

Using Idioms Is A Piece of Cake



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LANGUAGE ARTS COMMON CORE STANDARDS

Craft and Structure

Kindergarten

Ask and answer questions about unknown words in a text.

Grade 1

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Grade 2

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

Grade 3

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Grade 4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Grade 5

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Grade 6

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LANGUAGE ARTS COMMON CORE STANDARDS CONTINUED

Grade 7

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Grade 8

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 9/10

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Grade 11/12 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.; include Shakespeare as well as other authors).

COMMON CORE STANDARDS Vocabulary Acquisition and Use

Grade K

With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Grade 1

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Grade 2

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Grade 3

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

COMMON CORE STANDARDS Vocabulary Acquisition and Use

Grade 4

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Grade 5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Grade 6

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Grade 7

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

COMMON CORE STANDARDS Vocabulary Acquisition and Use

Grade 8

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Grade 9/10

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Grade 11/12

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

WHAT ARE IDIOMS?

So what are idioms and how do we teach them to our students?

Idioms are one of the skills a student will master later in their language acquisition, and they take time and lots of repetition to understand.

- Idioms are a part of speech which is particular to a group of speakers or an area or region. It is a phrase which has an understood, non-literal meaning. There are many common idioms in English. You probably use many of them every day without even realizing it.

Idioms can be confusing for a student who has learned English as a second language, as they may never have heard the idiom before. Often, common idioms are one of the last things a person learns in a new language. Some common idioms are sayings or phrases like “Too big for your boots’ or ‘Making a mountain out of a molehill”.

Idioms are not meant to be interpreted literally. Rather, there is a deeper, non-literal meaning of common idioms. These common idioms come to be accepted and understood by people who share a common language (or sometimes by a smaller cultural group within a language group).

Explain to students that idioms are phrases that do not mean exactly what the words say. Discuss an example: This homework is a piece of cake. Ask students what this phrase might mean. [The homework is easy.] Point out that piece of cake does not mean the homework is made of cake. Ask students if the homework is easy or hard and why. [Easy, because eating cake is enjoyable and easy.] Explain that to understand some expressions in English, it is necessary for students to think about the phrase and use their background knowledge to make sense of it.

ALLITERATION TONGUE TWISTERS ACTIVITY

Goal: Students will identify and use alliteration.

Note: Activities can be adjusted according to grade level. For example students in lower grades can be given simpler twisters such as *Ann ate an apple*. They can also be given frames to fill in the blanks. Example: *Bob buys _____* (b words)

Students will:

1. Select five twisters and illustrate them.
2. Extend five twisters by adding more adjectives and adverbs.
3. Complete five twisters of your own.
 1. Make up twisters about famous people with whom you are familiar.
 2. Make up twisters about popular products you use.
 3. Share these in class by reading aloud or passing papers.
 4. Illustrate the twisters.
 5. **Assessment:** Students use alliteration in writing own twister.

Some Tongue Twisters which also illustrate alliteration:

- Angela Alicia Apple ate anchovies and artichokes.
- Bertha Bartholomew blew big, blue bubbles.
- Clever Clive Clancy clumsily closed the closet clasps.
- Dwayne Dwidly drew a drawing of dreaded Dracula.
- Elmer Elwood eluded eleven elderly elephants.
- Floyd Flinge flipped flat flapjacks.
- Greta Gruber grabbed a group of green grapes.
- Hattie Henderson hated happy, healthy hippos.
- Ida Ivy identified the ivory iris.
- Julie Jackson juggled the juicy, jiggly jello.
- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Patsy Planter plucked plump, purple, plastic plums.
- Quinella Quist quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.
- Shelly Sherman shivered in a sheer, short shirt.
- Trina Tweety tripped two twittering twins under a twiggy tree.
- Uri Udall usually used his unique, unusual unicycle.
- Vicky Vince viewed a very valuable vase.
- Walter Whipple warily warned the weary warrior.
- Xerxes Xenon expected to xerox extra x-rays.
- Yolanda Yvonne Yager yodeled up yonder yesterday.
- Zigmund Zane zigzagged through the zany zoo zone.

Various Activities

Draw them. Here are some that might be fun to draw:

- Give me a hand
- It's raining cats and dogs
- Hit the books
- Keep an eye on you
- You're pulling my leg
- Cat's got your tongue
- Zip your lip
- Cold turkey
- Wear your heart on your sleeve
- In the doghouse
- When pigs fly
- Put your foot in your mouth
- On pins and needles
- I'll be there with bells on
- Bite off more than you can chew
- Toss your cookies

Act them out

This is probably easiest to do in small groups. Assign each group an idiom and have them act it out for the rest of the class to guess. Some that will probably work well include:

- All in the same boat
- Barking up the wrong tree
- Birds of a feather flock together
- Crying over spilt milk
- Don't count your chickens before they're hatched
- It takes two to tango
- Let the cat out of the bag
- Out of the frying pan and into the fire
- Out on a limb
- Preaching to the choir
- Rub salt in your wound
- The straw that broke the camel's back

Use them as writing prompts

A phrase such as, "a fool and his money are soon parted" could inspire a great story. "Every cloud has a silver lining" could inspire an essay on finding something good in an otherwise bad situation. "In the heat of the moment" could be the theme behind a story about doing something foolish - or perhaps brave.

Use them as discussion starters

"You can't judge a book by its cover" could be the start of a discussion about false first impressions, unfairly judging or racism. "Rome wasn't built in a day" could start a discussion about persistence. You could have all kinds of interesting discussions around, "The ends justify the means."

