

Don't Take It Literally

Grade Level or Special Area: Technology/Special Education (6th grade)

Presented by: Kerry Wisdom, Joann Marlow and Christine Albany

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Length of Unit: 4 Lessons

I. ABSTRACT

Aloha, I don't want to go on *ad nauseam*, but, welcome to our *ace in the hole*; ways to use and teach IDIOMS. So, *all for one and one for all*, we present this unit. Ms. Wisdom will be creating a PowerPoint demo with her students on how to produce a Hyperstudio presentation on Idioms and she will show some of the student projects the students have created. Ms. Marlow and Ms. Albany will be having their students create classroom books to illustrate and learn SAYINGS AND PHRASES. Their students will also be creating puppets, writing a script and acting out familiar idioms such as *You're Driving Me Crazy* and *You're Driving Me Up The Wall*.

II. OVERVIEW

A. Concept Objectives

1. The student demonstrates an awareness that language and literature are primary means by which culture is demonstrated. (Florida LA.D.1.3)
2. The student understands the power of language and selects language that shapes reactions, perceptions, and beliefs. (Florida LA.D.2.3)
3. Gather and organize information and materials necessary for a multimedia production. (Florida LA.B.2.3.4)

B. Content from the *Core Knowledge Sequence*

1. Sayings and Phrases pg. 136
 - a. Bee in your bonnet
 - b. A bird in the hand is worth two in the bush
 - c. Bite the dust
 - d. Don't cut off your nose to spite your face
 - e. Don't look a gift horse in the mouth
 - f. Good fences make good neighbors
 - g. Little strokes fell great oaks

C. Skill Objectives

1. Students will apply the computer skills necessary for creating artwork, animation, textboxes and buttons in a Hyperstudio project.
2. Students will use multimedia skills pertaining to video, digital graphics, sound animation, and the Internet.
3. Students will develop and apply writing and typing skills when creating their Hyperstudio project.
4. Students will use complete sentences, which include correction punctuation, grammar and spelling when typing their paragraphs in their Hyperstudio project.
5. Students will present their Hyperstudio project on Saying and Phrases to the class.
6. Students will confidently use idioms in daily conversations.
7. Students will follow directions to create a puppet for the puppet show.
8. Students will organize and perform a puppet show in front of their peers to demonstrate the skills that they learned.
9. Students will create a classroom book illustrating idioms.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Terban, Marvin, *The Scholastic Dictionary of Idioms*, Scholastic, Inc.; 1998, 0590381571
 - 2. Dave's ESL Café
<http://www.eslcafe.com/idioms/id-list.html>
 - 3. Lesson Plan Headquarters
<http://k-6educators.about.com/library/lp/bl1pla46c.htm>
- B. For Students
 - 1. The students should have prior knowledge of the computer program Hyperstudio with experience in completing at least one project with a 10-card stack.
 - 2. The students will have a basic understanding of:
 - a. The Sayings and Phrases from the Core Knowledge Sequence book in grade levels K-5.
 - b. Knowing that every culture has phrases and proverbs that do not make any sense when carried over literally into another culture.
 - c. The meaning of the word "culture."
 - d. What a Saying is
 - e. What a Phrase is
 - f. The meaning of the word "Proverb."
 - g. The meaning of the word "literal."
 - h. Cooperative Learning

