

Proverbs and Idioms

Grade Level or Special Area: 3rd Grade

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Length of Unit: Sixteen lessons with culminating activity (16 days, one day =30 minutes)

I. ABSTRACT

This unit is an interactive approach to learning about sayings and phrases. It is taught around a *Third Grade Idioms and Proverbs* booklet that is made from the appendices. As an added bonus, if you use Open Court, each lesson uses an Open Court story to help illustrate the saying. However, all the stories are also referenced in the Bibliography so you can get the books at the library.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
2. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
3. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
4. Students will recognize literature as a record of human experience (Colorado Model Content Standards for Reading and Writing, Standard 6).
5. Students will understand a variety of materials (Colorado Model Content Standards for Reading and Writing, Standard 1).
6. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Model Content Standards for Reading and Writing, Standard 4).

B. Content from the *Core Knowledge Sequence* (page 68)

1. Third Grade Language Arts: Saying and Phrases
 - a. Actions speak louder than words.
 - b. His bark is worse than his bite.
 - c. Beat around the bush
 - d. Beggars can't be choosers.
 - e. Clean bill of health
 - f. Cold shoulder
 - g. A feather in your cap
 - h. Last straw
 - i. Let bygones be bygones.
 - j. One rotten apple spoils the whole barrel.
 - k. On its last legs
 - l. Rule the roost
 - m. The show must go on.
 - n. Touch and go
 - o. When in Rome do as the Romans do.

C. Skill Objectives

1. Students will review sayings and proverbs from previous grades.
2. Students will participate in classroom discussion.
3. Students will express themselves by decorating the cover of their booklet.

4. Students will compare and contrast the words proverb and idiom.
5. Students will discuss and connect this idiom to their own life.
6. Students will be able to use the idiom in writing.
7. Students will use a graphic organizer to synthesize classroom discussion.
8. Students will discuss how this idiom relates to a classroom story.
9. Students will learn how to use a friendly letter format.
10. Students will create an illustration of personification.
11. Students will create a list of antonyms.
12. Students will work in groups to create appropriate scenarios.
13. Students will reflect on their own reaction to being given something.
14. Students will understand alliteration.
15. Students will understand a metaphor.
16. Students will follow directions and break a code.
17. Students will be able to make comparisons using the word *than*.
18. Students will be able to use a graphic organizer.
19. Students will write and illustrate a short scenario showing their understanding of the idiom.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D. Jr., *The New Dictionary of Cultural Literacy*
 2. Hirsch, E.D. Jr., *What Your Third Grader Needs to Know*
 3. Hirsch, E.D. Jr. and Souzanne A. Wright, *Core Knowledge Teacher Handbook*
- B. For Students
 1. Grade K: Language Arts: Saying and Phrases (page 10), *Core Knowledge Sequence*
 2. Grade 1: Language Arts: Saying and Phrases (page 26), *Core Knowledge Sequence*
 3. Grade 2: Language Arts: Saying and Phrases (page 46), *Core Knowledge Sequence*

IV. RESOURCES

- A. *Monkey Business* by Wallace Edwards (Lesson 1).
- B. *There's a Frog in my Throat!* By Loreen Leedy and Pat Street (Lesson 1).
- C. *Angel Child, Dragon Child* by Michele Maria Surat (Lesson 2).
- D. "The Tree House" from *The Big Book of Peace* by Lois Lowry (Lesson 3).
- E. *Rugby and Rosie* by Parson Rossieter (Lesson 4).
- F. *Teammates* by Peter Golenbock (Lesson 5).
- G. "The Legend of Damon and Pythias" from *The Bag of Fire and Other Plays* by Fan Kissen (Lesson 5)
- H. *The Boy Who Didn't Believe in Spring* by Lucille Clifton (Lesson 6).
- I. *Urban roosts : where birds nest in the city* by Barbara Bash (Lesson 7).
- J. *Through Grandpa's eyes* by Patricia MacLachlan (Lesson 8).
- K. *Alexander, Who used to be Rich Last Sunday* by Judyth Viorst (Lesson 9).
- L. "Tony and The Quarter" from *Rolling Harvey Down the Hill* by Jack Prelutsky (Lesson 9).
- M. "Kids Did It! In Business" by Judyth E. Rinard from *WORLD Magazine*, June, 1996 (Lesson 10).
- N. *The Cobbler's Song* by Marcia Sewell (Lesson 11).
- O. *Four Dollars and Fifty Cents* by Eric A. Kimmel (Lesson 12).

- P. *Uncle Jed's Barbershop* by Margaree King Mitchell (Lesson 13).
- Q. *Storm in the night* by Mary Stolz (Lesson 14).
- R. *Johnny Appleseed: a tall tale* by Steven Kellogg (Lesson 15).
- S. *Make Way For Ducklings* by Robert McCloskey.
- T. *Leah's Pony* by Elizabeth Friedrich (Lesson 16).

V. LESSONS

Lesson One: Unit Overview

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will be able to understand the meaning of the Core Knowledge sayings when they encounter them in literature.
 - d. Students will recognize literature as a record of human experience.
 - e. Students will understand a variety of materials.
 - f. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - 3. Skill Objective(s)
 - a. Students will review sayings and proverbs from previous grades.
 - b. Students will participate in classroom discussion.
 - c. Students will express themselves by decorating the cover of their booklet.
 - d. Students will compare and contrast the words proverb and idiom.
- B. *Materials*
 - 1. *Monkey Business*
 - 2. *There's a Frog in My Throat!*
 - 3. *3rd Grade Idioms and Proverbs* booklet- 1 per child- made ahead of time from Appendix B through T-1
 - 4. *Core Knowledge Sequence*
- C. *Key Vocabulary*
 - 1. Idiom: a group of words or an expression that cannot be translated literally
 - 2. Proverb: a general truth about life that may have been passed on orally.
- D. *Procedures/Activities*
 - 1. Review some previous sayings from earlier grades such as "let the cat out of the bag" or "don't cry over spilled milk."
 - 2. Introduce the vocabulary word "idiom" using the book *Monkey Business*. (The definition is written on the first page of the book.) As you read, have the students help you identify the idiom on each page.
 - 3. After reading *Monkey Business* choose a few more examples from *There's a Frog in my Throat!* Leave both books out for students to read on their own in their free time.
 - 4. Introduce the word "proverb". Remind students of Aesop's Fables from the 1st grade Sequence. See if any students can remember some of the morals of the fables. Use these as examples if they don't remember the fables "The Boy Who Cried Wolf" (There is no believing a liar, even when he speaks the truth), "The Fox and the Grapes" (It is easy to despise what you cannot get. The term sour

grapes refers to the denial of one's desire for something that one fails to acquire.) , or "The Goose and the Golden Eggs."(Greed often makes you lose even what you have.)

5. Tell the students that they will be learning both idioms and proverbs this year. As we learn a new idiom or proverb we will add it to our booklet. By the end of the year we will have a collection of idioms and proverbs.
 6. Pass out the 3rd Grade *Idioms and Proverbs* booklet to the students. Give them time to design their covers.
- E. *Assessment/Evaluation*
1. As a class do a Venn diagram on the board comparing idioms and proverbs. The students may use the definition as well as different examples of proverbs and idioms to compare differences and similarities. Assess both understanding and individual participation.

Lesson Two: Let bygones be bygones (Open Court Unit 1, Lesson 2)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will recognize literature as a record of human experience.
 - d. Students will understand a variety of materials.
 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - i. Let bygones be bygones
 3. Skill Objective(s)
 - a. Students will discuss and connect this idiom to their own life.
 - b. Students will be able to use the idiom in writing.
 - c. Students will use a graphic organizer to synthesize classroom discussion.
 - d. Students will discuss how this idiom relates to a classroom story.
 - e. Students will learn how to use a friendly letter format.
- B. *Materials*
3. *Angel Child, Dragon Child* by Michelle Maria Surat
 4. Appendix C in *Proverbs and Idioms* Booklet
- C. *Key Vocabulary*
1. Bygones: anything that is gone or past
- D. *Procedures/Activities*
1. Write *let bygones be bygones* on the board. Ask the students for any ideas on the meaning.
 2. Separate out the word *bygones* into *by* and *gone* after dropping the *s*. Then switch the order of the words to become *gone by*. When something has *gone by* it happened in the past. This is what the saying means; let what has happened in the past stay in the past. Or, in the words of another saying, forgive and forget.
 3. Ask the students if anyone would like to share about a time they had to *let bygones be bygones* and forgive someone for something that happened a long time ago.
 4. Preface the story *Angel Child, Dragon Child* by letting the students know that the main character had to forgive another character and *let bygones be bygones*.
 5. After reading the story tell the students that they will be pretending that they are giving advice to the main character, Ut. They need to write her a letter giving her

advice on how to forgive and let bygones be bygones with Raymond. Use Appendix C (Adapted from the *Baltimore Curriculum*).

