

The Daily Idiom

Purpose

Students will learn to recognize idioms and to define them.

Materials

For the teacher: chalk, chalkboard, binder for making a class book of idioms, copy of Black Line Master (BLM) *100 Idioms*

For students: copies of BLMs *100 Idioms* and *The Daily Idiom*, art supplies

Activity

A. Pre-Activity Discussion

1. Write the word “idiom” on the board. Explain to students that idioms are expressions we use in everyday speech. Tell students that an *idiom* is a short group of words that has a particular meaning when used together (e.g., the phrase *under the weather* means *sick*).
2. Distribute the BLM *100 Idioms* to the class. Use the examples from the BLM to illustrate the concept of idioms.
3. Point out that there are two things that define an idiom:
 - Idioms mean more than just the sum of their individual words. They have a greater, non-literal meaning.
 - Idioms are fixed – they are said the same way each time.

B. Find the Meaning of Idioms

1. Indicate that many idioms use strong imagery or paint a picture.
2. Assign or have each student choose an idiom to work on.
3. Have students look up the meaning of their idiom by searching for keywords in the dictionary and guessing what the greater meaning might be, by searching idiom sites on the Internet, or by using reference sources at the school library.
4. Introduce the BLM *The Daily Idiom*. Have students use the BLM to make a creative literal illustration for their idiom. Encourage students to use a variety of media for the artwork if they wish. Tell students that they can draw something directly on the BLM or make artwork that can be glued into place.

(continued)

MEETING INDIVIDUAL



NEEDS

Ask students who are non-native speakers to compare idioms in English to similar idioms in their own language. Ask them to illustrate a non-English idiom and to present and explain their idiom to the class.

INCORPORATING



TECHNOLOGY

Instead of using the BLM *100 Idioms*, have students look up and choose idioms from the Internet. Have them use computer drawing programs to produce the art for *The Daily Idiom* BLM.

Standards Link
7.5.6

Activity (continued)

5. Direct students to fill in the real meaning of the idiom on the BLM and have them give an example of its use in a sentence.

C. Close the Activity

1. Have students present their work to the class and explain the meaning of their idioms.
2. Discuss with students which idioms are their favorites. Ask them why they think we use idioms and what idioms might add to our language.
3. Post the completed BLMs on the wall or place them in a binder to make a class book of idioms.

Classroom Assessment

Basic Concepts and Processes

When you are finished with the activities, assess students' knowledge by asking the following questions:



What is an *idiom*?



What are two important features or characteristics of idioms?



How would you look up the meaning of an idiom?

100 Idioms

1. Burying the hatchet
2. Putting all your eggs into one basket
3. Putting in your two cents
4. Beating around the bush
5. Biting the bullet
6. Sticking your neck out
7. Being all ears
8. Putting your foot in your mouth
9. Having egg on your face
10. Eating your words
11. In the dog house
12. Letting the cat out of the bag
13. Kicking the bucket
14. Keeping it under your hat
15. Cat got your tongue
16. Biting off more than you can chew
17. The apple of your eye
18. Having an axe to grind
19. Getting up on the wrong side of bed
20. Biting the hand that feeds you
21. Having a chip on your shoulder
22. Having a skeleton in your closet
23. Climbing the walls
24. All your ducks in a row
25. Pulling your leg
26. Feeling under the weather
27. Giving someone a hand
28. Judging a book by its cover
29. Burning the candle at both ends
30. On cloud nine
31. Out of left field
32. Over a barrel
33. On top of the world
34. Having two left feet
35. Water under the bridge
36. Burning your bridges
37. A piece of cake
38. Over the moon
39. Working against the clock
40. Quitting cold turkey
41. Crying over spilt milk
42. Taking a shot in the dark
43. Letting sleeping dogs lie
44. Burning the midnight oil
45. On the fence
46. A green thumb
47. Adding fuel to the fire
48. Getting off on the wrong foot
49. On pins and needles
50. Giving someone the slip
51. Beside yourself
52. Off the hook
53. Icing on the cake
54. Tying the knot
55. On your last leg
56. Shaking a leg
57. Having your cake and eating it too
58. Costing an arm and a leg
59. Out on a limb
60. In over your head
61. All at sea
62. On the same page
63. Cut from the same cloth
64. Getting a leg up
65. Getting your nose out of joint
66. Washing your hands of something
67. Lifting a finger
68. The upper hand
69. Tightening your belt
70. Facing the music
71. Hitting the nail on the head
72. Seeing eye to eye
73. Learning something by heart
74. An old hand (at something)
75. Under your thumb
76. Under your skin
77. Dressed to the nines
78. At sixes and sevens
79. A chip off the old block
80. Throwing a wet blanket (on something)
81. Being in the same boat
82. Walking on eggshells
83. A babe in the woods
84. Barking up the wrong tree
85. Calling it a day
86. Putting the cart before the horse
87. Just what the doctor ordered
88. Keeping your shirt on
89. Once in a blue moon
90. In your neck of the woods
91. In the catbird seat
92. A pain in the neck
93. Through thick and thin
94. Calling a spade a spade
95. Your bark is worse than your bite
96. Rocking the boat
97. Playing with fire
98. In the driver's seat
99. Getting on the bandwagon
100. Tossing your hat in the ring