Write an idiom story

Challenge your students to write a story using as many idioms as they can. They will probably want to use a lot of dialogue, so this is a great way to practice using quotations properly. It would probably help to have a large list of common idioms available.

Create an idiom challenge

Over a period of days, see how many idioms your class can come up with related to a specific subject. Students could write them on a large piece of butcher paper on the wall as they come up with them throughout the week. Some ideas are:

- animal idioms
- food idioms
- weather idioms
- location idioms
- idioms that mention parts of the body

Go a Little Deeper

Where exactly did the idiom, "to cry wolf" come from? Do your students know the story of *The Boy who Cried Wolf*? How about "Curiosity killed the cat." Why a cat instead of some other animal? An idiom could be the start of a great research project!

Create your own

What else, besides cats and dogs could it be raining? Fish and Chips? Lizards and Snakes? Water balloons and Superballs? That's the way the...cookie crumbles, ball bounces, soda bubbles? leaves fall? carrot crunches? It'll cost you...an arm and a leg, a finger and 4 toes? an ear and a bad haircut?

Fun English Lesson Plan for Teaching A Common Idiom

This is a fun example of an English lesson plan that can be used to teach students about common idioms, and help them understand some of the confusing words and phrases in English.

Pre reading - discuss common idioms and make a list on the board which demonstrates some common idioms that may already be known and understood

Word Skills - make a list or make flash cards of any confusing words that are a part of the story (in English) that may be challenging for your students (if needed, translate or make another version in any other languages that are needed (such as Spanish)

Have fun with idioms!!!

The book, WHO LET THE CAT OUT OF THE BAG? is a story written by 4th grade students of Newcastle Avenue Elementary School. It is a terrific tool to begin teaching about idioms. Read each page then role play the figurative meaning. Such as: *I have ants in my pants*. Give the students a scenario about how they would feel if they were going on a long trip and it was still 5 hours away. Generally the students say they are excited and can't sit still. The students just described, ants in your pants. Students love participating in the role play portion of the activity! In addition create their own innovation of the book. Have students draw and write about their favorite idiom!

There is a common misperception that teachers of English learners should not use idioms with their students. The misperception lies with the fact that idioms are a more advanced dimension of language development and might cause confusion for students who are beginning to speak English. However, it is important to expose students to idioms even though they might not fully have mastery of them.

What is Figurative Language?

Whenever you describe something by comparing it with something else, you are using figurative language.

Simile

A simile uses the words “like” or “as” to compare one object or idea with another to suggest they are alike.
Example: busy as a bee

Metaphor

The metaphor states a fact or draws a verbal picture by the use of comparison. A simile would say you are like something; a metaphor is more positive - it says you are something.
Example: You are what you eat.

Personification

A figure of speech in which human characteristics are given to an animal or an object. Example: My teddy bear gave me a hug.

Alliteration

The repetition of the same initial letter, sound, or group of sounds in a series of words. Alliteration includes tongue twisters. Example: She sells seashells by the seashore.

What is Figurative Language?

Onomatopoeia

The use of a word to describe or imitate a natural sound or the sound made by an object or an action. Example: snap crackle pop

Hyperbole

An exaggeration that is so dramatic that no one would believe the statement is true. Tall tales are hyperboles.

Example: He was so hungry, he ate that whole cornfield for lunch, stalks and all.

Idioms

According to Webster's Dictionary, an idiom is defined as: peculiar to itself either grammatically (as no, it wasn't me) or in having a meaning that cannot be derived from the conjoined meanings of its elements (as Monday week for "the Monday a week after next Monday")

Clichés

A cliché is an expression that has been used so often that it has become trite and sometimes boring. Example: Many hands make light work.

Color Idioms

In each sentence, choose the best word or phrase to complete the gap from the choices below (a, b, c, or d).

1. I don't believe in being untruthful, but sometimes it's good to tell a _____ lie to avoid hurting somebody's feelings.
a) grey b) white c) yellow d) green
2. They treat you so well at that hotel. They really give you the _____ carpet treatment.
a) blue b) black c) red d) white
3. You can tell him until you're _____ in the face, but he just won't listen to reason.
a) white b) blue c) red d) purple
4. They caught him _____ as he tried to steal some jeans from the shop.
a) red-handed b) black-handed c) blue-handed d) brown-handed
5. I had a call out of the _____ from an old friend I hadn't seen for twenty years
a) blue b) red c) black d) pink
6. You're luck, always doing nice things. My husband only ever takes me out once in a _____ moon.
a) silver b) blue c) grey d) yellow
7. You look as _____ as a sheet. What's happened?
a) blue b) green c) yellow d) white
8. Money is such a problem these days. I always seem to be in the _____ .
a) black b) blue c) red d) green
9. You should see my mother's garden. She's really got _____ fingers. She can make anything grow.
a) blue b) yellow c) black d) green
10. I played rugby for the first time in ages yesterday. That's why I'm black and _____ all over now.
a) red b) blue c) green d) orange

Name: _____

Idioms

Directions: Read each idiom and determine the meaning.

1. When the politician was caught stealing from the taxpayers, everyone thought he would receive a severe punishment, but all he got was **a slap on the wrist**.

What is the meaning of this idiom?

2. We thought that our neighbors, the Jones family, were rich beyond our wildest dreams, but it turns out that **we're all in the same boat**.

What is the meaning of this idiom?

3. If Kim thinks that I'm going to let her copy my math homework, **she's barking up the wrong tree**.

What is the meaning of this idiom?

4. The Vikings thought that they would easily beat the other team, but when it was tied with a minute left in the fourth quarter, they knew that this game was really coming **down to the wire**.

What is the meaning of this idiom?

