



March 12-14, 1998

NAME THAT PHRASE

Grade Level: 4th

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Length of Unit: 10 Days

ABSTRACT

This is a fourth grade language arts unit that explores the American language through its sayings and phrases, or idioms using television game shows as a focus. During this unit, students will develop an understanding of how our culture influences our language. Meanings will be discussed using a variety of genre in which idioms can be found. Skills addressed are parts of speech, drama, context clues, narrative writing, research, estimating, and the use of computer and video technology.

II. OVERVIEW

A. Concept Objectives:

1. Students will understand how language has changed over decades and how it is effected by our culture.
2. Students will become familiar with sayings that differ from standard American English.

B The specific content from the Core Knowledge Sequence to be covered will be: parts of speech, sayings and phrases, visual arts, using ordered pairs as coordinates, addition and subtraction.

A. Skill objectives:

1. Students will be able to identify the eight parts of speech.

1. Students will estimate values.
2. Students will use context clues to determine the meaning of phrases and sayings.
3. Students will rewrite Rumpelstiltskin using current sayings and phrases.
4. Students will be able to create a slide a show using Kid Pix 2.
5. Students will recognize and define a homonym.
6. Students will create a sentence and illustrate the meanings of a homonym.
7. Students will write a narrative composition.
8. Students will review the eight parts of speech.
9. Students will recognize phrases and sayings from an illustration (rebus).
10. Students will read a chart using coordinate

III. BACKGROUND KNOWLEDGE

A. For teacher:

1. Madsen, Sheila and Bette Gould. The Teacher's Book of Lists.
2. Hirsch, Jr. E. D. What Your Fourth Grader Needs to Know
3. Terban, Marvin. Dictionary of Idioms

B. For student: See Core Knowledge Sequence

I. RESOURCES

- A. Hirsch, E. D. Jr. What Your Fourth Grader Needs to Know.
- B. Terban, Marvin. Dictionary of Idioms.
- C. Parrish, Peggy. Amelia Bedelia.
- D. Gwynne, Fred. The King Who Rained, or The Sixteen Hand Horse, or A Chocolate Moose for Dinner.
- E. School House Rock! Grammar Rock. (video)
- F. Harbour, Anne. (1980-1995). Cobblestone [CD-ROM]. “search saying and expression” Tutt, Barbara. “The Revised Rumpelstiltskin: A Skit for Five Readers,” July, 1986.
- G. Kid Pix 2 (computer software)

V. LESSONS

A. Lesson One: Name that Phrase

1. Objective/Goal:

- a. Students will define literal and figurative speech.

1. Materials

- a. Amelia Bedelia, Peggy Parish
- b. Unit Vocabulary (See Appendix A)
- c. Phrases from Amelia Bedelia (See Appendix B)
- d. swami-type head dress (towel)
- e. pocket charts

3. Prior Knowledge for Students

- a. K-3 Phrases and Sayings

4. Key Vocabulary

- a. figurative language, literal speech

5. Procedures/Activities

- a. Write Amelia Bedelia phrases (Appendix A) on sentence strips. Display them into two different columns or areas. (We used two large pocket charts and labeled one “yes” and the other “no”.)
- b. Figurative phrases are yes examples, literal are no examples.
- c. Wrap your head as a swami (like Johnny Carson’s The Great Carnac).
- d. Tell students they have the ability to read your mind. Hold sentence strip to your head and read aloud. This is a lesson using the concept attainment method. The figurative examples will be placed in the “yes” pocket chart. Be sure to start out with a “yes” example.
- e. Students guess if it is a “yes” or “no” example. If students respond incorrectly, tell them so and place in the correct column.
- f. As examples in each column accumulate, students may discover that the “yes” examples are things that can be interpreted two ways.
- g. Read Amelia Bedelia.
- h. Review “yes” and “no” examples and guide students to the definition of figurative and literal meanings of phrases.
- i. Brainstorm other household chores that Amelia could perform and interpret literally. For example: Beat the rugs (run a race against the rug and win); Take the trash out (as in a date); Prune the hedges (a prune atop a hedge); Ice the cake (ice cubes are on a cake).

