Proverbs and Idioms

Grade Level or Special Area: 3rd Grade
Written by: Anita Gimple, Betsy Smith, and Lisa Hastings, Lincoln Academy Charter School, Arvada, Colorado
Length of Unit: Sixteen lessons with culminating activity (16 days, one day = 30 minutes)

I. ABSTRACT
This unit is an interactive approach to learning about sayings and phrases. It is taught around a Third Grade Idioms and Proverbs booklet that is made from the appendices. As an added bonus, if you use Open Court, each lesson uses an Open Court story to help illustrate the saying. However, all the stories are also referenced in the Bibliography so you can get the books at the library.

II. OVERVIEW
A. Concept Objectives
1. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
2. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
3. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
4. Students will recognize literature as a record of human experience (Colorado Model Content Standards for Reading and Writing, Standard 6).
5. Students will understand a variety of materials (Colorado Model Content Standards for Reading and Writing, Standard 1).
6. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing (Colorado Model Content Standards for Reading and Writing, Standard 4).

B. Content from the Core Knowledge Sequence (page 68)
1. Third Grade Language Arts: Saying and Phrases
   a. Actions speak louder than words.
   b. His bark is worse than his bite.
   c. Beat around the bush
d. Beggars can’t be choosers.
   e. Clean bill of health
   f. Cold shoulder
g. A feather in your cap
   h. Last straw
   i. Let bygones be bygones.
j. One rotten apple spoils the whole barrel.
k. On its last legs
   l. Rule the roost
   m. The show must go on.
   n. Touch and go
   o. When in Rome do as the Romans do.

C. Skill Objectives
1. Students will review sayings and proverbs from previous grades.
2. Students will participate in classroom discussion.
3. Students will express themselves by decorating the cover of their booklet.
4. Students will compare and contrast the words proverb and idiom.
5. Students will discuss and connect this idiom to their own life.
6. Students will be able to use the idiom in writing.
7. Students will use a graphic organizer to synthesize classroom discussion.
8. Students will discuss how this idiom relates to a classroom story.
9. Students will learn how to use a friendly letter format.
10. Students will create an illustration of personification.
11. Students will create a list of antonyms.
12. Students will work in groups to create appropriate scenarios.
13. Students will reflect on their own reaction to being given something.
14. Students will understand alliteration.
15. Students will understand a metaphor.
16. Students will follow directions and break a code.
17. Students will be able to make comparisons using the word than.
18. Students will be able to use a graphic organizer.
19. Students will write and illustrate a short scenario showing their understanding of the idiom.

III. BACKGROUND KNOWLEDGE

A. For Teachers
2. Hirsch, E.D. Jr., What Your Third Grader Needs to Know

B. For Students
1. Grade K: Language Arts: Saying and Phrases (page 10), Core Knowledge Sequence
2. Grade 1: Language Arts: Saying and Phrases (page 26), Core Knowledge Sequence
3. Grade 2: Language Arts: Saying and Phrases (page 46), Core Knowledge Sequence

IV. RESOURCES

A. Monkey Business by Wallace Edwards (Lesson 1).
B. There’s a Frog in my Throat! By Loreen Leedy and Pat Street (Lesson 1).
C. Angel Child, Dragon Child by Michele Maria Surat (Lesson 2).
D. “The Tree House” from The Big Book of Peace by Lois Lowry (Lesson 3).
E. Rugby and Rosie by Parson Rossieter (Lesson 4).
F. Teammates by Peter Golenbock (Lesson 5).
G. “The Legend of Damon and Pythias” from The Bag of Fire and Other Plays by Fan Kissen (Lesson 5)
H. The Boy Who Didn’t Believe in Spring by Lucille Clifton (Lesson 6).
I. Urban roosts : where birds nest in the city by Barbara Bash (Lesson 7).
J. Through Grandpa’s eyes by Patricia MacLachlan (Lesson 8).
K. Alexander, Who used to be Rich Last Sunday by Judyse Viorst (Lesson 9).
L. “Tony and The Quarter” from Rolling Harvey Down the Hill by Jack Prelutsky (Lesson 9).
M. “Kids Did It! In Business” by Judity E. Rinard from WORLD Magazine, June, 1996 (Lesson 10).
N. The Cobbler’s Song by Marcia Sewell (Lesson 11).
O. Four Dollars and Fifty Cents by Eric A. Kimmel (Lesson 12).
P. Uncle Jed’s Barbershop by Margaree King Mitchell (Lesson 13).
Q. Storm in the night by Mary Stolz (Lesson 14).
R. Johnny Appleseed: a tall tale by Steven Kellogg (Lesson 15).
S. Make Way For Ducklings by Robert McCloskey.
T. Leah’s Pony by Elizabeth Friedrich (Lesson 16).

V. LESSONS
Lesson One: Unit Overview
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will be able to understand the meaning of the Core Knowledge sayings when they encounter them in literature.
   d. Students will recognize literature as a record of human experience.
   e. Students will understand a variety of materials.
   f. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
3. Skill Objective(s)
   a. Students will review sayings and proverbs from previous grades.
   b. Students will participate in classroom discussion.
   c. Students will express themselves by decorating the cover of their booklet.
   d. Students will compare and contrast the words proverb and idiom.

B. Materials
   1. Monkey Business
   2. There’s a Frog in My Throat!
   3. 3rd Grade Idioms and Proverbs booklet- 1 per child- made ahead of time from Appendix B through T-1
   4. Core Knowledge Sequence

C. Key Vocabulary
   1. Idiom: a group of words or an expression that cannot be translated literally
   2. Proverb: a general truth about life that may have been passed on orally.

D. Procedures/Activities
   1. Review some previous sayings from earlier grades such as “let the cat out of the bag” or “don’t cry over spilled milk.”
   2. Introduce the vocabulary word “idiom” using the book Monkey Business. (The definition is written on the first page of the book.) As you read, have the students help you identify the idiom on each page.
   3. After reading Monkey Business choose a few more examples from There’s a Frog in my Throat! Leave both books out for students to read on their own in their free time.
   4. Introduce the word “proverb”. Remind students of Aesop’s Fables from the 1st grade Sequence. See if any students can remember some of the morals of the fables. Use these as examples if they don’t remember the fables “The Boy Who Cried Wolf” (There is no believing a liar, even when he speaks the truth), “The Fox and the Grapes” (It is easy to despise what you cannot get. The term sour
grapes refers to the denial of one's desire for something that one fails to acquire.)

5. Tell the students that they will be learning both idioms and proverbs this year. As we learn a new idiom or proverb we will add it to our booklet. By the end of the year we will have a collection of idioms and proverbs.

6. Pass out the 3rd Grade Idioms and Proverbs booklet to the students. Give them time to design their covers.

E. Assessment/Evaluation
1. As a class do a Venn diagram on the board comparing idioms and proverbs. The students may use the definition as well as different examples of proverbs and idioms to compare differences and similarities. Assess both understanding and individual participation.