5. I thought Janet would be a good worker, but it turns out that she **can't cut the mustard**.

What is the meaning of this idiom?

6. Tom wanted to **get down to brass tacks**, but the lawyer kept chatting about the weather.

What is the meaning of this idiom?

7. The lawyer knew that **beating around the bush** would get Tom all worked up.

What is the meaning of this idiom?

8. Jane decided that she would **go out on a limb** and ask Byron to the Spring Fling dance.

What is the meaning of this idiom?

9. Jimbo was too tired to finish the assignment, so he decided to **hit the hay**.

What is the meaning of this idiom?

10. Alan was excited when he found out that he would have his own front row parking spot at the university, but that was **just the icing on the cake**.

What is the meaning of this idiom?

11. Working at the store was at first overwhelming to Kyle, but now he **knows the ropes**.

What is the meaning of this idiom?

12. Julie thought her mom would let her go to the party, but **no dice**.

What is the meaning of this idiom?

Websites:

<http://www.vocabulary.co.il/>

Vocabulary.com helps you learn new words, play games that improve your **vocabulary**, and explore language

http://www.softschools.com/language_arts/

Free Language Arts Games for preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade and 5th grade

<http://www.funbrain.com/idioms/>

Paint By Idioms Game. Idioms add color to language. Help FunBrain.com's grand master, Salvabear Dali, finish his paintings by identifying the correct expressions.

<http://www.angelfire.com/fl3/teslfun/Idiomresources>

Idioms Resource page to find a bunch of links to other **Idiom** Web pages. OR. Below are a couple of links you can go to and use the lesson plans.

http://www.aasd.k12.wi.us/staff/boldtkatherine/ReadingFun3-6/ReadingFun_Idioms.htm.html

Idioms Game from the Children's University of Manchester: PPPST: **Idioms** Bite The Dust Power Points, Games and Lesson Plans from Pete's Power Point Station. Metaphors & Similes: Mysteries: Parts of Speech: Plurals: Poetry: Possessive Nouns & pronouns: Prefixes, Suffixes & Base Words: Punctuation: Reading Skills

http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html

Complete the sentence by selecting the correct idiom from the list. The image above provides a literal representation of the correct idiom.

<http://www.rhlschool.com/>

RHL School - Free Worksheets and More: Your place to get free ready to use quality worksheets for teaching, reinforcement and review. Worksheets that are truly unique!

<http://www.goenglish.com/Idioms.asp>

Most popular Idioms List includes: A Babe In The Woods "What do you know? You are just a babe in the woods." A Bed Of Roses "Working here is no bed of roses."

<http://www.cccoe.net/social/SAIdiomintro.htm>

The following pages have activities to learn how we say crazy things that have meanings unlike any of the words. A collection of worksheets with idioms.

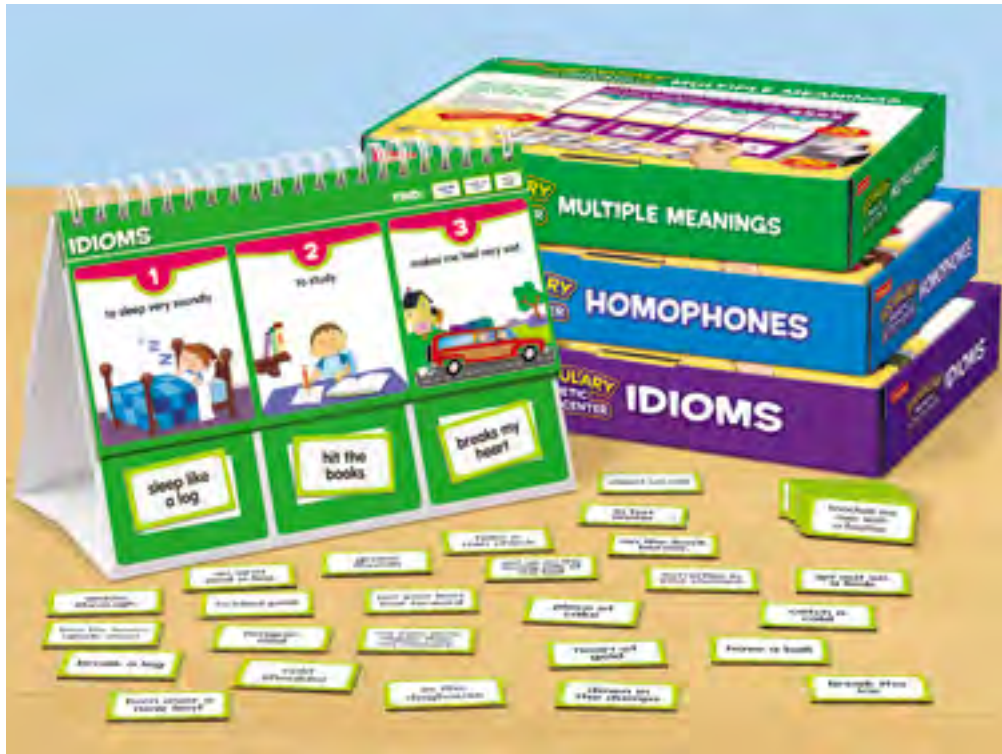
Idioms Magnetic Activity Center \$29.95

Tricky idioms are easy to grasp...with a magnetic activity center that provides lots of fun, hands-on practice! Our center includes a magnetic sorting board with 20 different activity flips, plus 40 magnets featuring common idioms. Children just sort the magnets right onto the board, identifying the phrase that completes each sentence...or matching it to its correct definition. And the answers are right on the back of the flips for easy self-checking! Board is 7 1/2" x 10 3/4".
item# HH909 (Lakeshore)



