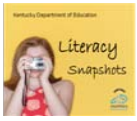


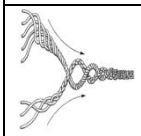
Literacy Snapshot Module

Idioms: It's a Piece of Cake!

Facilitator Notes

Preparation

Facilitator Key	When using the Facilitator's Guide, note: **Bold Print** indicates actions for the facilitator; *Italic print* indicates suggested dialogue for the facilitator; LSM represents Literacy Snapshot Module(s).
Prior to Session	**Background Knowledge**: In order to assist participants in their understanding that idioms appear in all forms of written and spoken language, the facilitator should become familiar with content and materials contained within LSM prior to use. ➢ **Prepare** and **review** materials listed. ✓ Download and print session Handouts 1- 3 for participants ✓ Computer, speakers and Internet access ✓ Projector and screen for group presentations ✓ Optional Materials (i.e., comic strips, Amelia Bedelia books, video clips, …) ➢ **Secure** and **set up** space**.** ➢ **Facilitate** initial discussion including overall guiding questions. For example: *As you consider how to teach idioms, please think about the following questions as they relate to the students in your classroom.* ✓ "*What do we want all students to know and be able to do?*" ✓ "*How will we know if students are learning?*" ✓ "*How will we respond when students do not learn?*" ✓ "*What will we do when students are already proficient?*"
Time Frame	➢ Initial Discussion (2-3 minutes) ➢ Viewing of the Literacy Snapshot (7-10 minutes) ➢ Next Steps/Discussion (10-15 minutes)

Presentation	
Slide 1	***Literacy Snapshot Module: Idioms: It's a Piece of Cake!***
	Explain: ➢ Each LSM provides examples of skills or strategies that follow these guiding questions: ✓ What do we want all students to know and be able to do? ✓ How will we know if students are learning? ✓ How will we respond when students do not learn? ✓ What will we do when students are already proficient? (adapted from works related to Professional Learning Communities by DuFour/Eaker) ➢ LSMs are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.). ➢ All LSMs utilize the explicit instruction model. ✓ Content is modeled (I do it…) ✓ Participant practices (We do it…) ✓ Participant implements in classroom (You do it…)
Slide 2	***Title Page***
Slide 3	***Scarborough Rope Model***
	**Review** the Scarborough Rope Model and **discuss** how the skills and strategies fit together to create a proficient reader. A text box highlighted in yellow indicates a strand of the reading process addressed in the LSM. (This is a recurring slide in all LSMs that explains how intertwined the skills and strategies are in the reading process.)
Slide 4	***Session Goal***
	Read session goal**.** ➢ The goal of this LSM is to provide participants with a working knowledge of how intentionally providing idiom instruction can aid in student comprehension.
Slide 5	***Session Objectives***
	Participants read session objectives. At the end of this session, participants are expected to: ➢ Understand idioms and how they relate to comprehension in both written and oral language; ➢ Develop next steps for teaching idioms to students. **Pause** and **discuss** the lesson objectives.

Slide 6	***Research***
	Facilitate discussion with teachers concerning how often idioms occur in both written and spoken language. **Discuss** how this can be a barrier to children with language poor backgrounds. **Additional findings from research:** ➢ Understanding idioms figuratively begins around age 9 ➢ Idioms closer to the figurative meanings are easier learned ➢ Idioms are easier to understand if given contextual support ➢ Many idioms can be categorized ➢ Idioms are difficult for second language learners ➢ Idioms appear as often as three per minute on taped television (see references for sources) A summary of the research reminds us that prior to age nine, students interpret idioms literally. Piaget's Theory of Cognitive Development reminds us that young children are not developmentally able to understand abstract ideas. This further reiterates the importance of intentionally teaching idioms to students.
Slide 7	***What is an Idiom?***
Handout 1 	**Read** slide to participants. **Verify** each participant has Handout 1. **Pause** and **discuss** various examples of idioms on Handout 1.
Slide 8	***"I Do It" – demonstration***
	Listen as LSM reader shares "Smell a Rat" passage. Watch how the reader models how to identify an idiom and understand the intended meaning through the use of a think aloud strategy.
Slide 9	***"We Do It"***
Handout 2	➢ **Verify** each participant has Handout 2. ➢ **Read** passages and follow directions on Handout 2. ➢ **Assist** teachers in identifying idioms and the meanings. ➢ **Allow** approximately fifteen (15) minutes for the activity.
Slide 10	***Wrap up***
	Make connections between the research on teaching idioms and improved comprehension of oral and written language.
Slide 11	***"You Do It"***
Handout 3	**Facilitate** discussion of the next steps (record on Handout 3) 1. **Determine** when (e.g., Literacy Block, Science and Social Studies) and how participants will be teaching idioms. **Provide** support to teachers who need modeling and coaching in the classrooms.

