

ANTonyms
2nd - 3rd Grade
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Introduction:

This thematic unit on ants uniquely incorporates literature to help teach the concept of opposites (antonyms).

Standards

Students will be able to demonstrate the following:

1. Derive meaning from written selection using reading, decoding strategies, structural analysis, and word recognition.
2. Restate information from a reading selection.
3. Use standard grammar and word usage e.g. basic subject-verb agreement, complete simple sentence, appropriate verb tense, regular grammar.

Behavioral Objectives:

The main objective of this lesson is not only to teach the concept of antonyms, but also to model and teach children how to make connections from what they read, to their prior knowledge and ultimately build bridges to help them learn a new skill.

The students will be able to:

1. Share prior knowledge
2. Retell a story with 90% accuracy
3. Verbally and graphically make connection from cultural objects to the story and them to new concept of antonyms with 80% accuracy.
4. Identify antonyms with 80% accuracy.

Anticipatory Set:

1. After students are seated on the carpet, teacher will show the students two familiar cultural objects and ask them what they are.
2. Listen to student's response in identifying the objects.
3. Ask students "What is different between these two objects."
4. Write response of "One is big and one is little."
5. Introduce book by saying "This story is about a very little ant and a very big boy."
6. Read story "*Hey Little Ant*."
7. Ask students to retell the story.
8. Ask students to comment on the size of the boy and the ant.

Teacher Input:

Students, please raise your hand if you remember what was different about the two objects I showed you earlier. Very good! Yes, one was big and one was little. Now, think about the story, "What was different about the boy and the ant?" You're right! The boy was big and the ant was little (teacher begins a list of antonyms). Did you know that when two words are opposites, they are called ANTONYMS? Just like the words big and little. For example, the antonym for up is down. Raise your hand if you know the antonym for hot. Wow! Almost everyone. That's right,

cold and hot are antonyms. So, now we have three sets of antonyms. Review: big/little, up/down, hot/cold. Now I am going to write down all the antonyms you know. I'll start by giving you the first word and you are going to think of an antonym for that word. When you think you know, raise your hand.

Teacher: What is the antonym for "Happy?"

Student 1: Samuel says "Sad."

Teacher: That's correct! Happy and Sad are antonyms; they are different (teacher adds happy and sad to the class list of antonyms).

Teacher: How about the word on?

Student 2: Cindy says, off?

Teacher: Very good! How did you know it was off?

Student 2: Cindy responds, "Because the light can be on or it can be off."

Teacher: (teacher continues to add student's responses to original list) Third word "hard."

Student 3: Ryan says "soft."

Teacher: Excellent (to probe for deeper understanding) teacher asks, "Can anyone think of two words on their own that are antonyms?"

Student 4: Ana says, "Is day and night antonyms?"

Teacher: Yes they are, lets try and think of as many others as we can.

Modeling Behavior:

The teacher will model desired behavior by acknowledging students who are participating, responding, using prior knowledge and making connections. Teacher will also identify students who are exhibiting desired behavior as a clue for other students to follow. Teacher will reinforce by rephrasing what the child has said.

Check for Comprehension:

The teacher will check for understanding throughout the lesson through student sharing and input. Teacher will check for the amount of participation, monitor and adjust if needed. Teacher will use question and answer strategies to continuously evaluate understanding of the concept. The teacher will check to see if the students could make the connection between the story and their prior knowledge of real life objects.

Guided practice:

At this point the teacher will guide the students through an exercise to practice their understanding and knowledge of antonyms. The teacher will pass out a different word on green cards to half the class and the other half of the class will get the antonyms for that word on red cards. The students will be instructed to get up out of their seat and look for the person who has the antonym for the word they have. Once the students have found each other, they can check themselves because the cards will be self-correcting, fitting like a puzzle.

Independent Practice:

The teacher will pass out individual bingo cards to each student. Each card has a list of words and the teacher will call out the antonym for that word. The students will be asked to individually look for the antonym of the word called out by the teacher.

Closure:

The teacher will bring closure to this lesson by reviewing the definition of an antonym through the two cultural objects big and little, through the story big boy and little ant and chorally read through the list of antonyms the class created.

Assessment:

Teacher will evaluate through observation of student participation, sharing, guided work and an independent bingo game.

Resources and Materials:

1. Two cultural objects big and little
2. Story, "Hey, Little Ant"
3. Paper for brainstorming
4. Card puzzles of antonyms
5. Antonym bingo

Modifications for students with disabilities:

The following are methods and strategies in this lesson, which will help make learning more comprehensible for students with disabilities:

1. Story
2. Cards that are self correcting and color coded
3. Allow time to get out of seat during guided practice activity