100 Idioms

Teacher Directions

See the BLM *The Daily Idiom*.

Answer Key

Not applicable.

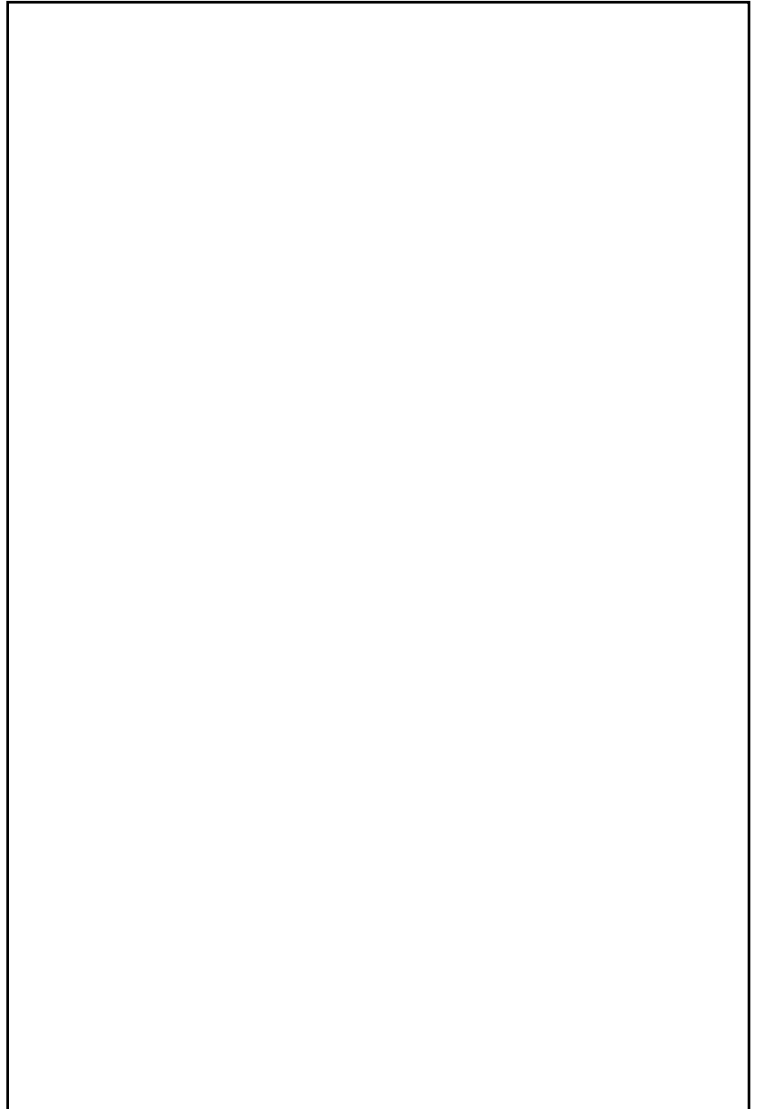
The Daily Idiom

My idiom headline: _____

by: _____

Real meaning of idiom:

Example of a sentence
containing this idiom: _____



The Daily Idiom

Teacher Directions

Have each student choose an idiom, either from the BLM *100 Idioms* or from another source, such as the Internet. Have students work alone, in pairs, or in small groups to research the meaning of the idiom they have chosen. When they are done, have students complete the items on the BLM.

Have students provide a literal illustration of the idiom in the blank box on the BLM. When students have completed the pages, post them on the board or clip them into a binder to make a class book of idioms.

Answer Key

Answers will vary.