IV. RESOURCES

- A. Terban, Marvin, *The Scholastic Dictionary of Idioms*, Scholastic, Inc.; 1998, 0590381571
- B. Roger Wagner, Software program Hyperstudio
- C. Fleck, T., Isbister, S. C., Carey, C., Brundige, A., & Westerfield, M., *Hyperstudio for Terrified Teachers*. Huntington Beach, CA: Teacher Created Materials, Inc., 1997. 1-55690-180-7
- D. Hyperstudio
<http://www.hyperstudio.com>
- E. *Core Knowledge Sequence Content Guidelines K-8*, Core Knowledge Foundation, Charlottesville, VA 1998
- F. Cambridge Dictionaries Online
<http://dictionary.cambridge.org/>
- G. Porter, Daniel, Reynolds, Donna (Illustrator), *Cat Got your Tongue: The Real Meaning Behind Everyday Sayings*, Troll Assoc.; March 1999, 0816749183
- H. Terban, Marvin, Maestro, Giulio (Illustrator), *Mad as a Wet Hen: And Other Funny Idioms*, Houghton Mifflin Co.; Oct. 1987, 0899194796
- I. Terban, Marvin, Maestro, Giulio (Illustrator), *In a Pickle: And Other Funny Idioms*, Houghton Mifflin Co.; April 1983, 089919649
- J. Parish, Peggy, Siebel Thomas, Barbara (Illustrator), *Thank You, Amelia Bedelia*, Harper Collins, Publishers; 1964, 0-0-6-022979-9
- K. *Kids Make Puppets* VHS, Jim Gabble Puppets, ASIN: 1890544914

V. LESSONS

(Organize each day into a lesson incorporating the following):

Lesson One: The Introduction of Idioms

- A. *Daily Objectives*
 - 1. Concept Objective(s)

- a. The student demonstrates an awareness that language and literature are primary means by which culture is demonstrated. (Florida LA.D.1.3)
 - b. The student understands the power of language and selects language that shapes reactions, perceptions, and beliefs. (Florida LA.D.2.3)
 - c. Gather and organize information and materials necessary for a multimedia production. (Florida LA.B.2.3.4)
2. Lesson Content
- a. Sayings and Phrases pg. 136
 - 1. Bee in your bonnet
 - 2. A bird in the hand is worth two in the bush
 - 3. Bite the dust
 - 4. Don't cut off your nose to spite your face
 - 5. Don't look a gift horse in the mouth
 - 6. Good fences make good neighbors
 - 7. Little strokes fell great oaks
3. Skill Objectives
- a. Students will apply the computer skills necessary for creating artwork, animation, textboxes and buttons in a Hyperstudio project.
 - b. Students will use multimedia skills pertaining to video, digital graphics, sound animation, and the Internet.
 - c. Students will develop and apply writing and typing skills when creating their Hyperstudio project.
 - d. Students will use complete sentences, which include correction punctuation, grammar and spelling when typing their paragraphs in their Hyperstudio project.
 - e. Students will present their Hyperstudio project on Saying and Phrases to the class.
 - f. Students will confidently use idioms in daily conversations.
 - g. Students will follow directions to create a puppet for the puppet show.
 - h. Students will organize and perform a puppet show in front of their peers to demonstrate the skills that they learned.
 - i. Students will create a classroom book illustrating idioms.
- B. *Materials*
- 1. *Cat Got your Tongue: The Real Meaning Behind Everyday Sayings*
 - 2. *Mad as a Wet Hen: And Other Funny Idioms*
 - 3. *In a Pickle: And Other Funny Idioms*
 - 4. *The Scholastic Dictionary of Idioms*
 - 5. A list of the idioms and what they mean from the Key Vocabulary 8-14
 - 6. Drawing paper
 - 7. Colored pencils and crayons
- C. *Key Vocabulary*
- 1. Culture- The customary beliefs, social forms, and material traits of a racial, religious, our social group.
 - 2. Idioms- The language peculiar to a people or to a district, community, or class.
 - 3. Sayings- Something said
 - 4. Phrases- A characteristic manner or style of expression.
 - 5. Proverbs- A brief popular epigram or maxim.
 - 6. Idiomatic Expression- An expression relating to or conforming to an idiom.
 - 7. Literally- In a literal sense or manner.
 - 8. Bee in your bonnet- Have an idea that continually occupies one's thoughts.

9. A bird in the hand is worth two in the bush- Something that you say which means it is better to keep what you have than to risk losing it by trying to get something better
10. Bite the dust- To fail or to stop existing.
11. Don't cut off your nose to spite your face- To do something because you are angry, even if it will cause trouble for you.
12. Don't look a gift horse in the mouth- If someone tells you not to look a gift horse in the mouth, they mean that you should not criticize or feel doubt about something good that has been offered to you.
13. Good fences make good neighbors- To try to become friendly again with someone after an argument.
14. Little strokes fell great oaks- Something that you say in order to emphasize that a large, successful organization or plan was very small or simple when it began.