	2. **Discuss** possible samples of student work (e.g., class idiom charts, individual student idiom guides, graphic organizers, assessments) that demonstrate students' knowledge of idioms. 3. **Determine** a date when teachers will share student work samples. **Provide** sufficient time for instruction and practice of the skill. Consider a date (2-3 weeks in the future).
Follow Up	
Student work analysis	**Facilitate** a discussion regarding identification and understanding of idioms. **Reference** overall guiding questions**.** *Considering the content learned at the last session, think about the following questions as they relate to the students in your classroom and the lesson(s) taught.* ➢ *"What did you want all students to know and be able to do?"* **Analyze** student work samples and **discuss** students' ability to identify and understand idioms. ➢ *"How did you know if students were learning?"* **Determine** how work samples reflect students' ability to identify and understand idioms. ➢ *"How did you respond when students did not learn?"* **Discuss** specific students who were unable to identify and understand idioms. Teachers share how support/scaffolding was provided for these students. As a group, **elaborate** how struggling students received support. ➢ *"What did you do when students were already proficient?"* **Discuss** specific students who were able to identify and understand idioms. Teachers share how enrichment was provided for these students. As a group, **elaborate** how instruction was differentiated for proficient students.
Resources	
	Publications Cooper, T.C. (1998), "Teaching Idioms", *Foreign Language Annals*, 31, 2, 255-256. Fernando, Chitra (1996), "*Idioms and Idiomaticity."* Oxford: Oxford

University Press (http://www.infolanka.com/org/diary/30.html)

Irujo, S. (1986a), "Don't put your leg in your mouth: transfer in the acquisition of idioms in a second language", *TESOL Quarterly*, 20, 287-304

Piaget, J. (1972). *The psychology of the child*. New York: Basic Books.

Pollio, H. R.; Barlow, J. M.; Fine, H. J. & Pollio, M. R. (1977), "*Psychology and the Poetics of Growth*." Hillsdale, NJ: Lawrence Erlbaum Associates.

Scarborough, H.(2001).Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice. S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp.97–110). New York: Guilford Press.

Websites

www.funbrain/idioms/

http://www.idiomconnection.com/

http://www.usingenglish.com/reference/idioms/html

http://www.nadaisland.com/

www.englishdaily626.com

www.wikipedia.com

Additional Background Information on Idioms

What are idioms?

Idioms & meaning

Idioms are expressions which have the meaning that is not obvious from the individual words. For example, the idiom **drive somebody round the bend** means make somebody angry or frustrated, but we cannot know this by looking at the words.

The best way to understand an idiom is to see it in context. If someone says:

- This can opener's *driving me round the bend*! I think I'll throw it away and get a new one next time I'm in town.

Then the context and the common sense tells us that drive round the bend means something different from driving a car round a curve in the road. The context tells us the can opener is not working properly and that it's having an effect on the person using it.

Types of idioms

1. verb + object/complement(and /or adverbial)

Example: kill two birds with one stone

Meaning: produce two useful results by just doing one action

2. prepositional phrase

Example: in the blink of an eye

Meaning: in an extremely short time

3. compound

	Example: a bone of contention Meaning: something which people argue and disagree over **4. simile (as + adjective + as, or like + noun)** Example: as dry as a bone Meaning: very dry indeed **5. binomial (word + and + word)** Example: rough and ready Meaning: crude and lack of sophistication **6. trinomial (word + word + and + word)** Example: cool, calm and collected Meaning: relaxed in control, not nervous **7. whole clause or sentence** Example**:** to cut a long story short Meaning: to tell the main points, but not all the fine details **http://english-learners.com/2009/08/what-are-idioms.html**