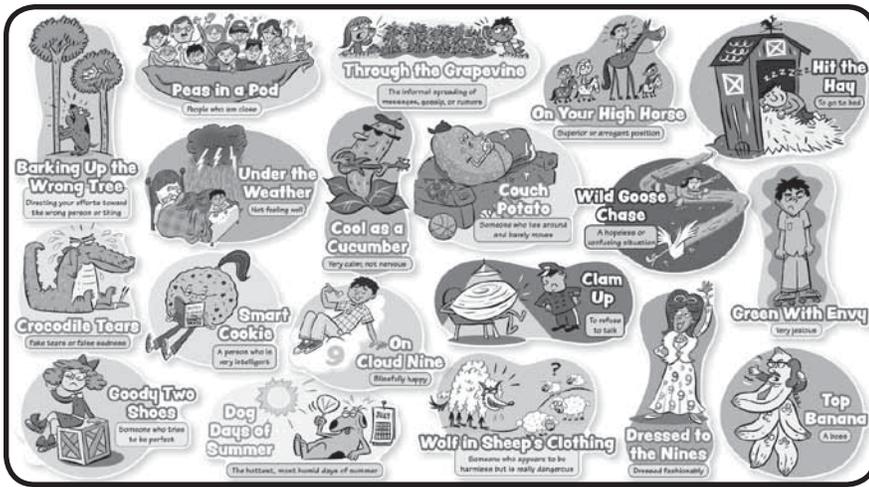


# Must-Know Idioms

## A Teaching and Learning Bulletin Board

553073



### CLASSROOM MANAGEMENT

#### Today's Top Banana

Make everyone in your class feel special by choosing a student of the day or week to congratulate and celebrate. Clear a space on the board and create a title with an appropriate idiom, such as *Smart Cookie*. Simply write *[Student's Name] is a ...* on a strip of paper or tag board and attach the idiom to the end to complete the sentence. You can also add a photo of the student, if available. Then post examples of that student's writing or other work beneath the title. If you like, let the group in on the fun by inviting them to attach other positive idioms to the display that describe the student (for instance, *Cool as a Cucumber* and *Top Banana*). You can also use the blank reproducible labels on page 4 to add more idiomatic descriptors, such as *Apple of Our Eye* or *The Big Cheese*!

#### How Are You Feeling?

Place a row of emotion-related idioms across the top of the board, such as *On Cloud Nine*, *Under the Weather*, and *Green With Envy*. (Use the reproducibles and blank labels on pages 3 and 4 to add more, such as *Proud as a Peacock*, *Down in the Dumps*, and *Fit as a Fiddle*.) When students arrive at school, give each one a sticky note to label with his or her name. Then have students attach their name under the idiom that's closest to their mood that morning! Of course, moods are changeable—students can switch to a different idiom depending on how the day goes. If students are comfortable, you might invite them to share why they're feeling a particular way. It's a great way to promote group understanding and discuss class dynamics!

### Connections to the Common Core State Standards

The activities in this teaching guide align with the following Common Core State Standards for English Language Arts. For more information, visit [www.corestandards.org](http://www.corestandards.org).

#### LANGUAGE

##### Vocabulary Acquisition and Use

3.L.5; 4.L.5; 5.L.5; 6.L.5; 7.L.5; 8.L.5

### Using Your Bulletin Board Set

Choose an eye-level bulletin board on which to display your "Must-Know Idioms" bulletin board set. Use the display, individual bulletin board pieces, and the reproducible patterns in this resource guide to do the suggested activities.

Material on pages 3 and 4 may be reproduced for classroom use only by the purchaser. All other permissions must be obtained from the publisher.

© Scholastic Inc.  
All rights reserved.  
Printed in China.  
PO# here

Design: Scott Davis

Art: Kelly Kennedy

Guide written by  
Pamela Chanko

## LANGUAGE ARTS

### Idiom Tales

Invite students to write silly stories using as many idioms as they can fit into a short paragraph, or even a single sentence! Explain that the stories can be on any subject, as long as the idioms are used correctly. One fun format might be a make-believe journal entry, for example: *Today was my best friend's birthday. We're like **two peas in a pod**. I wanted to go to the party **dressed to the nines**, but I was feeling **under the weather** and had to **hit the hay**. After my nap, I felt much better and I went to the party **on cloud nine**!* Invite students to share their stories aloud and then add them to the display.