Lesson Two: Let bygones be bygones (Open Court Unit 1, Lesson 2)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will recognize literature as a record of human experience.
   d. Students will understand a variety of materials.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
      i. Let bygones be bygones

3. Skill Objective(s)
   a. Students will discuss and connect this idiom to their own life.
   b. Students will be able to use the idiom in writing.
   c. Students will use a graphic organizer to synthesize classroom discussion.
   d. Students will discuss how this idiom relates to a classroom story.
   e. Students will learn how to use a friendly letter format.

B. Materials
3. Angel Child, Dragon Child by Michelle Maria Surat
4. Appendix C in Proverbs and Idioms Booklet

C. Key Vocabulary
1. Bygones: anything that is gone or past

D. Procedures/Activities
1. Write let bygones be bygones on the board. Ask the students for any ideas on the meaning.

2. Separate out the word bygones into by and gone after dropping the s. Then switch the order of the words to become gone by. When something has gone by it happened in the past. This is what the saying means; let what has happened in the past stay in the past. Or, in the words of another saying, forgive and forget.

3. Ask the students if anyone would like to share about a time they had to let bygones be bygones and forgive someone for something that happened a long time ago.

4. Preface the story Angel Child, Dragon Child by letting the students know that the main character had to forgive another character and let bygones be bygones.

5. After reading the story tell the students that they will be pretending that they are giving advice to the main character, Ut. They need to write her a letter giving her
advice on how to forgive and let bygones be bygones with Raymond. Use Appendix C (Adapted from the *Baltimore Curriculum*).

E. **Assessment/Evaluation**

1. Use the checklist on the bottom of Appendix C to grade each student’s letter.

**Lesson Three: Cold Shoulder** (Open Court Unit 1, Lesson 3)

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will recognize literature as a record of human experience.
   d. Students will understand a variety of materials.
   e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. **Lesson Content**
   a. Third Grade Language Arts: Saying and Phrases
      f. Cold Shoulder.

3. **Skill Objective(s)**
   a. Students will discuss and connect this idiom to their own life.
   b. Students will be able to use the idiom in writing.
   c. Students will use a graphic organizer to synthesize classroom discussion.
   d. Students will discuss how this idiom relates to a classroom story.

B. **Materials**

2. Appendix D in the *Proverbs and Idioms* booklet.

C. **Key Vocabulary**

1. Allusion - a reference to a historical event or custom in literature.

D. **Procedures/Activities**

1. Write “Cold Shoulder” on the board and give students time to get in pairs and brainstorm what they think this might mean. Also have the students discuss whether they think this is an idiom or a proverb (idiom since the words do not literally mean a shoulder that is cold).

2. Let pairs present their thoughts to the class.

3. Explain to students that this idiom means to act unfriendly or indifferent. Many times it can be used when someone is angry and is refusing to talk to the other person.

4. Explain to students that this saying comes from the time of knights. When a knight was traveling and would stop at an inn, he would be considered a welcomed guest. He would be served a hot meal of roast. However, an unwelcome or common traveler would be given cold meat. This meat would usually be sheep, which is called mutton. The cut would also be the inferior cut which is the shoulder. In other words, they would be given a cold shoulder. Over time this came to mean ignoring someone or treating them as inferior.

5. Write “allusion” on the board.

6. Explain to students that this idiom is an allusion because it refers to a custom that was used in giving out a cold shoulder to unwelcome guests.

7. Have students complete the definition of allusion in their booklet.
8. Give students an example of how this idiom might be used in everyday language (She tried to make friends with the new neighbors but they gave her the cold shoulder).

9. Let students discuss if they have ever been given the cold shoulder.

10. Ask students to come up with one or two sentences that contain this idiom in them. Write this sentence(s) in their booklet.

11. Read the story *The Tree House* by Lois Lowry.

12. Have students connect this idiom to this piece of literature.

13. Ask students to come up with other sayings that have to do with the words cold, warm, and hot (cold feet, cold fish, cold sweat, warm smile, house-warming, warm heart, hot potato, hot headed, in hot water, hot under the collar). (Adapted from *Baltimore Curriculum*).

14. Have students fill out the graphic organizer in their *Proverbs and Idioms* booklet.

E. **Assessment/Evaluation**

1. Completion of sentence(s) using idiom.
2. Completion of definition of allusion.
3. Completion of graphic organizer for cold, hot, and warm sayings.
4. Checklist provided at the bottom of the student page for grading.

**Lesson Four: The show must go on.** (Open Court Unit 1, Lesson 4)

A. **Daily Objectives**

1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will recognize literature as a record of human experience.
   d. Students will understand a variety of materials.
   e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
      m. The show must go on

3. Skill Objective(s)
   a. Students will predict the meaning of an idiom.
   b. Students will be able to use the idiom in writing.
   c. Students will discuss how this idiom relates to a classroom story.

B. **Materials**


C. **Procedures/Activities**

1. Write “the show must go on” on the board and ask students what they think it might mean and if it is an idiom or proverb. (It is a proverb.)
2. After several guesses, explain the meaning of the proverb. Tell them that no matter happens, whatever was scheduled to happen will still take place.
3. Give students the history of this proverb from the *Core Knowledge Teacher Handbook* page 88. “This saying, which was in use in the United States by about 1867, likely originated with the circus. Despite tragic accidents, poor weather conditions, and other setbacks warranting cancellations, circus shows usually took place as scheduled.”
4. Originally the word “show” was referring to the circus, but now it can have other meanings for “show” such as the soccer game or the school musical. (Despite
bad weather, the soccer game must go on, or even though the lead singer was sick, the school musical must go on.) Have the students brainstorm with you other meanings for the word show that we might use today. Write these on the board.

5. Read the story Rugby and Rosie by Nan Parson Rossiter and then let the students discuss in groups of 3 to 4 how the proverb applies to this story. Have the groups share their ideas with the class.

6. The students will then write a paragraph in their Proverbs and Idioms booklet either recalling a time when they experienced this saying or they may make up a situation where this saying would apply. They may use ideas from the brainstorming session on the board. Use appendix E.

D. Assessment/Evaluation
1. Observe participation in group discussions and group sharing.
2. Use the rubric for grading the paragraph.

Lesson Five: Actions Speak Louder Than Words. (Open Court Unit 1, Lesson 5 and 6)

B. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will recognize literature as a record of human experience.
   d. Students will understand a variety of materials.
   e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
      a. Actions Speak Louder Than Words.

3. Skill Objective(s)
   a. Students will apply the proverb to literature selection.
   b. Students will participate in classroom discussion.
   c. Students will create an illustration of personification.

