



Ballard Q

## 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.	

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# 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.





# SHE BIT OFF MORE THAN SHE COULD CHEW.

She took on too many responsibilities.





LET'S PLAY IT BY EAR.

Let's see what happens and go from there.

# LOOKING FOR OTHER WAYS TO TEACH LANGUAGE USING ILLUSTRATIONS?

# ENGLISHMAT

An English Language Development Solution for Elementary Students

K-3

DIFFERENT
ILLUSTRATED
MATS TO BUILD
ORAL AND
WRITTEN SKILLS





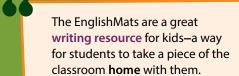
- Build oral and written English skills
- Develop skills needed in English language arts
- Encourage open-ended discussion and creativity

### **ENGLISHMAT CLASS SET**

#### **\$149** Introductory Price

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

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



Teachers W Hands-On ENGLISH



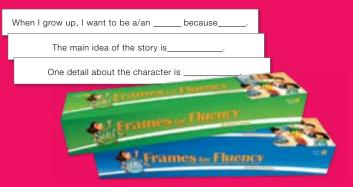




Hands-On English K-1



EnglishMats K-3



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.





Carousel of IDEAS K-5



Champion of IDEAS