- E. *Assessment/Evaluation*
1. Use the checklist on the bottom of Appendix C to grade each student's letter.

Lesson Three: Cold Shoulder (Open Court Unit 1, Lesson 3)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will recognize literature as a record of human experience.
 - d. Students will understand a variety of materials.
 - e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - f. Cold Shoulder.
3. Skill Objective(s)
 - a. Students will discuss and connect this idiom to their own life.
 - b. Students will be able to use the idiom in writing.
 - c. Students will use a graphic organizer to synthesize classroom discussion.
 - d. Students will discuss how this idiom relates to a classroom story.

B. *Materials*

1. "The Tree House" by Lois Lowry contained in the book *The Big Book of Peace*.
2. Appendix D in the *Proverbs and Idioms* booklet.

C. *Key Vocabulary*

1. Allusion - a reference to a historical event or custom in literature.

D. *Procedures/Activities*

1. Write "Cold Shoulder" on the board and give students time to get in pairs and brainstorm what they think this might mean. Also have the students discuss whether they think this is an idiom or a proverb (idiom since the words do not literally mean a shoulder that is cold).
2. Let pairs present their thoughts to the class.
3. Explain to students that this idiom means to act unfriendly or indifferent. Many times it can be used when someone is angry and is refusing to talk to the other person.
4. Explain to students that this saying comes from the time of knights. When a knight was traveling and would stop at an inn, he would be considered a welcomed guest. He would be served a hot meal of roast. However, an unwelcome or common traveler would be given cold meat. This meat would usually be sheep, which is called mutton. The cut would also be the inferior cut which is the shoulder. In other words, they would be given a cold shoulder. Over time this came to mean ignoring someone or treating them as inferior.
5. Write "allusion" on the board.
6. Explain to students that this idiom is an allusion because it refers to a custom that was used in giving out a cold shoulder to unwelcome guests.
7. Have students complete the definition of allusion in their booklet.

8. Give students an example of how this idiom might be used in everyday language (She tried to make friends with the new neighbors but they gave her the cold shoulder).
 9. Let students discuss if they have ever been given the cold shoulder.
 10. Ask students to come up with one or two sentences that contain this idiom in them. Write this sentence(s) in their booklet.
 11. Read the story *The Tree House* by Lois Lowry.
 12. Have students connect this idiom to this piece of literature.
 13. Ask students to come up with other sayings that have to do with the words cold, warm, and hot (cold feet, cold fish, cold sweat, warm smile, house-warming, warm heart, hot potato, hot headed, in hot water, hot under the collar).(Adapted from *Baltimore Curriculum*).
 14. Have students fill out the graphic organizer in their *Proverbs and Idioms* booklet.
- E. *Assessment/Evaluation*
1. Completion of sentence(s) using idiom.
 2. Completion of definition of allusion.
 3. Completion of graphic organizer for cold, hot, and warm sayings.
 4. Checklist provided at the bottom of the student page for grading.

Lesson Four: The show must go on. (Open Court Unit 1, Lesson 4)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will recognize literature as a record of human experience.
 - d. Students will understand a variety of materials.
 - e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - m. The show must go on
 3. Skill Objective(s)
 - a. Students will predict the meaning of an idiom.
 - b. Students will be able to use the idiom in writing.
 - c. Students will discuss how this idiom relates to a classroom story.
- B. *Materials*
1. *Rugby and Rosie* by Nan Parson Rossiter.
- C. *Procedures/Activities*
1. Write “the show must go on” on the board and ask students what they think it might mean and if it is an idiom or proverb. (It is a proverb.)
 2. After several guesses, explain the meaning of the proverb. Tell them that no matter happens, whatever was scheduled to happen will still take place.
 3. Give students the history of this proverb from the *Core Knowledge Teacher Handbook* page 88. “This saying, which was in use in the United States by about 1867, likely originated with the circus. Despite tragic accidents, poor weather conditions, and other setbacks warranting cancellations, circus shows usually took place as scheduled.”
 4. Originally the word “show” was referring to the circus, but now it can have other meanings for “show” such as the soccer game or the school musical. (Despite

bad weather, the soccer game must go on, or even though the lead singer was sick, the school musical must go on.) Have the students brainstorm with you other meanings for the word show that we might use today. Write these on the board.

5. Read the story *Rugby and Rosie* by Nan Parson Rossiter and then let the students discuss in groups of 3 to 4 how the proverb applies to this story. Have the groups share their ideas with the class.
6. The students will then write a paragraph in their *Proverbs and Idioms* booklet either recalling a time when they experienced this saying or they may make up a situation where this saying would apply. They may use ideas from the brainstorming session on the board. Use appendix E.

D. *Assessment/Evaluation*

1. Observe participation in group discussions and group sharing.
2. Use the rubric for grading the paragraph.

Lesson Five: Actions Speak Louder Than Words. (Open Court Unit 1, Lesson 5 and 6)

B. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will recognize literature as a record of human experience.
 - d. Students will understand a variety of materials.
 - e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - a. Actions Speak Louder Than Words.
3. Skill Objective(s)
 - a. Students will apply the proverb to literature selection.
 - b. Students will participate in classroom discussion.
 - c. Students will create an illustration of personification.

B. *Materials*

1. a piece of candy
2. *Core Knowledge Teacher Handbook*
3. *3rd Grade Idioms and Proverbs* booklets
4. *Teammates* by Peter Golenbock or the *Open Court 3rd Grade Anthology 1*
5. *Damon and Pythias* adapted by Fan Kissen or the *Open Court 3rd Grade Anthology 1*
6. Appendix F in the *Proverbs and Idioms* booklet.

C. *Key Vocabulary*

1. Personification: giving human characteristics to non human items

D. *Procedures/Activities*

6. Begin by telling students in a serious manner that eating candy is not allowed at school. While telling them the importance of this rule, eat candy making sure the students can see that it is candy you are eating. As they catch on to what you are doing, write the saying “actions speak louder than words” on the board. (adapted from the *Baltimore Curriculum*)
7. Ask the students if they can tell you what this saying means. Sometimes people may say something while they act differently. Their words do not line up with

their actions. They may be reminded of a saying they learned in 2nd grade- “Practice what you preach”.

8. Give students the history of this proverb from the *Core Knowledge Teacher Handbook*. “This saying has been traced back to about 1628 in England and was used by Abraham Lincoln in 1856. A related proverb is “easier said than done”.
9. Together as a class read the book *Teammates* by Peter Golenbock or *Damon and Pythias* by Fan Kissen in the Open Court 3rd Grade Anthologies. Discuss how the characters in these stories showed that actions speak louder than words.
10. Tell the students that this saying also shows personification. Remind the students that personification is giving human characteristics to non human items. An example would be the following: the wind whispered through the trees. Whispered is a human trait given to the wind.
11. Ask the students if they can identify the personification in today’s saying which is: actions speaking. Speaking is a human characteristic given to actions.

E. *Assessment/Evaluation*

1. In their 3rd *Grade Idioms and Proverbs* booklet have the students illustrate a picture of the saying incorporating the personification of actions speaking. An example might be a drawing of the word “action” and having it say words.
2. If you have time, in groups of 4 let the students come up with an example of a time when this saying would be used. After 5 minutes, let groups share their example.

Lesson Six: On its last leg (Open Court Unit 2, Lesson 1)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
 - d. Students will recognize literature as a record of human experience
Students will understand a variety of materials.
 - e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - k. On its last leg
3. Skill Objective(s)
 - a. Students will apply this proverb to literature selection.
 - b. Students will participate in classroom discussion.
 - c. Students will apply the meaning of antonym.
 - d. Students will create a list of antonyms.

