# Bachelor of Education (Elementary)

# Mini-Lesson Plan

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| **Lesson Title:** | Synonyms & Antonyms | **Lesson#** | 3 | **Date:** | **November.17.2021** |
| Name: | Barkha Dhanju | Subject: | Language Arts | Grade(s): | 4/5 |

Rationale:

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| **Students will learn about synonym and antonyms by watching and engaging in various videos and summarizing them as a class. They will then show their understanding by working individually on a worksheet by colouring the synonym and antonym strawberry the proper colour. This lesson is important because synonyms and antonyms enhances students existing vocabulary and enhances students writing. It also allows students to express themselves better orally and in their writing.** |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| Focusing on intent and purpose: Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.  This lesson will allow students to work on their communication skills as synonyms and antonyms will expand their vocabulary and help students be more specific with their communication. | Reflecting and assessing:  Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.  Using a video as a tool to each synonym and antonyms and then asking them what they learned from the video will help them think critically and question  what the video was about and to grasp the main important points of the video. |  |

Big Ideas (Understand)

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| Using language in creative and playful ways helps us understand how language works. |

Learning Standards \*Cut and paste standards from the curriculum documents\*

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies-CC9,CC15, CC17 | Learning Standards – Content-C1 |
| * Recognize how literary elements, techniques, and devices enhance meaning in [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core) - * Use language in [creative and playful ways](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core) to develop style * Develop and apply expanding [word knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core) | Story/text   * [forms](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;), [functions](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;), and [genres](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;) of [text](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;) * [text features](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;) * [literary elements](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;) * [literary devices](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core#;) * Evidence   Specifically literary devices: sensory details and figurative language (synonym and antonym) |
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Instructional Objectives & Assessment:

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| Instructional Objectives (Students will be able to…) | Assessment |
| * Recognize and explain what a synonym and antonym are and the differences. * Listen and watch the videos and grasp the main concept of both videos * Give examples of synonyms and antonyms * Work independently * Explain why synonyms and antonyms are important * Students will be able to say the colours red and green in Secwepemctsin | WHAT (you are assessing)   * Are students active listening * Are students able to explain what a synonym and antonym are * Are students able to give examples of both * Are students able to work independently * Are students able to explain why synonyms and antonyms are important * If students are able to say and remember the colours red and green in Secwepemctsin   HOW (you are assessing it)   * During the video are eyes up front and are they paying attention * After the video, asking students to summarize the main points on the video and the definition of synonym and antonyms * Ask students to write on the board an example of both synonym and antonym or raise their hand and give an example * Students work independently on their worksheet about synonym and antonym * Worksheet is one correctly by colouring the synonym strawberry and antonym strawberry the correct colours * Addings red and green in Secwepemctsin to our word wall to refer back to throughout the year |

Prerequisite Concepts and Skills:

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| * **Basic Vocabulary skills** * **Basic Spelling skills** * **Basic Reading skills** * **Some understanding of literary devices** * **Active listening** |

Indigenous Connections/ First Peoples Principles of Learning:

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| Learning is embedded in memory, history, and story. Working with synonym and antonyms the students will be able to create their own stories and understand the meaning of stories better as it expands their vocabulary. Learning involves patience and time. All learning requires patience. This Lesson will require patience and as some students will need more time to understand the concept of synonym and antonyms whereas other students will grasp the concept faster. Therefore, patience is also required. |

Universal Design for Learning (UDL):

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| In this lesson we will be using different techniques to learn synonyms and antonyms. We will start off with videos for visual and auditory learners. We will then summarize the video and write on the board and then we well work independently on a worksheet to complete our understanding on synonym and antonyms. |

Differentiate Instruction (DI):

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| Student who Is unable to work independently and is not able to read the words on the paper, during worktime I would work one on one with them and ask them if they think it is a synonym or antonym by reminding them what the words mean and then they can colour the strawberries themselves |

