

**Lesson Plan 3-Antonyms**  
**Date: February 25, 2020**  
**Hannah Krebs**

<b>Grade: 5<sup>th</sup></b>	<b>Subject: English Language Arts</b>				
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Antonym worksheets</li> <li>• Pencils</li> <li>• Antonym cards</li> </ul>	<b>Technology Needed: None</b>				
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling         </td> </tr> </table>	<input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Large group activity  <input checked="" type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic         </td> </tr> </table> <p>Explain:</p>	<input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<b>Standard(s)</b> <b>L. 5. 5. -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b>	<b>Differentiation</b>  <b>Below Proficiency:</b> These students will be able to ask for help from a teacher if they need help finding the antonym.  <b>Above Proficiency:</b> These students should be able to answer the questions on the worksheet with no guidance.  <b>Approaching/Emerging Proficiency:</b> These students will be able to ask for help from a teacher but should be able to answer the questions on the worksheet with little to guidance.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will see examples of antonyms on the antonym worksheet.</li> <li>• <b>Auditory:</b> Students will listen to verbal instructions and hear examples of what antonyms are.</li> <li>• <b>Kinesthetic:</b> Students will get up and act out the antonym to a word that is held up.</li> <li>• <b>Tactile:</b> Students will use their pencils to write their answers down on the antonym worksheet.</li> </ul>				
<b>Objective(s)</b> By the end of the lesson, students will show their understanding of what an antonym is through action and written examples.  <b>Bloom's Taxonomy Cognitive Level:</b> Applying Understanding					
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• <b>During instruction</b> <ul style="list-style-type: none"> <li>- Voices at level 0 unless asked or are asking a question.</li> <li>- When asked a question, the students may respond using a level 1 voice.</li> <li>- If asking a question, the students must raise their hand to be called on.</li> </ul> </li> <li>• <b>During the filling out of the worksheet</b> <ul style="list-style-type: none"> <li>- Students will look at their own worksheet, not their neighbors.</li> <li>- Students will raise their hand if they have a question.</li> <li>- Students will ask their question using a level 1 voice.</li> </ul> </li> <li>• <b>Handing in the assignment</b></li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students are expected to participate in the moving around activity.</li> <li>• Students are expected to fill out their worksheets during this time. If they are unable to do so, they must complete it during their free time.</li> <li>• Students are expected to be respectful of others and be quiet if they get done with the worksheet early.</li> </ul>				

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	<ul style="list-style-type: none"> <li>- Students will put their name and desk numbers on the top of the antonym worksheet.</li> <li>- Students will put their worksheet in the appropriate bin when time is up.</li> </ul>	
Minutes	Procedures	
3	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> <li>• Make antonym cards</li> <li>• Print off antonym worksheets</li> </ul>	
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> <li>• Opening question: Remember when we talked about synonyms? Does anyone remember what a synonym is? Acceptable answers: A synonym is one or more words that mean the same thing, a synonym is a word that means the same thing, etc.</li> <li>• “Today (or now if the lesson is taught right after synonyms), we’re going to learn about antonyms!”</li> <li>• Explain that antonyms are words that contrast or mean the opposite of a specific word. Example: hot is the opposite of cold, fast is the opposite of slow.</li> <li>• I will tell the students how I remember what an antonym is. Write the word antonym on the board, put a bracket under the letters ‘ant’ and a bracket under ‘onym’. Explain that in Greek, this word is broken into two words, anti and onym. Anti means the opposite of something, so an anti-hero is not a hero. An anti-safe law, would not be a safe law. Onym stands for name so antonym in Greek stands for opposite name.</li> <li>• To further demonstrate, I will have the students step away from their desk where they have room.</li> <li>• I will hold up a card with a word on it, and whatever word is on the card, the students have to do an action that is opposite to the word. Example: If the word hot is held up, students have to act like they are cold.</li> <li>• I will do this with the class.</li> </ul>	
2	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> <li>• After going through the examples, I will explain the worksheet the students are doing.</li> </ul> <p>The worksheet: Using Antonyms in Sentences</p> <ul style="list-style-type: none"> <li>• The students will follow the directions on the worksheet.</li> <li>• If they need help, they may ask a teacher.</li> <li>• This is an activity that should be done alone.</li> <li>• The students have 4 minutes to complete this worksheet. If they finish early, they may ask a teacher to look over their answers or sit quietly at their desks.</li> </ul>	
4	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>• Students will fill out the worksheet.</li> <li>• They will be given a 1-minute warning before their time is up.</li> </ul>	
1	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• Once the time is up, remind students to put their names and desk numbers at the top of the worksheet and hand the worksheet into the appropriate bin.</li> <li>• Tell the students to return to their seats and start the next lesson.</li> </ul>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student’s learning?)</li> </ul>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> <li>• The worksheets will be looked at for understanding of antonyms by how many are correct. 0/5=no understanding</li> </ul>

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- During the acting out of the antonyms, I will gauge how well the students understand the concept of antonyms by how well they act in response to the given word.
- If a student does an action immediately, this will tell me that they clearly understand what an antonym is. If a student has a delayed response, but still perform the action, this will tell me they just have to think about it. If a student has to watch others before they perform a movement, this tells me they have no idea what they are doing.

1/5=very little understanding  
2/5=little understanding  
3/5=some understanding  
4/5=understood  
5/5=understood completely

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought the lesson itself went well. The activity in which the students acted out the opposite of the card in my hand was the hit of the entire lesson. The students enjoyed being able to move around and had a lot of fun with it. I was surprised at the end when I drew the activity to a close and they asked if they could do more or do it again sometime. I thought the activity was useful in getting the students to move around but also understand antonyms better.

In this lesson, students learned what an antonym is and how to recognize it in a sentence. I was able to determine the students' understanding in two ways. The first was in the activity. By the end of the activity, students were not watching the others to see what action they were doing and were doing the correct action by themselves. This helped me see that the students were grasping antonyms and we were able to move onto the next portion of the lesson. The second way was in the antonym worksheet. Students had to find the two antonyms in a sentence, circle it, and then at the bottom of the worksheet, write out the antonyms. This showed me that the students had to find the antonyms before they were able to write them at the bottom of the worksheet correctly. When I was looking over these worksheets later, I found that most the students got all of the questions correct and if they did not, they were only one off. The worksheet helped me see that the students not only grasped antonyms but they could apply and understand them in sentences. Later, the students also took a test on antonyms and it was edifying to see that some of the students who struggle the most with reading comprehension got all of the questions right.

I would make a few changes to this lesson. One of these changes would be to ensure behavior expectations during the activity. While I was okay with the noise that ensued after the antonym of 'slow', it did get a little chaotic and the noise level rose higher than I expected. Luckily, the students were able to hear me call stop, or in this case, go, and the students stopped where they were at. They listened well when I told them to get back to their desk area quietly, but had they not listened, I did not have a plan to get them quiet again. Next time, I plan to take into account how excitable students can get if they can move around the classroom freely. Another change I would make is with the worksheet. I have a pretty big vocabulary so sometimes I use words on a worksheet that students might have no idea what it means. While this goes along with synonyms and if students do not hear a word, how are they supposed to be exposed to a bigger vocabulary, I also need to take into account students who are at low levels of proficiency in reading. I knew a few of the students would struggle with reading the questions, but I did not realize exactly how much they would struggle. Next time, I think it would be okay to make an easier to read worksheet for the students who struggle with reading, or do pair work so a higher level student would be able to help them read the questions.