B. *Materials*

1. “The Boy Who Didn’t Believe in Spring” by Lucille Clifton.
2. Appendix G and H in the Proverbs and Idioms booklet.

C. *Key Vocabulary*

1. Antonym – a word whose meaning is opposite to that of another word.

D. *Procedures/Activities*

1. Write *on its last leg on the board*. Ask the students for their ideas of the meaning.

2. Read the meaning of the saying taken from the *Core Knowledge Grade 3 Teacher Handbook*, “This idiom refers to something or someone that is worn out and useless or that is about to collapse, break down, or die.”
 3. Ask the students if they can think of something that is broken down or on its last legs. If no one can, explain that it could be something like an old car that barely runs or a tattered and torn old stuffed animal. Now ask students if they own anything that is *on its last legs*.
 4. Tell the students that they will be reading a story called *The Boy Who Didn't Believe in Spring*. In this story the main character finds something that is *on its last legs*.
 5. After reading the story, ask the students what the main characters found that was on its last legs (an old car).
 6. Ask the students what would be the opposite of the old car...new car. See if anyone can tell you another word for opposites...antonyms.
 7. Ask the students to come up with some more antonyms as you write them on the board.
 8. Use Appendix G as a review of the idiom and antonyms.
 9. Use Appendix H as a review of the first five sayings.
- E. *Assessment/Evaluation*
1. Grading of Appendix G (checklist provided at the bottom of the student page).
 2. Grading of Appendix H (rubric provided at the bottom of the student page).

Lesson Seven: Rule the Roost (Open Court Unit 2, Lesson 4)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 1. Rule the Roost.
 3. Skill Objective(s)
 - a. Students will complete definitions in their booklet.
 - b. Students will work in groups to create appropriate scenarios.
 - c. Students will reflect and connect this idiom to their life.
- B. *Materials*
1. Appendix I in the *Proverbs and Idioms* booklet.
 2. *Urban Roosts* by Barbara Bash.
- C. *Key Vocabulary*
1. Roost - a perch, cage, or house where a bird can site or rest.
 2. Alliteration - a repetition of initial consonant sounds.
- D. *Procedures/Activities*
1. Ask the students to discuss what they know about roosters. This discussion may include how many roosters a farmer usually has (one). You may discuss that there are multiple hens. Discuss that there are multiple hens because they lay the eggs.
 2. Display the saying on the board.

3. Explain to students that this is an idiom that gets its meaning from the behavior of a rooster in the barn.
 4. Define the word roost and have the students write the definition in their booklet.
 5. Read *Urban Roosts* by Barbara Bash.
 6. Discuss where the different types of birds roost.
 7. Ask students the meaning of alliteration. Have them record the definition in their booklet and record the two words that begin with the same consonant sound (rule, roost).
 8. Explain that the rooster is larger and more dominant and therefore he rules over the barn or roost.
 9. Tell students that this idiom refers to a person who is in charge *or* acts in a bossing manner. Make sure that students know that it does not always have to mean that the person in charge is bossy, just in charge.
 10. Explain that different people have different talents and may rule the roost at different times or for different tasks. For instance, if a student is very good at organization, they may rule the roost when it comes to organizing for a group project. However, another student may be better at getting up in presenting in front of the class so they may rule the roost in that situation (adapted from Baltimore Curriculum).
 11. Give the students an example of how this idiom would be used. The students did not want to do handwriting one afternoon. However, the teacher told them she understood their feelings but that she ruled the roost and they needed to do their handwriting.
 12. Give students a few minutes to brainstorm in groups some situations where this idiom could be used. Let groups share their ideas.
 13. Have students complete the page on this idiom in their *Proverbs and Idioms* booklet.
- E. *Assessment/Evaluation*
1. Participation in discussions.
 2. Completion of the *Proverbs and Idioms* booklet page (checklist for grading provided).

Lesson Eight: When in Rome do as the Romans do. (Open Court Unit 3, Lesson 1)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - o. When in Rome do as the Romans do
 3. Skill Objective(s)
 - a. Students will complete definitions in their booklet.
 - b. Students will work in groups to create appropriate scenarios.
 - c. Students will reflect and connect this idiom to their life.
- B. *Materials*
1. Appendix J and J-1 in the *Proverbs and Idioms* booklet.
 2. *Through Grandpa's Eyes* by Patricia MacLachlan.

C. *Procedures/Activities*

1. Start the lesson by asking the students where Rome is. You may want to use your map and have one student locate it on the map. If you have not yet studied Rome, you may have to show them where it is in Italy.
2. Show the students the idiom. Ask for any ideas on the meaning. You may want to use the meaning given in the *Core Knowledge Teacher Handbook* page 88, “This proverb means that you should conform to the manners and customs of the people with whom you associate when you are a guest in a foreign place or in an unfamiliar situation.”
3. Give the history of the idiom from the *Core Knowledge Teacher Handbook* page 88, “This proverb dates back to the 4th century CE and is attributed to St. Ambrose, who advised St. Augustine to fast in Rome because the Roman Christians believed fasting was good for the soul.”
4. An example of this might be when you go to the symphony or a play. It is really good and you want to clap, but you are not sure when and when not to. It is easiest to do what the others around you are doing by clapping when they clap.
5. In pairs, then have the students work together to come up with at least one other situation where it is easiest to watch first what the others are doing or follow the proverb “when in Rome, do as the Romans do”. If time allows let each pair share their ideas.
6. Read the story *Through Grandpa’s Eyes*. Ask the students to see if they can find examples of today’s proverb. (The boy tried to act like his grandpa who is blind.)
7. Have students use Appendix J in their booklet. The student must write three situations where this proverb would apply. (Adapted from the *Baltimore Curriculum*.)

D. *Assessment/Evaluation*

1. Check written responses for content as well as sentence structure (Appendix J-1 is the rubric).

Lesson Nine: Beggars Can’t Be Choosers. (Open Court Unit 4, Lesson 2 and poem)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - d. Beggars Can’t Be Choosers.
3. Skill Objective(s)
 - a. Students will differentiate between begging and choosing.
 - b. Students will reflect on their own reaction to being given something.
 - c. Students will understand and be able to apply the saying beggars can’t be choosers.

B. *Materials*

1. Appendix K in the Student *Proverbs and Idioms* booklet.
2. *Alexander Who Use to be Rich Last Sunday* by Judith Viorst.
3. “Tony and the Quarter” by Jack Perlutsky.

- C. *Key Vocabulary*
1. Beg - to ask for as a gift, charity, or a favor
 2. Choose - to select from a number of possibilities
- D. *Procedures/Activities*
1. Explain the word beg to students. Have them record the definition in their *Proverbs and Idioms* booklet.
 2. Explain the word choose to students. Have them record the definition in their *Proverbs and Idioms* booklet.
 3. Have students brainstorm what they think the proverb might mean.
 4. Tell students that this saying dates back to the mid 1500's.
 5. Explain that this proverb means that people who are forced to beg for something that they need do not have the option of choosing what they receive. It is most often used as a reaction to an attitude when someone complains after asking for something.
 6. Give the students one or two examples. (You need a pencil and then complain because you don't get the color you like. Another example would be that you ask for a snack from a friend but then are not pleased with what you receive.)
 7. Have students work with another student for a few minutes to come up with some examples of how this proverb could be used.
 8. Instruct students to complete the reflection on asking/begging in their booklet.
 9. Read *Alexander Who Use to be Rich Last Sunday* and the poem "Tony and the Quarter"
 10. Discuss how these literature selections apply to this idiom.
- E. *Assessment/Evaluation*
1. Participation in discussion and brainstorming of examples.
 2. Completion of the reflection of asking/begging for something and their reaction to what they were given.
 3. Connecting the idiom to selected literature selections.

