

**LESSON PLAN**  
 JMU Elementary Education Program

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Ms. Stilwell, 4th Grade, Clymore Elementary

To be presented: Friday, October 11th, 2013 between 8:25am-9:05am

Submitted: Friday, October 4th, 2013

**A. TITLE/TYPE OF LESSON**

- Synonym and Antonym Dominoes
- Word Study Mini Lesson

**B. CONTEXT OF LESSON**

- In order to pre-assess students readiness, interest, and learning preferences I have utilized practicum observations and conversations. In my personal experiences, I have noticed the students completing worksheets in which they are instructed to identify synonyms and antonyms for words. Thus, this is an appropriate activity for these students at this time because they are familiar with the key ideas (synonyms and antonyms) and can benefit from further enhancing their understanding of this content. In regard to the curriculum sequence, this lesson fits in as an extension of previous instruction; it acts as a reinforcement tool and supports the overarching literacy concept of word study. Furthermore, I have recognized that the students work well with, and prefer, hands on activities or games. Approaching synonyms and antonyms from a creative, game-like perspective, will be particularly valuable for this group of students. Lastly, this lesson fits in with my knowledge of child development according to Piaget's Stages of Cognitive Development. In fourth grade, it is likely that most students are at the concrete operational stage (7-11 years), though some students will exhibit qualities of the pre-operational stage and others of the formal operational stage. According to Piaget and my own perceptions, students at this age learn best through the five senses and by operating on objects. Thus, this hands on approach to synonyms and antonyms fits closely with the students development.

**C. LEARNING OBJECTIVES**

<b>Understand:</b> What are the broad generalizations the students should begin to develop?	<b>Know:</b> What are the facts, rules, specific data the students will gain through this lesson?	<b>Do:</b> What are the specific thinking behaviors the students will be able to do through this lesson?
<p><b>U1:</b> The students will understand that two words can have the same or similar meanings.</p> <p><b>U2:</b> The students will understand that two words can have opposite meanings.</p>	<p><b>K1:</b> Synonyms</p> <p><b>K2:</b> Antonyms</p>	<p><b>D1:</b> The students will identify and match synonyms and antonyms by playing a domino game.</p>

#### D. ASSESSING LEARNING

- The students will specifically indicate that every objective has been achieved by accurately completing the synonym and antonym domino game. Looking to the word on the designated card, the students will find, say, and place the correct matching synonym or antonym. Over the course of multiple rounds, the accuracy of answers, the level of confidence in playing the game, and amount of questioning or second guessing the child displays will be used as key indicators in assessing learning and completion of the task. The students will also explicitly state that synonyms are words that have the same meaning and antonyms are words with opposite meanings and provide an example (from the game, read aloud, or own idea). The teacher is responsible for making sure that each student gives the correct definition for synonyms and antonyms and accurate examples by the end of the lesson to assess learning. Below is an optional template/assessment instrument the teacher can use to record results and assess learning of all students.

<b>Objective</b>	<b>Student work/verbatim response</b>	<b>Was objective met?</b>
<b>Synonyms are words with the same meaning.</b>		
<b>Antonyms are words with opposite meanings.</b>		
<b>Synonym example.</b>		
<b>Antonym example.</b>		
<b>Completed Domino Game.</b>		

#### E. RELATED VA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

- VA Standards of Learning: **4.4b**) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- National Standards: **CCSS.ELA-Literacy.L.4.5c**) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

#### F. MATERIALS

- 2nd-3rd Grade Level Synonym Domino cards (personally secured)
- 4th-5th Grade Level Synonym Domino cards (personally secured)
- 2nd-3rd Grade Level Antonym Domino cards (personally secured)
- 4th-5th Grade Level Antonym Domino cards (personally secured)
- Blank Domino cards for Synonyms or Antonyms (personally secured)
- Assessment instrument (optional, personally secured)
- Expo marker for blank cards (secured by cooperating teacher)
- Synonym and Antonym Read Aloud Books (personally secured)