B. Materials
1. a piece of candy
2. Core Knowledge Teacher Handbook
3. 3rd Grade Idioms and Proverbs booklets
4. Teammates by Peter Golenbock or the Open Court 3rd Grade Anthology 1
5. Damon and Pythias adapted by Fan Kissen or the Open Court 3rd Grade Anthology 1
6. Appendix F in the Proverbs and Idioms booklet.

C. Key Vocabulary
1. Personification: giving human characteristics to non human items

D. Procedures/Activities
6. Begin by telling students in a serious manner that eating candy is not allowed at school. While telling them the importance of this rule, eat candy making sure the students can see that it is candy you are eating. As they catch on to what you are doing, write the saying “actions speak louder than words” on the board. (adapted from the Baltimore Curriculum)

7. Ask the students if they can tell you what this saying means. Sometimes people may say something while they act differently. Their words do not line up with
their actions. They may be reminded of a saying they learned in 2nd grade—“Practice what you preach”.

8. Give students the history of this proverb from the Core Knowledge Teacher Handbook. “This saying has been traced back to about 1628 in England and was used by Abraham Lincoln in 1856. A related proverb is “easier said than done”.

9. Together as a class read the book Teammates by Peter Golenbock or Damon and Pythias by Fan Kissen in the Open Court 3rd Grade Anthologies. Discuss how the characters in these stories showed that actions speak louder than words.

10. Tell the students that this saying also shows personification. Remind the students that personification is giving human characteristics to non human items. An example would be the following: the wind whispered through the trees. Whispered is a human trait given to the wind.

11. Ask the students if they can identify the personification in today’s saying which is: actions speaking. Speaking is a human characteristic given to actions.

E. Assessment/Evaluation
1. In their 3rd Grade Idioms and Proverbs booklet have the students illustrate a picture of the saying incorporating the personification of actions speaking. An example might be a drawing of the word “action” and having it say words.

2. If you have time, in groups of 4 let the students come up with an example of a time when this saying would be used. After 5 minutes, let groups share their example.

Lesson Six: On its last leg (Open Court Unit 2, Lesson 1)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
   d. Students will recognize literature as a record of human experience Students will understand a variety of materials.
   e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
   k. On its last leg

3. Skill Objective(s)
   a. Students will apply this proverb to literature selection.
   b. Students will participate in classroom discussion.
   c. Students will apply the meaning of antonym.
   d. Students will create a list of antonyms.

B. Materials
2. Appendix G and H in the Proverbs and Idioms booklet.

C. Key Vocabulary
1. Antonym – a word whose meaning is opposite to that of another word.

D. Procedures/Activities
1. Write on its last leg on the board. Ask the students for their ideas of the meaning.
2. Read the meaning of the saying taken from the *Core Knowledge Grade 3 Teacher Handbook*, “This idiom refers to something or someone that is worn out and useless or that is about to collapse, break down, or die.”

3. Ask the students if they can think of something that is broken down or on its last legs. If no one can, explain that it could be something like an old car that barely runs or a tattered and torn old stuffed animal. Now ask students if they own anything that is on its last legs.

4. Tell the students that they will be reading a story called *The Boy Who Didn’t Believe in Spring*. In this story the main character finds something that is on its last legs.

5. After reading the story, ask the students what the main characters found that was on its last legs (an old car).

6. Ask the students what would be the opposite of the old car...new car. See if anyone can tell you another word for opposites...antonyms.

7. Ask the students to come up with some more antonyms as you write them on the board.

8. Use Appendix G as a review of the idiom and antonyms.

9. Use Appendix H as a review of the first five sayings.

E. Assessment/Evaluation

1. Grading of Appendix G (checklist provided at the bottom of the student page).

2. Grading of Appendix H (rubric provided at the bottom of the student page).

**Lesson Seven: Rule the Roost** (Open Court Unit 2, Lesson 4)

A. Daily Objectives

1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
      1. Rule the Roost.

3. Skill Objective(s)
   a. Students will complete definitions in their booklet.
   b. Students will work in groups to create appropriate scenarios.
   c. Students will reflect and connect this idiom to their life.

B. Materials

1. Appendix I in the *Proverbs and Idioms* booklet.

2. *Urban Roosts* by Barbara Bash.

C. Key Vocabulary

1. Roost - a perch, cage, or house where a bird can sit or rest.

2. Alliteration - a repetition of initial consonant sounds.

D. Procedures/Activities

1. Ask the students to discuss what they know about roosters. This discussion may include how many roosters a farmer usually has (one). You may discuss that there are multiple hens. Discuss that there are multiple hens because they lay the eggs.

2. Display the saying on the board.
3. Explain to students that this is an idiom that gets its meaning from the behavior of a rooster in the barn.
4. Define the word roost and have the students write the definition in their booklet.
5. Read *Urban Roosts* by Barbara Bash.
6. Discuss where the different types of birds roost.
7. Ask students the meaning of alliteration. Have them record the definition in their booklet and record the two words that begin with the same consonant sound (rule, roost).
8. Explain that the rooster is larger and more dominate and therefore he rules over the barn or roost.
9. Tell students that this idiom refers to a person who is in charge or acts in a bossing manner. Make sure that students know that it does not always have to mean that the person in charge is bossy, just in charge.
10. Explain that different people have different talents and may rule the roost at different times or for different tasks. For instance, if a student is very good at organization, they may rule the roost when it comes to organizing for a group project. However, another student may be better at getting up in presenting in front of the class so they may rule the roost in that situation (adapted from Baltimore Curriculum).
11. Give the students an example of how this idiom would be used. The students did not want to do handwriting one afternoon. However, the teacher told them she understood their feelings but that she ruled the roost and they needed to do their handwriting.
12. Give students a few minutes to brainstorm in groups some situations where this idiom could be used. Let groups share their ideas.
13. Have students complete the page on this idiom in their *Proverbs and Idioms* booklet.

E. **Assessment/Evaluation**
1. Participation in discussions.
2. Completion of the *Proverbs and Idioms* booklet page (checklist for grading provided).

**Lesson Eight: When in Rome do as the Romans do.** (Open Court Unit 3, Lesson 1)

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. **Lesson Content**
   a. Third Grade Language Arts: Saying and Phrases
      o. When in Rome do as the Romans do

3. **Skill Objective(s)**
   a. Students will complete definitions in their booklet.
   b. Students will work in groups to create appropriate scenarios.
   c. Students will reflect and connect this idiom to their life.