Lesson Ten: A feather in your cap (Open Court Unit 4, Lesson 3)

- B. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - g. Feather in your cap.
 3. Skill Objective(s)
 - a. Students will participate in discussion about applications of this saying.
 - b. Students will reflect on their own accomplishments.
- C. *Materials*
1. Appendix L in the *Proverbs and Idioms* booklet.
 2. *Kids Did it in Business!* by Judith Rinard, *WORLD Magazine*, June, 1996.
- D. *Procedures/Activities*
1. Show the students the idiom *a feather in your cap*. Ask for ideas on the meaning.
 2. Using the *Core Knowledge Teacher Handbook* read the meaning and the history. "This idiom refers to an accomplishment that is worthy of praise.....This 17th-

century idiom alludes to an ancient Native American and Asian custom. Warriors placed a feather in their headgear for every enemy they defeated in battle.”

3. Explain to students that as the meaning read, it can be any accomplishment that they or someone else does. As a class brainstorm some accomplishments as you write them on the board. It could be anything from straight A’s on a report card to scoring a goal at a soccer game.
 4. Read *Kids Did it in Business!*. Talk about the kids and what accomplishments they have done, therefore receiving a feather in their caps.
 5. Use Appendix L for the kids to write one accomplishment they have achieved. If you have time, let the kids give certificates to each other for accomplishments they have seen others do. Remind them that they can focus on character traits as well. For instance, a person may deserve a feather in your cap for always having a clean desk, or you deserve a feather in your cap for always being friendly. You may even want to start a “Feather in your Cap” bulletin board where students can post accomplishments of their classmates.
- E. *Assessment/Evaluation*
1. Assess Appendix L for student understanding of the term feather in your cap.

Lesson Eleven: One rotten apple spoils the whole barrel. (Open Court Unit 4, Lesson 4)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - d. Third Grade Language Arts: Saying and Phrases
 - j. One rotten apple spoils the whole barrel.
 3. Skill Objective(s)
 - e. Students will predict the meaning of the proverb.
 - f. Students will express their prediction in writing.
 - g. Students will discuss what is being compared in this proverb.
 - h. Students will write how they can be a good influence.
- B. *Materials*
1. Appendix M in the student *Proverbs and Idioms* booklet.
 2. Appendix N in the student *Proverbs and Idioms* booklet.
 3. *The Cobbler’s Song* by Marcia Sewell.
- C. *Procedures/Activities*
1. Write the proverb on the board.
 2. Ask students to predict what the proverb means in their *Proverbs and Idioms* booklet.
 3. Let a few students read their prediction.
 4. Tell students that this saying appeared in Benjamin Franklin’s *Poor Richard’s Almanac* in 1736. However, the proverb can be traced back much earlier than that.
 5. Ask students what will happen if you put a piece of rotten fruit in a bowl with good fruit.
 6. Ask students what they think is being compared to the one apple (a person).

7. Ask students what they think is being compared to the barrel (a group of people).
8. Explain to students that this is a metaphor because a resemblance is implied between a person and the apple and a group of people and the barrel.
9. Tell students that this proverb means that one bad person or thing can spoil an entire group.
10. Discuss with students examples of how this saying could be used. For example: The new student kept blurting out in class and soon others were also forgetting the rules and speaking out. The teacher had to speak to the new student so one rotten apple would not spoil the whole barrel.
11. Read *The Cobbler's Song*.
12. Discuss how this story ties to this proverb (The rich man desires for the cobbler to worry and thus becomes the rotten apple. He makes both the cobbler and ultimately his wife unhappy.)
13. Explain to students that parents and teachers are interested in them being around people who are a good influence on them instead of a bad influence.
14. Instruct students to write in their booklet how they could be a good influence to their peers this year.
15. Have students complete the review on Appendix N (grading checklist on student page).

D. *Assessment/Evaluation*

1. Participating in classroom discussions.
2. Successful completion of the prediction.
3. Reflection and completion of page in *Proverbs and Idioms* booklet.
4. Completion of review on Appendix N.

Lesson Twelve: His bark is worse than his bite. (Open Court Unit 4, Lesson 5)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will understand a variety of materials.
 - d. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - b. His bark is worse than his bite.
3. Skill Objective(s)
 - a. Students will understand what alliteration is.
 - b. Students will understand what a metaphor is.
 - c. Students will understand and be able to apply the saying his bark is worse than his bite.
 - d. Students will follow directions and break a code.
 - e. Students will brainstorm ideas about why dogs and people sound the way they do.
 - f. Students will make a connection to other literature that they know.
 - g. Students will be able to make comparisons using the word *than*.
 - h. Students will be able to use a graphic organizer.

B. *Materials*

1. *Four Dollars and Fifty Cents* by Eric A. Kimmel.

2. Appendix O (two pages) in the Student *Proverbs and Idioms* booklet.
- C. *Key Vocabulary*
1. Alliteration- the repetition of initial consonants
 2. Metaphor - a figure of speech where a word or phrase is used to describe another thing and a similarity is implied.
- D. *Procedures/Activities*
1. Have students find the proverb by solving the code using Appendix O.
 2. Ask students to predict what they think that saying means.
 3. Take about five volunteers before sharing the history of this saying.
 4. Tell students that this proverb can be traced back to 1651 and a collection of proverbs by an English poet, George Herbert.
 5. Tell students that this proverb means that the way a person sounds is more frightening than the way he really acts. In other words, the threat is worse than what really happens.
 6. Ask students why a dog barks.
 7. Ask students whether the barking sounds like a friendly invitation or a warning (adapted from *Baltimore Curriculum*).
 8. Explain that a dog barking might sound very ferocious, but is the dog doesn't actually hurt you, then "his bark is worse than his bite."
 9. Ask students to discuss why a person might sound grouchy or mean.
 10. Discuss how a person might actually be very kind and that "his bark is worse than his bite."
 11. Have the students discuss any characters in stories that they think would fit this saying. Some examples might be Shrek, the grandfather in *Heidi*, or the Beast in *Beauty and the Beast*.
 12. Ask students which two words start with the same consonant (bark, bite). Explain that this is alliteration. Instruct students to write these words into their booklet on the spaces provided.
 13. Ask students who is being compared to a dog (a person). Explain that this is a metaphor. Point out that the words "like" or "as" is not used in a metaphor (this is a simile).
 14. Read (or review if the story has already been read) the book *Four Dollars and Fifty Cents*.
 15. Ask students to think of any characters that might fit this saying (Widow Macrae).
 16. Explain the difference between than and then. Explain that than is used for making comparisons and then is use for time or order.
 17. Have students do the comparison and time/order activities in their *Proverbs and Idioms* booklet.
 18. Have students complete the graphic organizer in Appendix O.
- E. *Assessment/Evaluation*
1. Students complete the graphic organizer to show their understanding of the saying.

Lesson Thirteen: Clean Bill of Health (Open Court Unit 4, Lesson 7)

- F. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.

- c. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
 - d. Students will recognize literature as a record of human experience.
 - e. Students will understand a variety of materials.
 - f. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
- a. Third Grade Language Arts: Saying and Phrases
 - e. clean bill of health
3. Skill Objective(s)
- a. Students will understand what inference means.
 - b. Students will understand and be able to apply the saying.
 - c. Students will apply the saying to their own life.
- G. *Materials*
1. *Uncle Jed's Barbershop* or the *Open Court 3rd Grade Anthology 3-2*
 2. Appendix P in the Student *Proverbs and Idioms* booklet
- H. *Key Vocabulary*
1. Inference: to come to a conclusion not specifically stated in the story from details given throughout the story
- I. *Procedures/Activities*
1. Post or write the idiom “clean bill of health” on the board. Ask for ideas on the meaning of the idiom.
 2. Give the history of the idiom from the *Core Knowledge Teacher Handbook* page 85. “In the 19th century, bill of health certified that no infectious diseases had been reported in the port from which a ship was about to sail. If a shipmaster sailed from an infected port, he got a foul bill of health. Without a clean bill of health, the ship might be refused entry into a port.”
 3. Read *Uncle Jed's Barbershop*. Ask the students to infer when a character was given a clean bill of health in the story. (Sarah Jean was sick when she was young, but is around at the end of the story for the opening of Uncle Jed's barbershop.)
 4. Ask students to share a time when they received a “clean bill of health”. Some examples might be the following: seeing a doctor and having a healthy visit, or going to the dentist and having no cavities.
- J. *Assessment/Evaluation*
1. Completion of Appendix P.