D. *Procedures/Activities*

Day One – Day Three

1. Read the book “Cat Got Your Tongue: The Real Meaning Behind Everyday Sayings” to the students.
2. Discuss with students the meaning behind some of the idioms in the book.
3. Discuss with students the meaning of the word idioms. Explain to them that the English language has thousands of idioms, such as it's raining cats and dogs or all for one and one for all.
4. Have students imagine what they would think if they were just learning the English language and heard those idioms for the first time.
5. Could they understand what the idioms meant by taking the words literally or could it be confusing?
6. Explain to the students that you can't tell what these idiomatic expressions mean by taking the words literally.
7. Explain to the students that they must understand something about the people or culture first in order to understand the meaning of the idioms that are being used.
8. Discuss with students the meanings of the following idioms and have them give examples of each one:
 - a. Bee in your bonnet
 - b. A bird in the hand is worth two in the bush
 - c. Bite the dust
 - d. Don't cut off your nose to spite your face
 - e. Don't look a gift horse in the mouth
 - f. Good fences make good neighbors
 - g. Little strokes fell great oaks
9. Have students explain how they could illustrate these idioms.

E. *Assessment/Evaluation*

1. Pass out drawing paper and have the students pick one of the idiomatic expressions that was discussed and write it down. Next they are to write what the idiomatic expressions means and then illustrate what the expression would look like.

Lesson Two: Creating Our Own Idioms

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an awareness that language and literature are primary means by which culture is demonstrated. (Florida LA.D.1.3)

- b. The student understands the power of language and selects language that shapes reactions, perceptions, and beliefs. (Florida L.A.D.2.3)
 - c. Gather and organize information and materials necessary for a multimedia production. (Florida L.A.B.2.3.4)
2. Lesson Content
- a. Sayings and Phrases pg. 136
 - 1. Bee in your bonnet
 - 2. A bird in the hand is worth two in the bush
 - 3. Bite the dust
 - 4. Don't cut off your nose to spite your face
 - 5. Don't look a gift horse in the mouth
 - 6. Good fences make good neighbors
 - 7. Little strokes fell great oaks
3. Skill Objectives
- a. Students will apply the computer skills necessary for creating artwork, animation, textboxes and buttons in a Hyperstudio project.
 - b. Students will use multimedia skills pertaining to video, digital graphics, sound animation, and the Internet.
 - c. Students will develop and apply writing and typing skills when creating their Hyperstudio project.
 - d. Students will use complete sentences, which include correction punctuation, grammar and spelling when typing their paragraphs in their Hyperstudio project.
 - e. Students will present their Hyperstudio project on Saying and Phrases to the class.
 - f. Students will confidently use idioms in daily conversations.
 - g. Students will follow directions to create a puppet for the puppet show.
 - h. Students will organize and perform a puppet show in front of their peers to demonstrate the skills that they learned.
 - i. Students will create a classroom book illustrating idioms.

B. Materials

- 1. Drawing paper
- 2. Pencils
- 3. Hyperstudio software program
- 4. Computers for the students
- 5. Hyperstudio stack Checklist
<http://www.hyperstudio.com/library/hs4/HS4TeacherGuide.pdf>; Pg. 73
- 6. Rubric for assessment see:
<http://www.hyperstudio.com/library/hs4/HS4TeacherGuide.pdf>; Pg. 77
- 7. *Hyperstudio for Terrified Teachers*. Huntington Beach, CA:
- 8. Large TV connected to a computer with Hyperstudio

C. Key Vocabulary

- 1. Presentation Mode- Preparing a project for presentation
- 2. Transitions- Computer generated special effects that happen between slides/cards.
- 3. Hyperlink- Text in an object that carries out an action when clicked.
- 4. Scrolling text box- A passage within a text box that will automatically shift up when shown or clicked on.
- 5. Invisible button- An invisible object that activates multimedia elements such as sound, video, animation or transitions automatically.