G. PROCEDURE (Include a DETAILED description of each step. What will you SAY and DO).

- Preparation of the learning environment
  - The learning environment will be prepared by clearing off the desks and small group table in the back of the classroom to maximize space for the game and comfort for the students. The teacher will have the synonym and antonym domino cards separated by level and readily available prior to the start of the lesson for time management purposes. Any other resources or tools the teacher may use (lesson plan, assessment instrument, camera, pen/pencil) should also be prepared and accessible before beginning the lesson.
- Engage-Introduction of the lesson
  - In order to engage the students and introduce the lesson, I will first ask the students if they are familiar with synonyms and antonyms. I will then request that one student share what a synonym is and another share what an antonym is. Upon response I will state that we will be reading a synonym or antonym book, based on the group's preference, and playing a related game. The term game will be particularly intriguing to this group of learners and foster engagement. Once the children are ready to begin and attentive, I will conduct the read aloud. The read aloud serves the purpose of introducing and enforcing the focus of the the lesson and game (synonyms and antonyms). During the read aloud I will engage the students by asking questions connected to the text. As the read aloud concludes, I will transition to the domino game and initiate the activity by asking the students if they have ever played with dominoes. I will specifically say that these dominoes are a little different than the standard ones but the basics are the same. The line in the middle of the domino separates the two words (as the dots are separated on real dominoes) and the purpose is to connect and build. This conversation will act as a foundation for how to connect the domino cards and lead into the implementation of the lesson in explaining the process of the game and how it works.
- Implementation of the lesson (specific procedures and directions for teachers and students)
  - In implementing the lesson, the students will be told that they are matching synonyms and antonyms by playing a domino game. I will ask each student to find a partner (or personally decide pairs) and distribute one set of domino cards to each group, explicitly stating whether the set of cards is for synonyms or antonyms. I will instruct the students to lay and scatter the cards face up on their work area (any clear flat surface), separating the start piece from the pile (I will go around and make sure each pair is properly set up before continuing). I will tell the first partner to read the word on the other end of the domino (the right side of the vertical line across from start) and find the corresponding synonym/antonym for that word on a separate domino card from the scattered pile (I will mention that the matching synonym/antonym will always be on the left or right side-never the same side-so the pieces will connect). Once this card is successfully discovered, the students will be instructed to connect the dominoes and read the word to their partner. The second partner then reads the word on the other side of the recently placed card and finds the appropriate match amongst the scattered pieces, stating the word out loud and connecting. This continues until all the dominoes are connected and the stop piece is placed. Once the students have completed one set of domino cards other cards can be used based on student's readiness. For example, student's struggling with the Grade 2-3 Level words

should not work with the 4-5 Grade Level words but students who completed the Grade 2-3 Level words with ease should move on to the more advanced cards. Each pair should attempt to work with synonyms and antonyms at least once. The blank cards will be introduced as an additional option for the students. The role of the teacher is to oversee student activity and offer guidance when needed by scaffolding and probing questions (i.e. “Do you see a word that means the same as \_\_\_\_? How else might you describe this word? Do you see another word that could mean that?”). The teacher should also assess student learning through this lesson.

- Closure
  - Once the allotted time frame is filled and the games are completed, I will ask each student to share one example of two words that are synonyms or antonyms to reiterate the objectives of the lesson and conclude. I may also ask one student to remind that group what a synonym is and what an antonym is. I will thank the students for their time and express that I hope they had fun playing the domino games.
- Clean-up (if required)
  - The domino cards and any other resources or tools should be collected and cleaned up once the lesson is complete. The desks and table should be cleared and chairs should be tucked in nicely.