Lesson Fourteen: Beat Around the Bush (Open Court Unit 5, Lesson 3)

- E. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
 - d. Students will recognize literature as a record of human experience.
 - e. Students will understand a variety of materials.
 - f. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content

- a. Third Grade Language Arts: Saying and Phrases
 - b. Beat around the bush
 - 3. Skill Objective(s)
 - a. Students will understand what alliteration means.
 - b. Students will understand and be able to apply the saying.
- F. *Materials*
 - 1. *Storm in the Night* or the *Open Court 3rd Grade Anthology 3-2*
 - 2. Appendix Q in the Student *Proverbs and Idioms* booklet
- G. *Key Vocabulary*
 - 1. Alliteration: the repetition of initial consonants
- H. *Procedures/Activities*
 - 1. Write or post the saying on the board. Ask student what they think this idiom may mean. Most of their answers may be literal.
 - 2. Next, give the history of the idiom from the *Core Knowledge Teacher Resource* book. “This idiom dates back to the 1500s. It alludes to an ancient hunting practice. During the Middle Ages, nobles had serfs beat around bushes to flush game birds out of hiding. While it was the job of the “beaters” to carefully stir up the game, it was the job of hunters to get to the point by shooting the birds.”
 - 3. Tell the students that someone who has a hard time saying what they want or need to say is “beating around the bush.” Sometimes when we are nervous or when the truth is not nice, it is hard to say what is on our mind. For example you accidentally broke your mother’s glass vase and when she asks you about it you take a long time telling her what happened. “The dog got loose in the room...I was trying to be really careful...The vase was really slippery...” A simple, truthful answer would be, “I accidentally broke the vase.”
 - 4. Another time “beat around the bush” can be used is when one is nervous. Some examples might be a worker asking her boss for a raise, or a boy telling his neighbor that he accidentally broke his front window with a baseball.
 - 5. Let student with their neighbors discuss times when they have “beat around the bush” in their own lives. If time allows, let students share with the rest of the class their personal situations.
- I. *Assessment/Evaluation*
 - 1. Completion of Appendix Q.

Lesson Fifteen: Touch and Go (Open Court Unit 5, Lesson 6)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will recognize literature as a record of human experience.
 - d. Students will understand a variety of materials.
 - e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - n. Touch and go
 - 3. Skill Objective(s)
 - a. Students will make predictions.

- b. Students will make connections to literature.
 - c. Students will make connections to their lives.
- B. *Materials*
 - 1. *Johnny Appleseed* retold by Steven Kellogg.
 - 2. Appendix R in the Student *Proverbs and Idioms* booklet.
- C. *Procedures/Activities*
 - 1. Display the saying on the board.
 - 2. Ask students to orally predict what they think this idiom might mean. Let several students share their ideas.
 - 3. Tell students that this saying came from the 1800's and nautical history. This saying was used when a ship would come close to touching the bottom of the ocean or other things that could sink them. If they came very close but did not get stuck then they could go. Therefore, something that is a very close call was called touch and go. Later this was used when horse drawn carriages got very close and their wheels touched. They had a very narrow escape from an accident.
 - 4. Explain that this is used today to mean anything that is a dangerous situation, uncertain, critical, or very risky.
 - 5. Give them the example of a vet telling you it was very touch and go for your cat for awhile but now it looks like it will be fine.
 - 6. Explain that it does not always have to be a life and death situation but anything that is a close call.
 - 7. Read *Johnny Appleseed: a tall tale* retold by Steven Kellogg.
 - 8. Have students recall the touch and go situations that Johnny Appleseed found himself in (examples: living in the wilderness, being challenged by a band of men to wrestle, being bit by a rattlesnake, playing with a bear). You can also use *Make Way for Ducklings* and have students recall the touch and go situations the ducks get into.
 - 9. Have students identify in writing at least two difficult situations they have experienced that they might describe as touch and go. Record these situations in their *Proverbs and Idioms* booklet as a four sentence paragraph.
- D. *Assessment/Evaluation*
 - 1. Participation in classroom discussions.
 - 2. Successful connections of the idiom to the literature selection.
 - 3. Completion of the *Proverbs and Idioms* booklet page (rubric provided on the student page).

Lesson Sixteen: Last Straw (Open Court Unit 6, Lesson 3)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
 - b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
 - c. Students will recognize literature as a record of human experience.
 - d. Students will understand a variety of materials.
 - e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - 2. Lesson Content
 - a. Third Grade Language Arts: Saying and Phrases
 - h. Last Straw
 - 3. Skill Objective(s)

- a. Students will make observations of classroom demonstration.
 - b. Students will discuss this idiom in relation to a classroom story.
 - c. Students will write and illustrate a short scenario showing their understanding of the idiom.
- B. *Materials*
1. *Leah's Pony* by Elizabeth Friedrich.
 2. Appendix S in the student *Proverbs and Idioms* booklet.
- C. *Procedures/Activities*
1. Have students come up one at a time and stack blocks or something that you have in your classroom. Do this a couple of times to see how high it can get before it collapses.
 2. Have students discuss what it was that made the tower collapse each time. Help them to realize that it was the last object each time that was just too much and led to the collapse.
 3. Write the idiom "Last Straw" on the board.
 4. Have students brainstorm what they think the idiom last straw might mean.
 5. Explain to students that this saying comes from the saying the straw that broke the camel's back. There is a limit to how much an animal can carry on their back. If you keep adding straw it will become overloaded and it can become impossible for the camel to carry their load. Originally this saying was the last feather that breaks the horse's back. In the 1800's Charles Dickens changed it to the straw that broke the camel's back. The saying has been used enough that it has been shortened to just last straw.
 6. Explain to students that when you say it is the last straw you are saying it is the final irritation that stretches you too far. You have been patient and tolerant but something has happened to push you too far and you are now unwilling to put up the current situation.
 7. Explain that this is an idiom because it does not literally mean that it is the very last straw. It does not literally mean that it will break the camel's back, but just that it feels that way.
 8. Discuss that this is also an allusion because it refers back to a historical time when camels were used a lot to transport goods.
 9. Give the students a few examples of how this idiom could be used. For example, the children had been arguing about sharing and when they started fighting over the legos for the third time that was the final straw. They were sent to their rooms.
 10. Read *Leah's Pony* by Elizabeth Friedrich.
 11. Discuss what the last straw was that made the neighbors load up their pickup and move to Oregon (the grasshoppers eating the trees bare).
 12. Discuss what students think was the last straw that made Leah sell her pony (the auction or the man hammering the sign into the ground for the auction).
 13. Instruct students to compose a short story in which they can use the idiom last straw. They can think of situations at home, in the classroom, on the playground, of just a day of one disaster after another. They should write and illustrate their scenario in their *Proverbs and Idioms* booklet.
- D. *Assessment/Evaluation*
1. Participation in discussions.
 2. Creating an appropriate scenario in which to use the idiom (rubric included on the student page).

VI. CULMINATING ACTIVITY

- A. Use Appendix T as a final assessment of student knowledge of all the sayings.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Overview, Venn Diagram – Idiom versus a Proverb
- B. Appendix B: Booklet Cover
- C. Appendix C: Lesson 2 - Let bygones be bygones
- D. Appendix D: Lesson 3 – Cold Shoulder
- E. Appendix E: Lesson 4 – The show must go on
- F. Appendix F: Lesson 5 - Actions Speak Louder Than Words
- G. Appendix G: Lesson 6 - On its last legs
- H. Appendix H: Review
- I. Appendix H-1: Review Answer Key
- J. Appendix I: Lesson 7 – Rule the Roost
- K. Appendix J: Lesson 8 - When in Rome, do as the Romans do
- L. Appendix J-1: Rubric for grading lesson 8
- M. Appendix K: Lesson 9 – Beggars Can’t Be Choosers
- N. Appendix L: Lesson 10 – Feather in Your Cap
- O. Appendix L-1: Lesson 10 continued
- P. Appendix M: Lesson 11 – One rotten apple spoils the whole barrel
- Q. Appendix N: Review
- R. Appendix N-1: Review Answer Key
- S. Appendix O: Lesson 12 – His bark is worse than his bite
- T. Appendix O-1: Lesson 12 continued
- U. Appendix P: Lesson 13 – Clean bill of health
- V. Appendix Q: Lesson 14 – Beat around the bush
- W. Appendix R: Lesson 15 – Touch and go
- X. Appendix S: Lesson 16 – Last straw
- Y. Appendix T: Assessment
- Z. Appendix T-1: Assessment Answer Key

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Appendix A: Overview
Venn Diagram- Idiom versus a Proverb

Idiom: a group of words or an expression that cannot be translated literally
“Monkey business”

Same: both are a type of saying or phrase
Some idioms may be proverbs- “Don’t count your chickens before they hatch.”