6. Evaluation/Assessment

- a. Using figurative and literal examples one student illustrates a phrase while another student must give the literal and figurative meaning. For example: FOOD FIGHT--illustration would be of a carrot and apple sparring with boxing gloves; CHIP MONK--illustration would be of a monk eating potato chips; HIGH FIVE—illustration would be of 5 birds flying high in the sky, etc.

B. Lesson Two: The Price is Write

1. Objective/Goal:

- a. Students will be able to identify the eight parts of speech.
- b. Students will estimate values.

1. Materials

- a. A Definition Jingle (See Appendix C)
- b. "School House Rock Grammar" video
- c. "School House Rock Grammar" graphic organizer (See Appendix D)
- d. pictures
- e. play money in denominations of \$100
- f. Comic strips from newspaper
- g. English textbook
- h. sentences for bidding (Appendix E)

3. Prior Knowledge for Students

- a. K-3 Phrases and Sayings

4. Key Vocabulary

- a. noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection

5. Procedures/Activities

- a. View "School House Rock Grammar." Students complete graphic organizer (Appendix D) by writing examples of each part of speech in the appropriate space while viewing
- b. Teach Definition Jingle (See Appendix C). Can be sung to the "Oscar Meyer Bologna" tune.
- c. You may wish to supplement these English lessons with your own English text.
- d. This is similar to "The Price is Right" television game show. Students will play in teams.
- e. Teacher displays a sentence on the sentence strip (Appendix E). Using their knowledge of the parts of speech teams estimate what the sentence is worth using the following values: Interjections--\$750.00; Verbs--\$75.00; Prepositions--\$500.00; Adverbs--\$200.00; Nouns--\$25.00; Adjectives--\$50.00; Conjunctions--\$10.00; Pronouns--\$100.00. For example: The yellow bird flew quickly. Teacher knows in advance that this sentence is worth \$350.
- f. Using a timer teacher allows teams to mentally calculate their estimate for 60 seconds. The winning team of each round collects \$100.00 play money. The two teams with the most money for all ten sentences are allowed to bid on the showcase.
- g. Teacher has collected various pictures, posters, photographs, etc. Display on a science project board in showcase fashion. Students create a paragraph in three minutes which uses all parts of speech using the showcase prompts. Students must justify how their paragraph is related to the showcase. For instance, paragraph can not have an interjection if a picture prompt is not evident in the showcase.
- h. Students review their paragraph and add up their score using the same value system as the sentences above. Three minutes should be adequate for this.
- i. The team of students that lost the bid will act as judges of the paragraphs. Teacher assists by tallying on the board how many of each part of speech is contained in each paragraph. This is a great opportunity for a reteach.
- j. All teams are winners. Appropriate reward is to be decided by teacher.

6. Evaluation/Assessment

- a. Using Sunday Comics students identify parts of speech by underline one example of each with map pencils and color code. Students create their own color key.

C. Lesson Three: Wheel of Phrases

1. Objective/Goal:

- a. Students will be able to become familiar with sayings that differ from standard American English.
- b. Students will use context clues to determine the meaning of phrases and sayings.

2. Materials

- a. Hirsch, Jr. E. D. What Your Fourth Grader Needs to Know.
- b. Phrases and Sayings (see Appendix F)
- c. Index cards and pocket chart
- d. Extra large spinner created out of poster board.
- e. Plastic sandwich bags

