

Allison Kesteloot
Alyssa Bullerman
Mild Interventions Strategies
10/3/05

Word Identification Lesson Plan

Lesson: Go Fish for Antonyms
Length: 45 minutes
Age or Grade Level: 3rd grade

Academic Standard

3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

Performance Objectives

The student will be able to match pairs of antonyms together with an accuracy of 12 out of 15.

Advanced Preparation by Teacher

Come up with a list of simple antonyms that students can read. Make sure that the words are appropriate for the age level. Cut out the words and glue them to colored paper in the shape of fish. Make sure the book *One Fish Two Fish*, by Dr. Seuss is available and ready to use.

* If this lesson is used in a general classroom, students should make flashcards so that each student has a set of cards to use at school and at home. The flashcards can be made during their time for doing seatwork (Gardner's Visual/Spatial).

Procedure:

Introduction/Motivation

Ask the students who can give two words that mean the opposite of each other. After a good list is formed explain that words that have the opposite meanings are called antonyms. Follow the explanation with the Dr. Seuss book *One Fish Two Fish*, which has many examples of antonyms. Once the story is read ask for some examples of antonyms that were mentioned (Bloom 1).

Step-by-Step Procedure

1. Explain to the class that they are going to play a game similar to Go Fish. They are to use the cards that they made earlier or that are available in the classroom
2. To play the game the students are to each have five cards in their hands. Then, one student asks their partner for the opposite of the word they have in their hands. The partner either gives them the match if they have it, and if they don't, the student who asks has to go fish for the antonym of their word. Having a pair consists of having

one word and its antonym (Gardner's verbal/linguistic and bodily/kinesthetic).

3. Let the game go on for about ten to fifteen minutes then have the class return to their seats.
4. Review once more what antonyms are. Ask the class what antonym means (Bloom 2). Then ask the class for examples of antonyms that are used every day (Bloom 3).
5. Hand out the antonym's worksheet. Tell the students they must draw a line from one side of the worksheet to the matching antonym on the other side of the worksheet.

Closure

Have the students turn in the worksheet. Remind them to put their names on it. Then, they should pick out a book and silent read until the entire class is finished.

Adaptations/Enrichments

Students who are struggling with words should be placed with partners who are stronger with reading. The number of pairs that can be used can be limited. Also, the length of the words that are used can be shortened. The worksheet that is filled out at the end can be shortened.

Self-Reflection

The lesson will be successful if all the students are engaged in the activity. Also, the lesson will be successful if the students show an understanding of antonyms by coming up with correct pairs while working with partners. The lesson will also be successful if 85% of the class completes the objective.