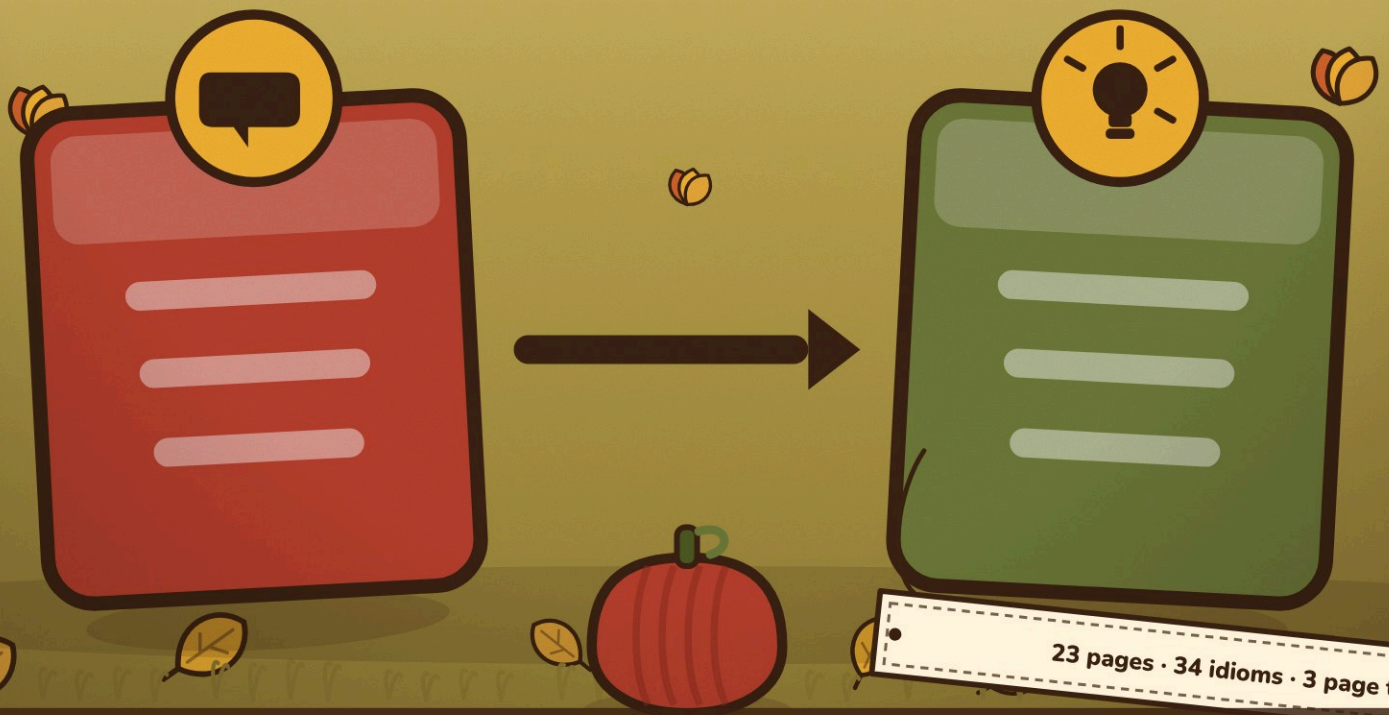


# Thanksgiving Idioms Worksheets

SAYS • MEANS





A food-and-Thanksgiving-themed idioms kit built so a child always knows what is being asked: match a common idiom to its real meaning, sort real from not-real, then write the real meaning in their own words.

## THREE STEPS

- 1 **Look at the Helper together**  
Page 6 shows the difference between what an idiom's words literally say and what it really means, side by side. Read the two cards with the child before the first practice page.
- 2 **Pick a page type and a set**  
Three page types, easiest to hardest: Match the Meaning, then Sort, then Write the Real Meaning. The chart says which page for which child.
- 3 **Check it, record it, send it home**  
The answer keys are pages 14 and 15. Date each page on the tracker (page 16), and send the home page (page 18). A filled example is on page 19.