B. **Materials**

1. Appendix J and J-1 in the *Proverbs and Idioms* booklet.
2. *Through Grandpa’s Eyes* by Patricia MacLachlan.
C. Procedures/Activities
1. Start the lesson by asking the students where Rome is. You may want to use your map and have one student locate it on the map. If you have not yet studied Rome, you may have to show them where it is in Italy.
2. Show the students the idiom. Ask for any ideas on the meaning. You may want to use the meaning given in the Core Knowledge Teacher Handbook page 88, “This proverb means that you should conform to the manners and customs of the people with whom you associate when you are a guest in a foreign place or in an unfamiliar situation.”
3. Give the history of the idiom from the Core Knowledge Teacher Handbook page 88, “This proverb dates back to the 4th century CE and is attributed to St. Ambrose, who advised St. Augustine to fast in Rome because the Roman Christians believed fasting was good for the soul.”
4. An example of this might be when you go to the symphony or a play. It is really good and you want to clap, but you are not sure when and when not to. It is easiest to do what the others around you are doing by clapping when they clap.
5. In pairs, then have the students work together to come up with at least one other situation where it is easiest to watch first what the others are doing or follow the proverb “when in Rome, do as the Romans do”. If time allows let each pair share their ideas.
6. Read the story Through Grandpa’s Eyes. Ask the students to see if they can find examples of today’s proverb. (The boy tried to act like his grandpa who is blind.)
7. Have students use Appendix J in their booklet. The student must write three situations where this proverb would apply. (Adapted from the Baltimore Curriculum.)

D. Assessment/Evaluation
1. Check written responses for content as well as sentence structure (Appendix J-1 is the rubric).

Lesson Nine: Beggars Can’t Be Choosers. (Open Court Unit 4, Lesson 2 and poem)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
   d. Beggars Can’t Be Choosers.
3. Skill Objective(s)
   a. Students will differentiate between begging and choosing.
   b. Students will reflect on their own reaction to being given something.
   c. Students will understand and be able to apply the saying beggars can’t be choosers.

B. Materials
1. Appendix K in the Student Proverbs and Idioms booklet.
C. **Key Vocabulary**
   1. Beg - to ask for as a gift, charity, or a favor
   2. Choose - to select from a number of possibilities

D. **Procedures/Activities**
   1. Explain the word beg to students. Have them record the definition in their *Proverbs and Idioms* booklet.
   2. Explain the word choose to students. Have them record the definition in their *Proverbs and Idioms* booklet.
   3. Have students brainstorm what they think the proverb might mean.
   4. Tell students that this saying dates back to the mid 1500’s.
   5. Explain that this proverb means that people who are forced to beg for something that they need do not have the option of choosing what they receive. It is most often used as a reaction to an attitude when someone complains after asking for something.
   6. Give the students one or two examples. (You need a pencil and then complain because you don’t get the color you like. Another example would be that you ask for a snack from a friend but then are not pleased with what you receive.)
   7. Have students work with another student for a few minutes to come up with some examples of how this proverb could be used.
   8. Instruct students to complete the reflection on asking/begging in their booklet.
   9. Read *Alexander Who Use to be Rich Last Sunday* and the poem “Tony and the Quarter”
   10. Discuss how these literature selections apply to this idiom.

E. **Assessment/Evaluation**
   1. Participation in discussion and brainstorming of examples.
   2. Completion of the reflection of asking/begging for something and their reaction to what they were given.
   3. Connecting the idiom to selected literature selections.

Lesson Ten: **A feather in your cap** (Open Court Unit 4, Lesson 3)

B. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
      b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
      c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
   2. Lesson Content
      a. Third Grade Language Arts: Saying and Phrases
         g. Feather in your cap.
   3. Skill Objective(s)
      a. Students will participate in discussion about applications of this saying.
      b. Students will reflect on their own accomplishments.

C. **Materials**
   1. Appendix L in the *Proverbs and Idioms* booklet.

D. **Procedures/Activities**
   1. Show the students the idiom *a feather in your cap*. Ask for ideas on the meaning.
   2. Using the *Core Knowledge Teacher Handbook* read the meaning and the history. “This idiom refers to an accomplishment that is worthy of praise…..This 17th-
century idiom alludes to an ancient Native American and Asian custom. Warriors placed a feather in their headgear for every enemy they defeated in battle.”

3. Explain to students that as the meaning read, it can be any accomplishment that they or someone else does. As a class brainstorm some accomplishments as you write them on the board. It could be anything from straight A’s on a report card to scoring a goal at a soccer game.

4. Read Kids Did it in Business!. Talk about the kids and what accomplishments they have done, therefore receiving a feather in their caps.

5. Use Appendix L for the kids to write one accomplishment they have achieved. If you have time, let the kids give certificates to each other for accomplishments they have seen others do. Remind them that they can focus on character traits as well. For instance, a person may deserve a feather in your cap for always having a clean desk, or you deserve a feather in your cap for always being friendly. You may even want to start a “Feather in your Cap” bulletin board where students can post accomplishments of their classmates.

E. Assessment/Evaluation
1. Assess Appendix L for student understanding of the term feather in your cap.

Lesson Eleven: One rotten apple spoils the whole barrel. (Open Court Unit 4, Lesson 4)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
d. Third Grade Language Arts: Saying and Phrases
   j. One rotten apple spoils the whole barrel.

3. Skill Objective(s)
e. Students will predict the meaning of the proverb.
f. Students will express their prediction in writing.
g. Students will discuss what is being compared in this proverb.
h. Students will write how they can be a good influence.

B. Materials
1. Appendix M in the student Proverbs and Idioms booklet.
2. Appendix N in the student Proverbs and Idioms booklet.
3. The Cobbler’s Song by Marcia Sewell.

C. Procedures/Activities
1. Write the proverb on the board.
2. Ask students to predict what the proverb means in their Proverbs and Idioms booklet.
3. Let a few students read their prediction.
4. Tell students that this saying appeared in Benjamin Franklin’s Poor Richard’s Almanac in 1736. However, the proverb can be traced back much earlier than that.
5. Ask students what will happen if you put a piece of rotten fruit in a bowl with good fruit.
6. Ask students what they think is being compared to the one apple (a person).
7. Ask students what they think is being compared to the barrel (a group of people).
8. Explain to students that this is a metaphor because a resemblance is implied between a person and the apple and a group of people and the barrel.
9. Tell students that this proverb means that one bad person or thing can spoil an entire group.
10. Discuss with students examples of how this saying could be used. For example: The new student kept blurting out in class and soon others were also forgetting the rules and speaking out. The teacher had to speak to the new student so one rotten apple would not spoil the whole barrel.
11. Read *The Cobbler’s Song*.
12. Discuss how this story ties to this proverb (The rich man desires for the cobbler to worry and thus becomes the rotten apple. He makes both the cobbler and ultimately his wife unhappy.)
13. Explain to students that parents and teachers are interested in them being around people who are a good influence on them instead of a bad influence.
14. Instruct students to write in their booklet how they could be a good influence to their peers this year.
15. Have students complete the review on Appendix N (grading checklist on student page).

D. **Assessment/Evaluation**
1. Participating in classroom discussions.
2. Successful completion of the prediction.
3. Reflection and completion of page in *Proverbs and Idioms* booklet.
4. Completion of review on Appendix N.