### Parts of Speech Party

Whole idioms can act like parts of speech in a sentence—some are descriptive (like adjectives), some are about actions (like verbs), and some name things (like nouns). Write the headings *Adjective Idioms*, *Verb Idioms*, and *Noun Idioms* on strips of paper and place them on different parts of the board. Then have students group the idioms accordingly, for example: *Dressed to the Nines* and *Green With Envy* under *Adjective Idioms*; *Barking Up the Wrong Tree* and *Hit the Hay* under *Verb Idioms*; and *Crocodile Tears* and *Couch Potato* under *Noun Idioms*.

## SOCIAL STUDIES

### Name That Job!

Have students focus on the working world by associating idioms with different careers. For extra fun, you might do the activity in a guessing-game format. For example, say: "I have to sit on a tall chair during the *dog days of summer* to do my job. Who am I?" (*lifeguard*) "I have to walk on a red carpet *dressed to the nines* to do my job. Who am I?" (*movie star*) Some idioms can be associated with multiple jobs: for instance, only a *smart cookie* can be a librarian, a scientist, or, of course, a teacher!

## MATH

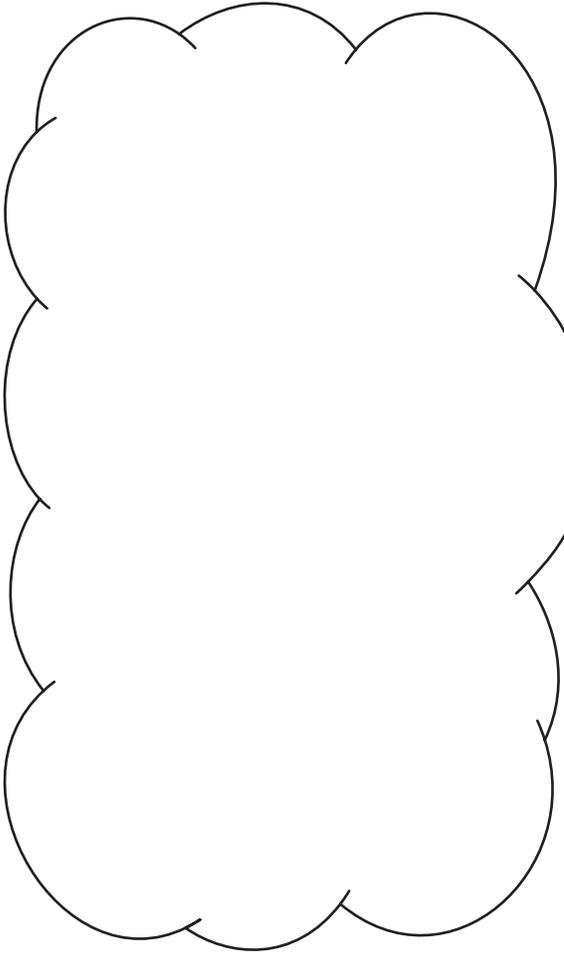
### Graph-an-Idiom

Invite students to graph the idioms by category. For example, create the labels *Animals*, *Weather*, and *Food* and place them across the top of the board. Then have students place the appropriate idioms under each heading, for instance: *Crocodile Tears* under *Animals*; *On Cloud Nine* under *Weather*; and *Smart Cookie* under *Food*. (You'll find that each of the reproducible idioms on pages 3–4 can be sorted into these categories as well.) When students are finished, count up the idioms in each column. Which category has the most, and which has the least?

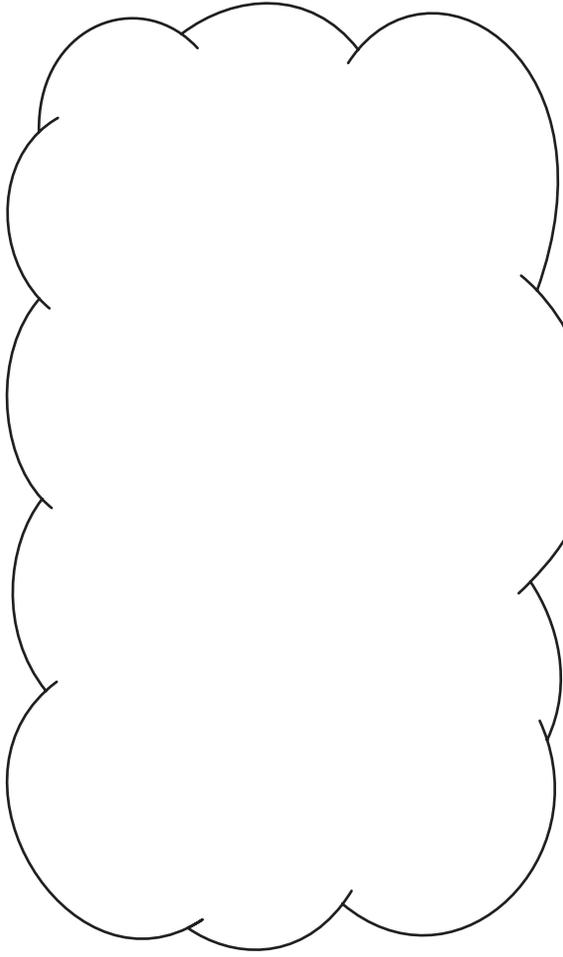
## Using the Reproducibles

Extend learning by copying the reproducibles on pages 3–4 and using them with the following activities.