D. Procedures/Activities

Day Four

1. Explain to the students that they will be creating their own idioms and their own illustrations of those idioms in a Hyperstudio Project.
2. Have the students think of their own idioms at least three and write them down.
3. Check each idiom making sure each student has developed an understanding of the use of idioms in writing.

Day Five and Six

1. Using drawing paper the students will prepare a storyboard with at least a six-card stack.
2. Check to make sure each card is sketched out with artwork, text and buttons.

Day Seven

1. Using their storyboards students will begin to make their Hyperstudio project.
2. Students will add six cards and then begin to layout their backgrounds and borders for each card using the Hyperstudio art that is provided with Hyperstudio.
3. Students will create their title card, which should be visually appealing and bring interest to their project.

Day Eight

1. Students will create card two as their table of contents card which lists all of their idioms. This card will have buttons that link to each card used in their project.

Day Nine-Twelve

1. Students will create cards three-five which will include the following:
 - a. Idiom written as a title for the card
 - b. A phrase in which the idiom is used which shows their understanding of the idiom.
 - c. A phrase explaining what the idiom means
 - d. A picture illustrating the idiomatic expression
 - e. Text boxes that have the automatic scrolling feature
 - f. Choose what style, size and color for the text they prefer
 - g. Choose whether they want a draw scroll bar and a frame. But they must choose scrollable so that the text will scroll.

Day Thirteen

1. Students will now go back and add buttons to each card that will lead them back to the table of contents each time.
2. Students will add transitions and sound effects that are consistent. For example buttons with the same actions should have the same sound effect.
3. Students can add animation to their project by using the Hyperstudio Animation folder included with Hyperstudio or they can make their own.
4. Students will make each textbox automatic scrolling with invisible buttons.

Day Fourteen

1. Students should make card 6 or their last card a student credit card giving them credit for creating the project.
2. Students should try out their buttons and practice presenting their project.
3. As a final stage of preparing their stack, students should check both their stack preferences and the presentation mode. Students should check lock stack, show card # and name, turn on automatic timers and hyperlinks, ignore extra mouse clicks and presentation mode.

Day Fifteen

1. Students present their Hyperstudio project on a large TV in front of the class.

- E. *Assessment/Evaluation*
1. Examine student's storyboards. Each card should be sketched out, with buttons designed, artwork considered and where text should be placed.
 2. Examine student's rough drafts on idioms. Each one should show whether or not they developed an understanding of the use of idioms in writing.
 3. Using the rubric provided through Hyperstudio assess each student's project as they present them on a large TV in front of the class. See <http://www.hyperstudio.com/library/hs4/HS4TeacherGuide.pdf> Pg. 77

Lesson Three The Last Word in Idioms/ Our Classroom Book

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 - c. Gather and organize information and materials necessary for a multimedia production. (Florida LA.B.2.3.4)
 2. Lesson Content
 - a. Sayings and Phrases pg. 136
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 - f. Students will confidently use idioms in daily conversations.
 - g. Students will follow directions to create a puppet for the puppet show.
 - h. Students will organize and perform a puppet show in front of their peers to demonstrate the skills that they learned.
 - i. Students will create a classroom book illustrating idioms.
- B. *Materials*
1. Chart paper
 2. Markers
 3. Book of definitions for idioms
 4. Large construction paper
 5. Single hole punch

6. Raffia
- C. *Key Vocabulary*
 1. Grindstone- A word that is used in a idiomatic expression meaning work hard
 2. Raffia- The fiber of the raffia palm used especially for tying plants and making baskets and hats.
 3. Binding- to make secure by tying.
- D. *Procedures/Activities*

Day One

 1. Divide into groups of 2-3
 2. Explain to the students that in this lesson they will be creating a book of idioms.
 3. Each group will be given a list of alphabetized idioms
 4. On large chart paper TSW choose several idioms and write them down
 5. In ABC order the list of idioms will be posted as a classroom border.

Day Two

 1. Each group will research the meaning of their idioms.
 2. Begin to plan how they will illustrate the idioms for the pages of a book.