Proverb: a general truth about life that may have been passed on orally.
“Slow and steady wins the race.”

Third Grade Proverbs vs. Idioms
Reference for teachers

Proverbs

Actions speak louder than words.
Beggars can’t be choosers.
His bark is worse than his bite.
Let bygones be bygones.
One rotten apple spoils the whole barrel.
The show must go on.
When in Rome, do as the Romans do.

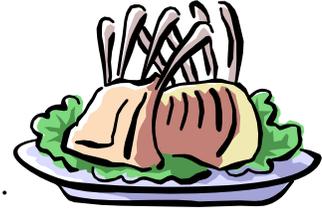
Idioms

Beat around the bush
Clean bill of health
Cold shoulder
A feather in your cap
Last straw
On its last leg
Rule the roost
Touch and go

Third Grade Proverbs and Idioms Booklet

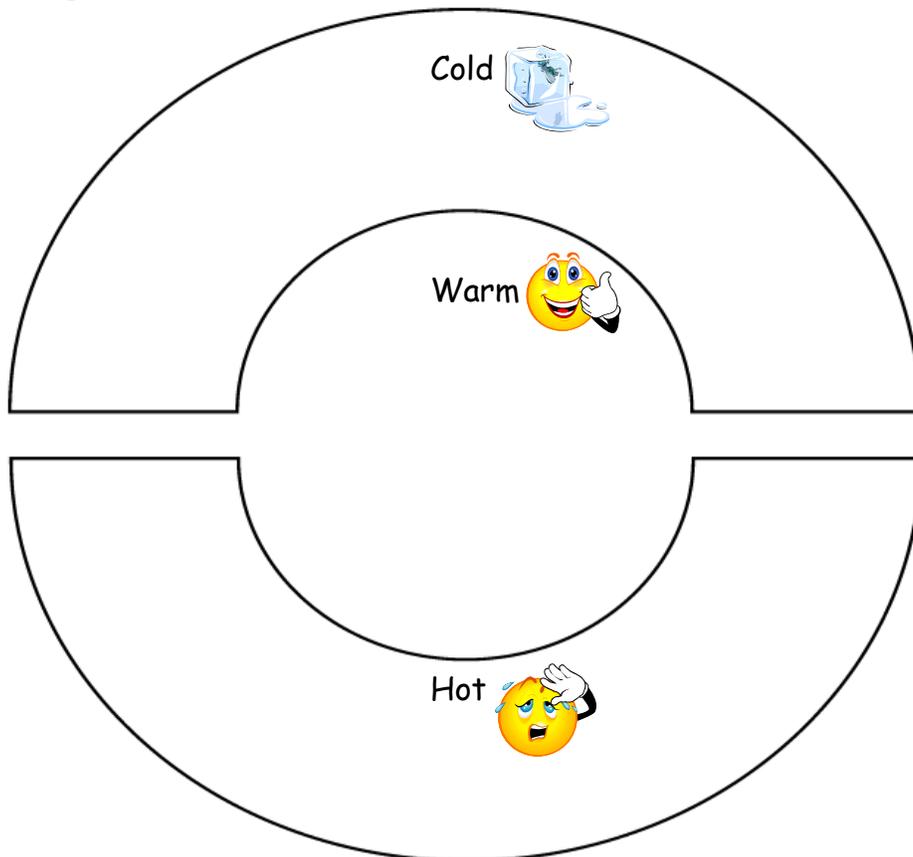
Name _____

Appendix D
 Lesson 3 - Cold Shoulder
 Write one or two sentences using this idiom.



Allusion - a reference to a _____ event or _____ in literature.

In each area, write saying that go with each word. For instance, cold shoulder would go in the cold section, warm smile would go in the warm section and hot-headed would go in the hot section.



Checklist- this is how I will be graded.

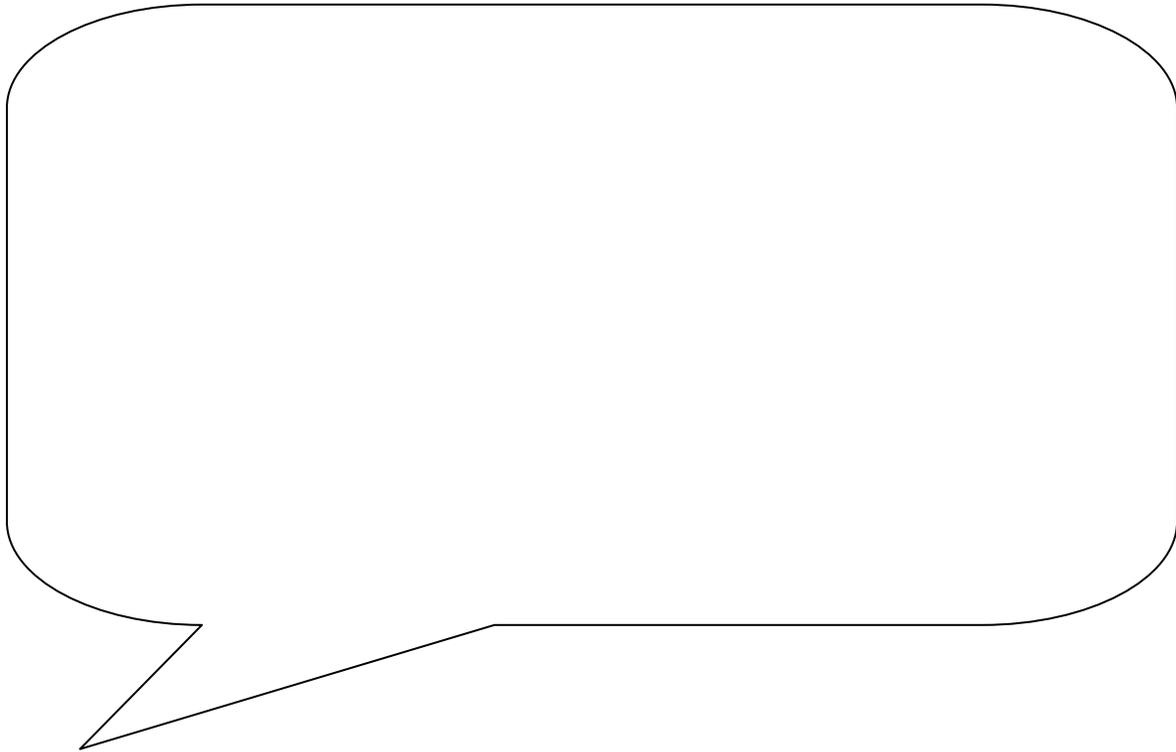
- Did I write 1 or 2 complete sentences? (4 points) _____ Did I include *Cold Shoulder*? (2 points) _____
- Did I start each sentence with a capital and end with a period? (4 points) _____
- Did I fill in the definition of an allusion? (2 points) _____ Did I fill in a cold, warm, and hot saying? (3 points) _____

Appendix F : Lesson 5
Actions Speak Louder Than Words

Never eat
candy at
school.



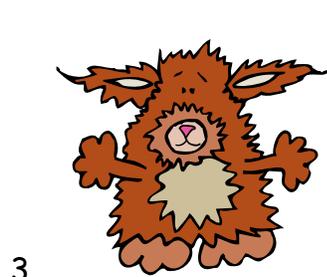
Actions



Actions

Appendix G
Lesson 6- On its last legs

Part 1 Directions: Circle the pictures that show an item *on its last legs*.



Part 2 Directions: Antonyms are pairs of words that have the opposite meanings. Please come up with a list of 5 pairs of antonyms and write them on the blanks.

1. _____
2. _____
3. _____
4. _____
5. _____

Grading: Correct picture circled (3 points) _____ Listing correct antonyms (10 points) _____

Appendix H Review

Please match the letter on the right with the correct proverb or idiom.