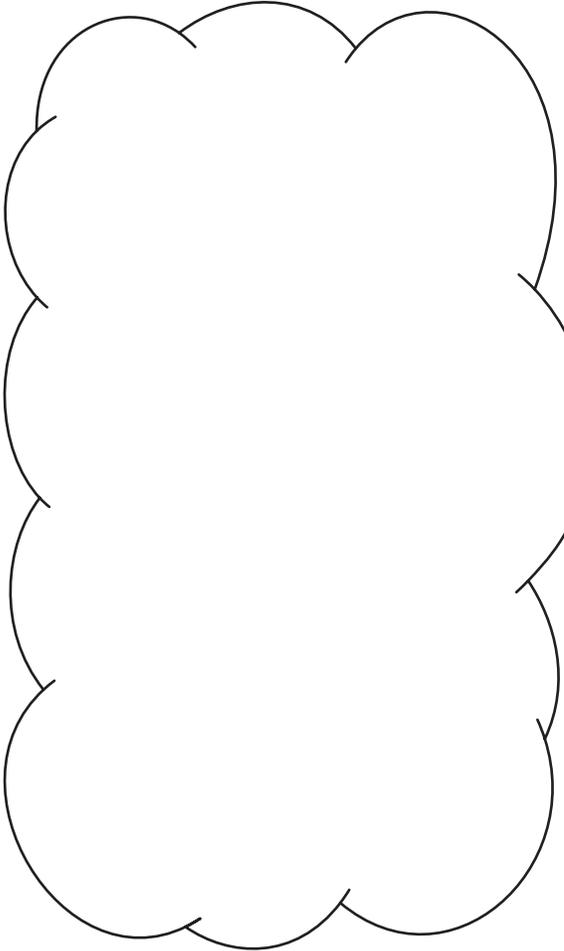
- ◆ **Definition Drawings:** Give students copies of the labeled reproducibles on pages 3–4 and explain the definition of each idiom: *Monkey Business* means silly behavior; *Proud as a Peacock* means pleased with oneself; *Chasing Rainbows* means trying to do the impossible; *Made in the Shade* means to have it easy; *In a Pickle* means having a difficult problem; and *Easy as Pie* means very simple to do. Then challenge students to draw a picture above each idiom that shows both its idiomatic definition and its literal definition, just like the illustrations in the display. For example, *Made in the Shade* might be shown with a picture of someone relaxing in a hammock under two shady trees!
- ◆ **Have You Heard?** Invite students to watch, look, and listen for idioms every day. Idioms can be seen in magazines and advertisements, used on TV, and overheard in everyday conversations. Use the blank reproducibles on page 4 to keep track of any new idioms students may hear as they go about their daily lives. They can write the idiom on the bar, create an illustration in the space above, and add them to your display.
- ◆ **Idiom Dictionary:** An idiom dictionary can come in handy for creative writing and other assignments. Students can write the definitions of the pre-labeled idioms in the space above, and use the blank reproducibles on page 4 for additional idioms. Have students attach each idiom to a sheet of paper and staple together to make their own dictionary. Another option is to attach each one to a large index card and keep them in a file box, which also allows for easy alphabetization as students add to their idiom collections.



