**Teacher Name:** *Christy Jones*

**Subject Area:** *Language Arts*

**Date:** *December 2014*

**State Standards/Benchmarks:**

SOL 2.7 The student will expand vocabulary when reading by using knowledge of antonyms and synonyms.

**Lesson Essential Question:**

What are words with similar meanings called? *Synonyms*

What are words with opposite meanings called? *Antonyms*

**Time Required:**

About 2 weeks (Some steps outlined can be done in the same day- would depend upon schedule.)

**What will I differentiate?**

* **Content:** Content will be differentiated by delivery of instruction: whole group, small group, and/or direct instruction.
* **Process:** A variety of ways to deliver instruction will be used: video, story, power point, cooperative groups, graphic organizer, and/or paper pencil activities.
* **Product:** Students will have multiple ways to demonstrate understanding, knowledge, and ability to identify, name, or generate synonyms and antonyms.

**How will I differentiate?**

* **For Readiness:** I will do the Brain Pop pre-assessment to see who knows what. This will allow me to develop work groups that allow grouping that will maximize learning and leading within the group.
* **Interest:** Our computer lab days will allow students the opportunity to choose games/activities that interest them. I will also provide some alternative items in the lab for students who may want a different activity.
* **Learning:** Students will be provided a variety of ways to experience and practice identifying and using synonyms and antonyms to expand their reading and speaking vocabularies: cooperative groups, video, technology, visual anchors, and books.
* **Affect/Learning Environment:**  We will be using both the regular classroom and the computer lab.
* **Combination**

**As a result of this lesson/unit students will:**

**Understand:**

The student will understand that words can have similar or opposite meanings. These meanings can help you as you read.

**Know:**

The student will know that words with similar meanings are synonyms and words with different meanings are antonyms.

**Do (Skills):**

The student will name examples and give term when a question is asked about words with opposite or similar meanings. The student will make connections when reading to assist with understanding of new or unfamiliar words.

**Pre-Assessment:**

To pre-assess students, I will give the paper copy Brain Pop Jr Synonyms and Antonyms Easy and Hard Quiz without watching the video.

<http://www.brainpopjr.com/readingandwriting/word/synonymsandantonyms/easyquiz/>

<http://www.brainpopjr.com/readingandwriting/word/synonymsandantonyms/hardquiz/>

**Steps in the Lesson**:

Step 1: Pre-assess students using a paper copy of the Easy and Hard Quizzes for Brain Pop Jr Synonyms and Antonyms. Quizzes will be read aloud to whole class.

Step 2: Pre-Teach Synonym and Antonym Vocabulary: Share Power Point that gives the vocabulary with definitions and examples. Have students create T-Map for Synonyms and Antonyms in Language Arts Notebook.

Step 3: Review Synonym side of T-Map. Read ***Pitch and Throw, Grasp and Know What Is a Synonym*** and have students turn and share synonyms they heard. Have partners choose two pair to add to T-Map.

Step 4: Complete Lesson 9 Vocabulary Strategies practice book page 132 using the Model-Lead-Test (MLT) strategy instruction. For exit ticket, have students write two pair of synonyms on a post-it note with their name.

Step 5: Go to the lab and have students choose activity from Gamequarium.org to practice identifying synonyms.

 <http://www.gamequarium.org/dir/Readquarium/Vocabulary/Synonyms/>

I will pull students in groups of 3-4 to complete a flashcard match of synonyms that didn’t successfully complete exit ticket from step 4.

I will have some matching activities as well as folder ‘games/activity’ and our synonym books available for students who may choose to do an activity beyond Gameaquarium.

For those who seem to be really struggling I will have them watch some of the additional videos listed on my weebly page, have them work with a peer-tutor, or provide them with additional practice opportunities.

Step 6: Have students review Synonyms from T-Map in notebook with a partner. Have students take the Lesson 9: Vocabulary & Synonyms Multiple Choice Quiz.

Step 7: Review Power Point Antonym slide and side of T-Map. Read ***Stop and Go, Yes and No What Is an Antonym?*** and have students turn and share antonyms they heard. Have partners choose two pairs to add to T-Map.

Step 8: Complete Vocabulary Strategies practice book page 132 using the Model-Lead-Test (MLT) strategy instruction. For exit ticket, have students write two pair of antonyms on a post-it note with their name.

Step 9: Go to the lab and have students choose activity from Gamequarium.org to practice identifying antonyms.

<http://www.gamequarium.org/dir/Readquarium/Vocabulary/Antonyms/>

I will pull students in groups of 3-4 to complete a flashcard match of antonyms that didn’t successfully complete exit ticket from step 8.

I will have some matching activities as well as folder ‘games/activity’ and our antonym books available for students who may choose to do an activity beyond Gameaquarium.

For those who seem to be really struggling I will have them watch some of the additional videos listed on my weebly page, have them work with a peer-tutor, or provide them with additional practice opportunities.

Step 10: Have students review Antonyms from T-Map in notebook with a partner. Have students take the Lesson 10: Vocabulary & Antonyms Multiple Choice Quiz.

Step 11: Have students watch the Brain Pop Jr Synonyms and Antonyms video for review. Complete Post-assessment having students use a paper copy of the Easy and Hard Quizzes for Brain Pop Jr Synonyms and Antonyms. Quizzes will be read aloud to whole class.

**Closure Activity/Wrap up:** I will have students assist in creating a T-Map that will be displayed outside the classroom. I will give them two index cards. They will need to come up with and illustrate a pair of synonyms for one card and a pair of antonyms for the other card. Then independently place their cards appropriately on the T-Map to identify if it is a synonym or antonym. A rubric (found on my weebly) will be used to measure student’s ability to produce accurate pairs of synonyms and antonyms.

**Post-Assessment:** My post-assessment data from both Brain Pop quiz and display T-Map will provide me with information that can be used as I remediate students who are not grasping this vocabulary strategy. I can create groups of students who need additional exposure and practice of this vocabulary concept and share with my RTI colleagues how to proceed with those identified students.

**Integrated Instructional Technologies and Resources Utilized:**

* *Brain Pop Jr. Synonyms and antonyms video & quiz*

<http://www.brainpopjr.com/readingandwriting/word/synonymsandantonyms/>

* *The Best Children’s Books.org*

<http://www.the-best-childrens-books.org/books-with-synonyms.html>

<http://www.the-best-childrens-books.org/kids-books-on-antonyms.html>

* *Gamequarium*

<http://www.gamequarium.org/dir/Readquarium/Vocabulary/Synonyms/>

<http://www.gamequarium.org/dir/Readquarium/Vocabulary/Antonyms/>

* *Rubistar*

<http://rubistar.4teachers.org/index.php>

**Weebly Link:** <http://2ndlangartsdiateems.weebly.com/lesson-plan.html>