- | | |
|--|---|
| 1. _____ On its last legs | a. ignoring someone |
| 2. _____ Actions speak louder than words | b. it does not matter what happens, the event still must happen |
| 3. _____ Let bygones be bygones | c. something is wearing out |
| 4. _____ The show must go on | d. forgive and forget |
| 5. _____ Cold shoulder | e. what you say does not matter as much as what you do |

Illustrate one of the above sayings in the space below.

The saying I am illustrating is:

Grading for review page

Correct matching (10 points)	
Saying filled in (2 points)	
Illustration fits the saying (2 points)	
Neatness (1 points)	
Total: 15 points	

Appendix H - 1
Review Key

Please match the letter on the right with the correct proverb or idiom.

- | | |
|---|---|
| 1. <u>c</u> On its last legs | a. ignoring someone |
| 2. <u>e</u> Actions speak louder than words | b. it does not matter what happens, the event still must happen |
| 3. <u>d</u> Let bygones be bygones | c. something is wearing out |
| 4. <u>b</u> The show must go on | d. forgive and forget |
| 5. <u>a</u> Cold shoulder | e. what you say does not matter as much as what you do |

Illustrate one of the above sayings in the space below.
The saying I am illustrating is:

Answers will vary.

Grading for review page

Correct matching (10 points)	
Saying filled in (2 points)	
Illustration fits the saying (2 points)	
Neatness (1 points)	
Total: 15 points	



Appendix I
Lesson 7
Rule the Roost

Roost -

Alliteration - r_____ of the _____ consonant sounds.

The two alliterative words in this idiom are: _____ and _____

Who rules the roost?

Who is in charge at home? _____

Who is charge in the classroom? _____

Who is in charge on the playground? _____

I would be a good person to rule the
roost _____

Checklist- this is how I will be graded.

- o Did I fill in each blank? (9 points) _____
- o Did I use my best handwriting? (1 point) _____



Appendix J
Lesson 8

When in Rome, do as the Romans do.

Read each proverb and then finish the paragraph. Make sure you use complete sentences. You have been provided the topic sentence. Make sure you include 3 detail sentences and a conclusion to complete the paragraph.

1. *When in Colorado, do as the Coloradoans do.*

When you come to Colorado, you should make sure you do these 3 three things. _____

2. *When at our school, do as our students do.*

When you come to our school, do the following.

3. Make up your own proverb, and then write 3 sentences and a conclusion.

When in _____, do as the _____ do.

Appendix J-1
 Lesson 8
 When in Rome, do as the Romans do.
 Rubric

Punctuation and complete detail sentences, paragraph one: 3 points	
Conclusion, paragraph one 2 points	
Punctuation and complete detail sentences, paragraph two: 3 points	
Conclusion, paragraph two 2 points	
Punctuation and complete detail sentences, paragraph three: 3 points	
Conclusion, paragraph three 2 points	
Total: 15 points	

Beggars Can't Be Choosers

Definitions:

beg _____

choose _____



Think of a time when you asked or begged for something. Now tell how you reacted to what you were given.

What did you ask/beg for? _____

How did you react to what you were given?

Appendix L
Lesson 10- Feather in your Cap

Directions: Please fill out the certificate for a time when *YOU* earned a feather in your cap for something you achieved. If you have extra time, please fill out a certificate for a classmate!

Certificate
Of
Achievement

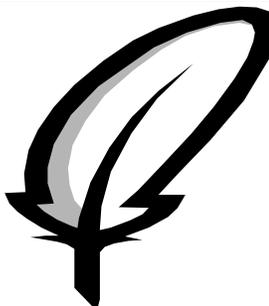
This certificate celebrates

For the achievement of _____

You should receive a *Feather in your Cap!*

Given by _____

Date _____



Certificate
Of
Achievement

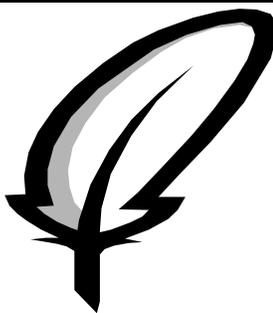
This certificate celebrates

For the achievement of _____

You should receive a *Feather in your Cap!*

Given by _____

Date _____



Appendix M
Lesson 11



One rotten apple spoils the whole barrel.

What do you think this saying means? (Write at least 2 sentences)

How can you be a positive influence for your friends this year? (Write at least 2 sentences)

Checklist- this is how I will be graded.

- Did I write at least 2 complete sentences on question one? (4 points) _____
- Did I write at least 2 complete sentences on question two? (4 points) _____
- Did I start each sentence with a capital and end with a period? (8 points) _____

Appendix N
Review

Please match the letter on the right with the correct proverb or idiom.

1. _____ On its last legs
 2. _____ Actions speak louder than words
 3. _____ Let bygones be bygones
 4. _____ The show must go on
 5. _____ Cold shoulder
 6. _____ Rule the Roost
 7. _____ When in Rome do as the Romans do
 8. _____ Beggars Can't be Choosers
 9. _____ Feather in your cap
 10. _____ One rotten apple spoils the whole barrel
- a. forgive and forget
 - b. it does not matter what happens, the event still must happen
 - c. something is wearing out
 - d. ignoring someone
 - e. what you say does not matter as much as what you do
 - f. you should do whatever the people of that culture do
 - g. something you can be proud of
 - h. You shouldn't be picky about something you get for free
 - i. one person can ruin things for an entire group.
 - j. head of the group or bossy

Grading for review page

Correct matching (2 points each)	
Total: 20 points	

Appendix N-1
Review Key

Please match the letter on the right with the correct proverb or idiom.

- | | |
|---|---|
| 1. <u>c</u> On its last legs | a. forgive and forget |
| 2. <u>e</u> Actions speak louder than words | b. it does not matter what happens, the event still must happen |
| 3. <u>a</u> Let bygones be bygones | c. something is wearing out |
| 4. <u>b</u> The show must go on | d. ignoring someone |
| 5. <u>d</u> Cold shoulder | e. what you say does not matter as much as what you do |
| 6. <u>j</u> Rule the Roost | f. you should do whatever the people of that culture do |
| 7. <u>f</u> When in Rome do as the Romans do | g. something you can be proud of |
| 8. <u>h</u> Beggars Can't be Choosers | h. You shouldn't be picky about Something you get for free |
| 9. <u>g</u> Feather in your cap | i. one person can ruin things for an entire group. |
| 10. <u>i</u> One rotten apple spoils the whole barrel | j. head of the group or bossy |

Appendix O
Lesson 12

Use the number code to decode this saying:

A=1	B=2	C=3	D=4	E=5	F=6	G=7
H=8	I=9	J=10	K=11	L=12	M=13	N=14
O=15	P=16	Q=17	R=18	S=19	T=20	U=21
V=22	W=23	X=24	Y=25	Z=26		

8 9 19 2 1 18 11 9 19 23 15 18 19 5



20 8 1 14 8 9 19 2 9 20 5

Alliteration b _ _ _ b _ _ _

Comparisons

I am older **than** you.

Night is darker **than** _____.

An elephant is larger **than** a _____.