#### H. DIFFERENTIATION

- I have planned to meet the needs of all students in the classroom in this lesson by offering ample room for variation. I have addressed different learning styles and abilities by providing a large range of vocabulary words. There are words for students on the 2nd and 3rd grade level as well as those on the 4th and 5th grade level. To prepare for all types of learners and situations, I have also included a blank sheet in which the students or myself can fill in appropriate words based on student performance in the lesson. For example, if the 4th and 5th grade words are too easy, I can write in more advanced words deemed appropriate for that particular group of students. Or, an option could be for the students to use their own ideas/words and fill in the blank cards accordingly in order to apply the learning objectives and emphasize student control and autonomy. The varying levels of words and blank cards can be used to extend and enrich the learning of students who finish early or quickly and also support the learning of children struggling with the objectives. Furthermore, this is a lesson that can be differentiated for students who like to work independently or in groups.

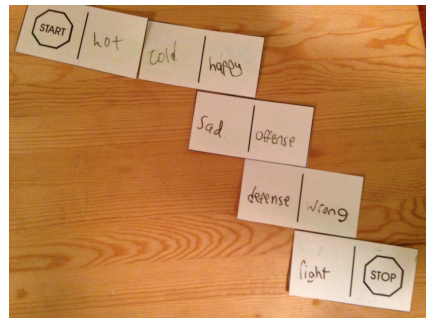
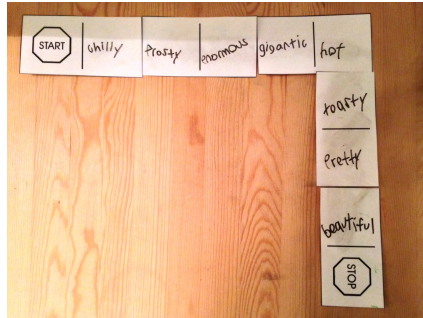
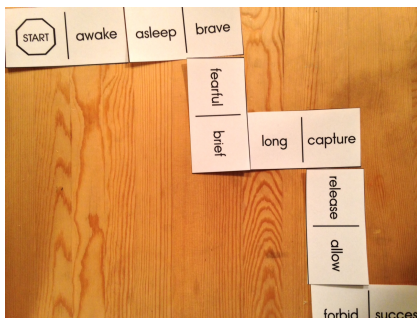
#### I. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT

- In teaching this lesson, it is possible for things to go wrong. Firstly, the students may not understand the structure of the game in connecting the domino cards. While they may understand synonyms and antonyms, it is possible that they will not get how to place the cards or that this process will cause unnecessary confusion. To prepare for this, I will explicitly address the structure of the cards and the game prior to implementing the lesson. I will explain that the black line separates two words on one card and that the

corresponding synonyms or antonyms are on separate domino cards, always on varying sides. If the students still struggle with this aspect or have questions once the game progresses, I will model an example using the dominoes. Furthermore, the vocabulary words provided for the students could be way too easy or way too hard. For this reason, the blank word cards have been provided so individualized and especially appropriate words can be utilized.

### ASSESSING LEARNING/WORK SAMPLES

Objective	Student work/verbatim response	Was objective met?
Synonyms are words with the same meaning.	“They mean the same thing.” “Or basically the same thing.”	<input checked="" type="checkbox"/> Yes
Antonyms are words with opposite meanings.	“They’re opposites!”	<input checked="" type="checkbox"/> Yes
Synonym example.	“Cold and chilly.” “Pretty and beautiful.” “Happy and glad.”	<input checked="" type="checkbox"/> Yes
Antonym example.	“Hot and cold.” “Up and down.” “Offense and defense.”	<input checked="" type="checkbox"/> Yes
Completed Domino Game.	* Observed	<input checked="" type="checkbox"/> Yes