**Lesson Twelve: His bark is worse than his bite.** (Open Court Unit 4, Lesson 5)

A. **Daily Objectives**
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will understand a variety of materials.
   d. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
   b. His bark is worse than his bite.
3. Skill Objective(s)
   a. Students will understand what alliteration is.
   b. Students will understand what a metaphor is.
   c. Students will understand and be able to apply the saying his bark is worse than his bite.
   d. Students will follow directions and break a code.
   e. Students will brainstorm ideas about why dogs and people sound the way they do.
   f. Students will make a connection to other literature that they know.
   g. Students will be able to make comparisons using the word *than*.
   h. Students will be able to use a graphic organizer.

B. **Materials**
1. *Four Dollars and Fifty Cents* by Eric A. Kimmel.
2. Appendix O (two pages) in the Student Proverbs and Idioms booklet.

C. Key Vocabulary
1. Alliteration - the repetition of initial consonants
2. Metaphor - a figure of speech where a word or phrase is used to describe another thing and a similarity is implied.

D. Procedures/Activities
1. Have students find the proverb by solving the code using Appendix O.
2. Ask students to predict what they think that saying means.
3. Take about five volunteers before sharing the history of this saying.
4. Tell students that this proverb can be traced back to 1651 and a collection of proverbs by an English poet, George Herbert.
5. Tell students that this proverb means that the way a person sounds is more frightening than the way he really acts. In other words, the threat is worse than what really happens.
6. Ask students why a dog barks.
7. Ask students whether the barking sounds like a friendly invitation or a warning (adapted from Baltimore Curriculum).
8. Explain that a dog barking might sound very ferocious, but is the dog doesn’t actually hurt you, then “his bark is worse than his bite.”
9. Ask students to discuss why a person might sound grouchy or mean.
10. Discuss how a person might actually be very kind and that “his bark is worse than his bite.”
11. Have the students discuss any characters in stories that they think would fit this saying. Some examples might be Shrek, the grandfather in Heidi, or the Beast in Beauty and the Beast.
12. Ask students which two words start with the same consonant (bark, bite). Explain that this is alliteration. Instruct students to write these words into their booklet on the spaces provided.
13. Ask students who is being compared to a dog (a person). Explain that this is a metaphor. Point out that the words “like” or “as” is not used in a metaphor (this is a simile).
14. Read (or review if the story has already been read) the book Four Dollars and Fifty Cents.
15. Ask students to think of any characters that might fit this saying (Widow Macrae).
16. Explain the difference between than and then. Explain that than is used for making comparisons and then is used for time or order.
17. Have students do the comparison and time/order activities in their Proverbs and Idioms booklet.
18. Have students complete the graphic organizer in Appendix O.

E. Assessment/Evaluation
1. Students complete the graphic organizer to show their understanding of the saying.

Lesson Thirteen: Clean Bill of Health (Open Court Unit 4, Lesson 7)

F. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
c. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
d. Students will recognize literature as a record of human experience.
e. Students will understand a variety of materials.
f. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
e. clean bill of health

3. Skill Objective(s)
   a. Students will understand what inference means.
b. Students will understand and be able to apply the saying.
c. Students will apply the saying to their own life.

G. Materials
   1. Uncle Jed’s Barbershop or the Open Court 3rd Grade Anthology 3-2
   2. Appendix P in the Student Proverbs and Idioms booklet

H. Key Vocabulary
   1. Inference: to come to a conclusion not specifically stated in the story from details given throughout the story

I. Procedures/Activities
   1. Post or write the idiom “clean bill of health” on the board. Ask for ideas on the meaning of the idiom.
   2. Give the history of the idiom from the Core Knowledge Teacher Handbook page 85. “In the 19th century, bill of health certified that no infectious diseases had been reported in the port from which a ship was about to sail. If a shipmaster sailed from an infected port, he got a foul bill of health. Without a clean bill of health, the ship might be refused entry into a port.”
   3. Read Uncle Jed’s Barbershop. Ask the students to infer when a character was given a clean bill of health in the story. (Sarah Jean was sick when she was young, but is around at the end of the story for the opening of Uncle Jed’s barbershop.)
   4. Ask students to share a time when they received a “clean bill of health”. Some examples might be the following: seeing a doctor and having a healthy visit, or going to the dentist and having no cavities.

J. Assessment/Evaluation
   1. Completion of Appendix P.

Lesson Fourteen: Beat Around the Bush (Open Court Unit 5, Lesson 3)

E. Daily Objectives
   1. Concept Objective(s)
      a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
c. Students will be able to apply the meaning of the Core Knowledge sayings when they encounter them in literature.
d. Students will recognize literature as a record of human experience.
e. Students will understand a variety of materials.
f. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
Third Grade Language Arts: Saying and Phrases

b. Beat around the bush

3. Skill Objective(s)
   a. Students will understand what alliteration means.
   b. Students will understand and be able to apply the saying.

F. Materials
   1. Storm in the Night or the Open Court 3rd Grade Anthology 3-2
   2. Appendix Q in the Student Proverbs and Idioms booklet

G. Key Vocabulary
   1. Alliteration: the repetition of initial consonants

H. Procedures/Activities
   1. Write or post the saying on the board. Ask student what they think this idiom may mean. Most of their answers may be literal.

   2. Next, give the history of the idiom from the Core Knowledge Teacher Resource book. “This idiom dates back to the 1500s. It alludes to an ancient hunting practice. During the Middle Ages, nobles had serfs beat around bushed to flush game birds out of hiding. While it was the job of the “beaters” to carefully stir up the game, it was the job of hunters to get to the point by shooting the birds.”

   3. Tell the students that someone who has a hard time saying what they want or need to say is “beating around the bush.” Sometimes when we are nervous or when the truth is not nice, it is hard to say what is on our mind. For example you accidentally broke your mother’s glass vase and when she asks you about it you take a long time telling her what happened. “The dog got loose in the room…I was trying to be really careful…The vase was really slippery…” A simple, truthful answer would be, “I accidentally broke the vase.”

   4. Another time “beat around the bush” can be used is when one is nervous. Some examples might be a worker asking her boss for a raise, or a boy telling his neighbor that he accidentally broke his front window with a baseball.

   5. Let student with their neighbors discuss times when they have “beat around the bush” in their own lives. If time allows, let students share with the rest of the class their personal situations.

I. Assessment/Evaluation
   1. Completion of Appendix Q.

Lesson Fifteen: Touch and Go (Open Court Unit 5, Lesson 6)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will recognize literature as a record of human experience.
   d. Students will understand a variety of materials.
   e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.

2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
   n. Touch and go

3. Skill Objective(s)
   a. Students will make predictions.
b. Students will make connections to literature.
c. Students will make connections to their lives.