3. Prior Knowledge for Students

- a. K-3 Phrases and Sayings

4. Key Vocabulary

- a. figurative language, literal speech, idioms

5. Procedures/Activities

- a. Using Phrases and Sayings (See Appendix F) page. Teacher cuts copies (one per group) apart. Put phrases into one plastic sandwich bag and definitions into another.
- b. Allow groups five minutes to try and match meanings and sayings. Students will want more information to make correct matches. Teacher is only to guide them to use context clues reassuring them that there are no wrong answers (inductive teaching model).
- c. Select one phrase at a time and have a group justify how they chose their matching definition. If match is incorrect, open discussion to the rest of the class and lead them to the correct answer. For example, “Beauty is only skin deep” means that you can’t judge a person’s character by how he or she looks. Context clues used might be the association between “beauty” and “looks”.
- d. Give students a copy of Appendix F and review all phrases and definitions.
- e. Play “Wheel of Phrases” which is played similarly to Wheel of Fortune.
- f. Choose at least 10 phrases and write them on index cards (one letter per card) or draw spaces on the board like in hangman.
- g. Students will work in pairs and guess letters that are in the phrase. The teacher will become “Vanna” – dressing as glamorously as you dare.
- h. Select three pairs and have them compete against each other.
 - i. Have the first pair spin the wheel (which includes dollar amounts, lose a turn, bankrupt and prizes) and guess a letter. This continues as long as the letter is contained in the phrase or until they lose a turn, hit bankrupt or guess the phrase.
 - j. Have three students assigned to keep track of the money that each pair is earning.
 - k. A pair earns double their money if they correctly give the definition of the phrase that they have correctly guessed.
 - l. Play until three phrases have been correctly guessed and then have three new pairs play

6. Evaluation/Assessment

- a. Teacher-made checklist which may include participation, knowledge of phrases, and cooperation.

D. Lesson Four: Jeopardy

1. Objective/Goal:

- a. Students will recognize and define a homonym.

- b. Students will create a sentence and illustrate the meanings of a homonym.

2. Materials

- a. Gwynne, Fred. A Chocolate Moose for Dinner, or The Sixteen Hand Horse, or The King Who Rained
- b. Jeopardy board (see directions below)
- c. Jeopardy answers (See Appendix G)
- d. Two bells or other noise makers
- e. Two index cards
- f. Manilla paper and crayons/markers

3. Prior Knowledge for Students

- a. K-3 Phrases and Sayings

4. Key Vocabulary

- a. homonym

5. Procedures/Activities

- a. Select, read, and discuss one Fred Gwynne book. Using venn diagram compare Gwynne book with Amelia Bedelia. Guide discussion of comparison so that students understand that Gwynne books illustrate the literal meaning of phrases using homonyms and Amelia Bedelia acts out the literal meaning of such phrases.
- b. Define homonym and brainstorm other examples, discussing the meaning of each. (A list of homonyms may be found in The Teacher's Book of Lists, page 16.
- c. Play Jeopardy – To make a Jeopardy board, use chart paper or a large poster board and label the categories Food, Animals, Body Parts, Potpourri, Double Jeopardy, and Final Jeopardy. Glue five library pockets under each category, except Final Jeopardy – glue one pocket. Label the pockets under Food, Animals, Body Parts and Potpourri with the dollar amounts \$100 - \$500. Double Jeopardy has amounts doubled and Final Jeopardy has no amount.
- d. Copy Appendix G and cut into strips. Place strips under appropriate category.
- e. Play as you would the television game show Jeopardy. Divide the class into two teams. Flip a coin to see which team chooses the first category and dollar amount. Students take turns coming to the podiums (desks with a bell on each – or other noise makers).
- f. Teacher reads the answer. The first to ring in gets to respond. Responses should be in the form of a question. If the response is correct, that team gets the appropriate dollar amount added to their score and if it is incorrect the dollar amount is subtracted from their score and the other team gets a chance to respond if they choose to do so. Select a recorder from each team to keep score on the board, being sure they have a chance to rotate in.
- g. The team with the correct response chooses the next category and dollar amount. Continue until time runs out. (Jeopardy – 15 minutes, Double Jeopardy -- 5 minutes)
- h. For Final Jeopardy, teams look at their score and decide how much money they need to win or are willing to risk and has recorder write that amount on an index card. Read answer and give teams 3 minutes to brainstorm question. The recorder writes the response on the same index card. Teacher asks each team for response and has class calculate their final score. Highest score wins.
- i. Review definition of a homonym.
- j. Students write a sentence containing a homonym and illustrating its homonym match. Example: There is a big sale at Macy's today. The illustration would show a big sail at Macy's.
- k. Compile all illustrations into a class book.