Vocabulary Magnetic Activity Centers - Complete Set \$79.95

Tricky words and phrases are easy to grasp...with magnetic activity centers that provide lots of fun, hands-on practice! Each center includes a magnetic sorting board with 20 different activity flips, plus 40-84 magnets featuring idioms, homophones or multiple-meaning words. Children just sort the magnets right onto the board, identifying the word or phrase that completes each sentence...or matching it to its correct definition. And the answers are right on the back of the flips for easy self-checking! You get all 3 centers; each board is 7 1/2" x 10 3/4". Item# HH900X (Lakeshore)



Tricky Words & Phrases Teaching Cards - Set 1 \$49.95 item# LL405X

From “which” and “witch” to “piece of cake”—our teaching cards make tricky words and phrases easy to understand! Each sturdy, laminated card has a different idiom, homophone pair or multiple-meaning word—with simple sentences that show how it’s used in context, plus a picture clue for extra reinforcement. We’ve even included activity ideas that provide targeted practice with each word or phrase, so students really master each one! All 3 sets (total of 120 cards); each card measures 7" x 9".

Targets standards in these areas:

- Using figurative language
- Vocabulary development
- Reading comprehension (Lakeshore)



Riddle of the Sphinx Idioms, Homophones & Figurative Language Whole-Class Partner Game \$29.95 Item# LL217

This quick-playing partner game provides students with plenty of practice with idioms, homophones and figurative language. The set includes 15 two-player game boards for 30 students, plus 375 different question cards. The whole class can play at the same time, and then trade games and play again! The game boards, question cards and storage pouches all have matching numbers, so it's super-easy to keep everything organized. We've also included a guide with differentiated instruction strategies.

Targets standards in these areas: Figurative language expressions, Multiple-meaning word and Homophones (Lakeshore)



What's the Meaning? Idiom Quiz Cards Activity Kit \$12.95 item# DD462

Help students understand idiomatic expressions—with a fun-filled activity they can complete on their own! Our activity pack includes 20 idiom quiz cards, a secret decoder & simple, illustrated instructions. Students just read the sentence printed on each card and try to define the underlined idiom—like "green thumb" and "piece of cake." Then, students use the secret decoder to find out if they guessed the correct meaning! Best of all, the activity is designed to make independent practice a breeze. Students just grab the pack, take it to their seats—and build vocabulary skills at their own pace! Includes an answer card for easy self-checking, plus a guide card with differentiated instruction strategies.

Targets standards in these areas:

- Understanding idioms • Vocabulary development (Lakeshore)



Idiom of the Week Pocket Chart



\$24.99

Unlock a treasure trove of common idiomatic expressions with this handy nylon pocket chart and cards. The 20 double-sided idiom cards, 11"W x 12"H each, help build vocabulary and understanding of figurative language and improve comprehension for all students. Familiar idioms such as I'm feeling under the weather, and Shes been hitting the books are cleverly illustrated and their figurative meaning given as well. There are 2 clear display pockets on the front one for the weeks idiom card and the other for the students illustrated sentence using the idiom. (Really Good Stuff)

Time-Saver Preprinted Sentence Strips™ – Idioms



\$9.99

Reduce Prep Work and Save Time With Preprinted Idiom Sentence Strips

Expose students to commonly occurring idioms in the English language with these time-saving, preprinted sentence strips. (Really Good Stuff)

Idiom Match



\$7.99

Match Idioms To Their Literal And Figurative Meanings With These Illustrated Cards

Students have fun applying their knowledge of idiomatic expressions using the Idiom Match Learning Deck. Students take turns matching idiomatic expressions to their literal and figurative meanings. There are 3 cards each for 22 common idiomatic expressions a sentence card and 2 picture cards, one each for their literal and figurative meanings. Included are instructions for different engaging games and activities that utilize the cards. (Really Good Stuff)



\$9.99

Help Students Put Figurative Language In Context

Perfect for a sponge activity, the multiple-choice questions on these little cards help students learn and explore metaphors, similes and idioms. (Really Good Stuff)

Idiom Tales

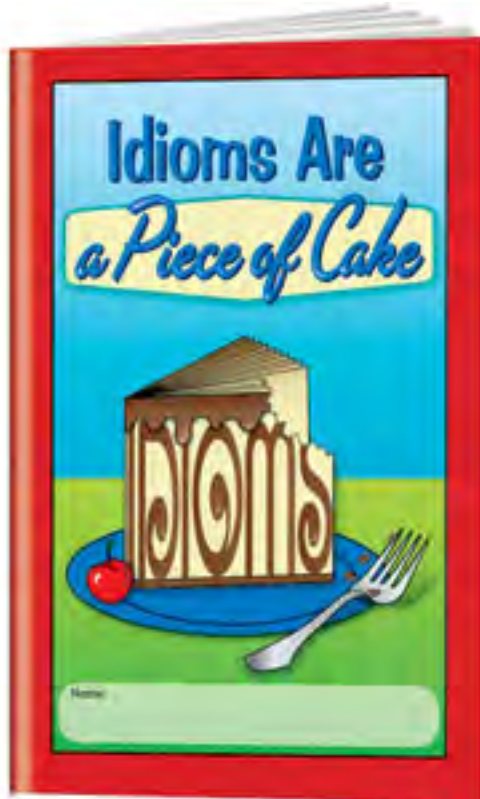


\$32.99

Understand Figurative Language, Word Relationships, And Nuances In Word Meanings

This collection of super-funny storybooks teach more than 100 must-know sayings to improve children's reading comprehension, writing skills, and more. Each of the 8 books introduces a dozen idioms (such as green with envy or wet behind the ears) in the context of a funny tale plus interesting information on the sayings derivation. (Really Good Stuff)

