

WORD FORMATIONS: SYNONYMS AND ANTONYMS

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Words that are similar in meaning (Synonyms).
2. Words that are opposite in meaning (Antonyms).

Objectives

Students should be able to;

1. Identify the synonyms and antonyms of given words and form new words from their antonyms and synonyms correctly.
2. Use words and their antonyms correctly.

Assessment Activity

1. On the board, write a target word, like "happy."
2. Instruct students to write a synonym and an antonym for the target word on their personal whiteboard (i.e., "joyful," "sad").
3. Have students hold up their whiteboards and scan their answers to gauge understanding.
4. Call on a student to read their synonym out loud. Then call on a student to read their antonym.
5. Repeat with several target

Activity Starter/Instruction

1. To begin the lesson, review the terms synonym and antonym with the students.
2. Antonyms are words with opposite meanings. Synonyms are words with the same or similar find the English translation of a word in your language.
3. Put a few words on the board, and the student should be asked to orally give examples of synonyms and antonyms for those words.
4. Discuss the type of activity they will be performing. A set of directions should be given, and written on the board for the assignment.
5. Distribute a word card to each student, and tell them to look at the word written in black on their card.
6. Students will find the person with the word that has similar meaning (synonyms).
7. After everyone has found a match, student will think of two synonyms for the word. Students will write one sentence that can be used with either word so the sense has the same meaning.
8. In pairs still, student will read their word

Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Draw a circle on the board with the word "big" inside. This is the start of a word web.
2. In blue, draw a line out from the center circle and write the word "large." Ask students to call out other words that have a similar meaning to the word "big."
3. Branch out from the center circle, and write their answers in blue.
4. Remind students that words that have similar meanings are called synonyms. Write the definition on the board in blue.
5. In red, draw a line out from the center circle and write the word "small." Ask students to call out other words with meanings that are opposite of "big."
6. Branch out from the center of the circle and write their answers in red. Remind students that words with opposite meanings are called antonyms. Write the definition on the board in red.
7. Explain that synonyms and antonyms can help us build our vocabulary. They can help us understand the meaning of an unfamiliar word.

Materials Required

- Flash Cards
- Charts
- Course Book
- Dictionary
- Thesaurus
- White Board

Additional Resources

- <https://www.englishforeveryone.org/Topics-and-Antonyms.html>
- <https://www.pbslearningmedia.org/resource/b158-4f43-aef0-6c62f47c614e/antonyms-and-synonyms-lesson-plan/>
- <https://www.teachingideas.co.uk/subjects/s-and-antonyms>
- <https://www.education.com/lesson-plan/vocabulary-builders-synonyms-and-antonyms/>
- <https://www.sightwordsgame.com/vocabulary/words/synonym/>
- <https://www.sightwordsgame.com/vocabulary/words/antonym/>

Additional Notes

words, like "young", "slow," and "dark."

Summary

1. Synonyms and antonyms are useful to know because they improve reading and writing skills.
2. And since words represent thoughts, it can plausibly be stated that they allow students to understand the world at a deeper, richer level.
3. It is important to remember that synonyms are not words that have the same meaning, but rather, words that have similar meanings.
4. This means that by learning synonyms, students learn to differentiate between shades of meaning. This enables them to be more precise.
5. In addition, by learning antonyms, students learn the logical opposites of important words, thus enhancing their overall command of language.

cards, tell their two synonyms, and read their sentence aloud.

9. Students will turn the cards over to the side of card where words are written in red ink.
10. Students will find the person who has a word with the opposite meaning of their word (antonyms).
11. Steps 5-7 will be repeated, creating sentences with the opposite meanings.

Guided Practice

Day 2/ Lesson 2: 50Mins

1. Remind students that synonyms have similar meanings, but each word may have slightly different connotations.
2. For example, "colossal" means "extremely big" so it would be appropriate when describing a blue whale but not when describing your biggest pencil.
3. Use a document camera to show students how to use a thesaurus.
4. Remind students that a thesaurus is a tool that lists synonyms and antonyms for words.
5. Choose a word to look up, like "big." Tell students that words are listed alphabetically, so they can search for it like they would in a dictionary.
6. Point out the target word ("big") and direct students' attention to the words that are listed alongside the target word.
7. Explain that, depending on the thesaurus you use, there will be many synonyms, but only one or two antonyms.
8. Tell students that, to find more antonyms, they can look for synonyms of a known antonym. For example, to find more antonyms for "big," they could look for

8. For example, if we know that "big" is a synonym of "colossal," then we understand what "colossal" means. (Add "colossal" to the word web in blue.)

9. Or, if we know that "diminutive" is an antonym for "big", we understand that it must mean "small." (Add "diminutive" to the word web in red.)
10. They can help us make our writing more interesting. For example, instead of saying, "The big dog chewed on a big bone," we might replace the word "big" with a synonym and say, "The large dog chewed on a colossal bone."

Teacher Guide

Day 3/ Lesson 3: 30Mins

1. Hand out cards from the Synonym Memory Game so that each student receives one card.
2. Play a mingle game with the cards: Have students walk around the room looking for someone who has a synonym for the word on their card.
3. When they find their synonym partner, instruct them to pick up a thesaurus and a blank piece of paper.
4. Then direct them to sit with their partner. (Note: each pair of students will need only one thesaurus and one piece of paper.)
5. Tell students to choose one of the words on their synonym cards and use the thesaurus to make a word web with their partner.
6. Remind students to include synonyms and antonyms on their word web, like the example word web from earlier in the lesson.

synonyms of "small."

9. Remind students to be careful when choosing a synonym to replace their target word. If they are not sure about the specific meaning of a synonym, they should use a dictionary to find the definition of the synonym (remind them of the example: "colossal" vs. "big").
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