6. Evaluation/Assessment

- a. Does the sentence contain a homonym and is the alternative meaning of it illustrated?

1. Objective/Goal:

- a. Students will be able to create a slide a show Kid Pix 2.

2. Materials

- a. Kid Pix 2 software

3. Prior Knowledge for Students

- a. Basic computer skills

4. Key Vocabulary

- a. Appropriate software language

1. Procedures/Activities

- a. Students choose the number of idioms appropriate to create a class slide show of all phrases and sayings. For instance, each student in a class of 20 would be responsible for one idiom with fast workers being able to create two each.
- b. Using stamps and other Kid Pix 2 tools students illustrate and write text for their chosen idiom, using audio elaboration appropriate for their illustration and text.

1. Evaluation/Assessment

- a. Individual slide show creations must include: illustration, written text, recorded reading of text, background sounds, transition sounds and slide transition.
- b. If Kid Pix 2 software, or other software alternative is unavailable, class book can be made as alternative.

F. Lesson Six: As The Spinning Wheel Turns**1. Objective/Goal:**

- a. Students will be able to recognize how language has changed over decades.
- b. Students will rewrite Rumpelstiltskin using current sayings and phrases.

2. Materials

- a. Cobblestones, July 1986

3. Prior Knowledge for Students

- a. 1st Grade Drama

4. Key Vocabulary

- a. versions, eras

1. Procedures/Activities

- a. Read original version of Rumpelstiltskin. Discuss language of that day.
- b. Read 20's, 50's, and 80's versions of Rumpelstiltskin from July 1986 issue of Cobblestones. Discuss each era's use of language and the sayings and phrases relevant to the time.
- c. Brainstorm 90's phrases. Students write 90's version in cooperative groups.
- d. Video the 90's version or record as a radio play.

6. Evaluation/Assessment

- a. Holistic assessment of groups' 90's version of Rumpelstiltskin.

G. Lesson Seven: Phrases of our Lives**1. Objective/Goal:**

- a. Students will write a narrative composition.

1. Materials

- a. Magazines
- b. Writing paper
- c. Construction paper

3. Prior Knowledge for Students

- a. K-3 Language Arts

4. Key Vocabulary

- a. none

1. Procedures/Activities

- a. Using teacher selected works of art from the Core Curriculum, brainstorm the stories behind them.
- b. Review elements of writing as outlined in Core Knowledge Sequence Revised 1995, page 148.
- c. Pre-select pictures from magazines for students. Have them create a picture frame with construction paper
- d. Students use framed picture as a prompt to write a story. Three sayings and phrases must be incorporated.

1. Evaluation/Assessment

- a. Rubric -- 25% Correct punctuation, capitalization and spelling, 25% Three phrases used correctly (according to meaning), 25% Three well-elaborated events and 25% Introduction and conclusion.

H. Lesson Eight: Truth or Lies

1. Objective/Goal:

- a. Students will research the origin of a phrase or saying.
- b. Students will write bibliographical information in correct form.

1. Materials

- a. A Dictionary of Idioms, by Scholastic
- b. Bartlett's Familiar Quotations
- c. Any other appropriate reference materials that teacher has available.
- d. Dictionary
- e. Saying/Definition Matching (Appendix F)
- f. Truth or Lies research sheet (See Appendix H)
- g. red, blue, and yellow construction paper, quartered (one of each color per student)

1. Prior Knowledge for Students

- a. K-3 Phrases and Sayings
- b. How to use reference materials

4. Key Vocabulary

- a. Origin, bibliography

5. Procedures/Activities

- a. Students look up "origin" in the dictionary. Discuss the meaning.
- b. Students select a phrase or saying from a paper bag and are to keep as secret as possible. Teacher may use Appendix F for this purpose. Teacher should check their resources for origin information and use only those phrases that they can locate. Please note asterisk phrases on Appendix F.

