



IDIOM MATCH-UPS

PRODUCT CODE: **530**

PRODUCT CONTENTS

18 cover-weight sheets, each containing one idiom set

3 cover-weight sheets of answer keys

4 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

COPYRIGHT © READING MANIPULATIVES

All rights reserved. Printed in the United States of America. No part of these materials may be used or reproduced in any form or by any means, or stored in a retrieval system, without prior written permission of the publisher. Making copies of any part of these materials for any purpose other than your personal use is a violation of United States copyright laws.

FIGURATIVE LANGUAGE

In expressions of figurative language, meaning cannot be derived from the conjoined meanings of the words. Rather, meaning is conveyed by suggesting that something is like something else. Therefore, the expression must be comprehended metaphorically. For instance, when someone says, “It’s raining cats and dogs,” it has nothing to do with cats and dogs. This idiom dating back to 17th century England means that it is raining hard. The reader must use context or prior knowledge to infer what the expression actually means.

Every language has its own unique figurative language usages. In this fast-paced, media-dominated age, many communication skills, including familiarity with figurative language, are waning. The high number and frequency of use of idioms makes them an important component of comprehension and language acquisition. Other forms of figurative language also tend to more easily identified from context.

TYPES OF FIGURATIVE LANGUAGE

- **IDIOM** A saying that carries meaning based on its use in the language
My dad blew his stack when I broke the window. (became furious)
- **SIMILE** A comparison of two objects linked by the words “like” or “as”
Grandmother’s face turned white as snow when she heard the news.
- **METAPHOR** A comparison or analogy that does not contain “like” or “as”
Our teacher has a mountain of papers on her desk.
- **PERSONIFICATION** Endowing inanimate objects or ideas with life-like qualities
The wind roaring through the trees kept me awake.
- **HYPERBOLE** A gross exaggeration
The eerie noises in the haunted house scared the children to death.
- **SYNECDOCHE** A less inclusive word is used for a more inclusive word or visa versa
Mary wouldn’t hurt a fly, so she couldn’t have done it. (anything)

IDIOM INSTRUCTION

Understanding idiomatic expressions facilitates comprehension since students tend to interpret language literally. Idioms often confuse native speakers, and they are especially challenging for English language learners. Do not assume that idioms will be learned through informal exposure. Direct instruction is necessary to assure that students master common idioms.

In Idiom Match-Ups, students read sentences and then find an idiom to replace the underlined word(s) in each sentence. The usage is consistent in the 10 sentences (nouns, verbs, adjectives, etc.).

The origin of each idiom is written on the back of the card. Encourage students to flip the cards and read these after completing the match activity. This may aid meaning retention.

In addition to using Idiom Match-Ups, encourage students to find examples of idioms in print and to use idioms in their assignments. Having an idiom of the day, which students must use at least once, can also expand student knowledge and make them more apt to use idioms in writing and conversation.

An alphabetical listing of the 180 idioms used in this product, along with meanings and origins, is available on our web site. This is a valuable resource for planning idiom extension activities.

I <u>used my connections</u> to get tickets to the sold-out show.	pulled strings
Ted <u>blamed others</u> every time he had a problem.	passed the buck
Susan found out about her surprise party because Jill <u>told</u> .	let the cat out of the bag
Last night it <u>poured</u> , so soccer practice was cancelled.	rained cats and dogs
ORIGIN ON BACK	
<i>During heavy rains in 17th-century England, some streets became filthy rivers carrying cats and dogs.</i>	

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



IDIOM MATCH-UPS

ID-1 _____ ID-7 _____ ID-13 _____
ID-2 _____ ID-8 _____ ID-14 _____
ID-3 _____ ID-9 _____ ID-15 _____
ID-4 _____ ID-10 _____ ID-16 _____
ID-5 _____ ID-11 _____ ID-17 _____
ID-6 _____ ID-12 _____ ID-18 _____

IDIOM MATCH-UPS

ID-1 _____ ID-7 _____ ID-13 _____
ID-2 _____ ID-8 _____ ID-14 _____
ID-3 _____ ID-9 _____ ID-15 _____
ID-4 _____ ID-10 _____ ID-16 _____
ID-5 _____ ID-11 _____ ID-17 _____
ID-6 _____ ID-12 _____ ID-18 _____

IDIOM MATCH-UPS

ID-1 _____ ID-7 _____ ID-13 _____
ID-2 _____ ID-8 _____ ID-14 _____
ID-3 _____ ID-9 _____ ID-15 _____
ID-4 _____ ID-10 _____ ID-16 _____
ID-5 _____ ID-11 _____ ID-17 _____
ID-6 _____ ID-12 _____ ID-18 _____

IDIOM MATCH-UPS

ID-1 _____ ID-7 _____ ID-13 _____
ID-2 _____ ID-8 _____ ID-14 _____
ID-3 _____ ID-9 _____ ID-15 _____
ID-4 _____ ID-10 _____ ID-16 _____
ID-5 _____ ID-11 _____ ID-17 _____
ID-6 _____ ID-12 _____ ID-18 _____

IDIOM MATCH-UPS

ID-1 _____ ID-7 _____ ID-13 _____
ID-2 _____ ID-8 _____ ID-14 _____
ID-3 _____ ID-9 _____ ID-15 _____
ID-4 _____ ID-10 _____ ID-16 _____
ID-5 _____ ID-11 _____ ID-17 _____
ID-6 _____ ID-12 _____ ID-18 _____

IDIOM MATCH-UPS

ID-1 _____ ID-7 _____ ID-13 _____
ID-2 _____ ID-8 _____ ID-14 _____
ID-3 _____ ID-9 _____ ID-15 _____
ID-4 _____ ID-10 _____ ID-16 _____
ID-5 _____ ID-11 _____ ID-17 _____
ID-6 _____ ID-12 _____ ID-18 _____