Materials and Resources

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| Access to projector and computer to watch video  Dry erase board and markers  Worksheet  Red and green pencil crayons |

Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):  As students have previously learnt synonyms, we will start with the synonym video. <https://www.youtube.com/watch?v=X4EhMDpeHyc&ab_channel=SmileandLearn-English>  We will watch until 3 minutes.  With a red marker I will write synonym on the board and ask the class to summarize the definition of synonyms from the video.  We will then watch the video about antonyms: <https://www.youtube.com/watch?v=Kq78ZHokUGw&ab_channel=SmileandLearn-English>  Until 3:15 mins.  With a green marker I will write antonyms on the board and ask the class to summarize the definition. | Students will watch the video on synonyms and listen to definitions and examples given.  Students will raise their hands if they want to share what they remember from the video about synonyms.  Students will watch the video on antonyms and listen to definitions and examples given.  Students will raise their hands if they would like to share what they remember from the video about antonyms. | 3 mins  2 mins  3:15 mins  2 mins |
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| Body:  After watching both videos and writing the definitions on the board I will share the worksheet with the class. I will go over the worksheet with the class and explain that the synonym strawberries will be coloured red and the antonym strawberry will be coloured green. If they can’t remember what synonyms or antonyms are, they can refer to our definition on the board and the colour marker we used on the board corresponds to the colour they colour the strawberry. They will work independently but if they need help, they can ask their buddy sitting next to them.  Before worksheet, we will add a new word to our word wall. Which is tsiqw which is red and kwalte7úy which is the colour green in Secwepemctsin. We will as a class say the two words and add the words to our word wall.  After the worksheet has been explained, I will ask the students if they have any questions. After answering the questions, I will go around and hand out the worksheet while they get 1 red and 1 green pencil crayon.  Once the students get started on the assignment, I will walk around the classroom to ensure every student understands the assignment and help anyone who needs it. | Students will listen to instructions and once instructions are given if they are unsure, they can raise their hands and ask a question.  Students will repeat the two words in Secwepemctsin | 14 mins |
| Closure:  Students will put their pencil crayons away and bring their attention back to the front of the class. If students were not able to complete the worksheet, that’s not an issue as they can work on it more during downtime. Before ending the lesson, I will ask students to give their own examples of a synonym first and then an antonym and write them on the board. After students have given their examples, I will ask the class if they remember from the video why it is important to learn synonym and antonyms. I will also write their answers on the board, and I will end the lesson stating that the reason why it’s important for us to learn and use synonym and antonyms is to be able to express ourselves in multiple ways, and to expand our vocabulary, this is important because it will help us express ourselves in our writing as well. | Those students who would like to share will raise their hands and give an example of either a synonym or an antonym. After, if they would like to share, they will raise their hands and give a reason why it is important to learn this lesson. | 6 mins |

Organizational Strategies:

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| **Hands on top- that means stop to get students to stop what they’re doing and look at the front**  **They will be seated at the desks**  **And I will hand out the worksheet myself due to time constraints** |

Proactive, Positive Classroom Learning Environment Strategies:

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| **Whenever a student raises their hand to share their answer, I will thank them for sharing.**  **I will go around the classroom and say how hard working they are all working. And individually give them positive feedback for their work** |

Extensions:

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| If students finish in time, I will ask them to make a list of 3 synonym and antonyms that they can come up with on their own and share to the class after the lesson. If students did not finish their worksheet, they can complete it during catch up time |

Reflections (if necessary, continue on separate sheet):

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| During the lesson the students were very engaged. The videos worked well as they were short and to the point. The examples in the video made it fun for students to learn. Especially visual learners. During the board work I should have waited a bit longer for answers before moving forward as there may have been last minute students who had ideas. I also should have first handed out the worksheet then explained it as during the activity I had some students ask me the meaning of certain words in the worksheet and we could have addressed that as a class. Also having a pencil sharpener handy as that took a bit of time to prepare the pencil crayons. |