Days Three-Four

 1. The students will continue to illustrate the idioms for the pages of a book.

Day Five

 1. The students will present the illustrations to the class.

Day Six

 1. The students will create their book by mounting it on large construction paper and binding it with raffia.
- E. *Assessment/Evaluation*
 1. Creativity and legibility of their idioms for the classroom book.
 2. Presenting the classroom book to the elementary school students.

Lesson Four: They're Driving Me Crazy

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student demonstrates an awareness that language and literature are primary means by which culture is demonstrated. (Florida LA.D.1.3)
 - b. The student understands the power of language and selects language that shapes reactions, perceptions, and beliefs. (Florida LA.D.2.3)
 - c. Gather and organize information and materials necessary for a multimedia production. (Florida LA.B.2.3.4)
 2. Lesson Content
 - a. Sayings and Phrases pg. 136
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- g. Students will follow directions to create a puppet for the puppet show.
- h. Students will organize and perform a puppet show in front of their peers to demonstrate the skills that they learned.
- i. Students will create a classroom book illustrating idioms.

B. *Materials*

- 1. Chart paper
- 2. Markers
- 3. Fabric
- 4. Glue
- 5. Buttons
- 6. Socks
- 7. *Kids Make Puppets* VHS
- 8. Written instructions on making a puppet

C. *Key Vocabulary*

- 1. (No new vocabulary will be introduced in this lesson)

D. *Procedures/Activities*

Days One-Three

- 1. To introduce children to the aspects of a puppet show we will show a short video titled “Kids Make Puppets.”
- 2. Discuss with students these four idioms
 - a. You’re driving me crazy
 - b. Nose to the grindstone
 - c. Lay down the law
 - d. You’re driving me up the wall
- 3. Have the students write a script for a play about teachers and students using the idioms.

Days Four-Five

- 1. The teacher will provide a previously constructed puppet.
- 2. Written instructions will be provided with step-by-step directions for making a puppet.
- 3. Explain to the students that creativity counts.
- 4. Explain to the students that their puppets will then be used to act out the scripts they have written on idioms.

E. *Assessment/Evaluation*

- 1. Cooperative learning *Preferred Practices*
<http://curriculumfutures.org/assessment/a03-14.html>
- 2. *Class Participation Criteria Checklist*
<http://unix32.nysed.gov:9290/Science/SeedByDesign/html/design6.html#checklist>
- 3. Creation of the script *Script Format*
http://www.storiestogrowby.com/newsletters_body.html#write

4. Performing the puppet show *Language Arts Activities*
http://www.earth.uni.edu/EECP/mid/mod1_la.html

VI. CULMINATING ACTIVITY

- A. Enter student projects in the Multimedia Mania 2003 awards program sponsored by HyperSIG. See <http://www.ncsu.edu/midlink/mmania.how.html#When>
- B. Submit the projects to Hyperstudio so they can showcase the projects online to others. See <http://www.hyperstudio.com/showcase/users.html>
- C. Publish the projects on the Internet to share with others. Information on how to do this can be found in Hyperstudio 4.0 under Extras called Export WebPage.
- D. Videotape the students as they work together daily to complete these lessons.
- E. Broadcast the video over the school news.
- F. Perform the puppet show at the honor roll assembly.

VII. HANDOUTS/WORKSHEETS

- A. Internet addresses are given throughout unit so that teachers can download appropriate worksheets, rubrics, etc..

VIII. BIBLIOGRAPHY

- A. Hyperstudio “HyperSIG” <http://www.ncsu.edu/midlink/mmania.how.html#When>
- B. “Hyperstudio Showcase” <http://www.hyperstudio.com/showcase/users.html>
- C. Fleck, T., Isbister, S. C., Brundige, A., & Westerfield, M. *Hyperstudio for Terrified Teachers*, Huntington Beach, CA: Teacher Created Materials, Inc., 1997. 1-55690-180-7
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- N. Hyperstudio, <http://www.hyperstudio.com>
- O. Cambridge Dictionaries Online, <http://dictionary.cambridge.org/>
- P. *Kids Make Puppets* VHS, Jim Gable Puppets, ASIN: 1890544914