## WHICH PAGE, WHEN

| WHEN...                                          | USE...                                  |
|--------------------------------------------------|-----------------------------------------|
| Learning what an idiom is                        | Helper, page 6                          |
| Can read an idiom and pick the real meaning      | Match the Meaning, pages 7, 8, 9        |
| Ready to sort and categorize                     | Sort Real or Not, pages 10 and 11       |
| Ready to write a real meaning in their own words | Write the Real Meaning, pages 12 and 13 |

## Everything inside (23 pages)

- **8 student pages** in 3 page types plus a Helper, 1 dot to 3 dots
- **34 Thanksgiving-table idioms** across Match, Sort and Write the Real Meaning, no idiom repeated anywhere in the file
- **2 cut-and-sort pages** with mixed real-meaning and not-the-meaning strips
- **2 answer keys** with every item's real answer, taken straight from the same bank as the pages
- **1 tracker, 1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 back page**

## What makes it different

Every idiom is a common food or Thanksgiving-table phrase, hand-checked for one clear meaning, and every “Not the Meaning” strip is that same idiom's own literal misreading — so there is never a strip a child could argue either way.



My name: \_\_\_\_\_

Date \_\_\_\_\_

**The Words**What it **SOUNDS** like**What the words say, word for word.****Example: “easy as pie” would mean a pie is simple to bake.****That is NOT what the idiom really means.****The Real Meaning**What it **ACTUALLY** means**What the idiom REALLY means.****Example: “easy as pie” really means something is very easy to do.****That is the idiom’s true meaning.****What is an idiom?**

An idiom is a group of words that does not mean what each word means on its own. “Easy as pie” does not mean a pie is simple — it means a task is very easy. Readers have to learn an idiom’s real meaning; the words alone will not give it away.





My name: \_\_\_\_\_

Date \_\_\_\_\_



Read each sentence. The idiom is underlined. Circle A, B or C for what it really means.

1. Everyone lined up outside the office because the big cheese was visiting the school that day.

☐ A. the newest, least experienced worker

☐ B. the most important person in charge

☐ C. a large block of yellow cheese

2. On rainy Saturdays, my little brother turns into a couch potato and watches cartoons all day.

☐ A. someone who sits around instead of being active

☐ B. someone who is always outside playing sports

☐ C. a vegetable sitting on a piece of furniture

3. The cousins dress alike and finish each other's sentences, just like two peas in a pod.

☐ A. two pea seeds inside a plant pod

☐ B. two people who never agree on anything

☐ C. two people who are very alike and stick together

4. Winning first place was already great, but getting a trophy too was the icing on the cake.

☐ A. an extra good thing added to something already good

☐ B. sweet frosting spread on top of a dessert

☐ C. the one bad part of an otherwise great day

5. After practicing every day, tying her shoes felt as easy as pie to the little camper.

☐ A. something that takes a long time and effort

☐ B. very easy to do

☐ C. a pie that is simple to bake

6. Even with the whole class watching, the new student stayed cool as a cucumber during her speech.

☐ A. shaking with fear in front of a crowd

☐ B. a vegetable that feels cold to the touch

☐ C. calm and relaxed, not nervous at all

Remember: the real meaning is never the literal, word-for-word reading.



# SORT REAL OR NOT THE MEANING



My name: \_\_\_\_\_

Date \_\_\_\_\_



Cut out the strips. Glue each one in the right bin: Real Meaning or Not the Meaning.

## Real Meaning

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

## Not the Meaning

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

Cut on the dashed lines.

|                                          |                                            |                                          |                                            |
|------------------------------------------|--------------------------------------------|------------------------------------------|--------------------------------------------|
| knock over a real cart full of apples    | take on more work than you can handle      | have a lot of things to do; very busy    | ruin a plan or cause trouble               |
| something worth thinking about carefully | a cup of tea that belongs to someone else  | a real cookie breaking apart into pieces | something that I do not like at all        |
| chewing a huge bite of real food         | that is just how things turn out sometimes | a snack eaten while studying for a test  | a dinner plate stacked high with real food |





My name: \_\_\_\_\_

Date \_\_\_\_\_



Read each idiom. Write what it REALLY means, in your own words.

**“A HALF-BAKED IDEA”**

Write what this idiom REALLY means. (Not the literal words!)

.....

.....

.....

Draw a quick picture of the real meaning.

.....

.....

.....

**“THE TOAST OF THE TOWN”**

Write what this idiom REALLY means. (Not the literal words!)

.....

.....

.....

Draw a quick picture of the real meaning.

.....

.....

.....

Need a word to start? Try: **It really means...** · **This idiom is about...** · **It is NOT about...**



# ANSWER KEY: MATCH THE MEANING PAGES



Match the Meaning, pages 7, 8, 9. Item numbers are the numbers printed to the left of each sentence; the idiom underlined on the student page is the same one named here.