Idioms Are A Piece Of Cake Journals



AS LOW AS
\$1.29
EACH

Help Students Overcome A Stumbling Block To Comprehension

These structured journals allow students to record idioms as they discover them. Each page includes space for a literal drawing of the idiom and lines to write a definition. (Really Good Stuff)

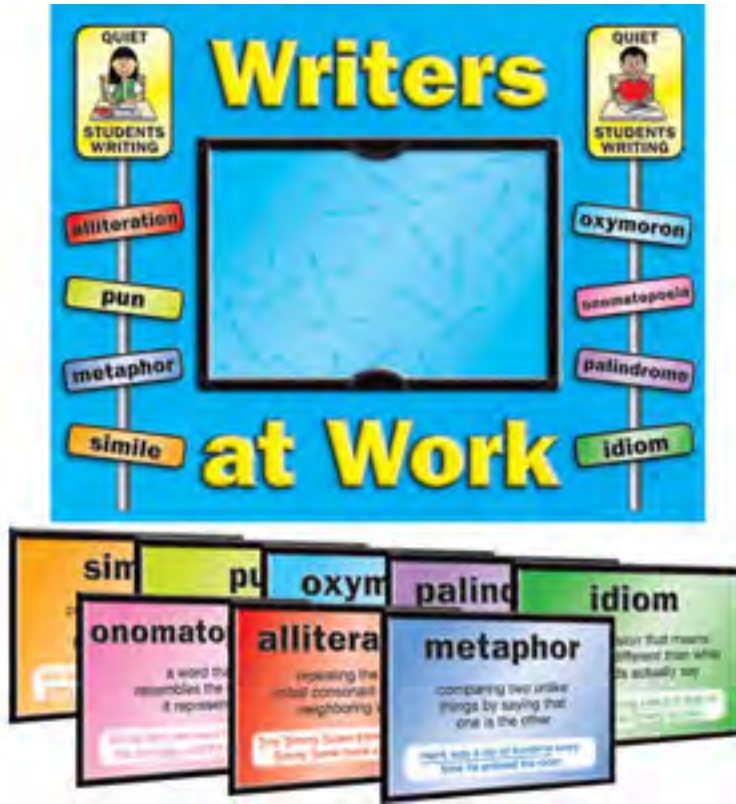
Idiom Flip Book



\$14.99

Idioms are easier to understand when given contextual support so we've developed this flip chart of 21 common idioms to help students identify their meaning. The chart is divided into 3 sections: students read the idiomatic expression and definition in the middle; then they flip through the pages on the left side for the literal pictorial representations, along with sentences using the idiom; and look for the figurative pictorial representations on the right side. Seeing both the literal and figurative representations of idioms helps students understand the idioms and begin to use them independently. Spiral-bound, 14" x 5". (Really Good Stuff)

Writers At Work 8-in-1 Poster Set

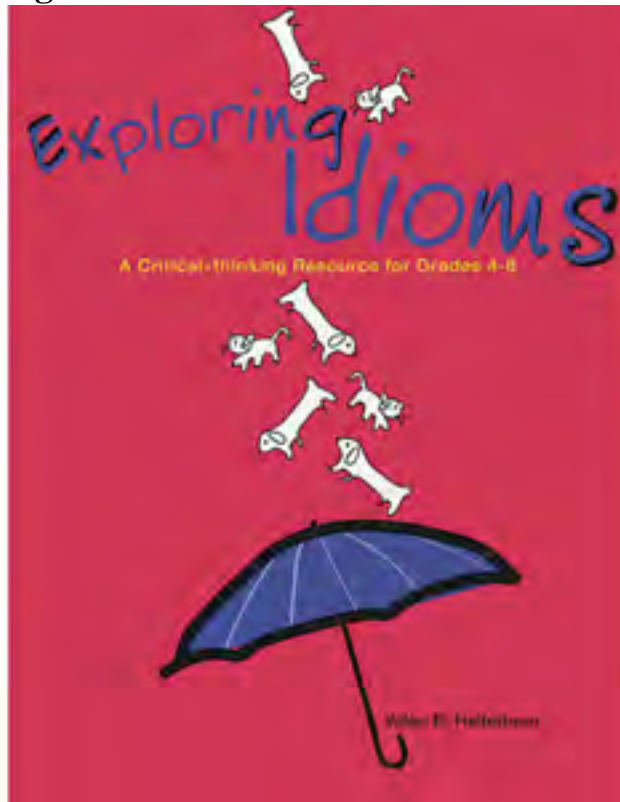


\$17.99

This 8-in-1 Poster Enriches Students' Writing With Literary Devices!

This 8-in-1 poster can aid students in mastering these eight writing terms: alliteration, idiom, metaphor, onomatopoeia, oxymoron, palindrome, Pun and Simile. Each mini poster is a basic lesson in itself and a valuable tool to highlight each word play term. (Really Good Stuff)

