

IDIOMS

ARE WAY OVER MY HEAD!



USE VISUALS

- Show the idiom using a digital projector. Then ask students to describe what they see and what they think it means.
- Explain the meaning of the idiom. Ask students how they think the picture explains the idiom. For example, “cat got your tongue” shows a cat holding the boy’s tongue. If a cat is holding your tongue, it makes it hard for you to talk.
- Create an anchor chart for the idiom using the template on page 3.



PROVIDE CONTEXT AND EXAMPLES

- Create a sentence or scenario to provide context for the idiom. For example: *When Emma sang at the school talent show, she knocked the judges' socks off! She won first prize.*
- Ask students to give other examples for the idiom.

REINFORCE MEANING

- Have students draw a picture to illustrate the idiom or a contextual example.
- Use the Roundtable Routine on page 4 to reinforce meaning.
- Challenge students to use the idiom at least once the rest of the day. Make it a game – if another student hears a student using the idiom, they both get a point. The next day, have students share what they heard and how they used their idioms.
- Have each student create a book of idioms using the template on page 3.
- Play charades: Have students act out idioms in pairs while other students guess.

IDIOM

DRAW A PICTURE

WHAT IT MEANS

WRITE SENTENCES USING THE IDIOM. PROVIDE CONTEXT FOR YOUR IDIOM.

ROUNDTABLE ROUTINE SMALL GROUP

In this routine, a group of four students complete a mini-project, with each student doing a different part and then organizing the completed parts onto a piece of poster paper. The purpose is to use different language skills, art, writing, and dialogue collaboratively to practice new sentence structures and vocabulary while completing a small project or task. This routine can also be used to reinforce idioms. For example, in groups of four, students can create an idiom chart or poster. Give each student a paper and assign one idiom to the group. Number students from 1-4 and assign each student a role.

- 1s = Draw a picture to illustrate the idiom.
- 2s = Explain what the idiom means.
- 3s = Write a sentence with context using the idiom.
- 4s = Write a sentence with context using the idiom.

Once students are done, have them combine their parts to create a group poster. Students then present their poster, with each student describing what is in the part he/she completed. This activity can also be done in pairs by having each student work on two parts of the poster instead of one.



SHE SPILLED THE BEANS.

She revealed
a secret.



YOU DON'T HAVE TO JUMP
DOWN MY THROAT.

You don't have to
be angry with me.



SHE BIT OFF MORE
THAN SHE COULD
CHEW.

She took on
too many
responsibilities.



YOU'RE PULLING MY LEG!

You're joking!



LET'S PLAY IT BY EAR.

Let's see what happens
and go from there.



ENGLISHMATH

K-3

The image displays six English language worksheets for children, arranged in a 2x3 grid. Each worksheet has a unique theme and illustration. The worksheets include vocabulary lists, conversation topics, and writing prompts. The themes are: 1. A girl sitting at a desk (Worksheet 1), 2. A boy holding a red umbrella (Worksheet 2), 3. A boy in a purple shirt (Worksheet 3), 4. A boy in a blue shirt (Worksheet 4), 5. A boy in a blue shirt (Worksheet 5), and 6. A boy in a blue shirt (Worksheet 6). Each worksheet has a title, a vocabulary list, a conversation topic, and a writing prompt.

- Build oral and written English skills
- Develop skills needed in English language arts
- Encourage open-ended discussion and creativity

- Adapt for use with different ages and proficiency levels
- Use as a classroom supplement
- Suitable for individual and pair work

ENGLISHMATH CLASS SET

\$149 Introductory Price

- 10 tablets, each with a different illustration
- 20 mats per tablet (11" x 17")
- Teacher's instruction booklet

The EnglishMats are a great **writing resource** for kids—a way for students to take a piece of the classroom **home** with them.

Teachers Hands-On ENGLISH

—Emily Varlas, Early Adopter Teacher, CA



Hands-On English
K-1



EnglishMats
K-3

When I grow up, I want to be a/an _____ because _____.

The main idea of the story is _____.

One detail about the character is _____.



Frames for Fluency
K-5

These idioms and many other strategies for English learners are featured in Ballard & Tighe's K-12 English Language Development programs. For over 40 years, Ballard & Tighe has dedicated itself to providing quality materials and assessments for English learners. Click on the English Language Development programs to find out more or request a demo with one of our consultants.

SCHEDULE
A DEMO



Carousel of IDEAS
K-5



Champion of IDEAS
6-12