

## Synonyms/Antonyms

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Grade Level: 5

Subject: Reading

Topic: Synonyms/Antonyms

Purpose: For students to practice with synonyms and antonyms.

### Curriculum Standards:

#### National Standards for Language Arts (K-12)

- NL-ENG.K-12.3 EVALUATION STRATEGIES: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- NL-ENG.K-12.4 COMMUNICATION SKILLS: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### Objectives:

- Given the matching game, students will be able to match synonyms together and match antonyms together
- Given practice during game, students will be able to complete a worksheet correctly

### Materials Needed for Learning Experience:

#### Teacher:

- Matching game cards
- worksheet

#### Student:

- pencil

Anticipated Length of Learning Experience: 20-30 minutes

### Student Grouping:

- Students will be split into groups of 4 or 5 to play game.
- Students will work individually on worksheet.

### Prerequisite Knowledge:

#### Teacher:

- Knowledge of synonyms and antonyms

#### Student:

- Knowledge of synonyms and antonyms

## Procedure:

### Introduction:

- Teacher will say, "Today we are going to practice some synonyms and antonyms. Can someone please tell me what a synonym is?"
- Student will answer.
- Teacher will say, "Can someone please tell me what an antonym is?"
- Student will answer.
- Teacher will say, "I have a game for you to play. It is a matching game. I'm going to split the class into 4 groups. Two of the groups will play the matching game with synonyms and 2 of the groups will play the matching game with antonyms. Then you will switch. To play the game, each team member will take turns. When it is your turn, you will flip over 2 cards. If they are matching synonyms or antonyms, you will take them out of the game and put them to the side. Then it will be the other teams turn. If they do not match, you will flip them back over and it will be the other teams turn. While you are playing the game, I would like you to use quiet voices. You do not need to yell to your teammates. I also do not want anyone bragging about winning or anything. Does anyone have any questions on how to play?"
- Students will ask questions if they have any.
- Teacher will answer questions.
- Teacher will say, "I would like you to count off 1 to 4."
- Students will count off.
- Teacher will tell students where to go to play game.

### Body of Learning Experience:

- Students will play matching game.
- When students are finished with game, the groups will switch to play other matching game.
- When students are finished second game, teacher will have students come back to seats. "I would like you to all come back and sit at your seats please."
- Students will sit at seats.

### Conclusion:

- Teacher will say, "I have a worksheet for you to complete that will show you can find synonyms and antonyms."
- Teacher will hand out worksheets.
- Students will complete worksheets.
- Teacher will collect worksheets.
- Teacher will transition to next activity.

## Assessment:

### Formative:

- Teacher will listen to and watch students while they are playing the games to make sure they understand.

Summative:

- Students will complete worksheet so teacher can see that students understand the concept of synonyms and antonyms.

Child Guidance (Behavioral):

<p><u>Proactive Considerations:</u></p> <p><b>What will you do to prevent confusion and misunderstandings about directions?</b> I will be clear with directions.</p> <p><b>What will you do to prevent behavioral or attention issues for whole group or individuals?</b> I will tell the students how I want them to behave during the lesson.</p> <p><b>What is built into your plan to promote cooperation and positive social interaction?</b> The students are playing a game and they know how to cooperate with each other.</p> <p><b>What will you do to promote participation by all students?</b> All students will have turns to choose cards during the games.</p>	<p><u>Reactive Considerations:</u></p> <p><b>What will you do in response to student misbehavior? Will you have a sequence of steps you will take?</b> If students misbehave, I will remind them how to behave. If they keep misbehaving they will receive a yellow or red zone.</p> <p><b>What will you do to redirect attention if students have difficulty attending?</b> I will ask a student a question or say something to get them to refocus.</p> <p><b>What will you do in response to student confusion about directions?</b> I will repeat the directions.</p>
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Child Guidance (Cognitive):

<p><u>Needs for Lesson Participation:</u></p> <p><b>What required skills within the lesson present challenges for individual students?</b> Some students may have trouble figuring out which words match.</p> <p><b>What components of the lesson need enrichment to promote engagement?</b> All of the students should be engaged in the game because students like to play games.</p> <p><b>What components of the lesson need modification to promote full engagement due to diverse student population?</b> Everyone will have a turn to choose cards during the game so everyone should be engaged.</p>	<p><u>Modification Required:</u></p> <p><b>How can the <i>instructional plan</i> be modified to ensure success for this student?</b> If a student is having trouble, they can ask a friend for help.</p> <p><b>How can the <i>classroom environment</i> be modified to ensure success?</b> The students will be sitting in different areas of the room to play the games.</p> <p><b>How can <i>instructional materials</i> be modified to ensure success?</b> The games are made and there is no modification necessary.</p>
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Resources Used:

2007. *Antonym list*. Retrieved March 18, 2007, from <http://www.michigan-proficiency-exams.com/antonym-list.html>

2007. *Synonyms*. Retrieved March 18, 2007, from [http://www.englisch-hilfen.de/en/words\\_list/synonyms.htm](http://www.englisch-hilfen.de/en/words_list/synonyms.htm)

### Lesson Reflection:

Analysis: This lesson went really well. The students seemed to really enjoy playing the memory game. They had a lot of fun. I ran out of time and could not do the worksheet but I think it was good for the students to concentrate and spend a lot of time on the games. I did not want to stop them. We will find time to do the worksheet another day. The students learned some new words from this lesson. I know this because they asked me what some of the words meant. They all did a good job figuring out if the words matched or not. The first objective was met. The students finished the games by matching synonyms and antonyms together. The second objective will be met when they complete the worksheet. I did not need to use any serious interventions because the students were behaving well. I think they were behaving really well because they were really enjoying themselves. I only needed to remind a few students to use quiet voices.

Planning: If I were going to teach this lesson again, I would teach it the same way. I think it was a very good way for the students to review synonyms and antonyms. During this lesson, they got practice with the concepts and learned some new words. I think playing a game like this is a good way to review. The students are having fun while learning. I might explain a few words at the beginning of the lesson if I thought some of the students would not know what they meant. There are no new interventions I would try because I did not need any interventions.