Exploring Idioms Book



\$14.96

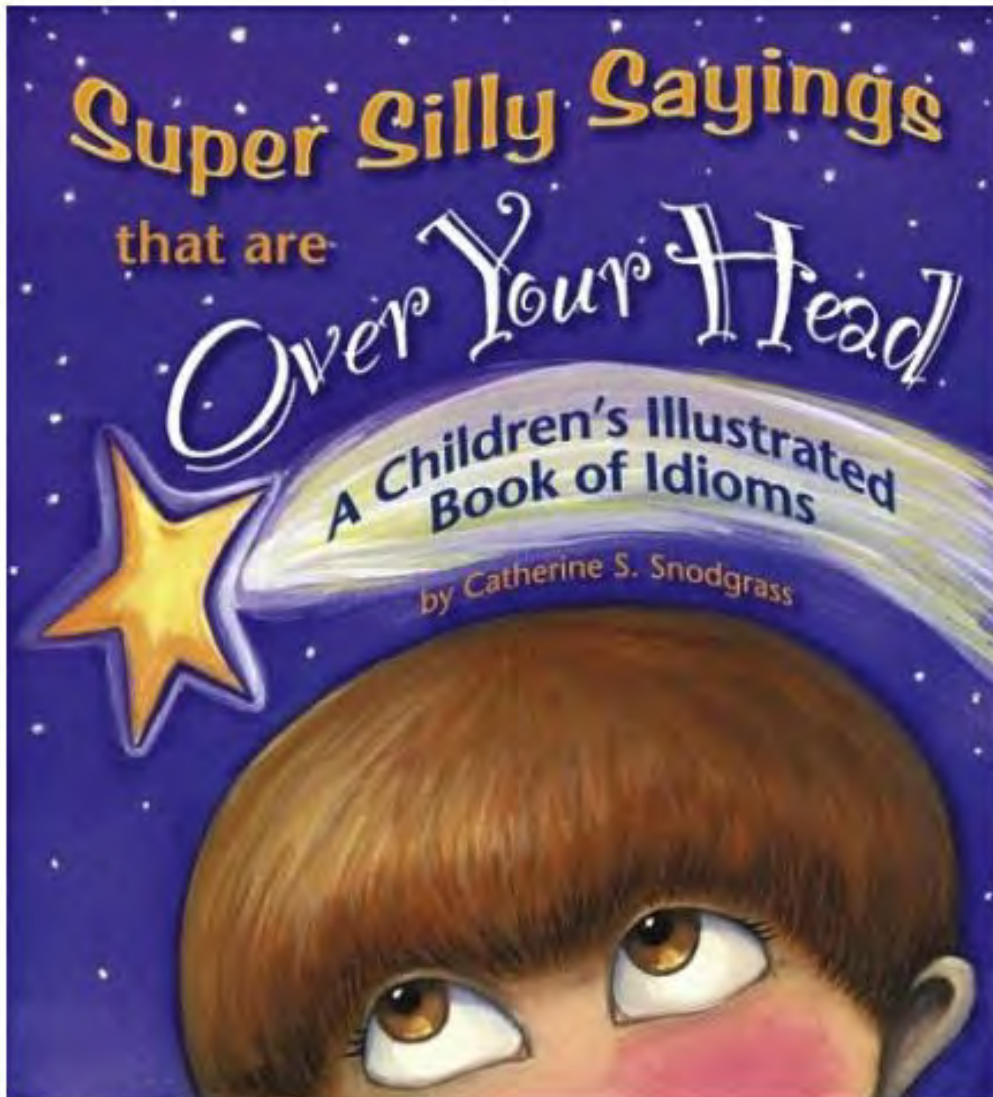
Utilize Critical-Thinking Skills To Decipher And Apply Idioms

Provide students with the opportunity to connect to 120 familiar idioms, as well as more than 300 idiomatic phrases they can investigate on their own. Each entry includes one idiom, its definition and etymology, an in-use example, assessment activities, and a list of related idioms. These exercises are an effective way to begin or end the day, to prepare students for state assessments, and to help ELL students master this difficult English-language concept. (Amazon)

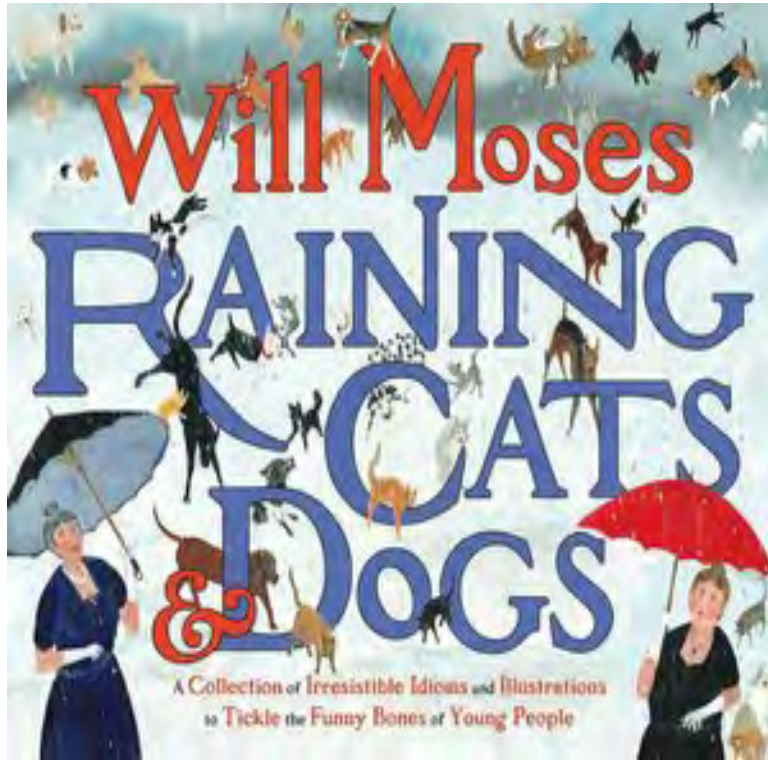
Barker Creek LL-1607 Idioms Activity Book (Amazon) \$17.50



