

Level: 5/6

Class Size: N/A

Unit: N/A

Time Needed: 1 class period

Sequence In Unit: N/A

Title of Lesson: Mini-lesson on synonyms and antonyms

Classroom Composition: General mainstream classroom.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to not only tell the difference between a synonym and an antonym, but should also be able to list each for grade level words.
- **Objectives:**
 - * The learners will define the word “synonym.”
 - * The learners will define the word “antonym.”
 - * The learners will be able to identify synonyms and antonyms for grade level words.
 - * The learners will use synonyms and antonyms to strengthen their writing.
- **Connections to the Maine Learning Results**

English Language Arts B1.f (Writing: Interconnected Elements): “Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.”

English Language Arts D1.a (Language: Grammar and Usage): “Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.”

b. Essential Questions

- What is a synonym?
- What is an antonym?
- How are they the same and how do they differ?

c. Knowledge and Skills

Most likely students have heard of synonyms and antonyms before and this is just a review.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

Students will take part in a kinesthetic exercise in which they will move around the room to find the appropriate synonyms and antonyms for their word cards.

e. Quizzes, Tests, Prompts

N/A

f. Unprompted Evidence

There will be ongoing observation during the assignment.

g. Self Assessment

Students will use what they have practiced in order to edit their own writing with a focus on using synonyms and antonyms to empower their writing.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Review with students the definitions and functions of synonyms and antonyms. Make sure that the difference between the two is clear.

SYNONYMS = SAME

ANTONYMS = DIFFERENT

2. Explain to students that what they will be doing is choosing a card that will list a word in black marker on one side and a word in red marker on the other. They will then do the following:
 - A. Using the word written in black, they will find one other person that has the synonym for their word.
 - B. Using the word written in red, they will find one other person that has the synonym for their word.

LIST OF WORDS USED...

SOFT

(Syn) gentle, tender

(Ant) rough, hard, tough

FAST

(Syn) quick, swift

(Ant) delaying, slow, sluggish

GLAD

(Syn) happy, cheerful, joyous

(Ant) sad, depressed, unhappy

LAZY

(Syn) slothful, idle, sluggish

(Ant) alert, ambitious, forceful, active

TIRED

(Syn) exhausted, run-down, sleepy, spent

(Ant) rested, fresh, energetic, tireless, invigorated

3. Next, count the students off by 1s and 2s. Have those that are deemed 1s turn their cards so that they are looking at the words in black; have the 2s use the words written in red. Have the students try to find an antonym to the words that they are looking at.
4. Review the concepts of synonyms and antonyms. Make sure that the students understand that the next paper they turn in will be looked at closely as to whether or not they are using synonyms and antonyms where they can.

I. Materials and Resource

- Synonym and antonym cards.