**Explicit Lesson Plan for Figurative Language**

**Instructional Objective:**

* TLW express a high level of understanding by consistently identifying and interpreting literary works that use figurative language(e.g. idioms).
* TLW determine the meanings expressed in figurative language by continuing to use context clues to determine the meaning/usage of multiple meaning words.

**Standards Addressed:**

* 4.1.06 Expand reading vocabulary
* 4.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading

**Set (Framing the Learning):**

Today we are going to learn about idioms, and how they are used in language and in literature. Idioms are well known phrases that mean something different than what the words actually say. Knowing the difference between literal language and figurative speech is very important, because without knowing the difference, you could easily become like a duck lost in high weeds (or really lost)! By reading “Shaking in My Boots” by Tess Montague you will hear several idioms. We will discuss these as a class, then you will practice identifying and interpreting them on your own. You will know that you have successfully mastered idioms when you are able to create and illustrate your very own idioms.

**Introduction (Body):**

1. **Description of the Strategy**

* Remind students about similes, metaphors, and personification, which they have already discussed.
* Define Idiom as: well known phrases that mean something different than what the words actually say.
* Give an example: “You’re on thin ice mister!” or “He can’t catch a ball. He has butterfingers.” or “It’s raining cats and dogs!”

1. **Teacher Modeling:**

* Read entire book “Shaking in My Boots” without stopping.
* After reading, reread the first page and identify the first idiom.
* Describe how the idiom doesn’t literally make since, but by using context clues, we can figure out what it means.
* Use a think aloud to demonstrate the though process with the students.
* If needed, repeat with the second or third pages.

1. **Collaborative Use:**

* Allow the students to identify the idiom on the following 2-3 pages as a whole group.
* Discuss higher order thinking questions such as:
  + How did you find the idiom?
  + What do you think that particular statement means?

1. **Guided Practice with Gradual Release of Teacher Responsibility:**

* Pass out activity page that coincides with “Shaking in My Boots”
* Allow students to work with a partner to match the idiom terms to their literal meanings.
* Give feedback as needed to support student thinking.

1. **Independent Use:**

* Pass out cardstock paper
* Ask students to pick their favorite idiom (from the story or elsewhere) and write it on their paper.
* Then ask students to draw a picture of what their idiom would look like if it were literal.
* Finally ask them to write below their picture what their selected idiom really means.
* Ask if anyone would like to share with the class.

**Closure (Conclussion):**

Now, what I would like for you to do is to pretend that you are the teacher. I want you to turn to your neighbor and explain to them what you have learned today about idioms. Explain to them what an idiom is, and how you can figure out what it means. Now, I need two people to volunteer and tell us how you would explain idioms to your students.

**Reflection of Candidate:**

Once again, I feel as if this was a very successful lesson. I was able to hold the attention of the majority of my students, the majority of the time. I believe that this was a great way to get the students actively involved, and to help them comprehend the actual meaning of idioms. When teaching this lesson in the future, I plan to use a call and response technique (as suggested by Dr. Trent) to engage the students from the beginning (since my class has a tendency to be a little chatty!). I also believe that the students enjoyed creating and drawing out their own idioms. This allowed them to continue the comprehension of their lesson while being creative. There are several books in the Scholastic series on Idioms beyond “Shaking in my Boots” that could be used to continue or follow up as a refresher throughout the year. I enjoyed this lesson and I believe the students did as well.