- c. Give each student a copy of Truth or Lies (Appendix H). Discuss meaning of bibliography and how to write in correct form. Use APA Bibliographic form when teaching this skill.
- d. Students research their phrase and complete research sheet.
- e. Explain the television game “To Tell the Truth” to students. There were three contestants, one of which was telling the truth and the other two were fabricated lies. A panel of celebrities had to decide which contestant was telling the truth and why they thought so.
- f. Students are to fabricate two alternative origins (lies) which are to be written on the “Truth or Lies” sheet. The “lies” should be logical.
- g. Teacher checks each sheet for legibility and makes three copies of each student’s research (Appendix H).
- h. Teacher pre-prepares the game. For each student, teacher will staple together three different origin sheets. (If origins of all sayings have not been located this number will need to be adjusted.) Each sheet will have highlighted either the origin or a lie. Make a class sheet that tells which students have which phrase.
- i. Hand out to each student the pre-prepared highlighted trio of origins and a red, blue and yellow piece of construction paper.
- j. Call panel number one (as listed on teacher’s class list). Students stand in front of either red, blue or yellow butcher paper that has been taped to a wall or board. Teacher reads the phrase or saying that is to be discussed. Each panelist reads their highlighted part for that phrase.
- k. Remaining class members vote for their origin of choice by holding up the appropriate color.
- l. Teacher asks for the real origin to please take two steps forward.
- m. Student reads saying and origin again. Class discusses meaning and how they would use it in their writing.
- n. Repeat until all phrases have been covered.

6. Evaluation/Assessment

- a. Grade “Truth or Lies” research paper for correct origin, correct bibliography form, and creativity of alternative origins.

I. Lesson Nine: All My Sayings

1. Objective/Goal:

- a. Students will review the eight parts of speech.
- b. Students will recognize phrases and sayings from an illustration (rebus).
- c. Students will read a chart using coordinates.

2. Materials

- a. Saying/Definition Matching (Appendix F)
- b. Example Grids (Appendix I)
- c. Rebus Grid (Appendix J)
- d. permanent markers in various colors
- e. 8 _ x 6 lamination scraps, one per student
- f. overhead projector
- g. transparencies

3. Prior Knowledge for Students

- a. K-3 Phrases and Sayings

4. Key Vocabulary

- a. rebus, coordinates

5. Procedures/Activities

- a. Using Appendix F (Saying/Definition Matching) students choose saying from a paper bag or basket.
- b. Teacher and students define rebus and how to use them (see The Teacher Book of Lists page 74). Show example of “An eye for an eye.” (Appendix I)
- c. Give students blank grid (Appendix J) and have students write their phrase on the back of the grid.

- d. Instruct students to create a rebus illustrating their chosen phrase or saying on the grid. It is to cover the complete grid, not one or two squares. The rebus is to be created in pencil and colored once checked for accuracy by the teacher.
- e. Students are given laminate scrap to place over their rebus grid. Tape laminate to secure. Using permanent markers students copy their rebus onto the laminate. (Overhead transparencies can be made of the blank grid and given to the students for this step if available. OR grids made ahead on the laminate scrap with permanent black marker to save time.)
- f. Using a blank grid teacher creates parts of speech grid as on example (Appendix I). This grid is to be changed throughout the game, to prevent students memorizing the pattern or examples. Therefore use water based markers or have several permanent game boards made ahead. Appropriate coordinates should be written for the x and y axis.
- g. Divide the class into two teams. Team members work in pairs as contestants. A score keeper will be needed at the board. Two pairs are to play the game. Other team members are to be quiet audience members.
- h. Cover each square of teacher created parts of speech grid with sticky notes. Make sure coordinates are still visible. Place on overhead. Choose a student rebus illustration, cover each square with a sticky note, and place under parts of speech grid.
- i. The game is played like the TV game show "Concentration." Using coordinates to identify a squares, students try to match the part of speech with its example: 1,1—NOUN; 2,2—horse). If accomplished, the squares are captured and those captured squares are revealed on the rebus grid.
- j. Students can try to guess the phrase using the revealed parts, or try to capture two more squares.
- k. If a match is not made, or the correct phrase is not identified, it is the next contestants turn.
- l. A point is made for each "match" the team makes. Five points are made for each rebus illustration correctly identified. Extra points can be rewarded if the origin or meaning of the phrase can be given.

