hot shoulder of lamb. As it was originally used in the 19th century, this phrase had no romantic implications. Today, some believe that this saying has a totally different meaning. They believe that it deals with women giving men the brush off or just simply ignoring them when they do not want to be bothered.

c. Example

At lunch, Rachel was sitting by her friend Ruben. Rachel decided to play with her food. She threw some at Ruben. Ruben decided that he did not like the way Rachel was treating him so he gave her the *cold shoulder*.

4. Procedures

- Introduce students to the origins of the saying.
- Read The Popcorn Dragon to the students. Have students listen for the implied meaning of the saying.
- Have students share with their team the implied meaning. Then have students discuss a time when someone gave them a *cold shoulder*. Ask students to reveal how receiving this gesture made them feel.
- Review adjectives with students. Divide students into teams of four to brainstorm a character from the story. Adjectives will be listed for each character on chart paper shaped like the animal that was brainstormed.
- Students will select their favorite animal from the story. Using popcorn students will create the character. All animals will displayed in a classroom diorama depicting the animals giving Dexter the *cold shoulder*.
- Students will write a three paragraph essay. The first paragraph will describe the animal they sculpted. The second paragraph will tell why their animal gave Dexter the *cold shoulder*. The third paragraph will explain how it feels to receive a *cold shoulder*. To share with the class, students will read their essays orally.
- In small groups students will write song lyrics. The main idea of the song will be about giving and receiving a *cold shoulder*. Each team will decide the tune they wish to use for their song.

5. Assessment

- o Each student's writing sample will be assessed for the use of adjectives and their understanding of the saying.

L. Act Twelve: *A feather in your cap*.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

The students will use capital letters and end marks when writing complete sentences.

- o The students will understand the meaning of the saying *a feather in your cap*.

2. Materials

Yankee Doodle

Recording of Yankee Doodle

Construction paper

Markers

3. Prior Knowledge

Adapted from: The Facts on File Encyclopedia of Word and Phrase Origins, p. 192

a. Definition for...*A feather in your cap*.

A person's way to proudly "show off" their honors and accomplishments.

b. History

Many cultures have the custom of using feathers to illustrate their accomplishments. Long ago, the Himalayans, Turks, and Native Americans placed feathers in the headpieces of their warriors. This signified their great accomplishments. The Native Americans also wore feathers to illustrate bravery. Colonial Americans took this custom, adapted it and then Americanized it. Today when a feather is placed in a cap, it illustrates an honor or an accomplishment that one can be extremely proud of.

c. Example

Elliot made a perfect 100 on his reading test, he read 100 books at home and was awarded student of the month at Serna Elementary School. For both of these honors he was awarded a feather to place in his cap!

4. Procedures

- As students enter the room, play the song, Yankee Doodle.
- Read Yankee Doodle to the students. Relate the song playing as the students entered the class to the words used in the book.
- Discuss the historical significance of placing a feather in a cap. Ask students to determine why this particular book was read to them. Students should interpret that feathers were added to the cap every time a good deed was performed.
- Have students brainstorm good deeds they have performed during the past week. Give students feathers for each good deed. Students will write each of their good deeds on a feather. The feathers will be placed in the student's cap.
- Have the students brainstorm good deeds that the principal has performed for them and their school. Each student will design a feather and write one complete sentence stating one of the principal's good deeds. These feathers will be placed in a cap for the principal to proudly wear.

5. Assessment

- o Each student's feather for the principal will be assessed on correct capitalization, end marks, and on correct usage of the implied meaning of the saying.

M. Act Thirteen: Last straw.

1. Concept Objectives

- o Appreciate the sayings as ideas that represent wisdom.
- o Understand that the sayings are a reflection of the time in which they originated.
- o Acknowledge how sayings have evolved over time and have influenced our language.
- o Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- o The students will sequence events of a story.
- o The students will apply main idea.
- o The students will identify cause/effect.
- o The students will understand the meaning of the saying last straw.

2. Materials

The Napping House by Audrey Wood

Construction paper

a picture of a bed, a granny, a child, a dog, a cat, a mouse, and a flea for each student

Crayons

Building blocks

3. Prior Knowledge

Adapted from: The Facts on File Encyclopedia of Word and Phrase Origins, p. 507

a. Definition for...Last straw.

The last action that causes things to fall apart.

b. History

In the 15th century, this saying was used to describe how items were to be weighed. For example, the items being purchased were placed on one side of a balance. On the other side of the balance was the exact weight the buyer wanted to purchase. If the side to be purchased was lighter, more of the item to be purchased was added until it was the last straw, or the balance was balanced and slightly broken. Then, to get equal amounts on both sides of the scale, some of the item to be purchased was gradually taken away until the scale was perfectly balanced.

c. Example

For the past week Neda has not been doing her best in math class. Neda did not bring in her math homework today. During math class Neda talked to Todd. On Neda's math test today she made a 50. Neda's math score was the last straw.

4. Procedures

- Read The Napping House to students. Have students listen for the problem. Ask students to share the problem and the end result of the problem. Discuss cause and effect with the students. Tell students that when the flea bit the mouse, it was the last straw that caused the bed to break and wake everyone up.
- Have students make a house pocket book. The pocket will contain pictures of the events of the story.
- Students will sequence the story by retelling the story with pictures.
- Give each team a set of building blocks. Challenge teams to build the tallest tower. The winner will be the team that used the most blocks without their last block being the last straw.
- Students will create a joke illustrating the main idea of last straw. The jokes will be compiled into a joke book to be placed on display.

5. Assessment

- The students will be assessed on their ability to use the saying, last straw in a joke.

N. Act Fourteen: On its last legs.

1. Concept Objectives

- Appreciate the sayings as ideas that represent wisdom.
- Understand that the sayings are a reflection of the time in which they originated.
- Acknowledge how sayings have evolved over time and have influenced our language.
- Integrate the appropriate use of the sayings into everyday life.

Skill Objectives

- The students will identify objects that are on its last leg.
- The students will use adjectives to describe an object.
- The students will understand the meaning of the saying on its last legs.

2. Materials

Jennifer and Josephine

Throw away camera

Chart paper

Photo album

3. Prior Knowledge

Adapted from: A Dictionary of American Sayings

a. Definition for...On its last legs.

Something that is worn out or about to fall apart, and is not worth repairing.

b. History

This saying originated in the 16th century. It appeared in a play titled, The Old Law in 1599. The line in the play with a similar meaning went like this, "My husband goes upon his last hour now-on his last legs, I am sure." In 1678, the saying was used to define bankruptcy. Being near bankruptcy means being near the financial end. It is similar to being at the end of one's wealth.

c. Example

Elliot's bicycle was seven years old. The handlebars were bent and the brakes no longer worked. Elliot asked his parents for a new bicycle because he told them that his was on its last leg.

4. Procedures

NOTE: We apologize that this unit is incomplete. —CKF

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