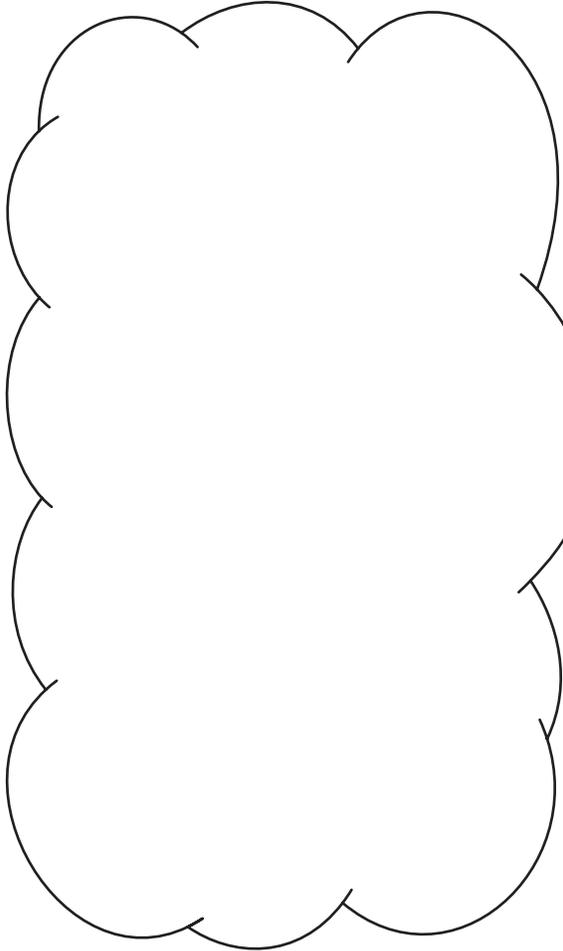
**Proud as a Peacock**



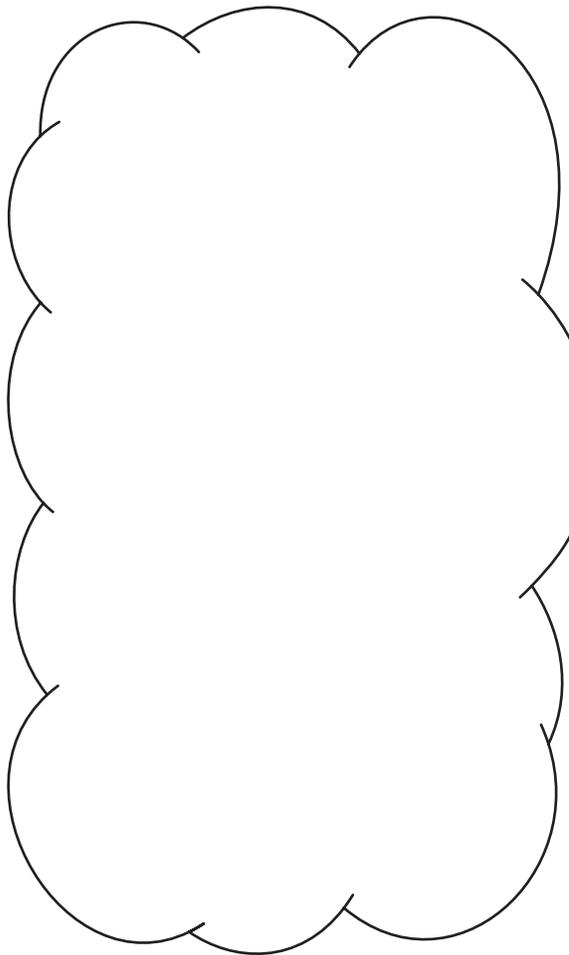
**Made in the Shade**



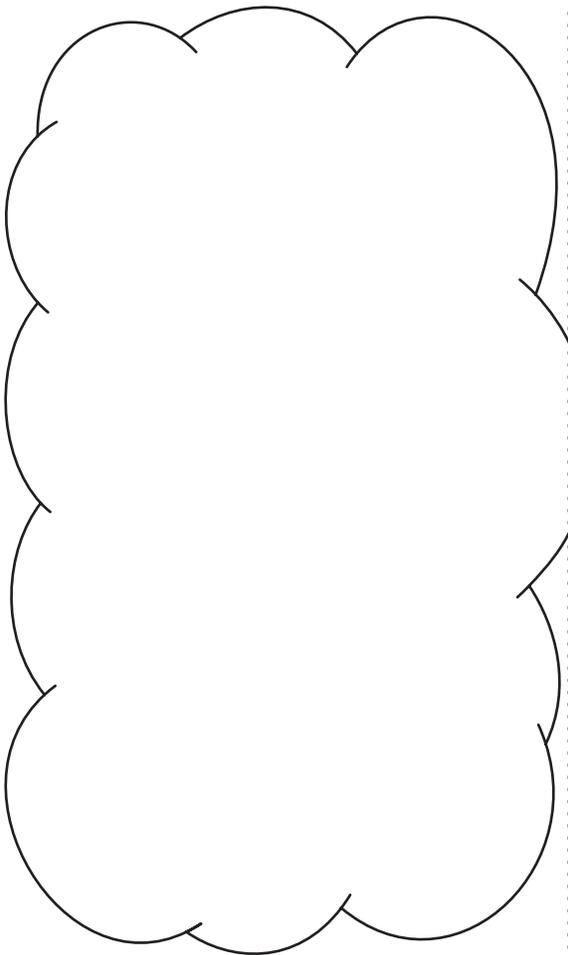
**Monkey Business**



**Chasing Rainbows**



**Easy as Pie**



**In a Pickle**