6. Evaluation/Assessment

- a. Rebus illustration is to have all words of the phrase or saying illustrated appropriately.
- b. A teacher class check list is made for the parts of speech. Teacher check as contestants answer and match parts of speech to example.

I. CULMINATING ACTIVITY

A. Gallery Tour

1. All students participate. Move desks around classroom into a "U" shape.
2. Display book, Lesson Four: Jeopardy, on a table/desk for viewing with several students acting as docents to discuss it.
3. Students not acting as docents will display their narrative essay, Lesson Seven: Phrases of our Lives, and illustrations, Lesson One: Name that Phrase, on their desk to discuss or answer questions.
4. Slide show, Lesson Five: The Guiding Phrase, runs on classroom computer with two students acting as docents to answer questions.
5. "Rumpelstiltskin" play runs on VCR or tape player (depending on method of recording), Lesson Six: As The Spinning Wheel Turns, with two students acting as docents to answer questions.
6. Display hard copy rebus illustrations, Lesson Nine: All My Sayings, using cut to size index cards instead of sticky notes used in lesson to write the parts of speech and examples on. Two students act as docents and show viewers how to play the game.

I. HANDOUTS/STUDENT WORKSHEETS

- A. Appendix A – Unit Vocabulary

- B. Appendix B – Amelia Bedelia phrases
- C. Appendix C – A Definition Jingle
- D. Appendix D – Grammar Rock (graphic organizer)
- E. Appendix E – “Price is Write” Sentences and Values
- F. Appendix F – Saying/Definition Matching
- G. Appendix G – Jeopardy Homonyms
- H. Appendix H – Truth or Lies Research
- I. Appendix I – All My Sayings example grid
- J. Appendix J -- Rebus Grid

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Appendix A Unit Vocabulary

figurative language—language that serves as an illustration. It is usually used to make a point clearer, add beauty and detail to language, or enhance a statement; a figure of speech.

literal—exact meaning of a term or expression

noun—a word that names a person, a place, or a thing

pronoun—a word that replaces one or more nouns

adjective—a word that describes a noun and can tell what kind or how many

verb—a word that tells what people or things do

adverb—a word that describes a verb and tells how, when, or where

preposition—a word that connects a noun, verb, or object

conjunction—a connecting word for words, phrases, and clauses (this unit only address and, but, or)

interjection—a word considered independent of the main sentence, often punctuated with an exclamation point

idiom—a saying whose meaning can't be understood from the individual words in it

homonym—one of the two or more words that are pronounced alike but different in spelling and meaning

homograph—one of two or more words spelled alike but different in meaning or pronunciation (as the bow of a ship, a bow and arrow)

versions—rewriting a story into another form

eras—periods of time in history

origin—where ,when, and how something begins

bibliography—a list of books and references used in writing a paper

rebus—pictures or symbols that stand for words

coordinates—any set numbers used to indicating a particular point on a line, surface, or space

Appendix B
Amelia Bedelia Phrases

“yes” examples: “no” examples:

Change the towels. Make a list.

Dust the furniture. Get to work.

Draw the drapes. Make good pies.

Put the lights out. Find the green bathroom.

Measure two cups of rice. Undust the furniture.

Trim the fat. Bring them in

Dress the chicken.

A Definition Jingle
by Kim Vetter

A noun's the name of anything,
As **house** or **garden**, **hoop** or **swing**.

Instead of nouns the pronouns stand –
Her head, **your** face, **his** arm, **my** hand.

Adjectives tell the kind of noun,
as **great**, **small**, **pretty**, **white**, or **brown**.

Verbs tell of something to be done –
To **read**, **count**, **sing**, **talk**, **laugh**, or **run**.

How things are done the adverbs tell,
As **slowly**, **quickly**, **ill** or **well**.

Conjunctions join the words together,
As men **and** women, wind **or** weather.

The preposition stands before
A noun, as **in** or **through** a door.