B. Materials
1. Johnny Appleseed retold by Steven Kellogg.
2. Appendix R in the Student Proverbs and Idioms booklet.

C. Procedures/Activities
1. Display the saying on the board.
2. Ask students to orally predict what they think this idiom might mean. Let several students share their ideas.
3. Tell students that this saying came from the 1800’s and nautical history. This saying was used when a ship would come close to touching the bottom of the ocean or other things that could sink them. If they came very close but did not get stuck then they could go. Therefore, something that is a very close call was called touch and go. Later this was used when horse drawn carriages got very close and their wheels touched. They had a very narrow escape from an accident.
4. Explain that this is used today to mean anything that is a dangerous situation, uncertain, critical, or very risky.
5. Give them the example of a vet telling you it was very touch and go for your cat for awhile but now it looks like it will be fine.
6. Explain that it does not always have to be a life and death situation but anything that is a close call.
7. Read Johnny Appleseed: a tall tale retold by Steven Kellogg.
8. Have students recall the touch and go situations that Johnny Appleseed found himself in (examples: living in the wilderness, being challenged by a band of men to wrestle, being bit by a rattlesnake, playing with a bear). You can also use Make Way for Ducklings and have students recall the touch and go situations the ducks get into.
9. Have students identify in writing at least two difficult situations they have experienced that they might describe as touch and go. Record these situations in their Proverbs and Idioms booklet as a four sentence paragraph.

D. Assessment/Evaluation
1. Participation in classroom discussions.
2. Successful connections of the idiom to the literature selection.
3. Completion of the Proverbs and Idioms booklet page (rubric provided on the student page).

Lesson Sixteen: Last Straw (Open Court Unit 6, Lesson 3)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand the meaning of the figurative language of the Core Knowledge sayings and phrases.
   b. Students will be able to apply the meanings of the Core Knowledge sayings and phrases to their writing and conversations.
   c. Students will recognize literature as a record of human experience.
   d. Students will understand a variety of materials.
   e. Students will understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
   a. Third Grade Language Arts: Saying and Phrases
      h. Last Straw
a. Students will make observations of classroom demonstration.
b. Students will discuss this idiom in relation to a classroom story.
c. Students will write and illustrate a short scenario showing their understanding of the idiom.

B. Materials
1. *Leah’s Pony* by Elizabeth Friedrich.
2. Appendix S in the student *Proverbs and Idioms* booklet.

C. Procedures/Activities
1. Have students come up one at a time and stack blocks or something that you have in your classroom. Do this a couple of times to see how high it can get before it collapses.
2. Have students discuss what it was that made the tower collapse each time. Help them to realize that it was the last object each time that was just too much and led to the collapse.
3. Write the idiom “Last Straw” on the board.
4. Have students brainstorm what they think the idiom last straw might mean.
5. Explain to students that this saying comes from the saying the straw that broke the camel’s back. There is a limit to how much an animal can carry on their back. If you keep adding straw it will become overloaded and it can become impossible for the camel to carry their load. Originally this saying was the last feather that breaks the horse’s back. In the 1800’s Charles Dickens changed it to the straw that broke the camel’s back. The saying has been used enough that it has been shortened to just last straw.
6. Explain to students that when you say it is the last straw you are saying it is the final irritation that stretches you too far. You have been patient and tolerant but something has happened to push you too far and you are now unwilling to put up the current situation.
7. Explain that this is an idiom because it does not literally mean that it is the very last straw. It does not literally mean that it will break the camel’s back, but just that it feels that way.
8. Discuss that this is also an allusion because it refers back to a historical time when camels were used a lot to transport goods.
9. Give the students a few examples of how this idiom could be used. For example, the children had been arguing about sharing and when they started fighting over the legos for the third time that was the final straw. They were sent to their rooms.
10. Read *Leah’s Pony* by Elizabeth Friedrich.
11. Discuss what the last straw was that made the neighbors load up their pickup and move to Oregon (the grasshoppers eating the trees bare).
12. Discuss what students think was the last straw that made Leah sell her pony (the auction or the man hammering the sign into the ground for the auction).
13. Instruct students to compose a short story in which they can use the idiom last straw. They can think of situations at home, in the classroom, on the playground, of just a day of one disaster after another. They should write and illustrate their scenario in their *Proverbs and Idioms* booklet.

D. Assessment/Evaluation
1. Participation in discussions.
2. Creating an appropriate scenario in which to use the idiom (rubric included on the student page).
VI. CULMINATING ACTIVITY
A. Use Appendix T as a final assessment of student knowledge of all the sayings.

VII. HANDOUTS/WORKSHEETS
A. Appendix A: Overview, Venn Diagram – Idiom versus a Proverb
B. Appendix B: Booklet Cover
C. Appendix C: Lesson 2 - Let bygones be bygones
D. Appendix D: Lesson 3 – Cold Shoulder
E. Appendix E: Lesson 4 – The show must go on
F. Appendix F: Lesson 5 - Actions Speak Louder Than Words
G. Appendix G: Lesson 6 - On its last legs
H. Appendix H: Review
I. Appendix H-1: Review Answer Key
J. Appendix I: Lesson 7 – Rule the Roost
K. Appendix J: Lesson 8 - When in Rome, do as the Romans do
L. Appendix J-1: Rubric for grading lesson 8
M. Appendix K: Lesson 9 – Beggars Can’t Be Choosers
N. Appendix L: Lesson 10 – Feather in Your Cap
O. Appendix L-1: Lesson 10 continued
P. Appendix M: Lesson 11 – One rotten apple spoils the whole barrel
Q. Appendix N: Review
R. Appendix N-1: Review Answer Key
S. Appendix O: Lesson 12 – His bark is worse than his bite
T. Appendix O-1: Lesson 12 continued
U. Appendix P: Lesson 13 – Clean bill of health
V. Appendix Q: Lesson 14 – Beat around the bush
W. Appendix R: Lesson 15 – Touch and go
X. Appendix S: Lesson 16 – Last straw
Y. Appendix T: Assessment
Z. Appendix T-1: Assessment Answer Key

VIII. BIBLIOGRAPHY


Appendix A: Overview
Venn Diagram- Idiom versus a Proverb

Idiom: a group of words or an expression that cannot be translated literally
“Monkey business”

Same: both are a type of saying or phrase
Some idioms may be proverbs- “Don’t count your chickens before they hatch.”

Proverb: a general truth about life that may have been passed on orally.
“Slow and steady wins the race.”

Third Grade Proverbs vs. Idioms
Reference for teachers

Proverbs
Actions speak louder than words.
Beggars can’t be choosers.
His bark is worse than his bite.
Let bygones be bygones.
One rotten apple spoils the whole barrel.
The show must go on.
When in Rome, do as the Romans do.