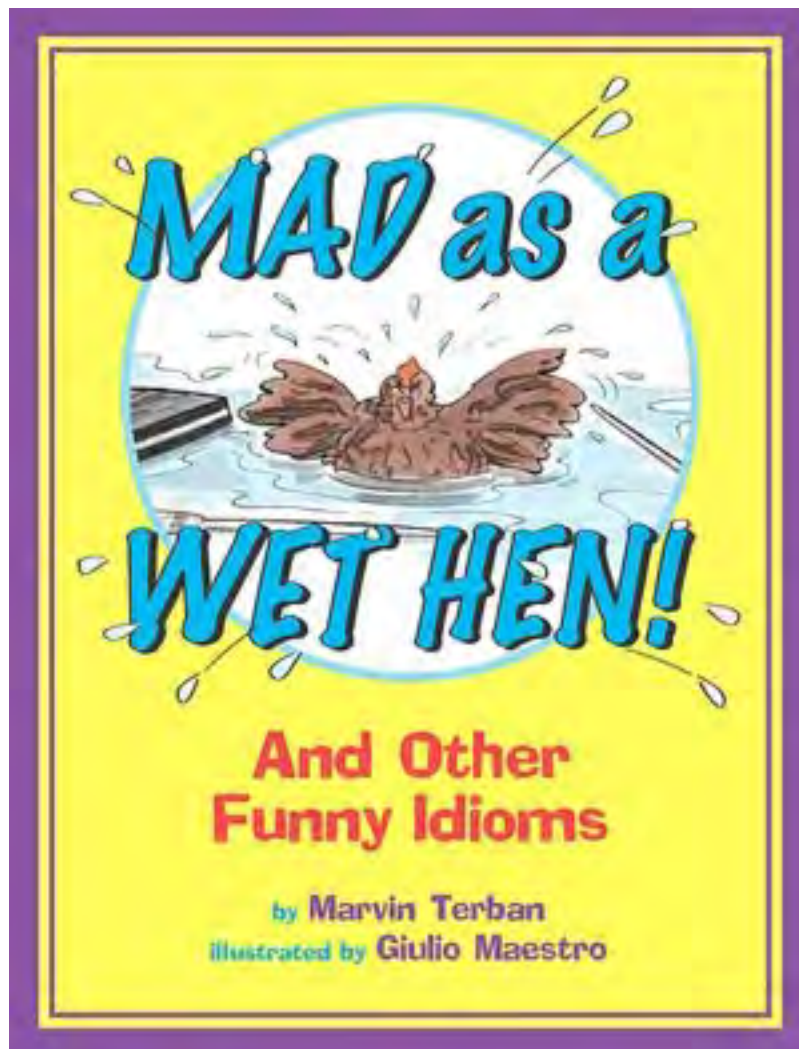
**Super Silly Sayings That Are over Your Head:
A Children's Illustrated Book of Idioms (Amazon) \$11.53**



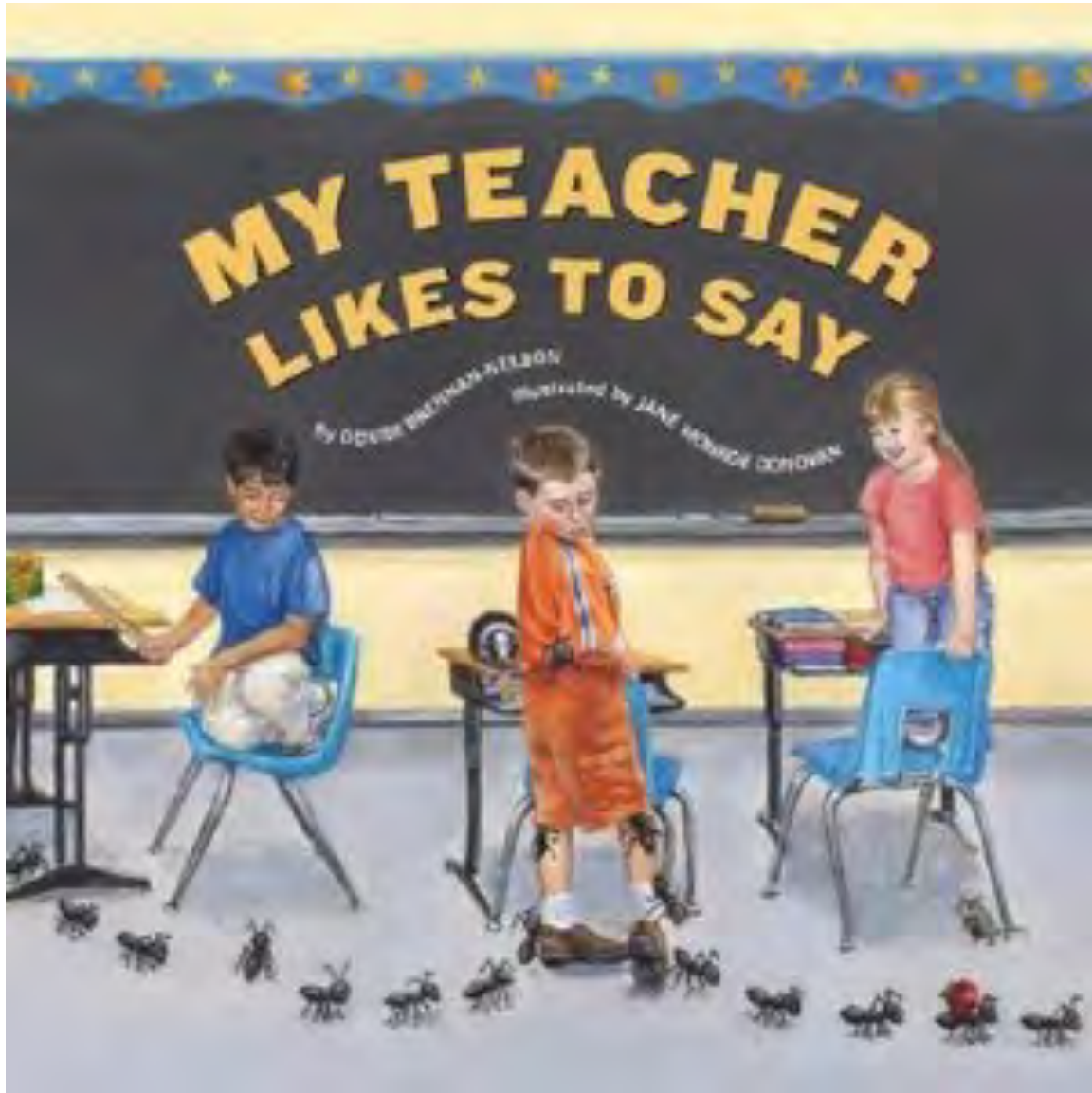
Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People (Amazon) \$14.14