## Set A

| ITEM | IDIOM → REAL MEANING                                                          | ANSWER |
|------|-------------------------------------------------------------------------------|--------|
| A-1  | “the big cheese” → the most important person in charge                        | B      |
| A-2  | “a couch potato” → someone who sits around instead of being active            | A      |
| A-3  | “like two peas in a pod” → two people who are very alike and stick together   | C      |
| A-4  | “the icing on the cake” → an extra good thing added to something already good | A      |
| A-5  | “easy as pie” → very easy to do                                               | B      |
| A-6  | “cool as a cucumber” → calm and relaxed, not nervous at all                   | C      |

## Set B

| ITEM | IDIOM → REAL MEANING                                                    | ANSWER |
|------|-------------------------------------------------------------------------|--------|
| B-1  | “full of beans” → full of energy and very lively                        | B      |
| B-2  | “sell like hot cakes” → sell very fast because a lot of people want it  | C      |
| B-3  | “a hot potato” → a problem nobody wants to deal with because it is hard | A      |
| B-4  | “go bananas” → become very excited or wild                              | A      |
| B-5  | “in a pickle” → in a difficult or tricky situation                      | A      |
| B-6  | “small potatoes” → a very small, unimportant amount                     | B      |

## Set C

| ITEM | IDIOM → REAL MEANING                                                               | ANSWER |
|------|------------------------------------------------------------------------------------|--------|
| C-1  | “the apple of her eye” → someone who is loved very much                            | B      |
| C-2  | “butter up” → say nice things to someone so they will do what you want             | C      |
| C-3  | “cold turkey” → stop doing something suddenly and completely                       | C      |
| C-4  | “slow as molasses” → moving very slowly                                            | B      |
| C-5  | “packed like sardines” → crowded very tightly together                             | A      |
| C-6  | “cry over spilled milk” → be upset about something already done that cannot change | C      |





Use this page between team meetings, or to send home, without writing a note from scratch. Everything below is observable, with room for your own wording and numbers from the tracker (page 16).

CLINICIAN / TEACHER

STUDENT

MARKING PERIOD

What we worked on this week

What went well

Next focus

Anything else for the team meeting

A filled-in line, for reference

"This week we practiced Match the Meaning, Set A and B. Correctly chose 5 of 6 in Set A and 6 of 6 in Set B. Next focus: Sort Real or Not the Meaning, page 1." That is the level of detail this page is built for — every blank is a number or a word your team already uses, never a label.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE, IF YOUR SCHOOL ASKS





Starters for a session note, a progress update, or the questions to ask before the pencil moves. Each one is an observation with a blank for the number or the word — the count comes off the tracker or the page itself, never from memory.

### Describing accuracy

- Chose the correct meaning for \_\_\_\_ of \_\_\_\_ idiom sentences.
- Sorted \_\_\_\_ of \_\_\_\_ strips into the Real Meaning or Not the Meaning bin correctly.
- Wrote the real meaning of \_\_\_\_ of \_\_\_\_ idioms in their own words.
- Checked work against the answer key with \_\_\_\_ of \_\_\_\_ correct on the first try.

### Describing what the student did

- Needed [visual cue / hand-over-hand / a model] to sort a strip.
- Explained what an idiom meant in their own words without being asked.
- Chose the literal misreading instead of the idiom's real meaning on \_\_\_\_ of \_\_\_\_ items.
- Re-read a sentence before choosing, without being asked to.

### For next steps

- Ready to move to [Sort Real or Not the Meaning / Write the Real Meaning].
- Needs more practice telling an idiom's real meaning from its literal words before writing it out.
- Can now notice an idiom when reading a story or listening to a conversation.
- Showed this skill outside of the lesson on \_\_\_\_.
- Ready for a new set (A, B or C) of the same page type.

### Talk-first questions, any page

- What do the words literally say?
- What does the whole sentence really mean?
- Have you heard this idiom before? Where?
- Can you think of a different idiom that means something similar?

### For the Write the Real Meaning page

- Wrote the real meaning of \_\_\_\_ in their own words, not a word-for-word retelling.
- Drew a picture that matched the idiom's real meaning for \_\_\_\_.
- Used a sentence starter (It really means, This idiom is about) without being asked.
- Needed the idiom's meaning read aloud before writing it in their own words.

