

HOMONYMS, SYNONYMS AND ANTONYMS

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Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Word Formation – Synonyms, Antonyms and Homonyms.
 - Words that are similar in meaning (Synonym) e.g. foe/enemy; surrounding/environment.
 - Words that are opposite in meaning (Antonyms) e.g. hot/cold; enemy/friend; long/short etc.
 - Homonyms- Words with the same spelling but different meanings and sometimes, different spelling e.g. table/table, hair, hare.

Objectives

Students should be able to;

- Identify Synonyms, Antonyms and Homonyms.

Assessment Activity

Answer the following questions correctly.

1. What are homonyms?
 - a. words that name a person, place or thing
 - b. words that modify or describe a noun
 - c. words that do not sound alike but have the same meaning
 - d. words that sound alike but have different**

Activity Starter/Instruction

1. Tell the students the following homonym joke. (A Shetland horse (a miniature horse) trotted up to a drive thru to order lunch. The horse coughed and cleared his sore throat before placing his order into the intercom. In a low, raspy voice the horse said, "I would like a chicken sandwich and a milkshake please." The waitress replied on the intercom, "Sir I can't hear you. Can you speak up?" The horse cleared his throat and tried again, "I would like a chicken sandwich and a milkshake please." The irritated waitress replied, "Sir, I still can't hear you. You're going to have to speak up!" The horse apologetically answered, "I'm sorry

Teacher Guide

Day 1/ Lesson 1: 35 Mins

1. Because the students have learnt what synonyms and antonyms are in their earlier classes, give a little assessment on synonyms and antonyms.
2. Choose the correct word to place in the sentence. Then, in the brackets write a synonym and an antonym for the chosen word.
 - It was a fair / fare punishment for the crime. (____, ____)
 - John's mother told him not to waste / waist water when he brushes his teeth. (____, ____)
 - Jane told her sun / son that he would soon have a little sister. (____, ____)

Materials Required

- Flashcards
- Textbooks
- Course Book
- Charts showing Synonyms, Antonyms and Homonyms

Additional Resources

- <https://www.englishforeveryone.org/Topics/>
- <https://www.superteacherworksheets.com/>
- <https://education.yourdictionary.com/for-teachers/>
- <http://www.mightybook.com/members/library/>
- <http://grammar.wordzila.com/grade-6-grammar/homonyms/5/>
- <https://www.teacherspayteachers.com/Proc/Synonyms-Homonyms-Antonyms-203537>
- <https://www.pixton.com/schools/teacher-resources/synonyms-and-antonyms#activity-confusing-synonyms>

Additional Notes

meanings

2. Complete this sentence:
The powerful king _____
over his kingdom. a. rained **b. reigned** c. rein
d. ruined
3. Complete this sentence:
My sore throat was dry and _____. **a. hoarse** b. horse c. house d. hose
4. Complete this sentence:
The farmer grew wheat on the _____. a. plan b. prone
c. plane **d. plain**
5. Complete this sentence: We went to the _____ to play basketball. a. Jim b. gem c. **gym** d. gum
6. Complete this sentence: I went to the park with _____. a. hem b. hymn c. **him** d. hum
7. Which homonym is the same as water falling from the clouds? **a. rain** b. rein c. reign d. ruin
8. Which homonym is a four legged animal with a mane and tail? a. hoarse **b. horse** c. house d. hose
9. Which homonym is a type of aircraft? a. plain **b. plane** c. pane d. pain

Summary

1. Homonyms, Synonyms and antonyms are useful to know because they improve reading and writing skills.
2. And since words represent

madam. I'm just a little horse.")

2. Ask the students why this joke is funny.
The word horse has two meanings. Call on a student to describe the two meanings of the word "horse."
3. Explain homonyms are special words that are pronounced the same but have different meanings. Sometimes homonyms are spelled the same and sometimes they are not.

Guided Practice

Day 2/ Lesson 2: 30 Mins

1. Identify and discuss the homonyms in the two book titles **Him and Hymn are Homonyms** and **You, Ewe and Yew** before the students view the book. Tell the students to "catch" as many homonyms as they can as they as they view these books.
2. After the students view the books, review the definition of a homonym, discuss the homonyms from the books and brainstorm for more.
3. Write these words on the board and call on students to give two meanings, two spellings and two sentences for each word. To has three meanings and spellings. • sun • ate • flour • blew • to
4. At first, homonyms may be tricky for students. Demonstrate how to use context clues to determine the meaning and the correct word.
5. Write these sentences and possible answers on the board. Ask the students to choose

- This place seems familiar but I've never been hear / here before.
(_____, _____)
 - I kept a poker face as I didn't want to bare / bear my feelings to my friends. (_____, _____)
3. Explain to the students what the importance of learning Homonyms, Synonyms and Antonyms is to the development of their vocabulary.
 4. Differentiate between Synonyms, Antonyms and Homonyms.
 5. Homonym: a word that has different meanings.
 6. Synonym: same meaning, different word – e.g. jump / leap / spring, build / construct / make
 7. Antonym: a word that has the opposite meaning – e.g. before / after, now / later, hot / cold

Teacher Guide

Day 3/ Lesson 3: 15mins

1. Have the students play "The Homonym Matching Game"
2. Give each student a homonym flashcard and tape it on the front of their shirt.
3. The students are to find their classmate with the matching homonym.
4. When everyone has found their match, each homonym couple will stand up, announce their word, spell it and describe its meaning by using it in a sentence.

<p>thoughts, it can plausibly be stated that they allow students to understand the world at a deeper, richer level.</p> <p>3. It is important to remember that synonyms are not words that have the same meaning, but rather, words that have similar meanings.</p> <p>4. This means that by learning synonyms, students learn to differentiate between shades of meaning. This enables them to be more precise.</p> <p>5. In addition, by learning antonyms, students learn the logical opposites of important words, thus enhancing their overall command of language.</p> <p>6. While Homonyms are words that sound the same but that has different meanings. This word enables students to differentiate between words that sound similar but are not similar in meaning.</p>	<p>the word that makes sense in the sentences. (dew, due, chili, chilly, ant, Aunt)</p> <ul style="list-style-type: none"> • _____ to the _____ on the grass, we had to play inside. • We ate a hot bowl of _____ on the _____ day. • My _____ has an _____ farm. <p>6. Assess the entire class and make sure you all are on the same page.</p>	<p>5. Example: Student A says, "My homonym is to. To is spelled t-o. I rode the bus to school." Then, Student B says, "My homonym is two, spelled t-w-o. I ate two chocolate chip cookies."</p> <p>6. At the completion of this exercise, wrap up the class by asking this question; get the honest opinion of the students.</p> <p>7. If your parents told you to go to the store and get a bat, would you get a bat for playing baseball or a pet that flies at night?</p>
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