## LESSON IMPLEMENTATION REFLECTION

*I. How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.*

The actual teaching of the lesson differed from my plans due to the read aloud component. My intent was to read a book on synonyms and antonyms to the students to introduce the lesson and foster engagement prior to implementing the activity. In selecting a read aloud text, I was unable to locate a book that incorporated both synonyms and antonyms. Thus, my plan changed as I conducted two separate read alouds- one for synonyms and one for antonyms. As a result, the structure and procedure of the lesson changed as well. I decided to essentially break the lesson down into two smaller segments. Before delving into the more specific details of the word study features, I introduced the main ideas to the students, briefly addressing synonyms, antonyms and the domino game and asking students to share their prior knowledge accordingly. I then conducted the synonym read aloud, followed by the domino game with only synonyms, and a synonym debriefing where the students redefined the term and provided examples. After concluding synonyms, I implemented the antonym read aloud, followed by the domino game with only antonyms, and an antonym debriefing. The lesson as a whole was concluded by revisiting each component of instruction and engaging in a final discussion. Overall, this was a positive change. Focusing on synonyms and antonyms according to this structure minimized confusion for the students in making sense of each term and completing the domino activity. Incorporating both synonyms and antonyms into the overall lesson allowed the students to identify the relationship at hand and draw connections, but focusing on each more closely, individually, really strengthened and supported student learning.

*II. Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?*

Based on the created assessment, I can conclude that I had an impact on student learning. The assessment instrument and work samples show that each student was able to define synonyms and antonyms, provide related examples, and complete the domino game, fulfilling the learning objectives. However, I believe that my impact on student learning focused more on reinforcing and supporting previous knowledge rather than teaching new information. Prior to conducting the lesson, the students were able to respond accurately when asked what synonyms and antonyms were. Thus, my impact on learning provided the students with a sound review of the terms, a wider range of examples, and application of knowledge as the students filled in the blank domino cards with their own examples and ideas. The evidence I can offer that proves these conclusions are valid stems from explicit student responses and work during the lesson. The students verbally announced what synonyms and antonyms were, gave examples, and accurately played the domino game (see attached).

*III. Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.*

If I were to teach this lesson again, I would incorporate developmentally appropriate practice in a better and more thorough way by assessing each individual student's word level prior to distributing the domino cards. Though I had a range of vocabulary words to meet the needs of all students (grades 2-5 & blanks), I did not prepare an individualized set for each child. Thus, I was not aware of whether or not words were too difficult or simple for a child until they were actually working with the words. In reteaching this lesson, I would assess each child's ability and administer specific sets of cards accordingly to be more developmentally appropriate.

*IV. Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?*

Based on the assessment data collected, if I were the classroom teacher I would implement a review on synonyms and antonyms that required additional application of student knowledge. I would utilize activities that allowed the students to display their understanding of each term and give own examples rather than identifying synonyms and antonyms among a group of given words. After reviewing these facets, I would delve a little deeper into the components and specifics of synonyms and antonyms. In teaching synonyms, I would highlight the notion of degree-in which words that are similar, but maybe not exactly the same, can be synonyms. The given read aloud recognized this idea through the example of describing tea; tea can be hot or steaming, which have different meanings that are relatively the same. In extending learning on antonyms, I would address the varying types of antonyms, also noted in the given read aloud. I would encourage student work with and understanding of complimentary pairs, gradable pairs, and relational opposites.

*V. As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners, about teaching, and about yourself?*

As a result of planning and teaching this lesson, I have learned and reinforced a lot about young children as learners, about teaching, and about myself. In focusing on young children as learners, this lesson truly reinforced how valuable hands-on/minds-on activities can be. At this age, students truly thrive, succeed, and enjoy hands-on activities that require acting on physical objects rather than abstractly receiving information, as supported in child development theories. I learned that when students are engaged in a topic and lesson they are very eager to share their ideas with the teacher and the group. Lastly, the notion that students prior knowledge provides a strong foundation in the classroom was reinforced in teaching this lesson. In focusing on teaching, I learned how important flexibility is. Implementing the lesson did not go exactly according to plan, resulting in altering my teaching methods and approach. I learned that it is critical to expect and accept this as it is likely to happen and can either be a positive change or a useful learning experience. In looking more closely at myself, I learned that I have the ability to successfully plan and implement a lesson that impacts student learning and understanding for the

better. Furthermore, planning and teaching this lesson reinforced my eagerness to become a teacher, passion for working with children and others, and love for educating. Preparing for and implementing this lesson was such a positive experience that reinforced what I am working toward in the future and why I am working so hard to achieve it.