Idioms
Beat around the bush
Clean bill of health
Cold shoulder
A feather in your cap
Last straw
On its last leg
Rule the roost
Touch and go
Appendix C
Lesson 2- *Let bygones be bygones*

**Directions:** Write a letter to Ut giving her advice on how to forgive Raymond and let bygones be bygones. You must write in friendly letter form and use the phrase *let bygones be bygones* somewhere in your letter. Please write at least 5 sentences.

____________________________________
____________________________________
____________________________________

______________________________,

________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

_______________________________________

Checklist- place a ✓ in front of the directions you followed.

- Did I write 5 complete sentences? (5 points) ____________
- Did I start each sentence with a capital and end with a period? (10 points) ______
- Did I include *let bygones be bygones*? (5 points) ____________
Lesson 3 - Cold Shoulder

Write one or two sentences using this idiom.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

*Allusion - a reference to a ______________________ event or ________________ in literature.*

In each area, write saying that go with each word. For instance, cold shoulder would go in the cold section, warm smile would go in the warm section and hot-headed would go in the hot section.

Checklist- this is how I will be graded.

- Did I write 1 or 2 complete sentences? (4 points) ______ Did I include Cold Shoulder? (2 points) ______
- Did I start each sentence with a capital and end with a period? (4 points) ______
- Did I fill in the definition of an allusion? (2 points) ______ Did I fill in a cold, warm, and hot saying? (3 points) ______
Appendix E
Lesson 4- The show must go on

Write about a time you experienced the phrase “The show must go on”, or create your own situation that would apply to the proverb. Please write a complete paragraph.

_________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
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Grading Rubric for the Paragraph

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<td>5 sentence paragraph: 3 points</td>
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<td>Neatness: 1 point</td>
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Appendix F: Lesson 5
Actions Speak Louder Than Words

Never eat candy at school.
Appendix G
Lesson 6- On its last legs

Part 1 Directions: Circle the pictures that show an item on its last legs.

1. 

2. 

3. 

Part 2 Directions: Antonyms are pairs of words that have the opposite meanings. Please come up with a list of 5 pairs of antonyms and write them on the blanks.

1. ____________________    ____________________

2. ____________________    ____________________

3. ____________________    ____________________

4. ____________________    ____________________

5. ____________________    ____________________

Grading: Correct picture circled (3 points) _____    Listing correct antonyms (10 points) _______
Appendix H
Review

Please match the letter on the right with the correct proverb or idiom.

1. ______On its last legs a. ignoring someone
2. ______Actions speak louder than words b. it does not matter what happens, the event still must happen
3. ______Let bygones be bygones c. something is wearing out
4. ______The show must go on d. forgive and forget
5. ______Cold shoulder e. what you say does not matter as much as what you do

Illustrate one of the above sayings in the space below.
The saying I am illustrating is:

__________________________________________________________________________

Grading for review page

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<td>Illustration fits the saying</td>
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Please match the letter on the right with the correct proverb or idiom.

1. ___ On its last legs
   a. ignoring someone

2. ___ Actions speak louder than words
   b. it does not matter what happens, the event still must happen

3. ___ Let bygones be bygones
   c. something is wearing out

4. ___ The show must go on
   d. forgive and forget

5. ___ Cold shoulder
   e. what you say does not matter as much as what you do

Illustrate one of the above sayings in the space below.
The saying I am illustrating is:

_____________________________________________

Answers will vary.

Grading for review page

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Appendix I
Lesson 7
Rule the Roost

Roost -
______________________________________________________________
______________________________________________________________
Alliteration - r___________ of the ___________ consonant sounds.
The two alliterative words in this idiom are: ___________ and ___________

Who rules the roost?

Who is in charge at home? _______________________________________

Who is in charge in the classroom? _________________________________

Who is in charge on the playground? ______________________________

I would be a good person to rule the
roost________________________________________

______________________________________________________________

__________________________________________________________

Checklist- this is how I will be graded.

 o Did I fill in each blank? (9 points) _____
 o Did I use my best handwriting? (1 point) _____
Appendix J
Lesson 8
When in Rome, do as the Romans do.

Read each proverb and then finish the paragraph. Make sure you use complete sentences. You have been provided the topic sentence. Make sure you include 3 detail sentences and a conclusion to complete the paragraph.

1. **When in Colorado, do as the Coloradoans do.**

   When you come to Colorado, you should make sure you do these 3 three things.________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. **When at our school, do as our students do.**

   When you come to our school, do the following.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. **Make up your own proverb, and then write 3 sentences and a conclusion.**

   When in _____________________, do as the __________________do.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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Appendix J-1
Lesson 8
When in Rome, do as the Romans do.
Rubric

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<tr>
<td><strong>Total:</strong> 15 points</td>
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</table>
Appendix K  
Lesson 9

Beggars Can’t Be Choosers

Definitions:
beg

choose

Think of a time when you asked or begged for something. Now tell how you reacted to what you were given.
What did you ask/beg for? ____________________________
How did you react to what you were given?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Appendix L
Lesson 10- Feather in your Cap

Directions: Please fill out the certificate for a time when YOU earned a feather in your cap for something you achieved. If you have extra time, please fill out a certificate for a classmate!

Certificate
Of
Achievement

This certificate celebrates

______________________________________________

For the achievement of _____________________

______________________________________________

You should receive a Feather in your Cap!

Given by_______________________________

Date__________________________________________
Certificate
Of
Achievement

This certificate celebrates

______________________________________________

For the achievement of _______________________

______________________________________________

You should receive a Feather in your Cap!

Given by_______________________________

Date__________________________________

[Feather Illustration]
Appendix M
Lesson 11

One rotten apple spoils the whole barrel.

What do you think this saying means? (Write at least 2 sentences)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How can you be a positive influence for your friends this year? (Write at least 2 sentences)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Checklist - this is how I will be graded.

o Did I write at least 2 complete sentences on question one? (4 points) _____

o Did I write at least 2 complete sentences on question two? (4 points) _____

o Did I start each sentence with a capital and end with a period? (8 points) _____
Appendix N
Review

Please match the letter on the right with the correct proverb or idiom.

1. ______On its last legs  a. forgive and forget
2. ______Actions speak louder than words  b. it does not matter what happens, the event still must happen
3. ______Let bygones be bygones  c. something is wearing out
4. ______The show must go on  d. ignoring someone
5. ______Cold shoulder  e. what you say does not matter as much as what you do
6. ______Rule the Roost  f. you should do whatever the people of that culture do
7. ______When in Rome do as the Romans do  g. something you can be proud of
8. ______Beggars Can't be Choosers  h. You shouldn't be picky about something you get for free
9. ______Feather in your cap  i. one person can ruin things for an entire group.
10. _____One rotten apple spoils the whole barrel  j. head of the group or bossy

Grading for review page
Correct matching (2 points each)

<p>| | |</p>
<table>
<thead>
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</table>
Total: 20 points

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Appendix N-1
Review Key

Please match the letter on the right with the correct proverb or idiom.