_____ **than** _____.

Time and order

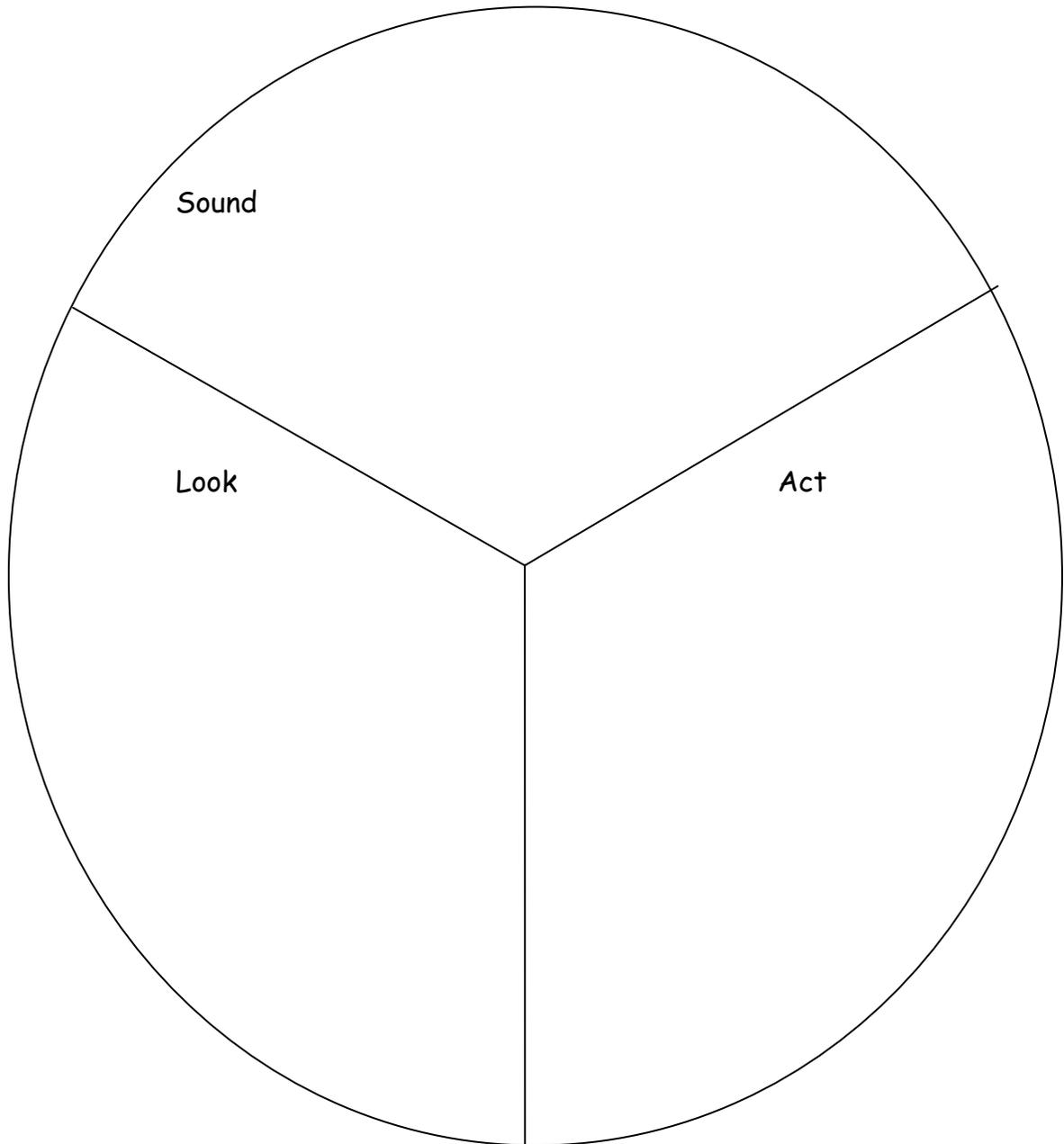
I will brush my teeth and **then** go to bed.

I will eat lunch and **then** _____.

The man put a leash on his dog and **then** _____.

_____ **then** _____.

His Bark is Worse Than His Bite



In the circle above, write sentences or draw pictures on how a person would sound, look, and act if they fit the saying his bark is worse than his bite.

Appendix P
Lesson 13- Clean Bill of Health

Clean Bill of Health Mad Lib

Complete the directions on this page and then use your answers to fill in the blanks on the next page. (Don't look ahead!) Be sure to put your answers with the correct numbers!

1. A name _____
2. a type of animal _____
3. a color _____
4. noun _____
5. noun _____
6. adjective _____
7. a verb ending in -ing _____
8. a verb _____
9. a number _____
10. the same name from #1 _____

Appendix P-1
 Lesson 13- Clean Bill of Health
*A Note from the Office
 of*
 Dr. _____

Dear _____,
(fill in your name here)

I would like to share with you the good news that your
 (2)_____ has passed my medical exam with a clean bill of
 health! Although his teeth appear (3)_____ in color, they
 are actually quite clean. I was able to clean his molars with my new
 (4)_____. It seemed to work very well. My new drill also
 seemed to work wonders on his (5)_____. He did seem a
 bit (6)_____ at first, but after a few days he should be back to
 (7)_____. Please remind him to (8)_____
 his teeth two times a day and floss nightly.

Thank you for coming to my office. You will need to schedule your next
 appointment in (9)_____ days.

Sincerely,

Dr. (10)_____

Now, in your own words, please write a sentence explaining what "clean bill of
 health" means.

Completion: one point per answer-10 points	
Understanding of the proverb: 3 points	
Sentence: capital and period- 2 points	
Total: 15 points	

Appendix Q
Lesson 14- Beat around the Bush

Directions: Please write about a time that you "beat around the bush". If you cannot think of a time, create a story from your imagination! (Use at least 2 sentences.)

Now, write about what you could have said in this situation instead of "beating around the bush". (Use at least 2 sentences.)

Punctuation and complete sentences: 2 points for each sentence = 8 points	
Understanding of the proverb: 2 points	
Total: 10 points	



Appendix R
Lesson 15

Touch and Go



Identify at least two difficult situations you have experienced that you might describe as touch and go. Write a complete paragraph including an introduction, 2 detail sentences, and a conclusion. Check to make sure you have used correct capitalization and punctuation.



Punctuation and complete sentences: 2 points for each sentence = 8 points	
Understanding of the proverb: 3 points	
4 sentence paragraph: 4 points	
Total: 15 points	



Appendix S-1
Lesson 16

Last Straw

Illustrate your story in the space below.

Appendix T

Unit Review/Assessment

Please match the letter on the right with the correct proverb or idiom.

- | | |
|--|---|
| 1. _____ On its last legs | a. forgive and forget |
| 2. _____ Actions speak louder than words | b. it does not matter what happens, the event still must happen |
| 3. _____ Let bygones be bygones | c. something is wearing out |
| 4. _____ The show must go on | d. ignoring someone |
| 5. _____ Cold shoulder | e. what you say does not matter as much as what you do |
| 6. _____ Rule the Roost | f. you should do whatever the people of that culture do |
| 7. _____ When in Rome do as the Romans do | g. something you can be proud of |
| 8. _____ Beggars Can't be Choosers | h. You shouldn't be picky about something you get for free |
| 9. _____ Feather in your cap | i. one person can ruin things for an entire group. |
| 10. _____ One rotten apple spoils the whole barrel | j. head of the group or bossy |
| 11. _____ Clean bill of health | k. unsure of the outcome |
| 12. _____ Beat around the bush | l. avoiding a conversation |
| 13. _____ Touch and go | m. Being pushed as far as you can go |
| 14. _____ Last straw | n. checked and all is OK |
| 15. _____ His bark is worse than his bite | o. a person seems meaner than they really are |

Appendix T-1
Unit Review/Assessment Key

Please match the letter on the right with the correct proverb or idiom.

- | | |
|---|---|
| 1. <u>c</u> On its last legs | a. forgive and forget |
| 2. <u>e</u> Actions speak louder than words | b. it does not matter what happens, the event still must happen |
| 3. <u>a</u> Let bygones be bygones | c. something is wearing out |
| 4. <u>b</u> The show must go on | d. ignoring someone |
| 5. <u>d</u> Cold shoulder | e. what you say does not matter as much as what you do |
| 6. <u>j</u> Rule the Roost | f. you should do whatever the people of that culture do |
| 7. <u>f</u> When in Rome do as the Romans do | g. something you can be proud of |
| 8. <u>h</u> Beggars Can't be Choosers | h. You shouldn't be picky about something you get for free |
| 9. <u>g</u> Feather in your cap | i. one person can ruin things for an entire group. |
| 10. <u>i</u> One rotten apple spoils the whole barrel | j. head of the group or bossy |
| 11. <u>n</u> Clean bill of health | k. unsure of the outcome |
| 12. <u>l</u> Beat around the bush | l. avoiding a conversation |
| 13. <u>k</u> Touch and go | m. Being pushed as far as you can go |
| 14. <u>m</u> Last straw | n. checked and all is OK |
| 15. <u>o</u> His bark is worse than his bite | o. a person seems meaner than they really are |