The interjection shows surprise,
As **Oh!** How pretty; **Ah!** How wise.

That's why we learn the parts of speech
Which reading, writing, speaking teach.

'Cause grammar needs to be correct
To help you earn the world's respect.

Appendix D

Grammar Rock

Adjectives Adverbs

conjunctions Interjections

Pronouns Verbs

Nouns Prepositions

Appendix E
“The Price Is Write”
Sentences and Values

The hikers walked slowly up the hill.

(N) (V) (ADV) (PREP) (N)

\$25 \$75 \$200 \$500 \$25 = \$825

They gasped nervously.

(PRO) (V) (ADV)

\$100 \$75 \$200 = \$375

On Saturday we are going to Disneyland.

(PREP) (N) (PRO) (VERB) (PREP) (N)

\$500 \$25 \$100 \$75 \$500 \$25 = \$1225

The teacher made the test very hard.

a. **(v) (n) (adv) (adj)**

\$25 \$75 \$25 \$200 \$50 = \$375

I went to the museum, and she went to the zoo.

(pro) (v) (prep) (n) (conj) (pro) (v) (prep) (n)

\$100 \$75 \$500 \$25 \$10 \$100 \$75 \$500 \$25 = \$1410

This sandwich is good, but yours is better.

(adj) (n) (v) (adj) (conj) (pro) (v) (adj)

\$50 \$25 \$75 \$50 \$10 \$100 \$75 \$50 = \$435

The tiny puppy felt warm and fluffy.

(adj) (n) (v) (adj) (conj) (adj)

\$50 \$25 \$75 \$50 \$10 \$50 = \$210

Wow! The chocolate cake was great!

(int) (adj) (n) (v) (adj)

\$750 \$50 \$25 \$75 \$50 = \$950

The tropical foliage of the lush forest swayed in the warm, gentle breeze.

(adj) (n) (prep) (adj) (n) (v) (prep) (adj) (adj) (n)

\$50 \$25 \$500 \$50 \$25 \$75 \$500 \$50 \$50 \$25 = \$1350

The brown suede purse is beautiful, but it is too big.

(adj) (adj) (n) (v) (adj) (conj) (pro) (v) (adj) (adj)

\$50 \$50 \$25 \$75 \$50 \$10 \$100 \$75 \$50 \$50 = \$535

The first grade class walked quietly down the hall.

(adj) (adj) (n) (v) (adv) (prep) (n)

\$50 \$50 \$25 \$75 \$200 \$500 \$25 = \$925

Appendix E

**“The Price Is Write”
Sentences and Values**

We laughed loudly at the joke.

(pro) (v) (adv) (prep) (n)

\$100 \$75 \$200 \$500 \$25 = \$90

This baby grand piano has a beautiful tone.

(adj) (adj) (adj) (n) (v) (adj) (n)

\$50 \$50 \$50 \$25 \$75 \$50 \$25 = \$325

I love peanut butter cookies.

(pro) (v) (adj) (adj) (n)

\$100 \$75 \$50 \$50 \$25 = \$300

Red hot chili peppers grow in the vegetable garden.

(adj) (adj) (adj) (n) (v) (prep) (adj) (n)

\$50 \$50 \$50 \$25 \$75 \$500 \$50 \$25 = \$800

Appendix F

Beauty is only skin deep.

The bigger they are, the harder they fall.

***Birds of a feather flock together.**

***Don't count your chickens before they hatch.**

Don't put all your eggs in one basket.

The early bird gets the worm.

Half a loaf is better than none.

Haste makes waste.

**Laugh, and the world laughs with you;
weep and you weep alone.**

Lightning never strikes in the same place twice.

Live and let live.

Sayings/Definition Matching

People use this saying to mean that you can't judge a person's character by how he or she looks.

When people use this saying, they mean that the larger or more power something is (it could be a person, a country, or something else), the bigger the shock it will feel when a setback occurs.

People say this to mean that similar types of people, or people who have similar interests, like to be with each other.

Because not every egg in a nest hatches into a baby chicken, people use this saying to mean that you may be disappointed if you count on having something before it is really yours.