1. c On its last legs
2. e Actions speak louder than words
3. a Let bygones be bygones
4. b The show must go on
5. d Cold shoulder
6. j Rule the Roost
7. f When in Rome do as the Romans do
8. h Beggars Can't be Choosers
9. g Feather in your cap
10. i One rotten apple spoils the whole barrel

a. forgive and forget
b. it does not matter what happens, the event still must happen
c. something is wearing out
d. ignoring someone
e. what you say does not matter as much as what you do
f. you should do whatever the people of that culture do
g. something you can be proud of
h. You shouldn't be picky about Something you get for free
i. one person can ruin things for an entire group.
j. head of the group or bossy
Appendix O
Lesson 12

Use the number code to decode this saying:
A=1  B=2  C=3  D=4  E=5  F=6  G=7
H=8  I=9  J=10  K=11  L=12  M=13  N=14
O=15  P=16  Q=17  R=18  S=19  T=20  U=21
V=22  W=23  X=24  Y=25  Z=26

___ ____ ___    ___ ___ ___ ___    ___ ___    ___ ___ ___ ___ ___
8      9        19       2     1     18    11        9    19       23   15    18    19    5

___ ___ ___ ___    ___ ___ ___    ___ ___ ___ ___ ___
20   8     1      14        8     9    19        2     9     20   5

Alliteration     b__ __ __        b __ __ __

Comparisons

I am older than you.

Night is darker than ____________.

An elephant is larger than a ________________.

___________________________ than______________________________.

Time and order

I will brush my teeth and then go to bed.

I will eat lunch and then ____________________________________.

The man put a leash on his dog and then ________________________.

____________________________ then ______________________________.
In the circle above, write sentences or draw pictures on how a person would sound, look, and act if they fit the saying his bark is worse than his bite.
Appendix P
Lesson 13- Clean Bill of Health

Clean Bill of Health Mad Lib

Complete the directions on this page and then use your answers to fill in the blanks on the next page. (Don’t look ahead!) Be sure to put your answers with the correct numbers!

1. A name__________________________________________________________

2. a type of animal____________________________________________________

3. a color___________________________________________________________

4. noun________________________________________________________________

5. noun________________________________________________________________

6. adjective________________________________________________________

7. a verb ending in -ing_______________________________________________

8. a verb________________________________________________________________

9. a number________________________________________________________________

10. the same name from #1_____________________________________________
Appendix P-1
Lesson 13- Clean Bill of Health

A Note from the Office

Dr. __________________________

Dear _______________________________,

(fill in your name here)

I would like to share with you the good news that your 
(2)___________________ has passed my medical exam with a clean bill of health! Although his teeth appear (3)____________________ in color, they are actually quite clean. I was able to clean his molars with my new 
(4)_____________________. It seemed to work very well. My new drill also seemed to work wonders on his (5)____________________. He did seem a bit (6)___________________ at first, but after a few days he should be back to 
(7)____________________. Please remind him to (8)____________ his teeth two times a day and floss nightly.

Thank you for coming to my office. You will need to schedule your next appointment in (9)________________ days.

Sincerely,

Dr. (10)________________________

Now, in your own words, please write a sentence explaining what “clean bill of health” means.

_____________________________________________________

_____________________________________________________

_____________________________________________________

| Completion: one point per answer | 10 points |
| Understanding of the proverb: | 3 points |
| Sentence: capital and period | 2 points |
| Total: 15 points |
Appendix Q
Lesson 14- Beat around the Bush

Directions: Please write about a time that you “beat around the bush”. If you cannot think of a time, create a story from your imagination! (Use at least 2 sentences.)

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Now, write about what you could have said in this situation instead of “beating around the bush”. (Use at least 2 sentences.)

_____________________________________________________
_____________________________________________________
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_____________________________________________________
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Punctuation and complete sentences: 2 points for each sentence = 8 points

Understanding of the proverb: 2 points

Total: 10 points
Appendix R
Lesson 15

Touch and Go

Identify at least two difficult situations you have experienced that you might describe as touch and go. Write a complete paragraph including an introduction, 2 detail sentences, and a conclusion. Check to make sure you have used correct capitalization and punctuation.

Punctuation and complete sentences: 2 points for each sentence = 8 points

Understanding of the proverb: 3 points

4 sentence paragraph: 4 points

Total: 15 points
Appendix S
Lesson 16

Last Straw

Write and then illustrate a short story that would prompt someone to use the idiom last straw.
Space is provided on the next page for your illustration.

______________________________________________________________
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______________________________________________________________
______________________________________________________________
______________________________________________________________
Illustrate your story in the space below.
Appendix T
Unit Review/Assessment

Please match the letter on the right with the correct proverb or idiom.

1. ______On its last legs                             a. forgive and forget
2. ______Actions speak louder than words           b. it does not matter what happens, the event still must happen
3. ______Let bygones be bygones                      c. something is wearing out
4. ______The show must go on                        d. ignoring someone
5. ______Cold shoulder                              e. what you say does not matter as much as what you do
6. ______Rule the Roost                              f. you should do whatever the people of that culture do
7. ______When in Rome do as the Romans do           g. something you can be proud of
8. ______Beggars Can’t be Choosers                   h. You shouldn’t be picky about something you get for free
9. ______Feather in your cap                        i. one person can ruin things for an entire group.
10. _____One rotten apple spoils the whole barrel   j. head of the group or bossy
11. ______Clean bill of health                        k. unsure of the outcome
12. ______Beat around the bush                        l. avoiding a conversation
13. ______Touch and go                                m. Being pushed as far as you can go
14. ______Last straw                                  n. checked and all is OK
15. _____His bark is worse than his bite              o. a person seems meaner than they really are
Appendix T-1
Unit Review/Assessment Key

Please match the letter on the right with the correct proverb or idiom.

1. ___c__ On its last legs a. forgive and forget
2. ___e__ Actions speak louder than words b. it does not matter what happens, the event still must happen
3. ___a__ Let bygones be bygones c. something is wearing out
4. ___b__ The show must go on d. ignoring someone
5. ___d__ Cold shoulder e. what you say does not matter as much as what you do
6. ___j__ Rule the Roost f. you should do whatever the people of that culture do
7. ___f__ When in Rome do as the Romans do g. something you can be proud of
8. ___h__ Beggars Can’t be Choosers h. You shouldn’t be picky about something you get for free
9. ___g__ Feather in your cap i. one person can ruin things for an entire group.
10. ___i__ One rotten apple spoils the whole barrel j. head of the group or bossy
11. ___n__ Clean bill of health k. unsure of the outcome
12. ___l__ Beat around the bush l. avoiding a conversation
13. ___k__ Touch and go m. Being pushed as far as you can go
14. ___m__ Last straw n. checked and all is OK
15. ___o__ His bark is worse than his bite o. a person seems meaner than they really are