Mad as a Wet Hen!: And Other Funny Idioms (Amazon) \$6.95



My Teacher Likes to Say (Amazon) \$11.64



My Momma Likes to Say (Amazon) \$11.95

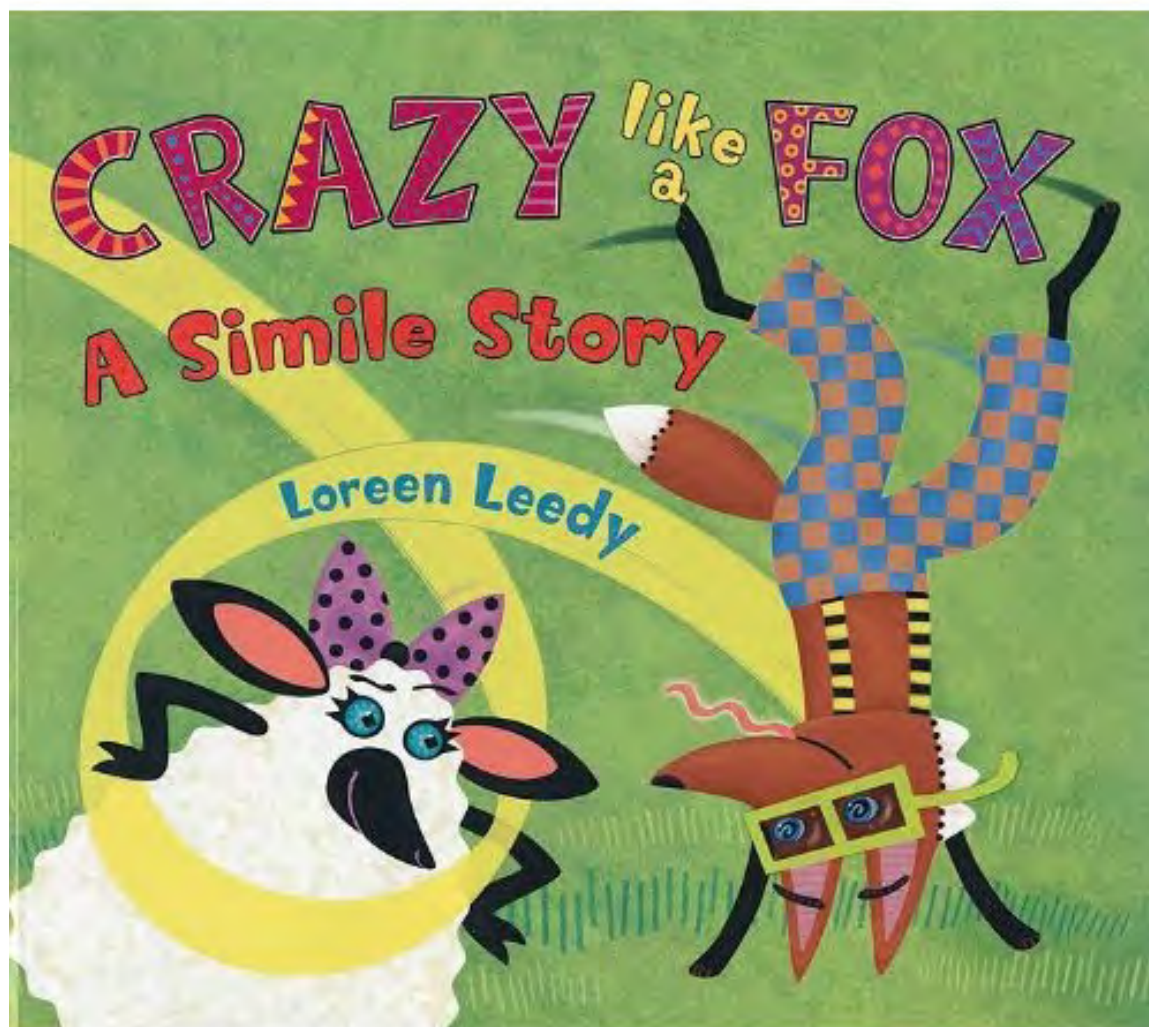


Idiom Alphabet Art Poster Print, 18x25

\$27.99 (Amazon)



Crazy Like a Fox: A Simile Story (Amazon) \$7.95



Fabulously Funny Idiom Plays: 14 Reproducible Read-Aloud Plays That Boost Comprehension by Teaching Kids Dozens and Dozens of Must-Know Idioms (Amazon/ Scholastic) \$11.