What would happen if you dropped a basket full of eggs? When people use this saying, they mean that you shouldn't count on one single thing and ignore other possibilities. If you do, you could lose out.

This saying can be used competitively, to encourage someone to win or beat out others. It implies that you can usually get ahead of other if you get going before they do. It can also be used to get someone who isn't very motivated to do what he ought to do.

This means that having something is better than having nothing at all, even if it's not exactly what you want. It's similar to the saying, "A bird in the hand is worth two in the bush."

This saying means that when you rush you don't do as good a job as you do when you are careful and take your time.

This saying means that when you are happy, people want to join in with your cheerful mood but when you are sad, people don't want to be with you.

People use this saying to mean that if something unfortunate happened usually won't happen again in exactly the same way.

This saying means mind your own business and let other people mind theirs.

Appendix F

***Make hay while the sun shines.**

Blow hot and cold

You can lead a horse to water, but you can't make it drink.

***As the crow flies.**

***Break the ice**

***Bull in a china shop**

Bury the hatchet

***Can't hold a candle to**

***Go (or Gone) to pot**

Sayings/Definition Matching

Why do farmers harvest hay and grains like corn or wheat when the weather is fair? Because once it starts to rain, the crops can be spoiled. So people use this saying to mean that you should take advantage of your good fortune when things are working out in your favor.

The wind comes from all directions, bringing warm breezes on some days and bad weather on others. So people use this saying to mean that a person or a thing is temperamental, or has frequent changes of mood.

This saying means that you can show people what you want them to do, but you cannot force them to do it.

If you were to drive from your house to your school, you'd have to follow the roads that were made. You couldn't drive through buildings or streams or peoples' backyards to get where you wanted to go. If you were a crow, however, you could fly above all the roads and other obstacles and follow a straight, direct, and much shorter route to your destination. When someone is trying to tell you how far away something is in a straight line, as opposed to following a system of roads, then they are describing a distance "as the crow flies."

This phrase means doing something to make people who are uncomfortable more comfortable. You can also "break the ice" if you are the first person to begin speaking with someone who has not yet spoken to you.

People use this phrase to describe someone who is clumsy in a place where things can be upset or broken, or someone who handles a delicate situation badly.

People use this saying to mean stop holding a grudge. This saying is very similar to the sayings "let bygones be bygones" and "forgive and forget."

When one thing is much better than another, people say that the lesser thing "can't hold a candle" to the better thing. It is similar to saying that something "doesn't measure up" to something else.

People use this phrase to describe what happens to something when it is not taken care of or maintained. They also use it to refer to a skill, which can be lost when it's not practiced.

Appendix F

Shipshape

Etc.

Make ends meet

Money burning a hole in your pocket

An ounce of prevention is worth a pound of cure.

One picture is worth a thousand words.

Seeing is believing.

Two wrongs don't make a right.

When it rains, it pours.

Once in a blue moon

On the warpath

Run-of-the-mill

Through thick and thin

Sayings/Definition Matching

This phrase means, "in perfect order."

Etc. is an abbreviation of "et cetera," a Latin phrase for "and the rest." It means "and so forth," or "and so on." It can also mean "and other things just like the things I have mentioned."

People use this phrase to mean doing what is necessary to have enough money to survive.

This phrase means having money that you are very tempted to spend.

People use this saying to mean that it's better to take care of a possible problem before it gets worse and requires a more complicated solution. The saying "A stitch in time can save nine" may be used in much the same way.

When people say this, they mean that, in a particular instance, a picture can explain things better than words.

This saying means that you can't necessarily believe that something exists or is true unless you see the evidence for yourself.

People use this saying to mean that you can't correct one wrong thing by doing something else that's wrong.

When people say this, they mean that something that starts out as a little bit of bad luck can turn into a disaster.

A blue moon isn't really blue. It's the second full moon



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The Show Must Go On

Grade Level: Third Grade

Presented by: Dee Ann Estlack & Anne Corman, Serna Elementary School, San Antonio, Texas

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 hea