Lesson Plan by: Kelly Harp
Lesson: Children Using Antonyms to Write Short Stories
Length: 60 minutes
Intended Grade(s): 2nd
Reference: My own knowledge and http://eduref.org/Virutal/Lessons/Language_Arts/Writing/WCP0007.html

Academic Standards:

Standard 5: Writing: Applications
[LA 2.5.2]
Write a brief description of a familiar object, person, place, or event that: develops a main idea and uses details to support the main idea.
[1-2] Writes brief descriptions of real objects, people, places, or events.

Standard 1: Reading: Word Recognition, Fluency, and Vocabulary Development
[LA 2.1.7]
Understand and explain common synonyms (words with some meanings) and antonyms (words with opposite meanings).

Performance Objectives:

1. Given a sheet of paper, the student will write at least three descriptive sentences about a real objects, people, places, or events.

2. Given a list of 20 words, the student will match at least 8 out of the ten antonyms pairs correctly.

Assessment:

1. Students should be assessed during the brainstorming session. Make sure all students are giving examples of antonyms. On a list of the students names, check who shares a correct example of antonyms.

2. During the writing period, walk around and check for understanding. The writing will be assessed based on whether the student wrote at least 3 sentences relating to descriptions of real objects, people, places, or events.

3. A ten question quiz in the style of matching will be administered to further check for understanding.

Advanced Preparation by Teacher:

1. Review lesson.
2. Have the book Quick as a Cricket by Aubrey wood.
3. Room to write on a dry erase board or chalk and blackboard.
4. Make the quiz.

**Introduction/Motivation:**
Tell the students ahead of time that they will be having an opposite day of dress on the day of this lesson. Tell them to be creative. For example, have them think about what the way they normally do their hair and try to do the opposite. Explain to them that instead of walking in a forward direction the entire day there will be some time they will have a chance to walk backward instead.

At the beginning of the lesson, talk about all the opposite things they did. Ask what is normal and abnormal? Use this as an example of all the things that are opposites, which is also known as antonyms.

**Step-by-Step Plan:**

1. Discuss the word antonym with the class and explain what it means. An antonym is described as a word opposite in meaning to another. Show and even demonstrate examples of antonyms, such as: hot and cold, and fast and slow. Write a few examples on the board. Have the students all call out some examples. This way you’ll know if they understand the concept. (10 min.)

2. Read the book *Quick as a Cricket* by Audrey Wood. (7 min.)

3. During the reading have the students guess which antonyms will be used to describe the boy in the book. Ask, “What antonyms are used to describe the boy.” (Bloom’s: Knowledge)

4. Once book is finished ask some questions to check for understanding. (5 min.) “How would you compare the boy to the animals?” “Tell what the story was about.” (Bloom’s: Comprehension) “What would you have done if you were the boy?” (Bloom’s: Evaluation)

5. Next, the teacher and students will do some brainstorming together. On the board the teacher will write down names of different animals and the students will come up with descriptive words for these animals. They will continue to write down the opposites of the descriptive words. (3 min.)

6. When a fairly long list is made, the teacher will tell the students what they will be doing next, which will consist of the students writing short stories/ a few sentences about themselves.

7. Before they begin the writing, do a quick review of the steps of writing. (5 min.) Make sure you have a subject (your name in the sentence), as well as a verb (something you are doing), and a description of that (how you are doing that.) Example: I run very fast. An example should be given on the board for students to model.
8. Task: “You will be writing a short story. In this case I ask that you write at least 3 sentences describing yourself. Next, you need to draw a picture with opposite characteristics that you described in your writing. For example, if you wrote that you are tall then draw yourself as being small.” (Writing: Gardener: linguistic intelligence)

9. Work on task. (15 min.) (Describing themselves: Gardner: intrapersonal intelligence)

10. Let the students share their work with each other in the author’s chair. (Gardener: linguistic intelligence) (10 min.)

11. When they have all shared. Have them return to their seats and take the quiz. (5min.)

Closure:

After the quiz, go over the answers and restate what antonyms are. Encourage them to look for examples of antonyms around their home, so they can share them the next day.

Adaptations/Enrichment:

For students who have a fine motor impairment that would impede their writing, have them draw a picture with antonyms present in the drawing. Or they could find clip art on the computer to display some examples. For those with a learning disability in writing, have them write 2 sentences instead of at least 3. Encourage the gifted students or those who finish early to read an excerpt and then highlight the antonyms they see in the reading.

Self-Reflection:

Reflect on how smoothly the lesson went. Answer some questions for your personal reference. Is there anything you could have cut out or something you should have said to help clarify? How many of the students meet the objectives? Was the assessment too easy, too hard, or just right? Also note if students understand concept sooner than anticipated. The next time you might be able to begin the explanation antonyms.