

Teacher notes

Grammar Burst: Antonyms and Synonyms

The resources in this Grammar Burst Pack provide all you need to teach five 15-minute lessons on antonyms and synonyms.

The lessons are designed to be taught across a week. Alternatively, you may wish to teach the sessions in larger chunks, spread over a longer period of time or intersperse them with different Grammar Burst lessons.

The resources included in this pack are:

- ▶ **PowerPoint**
- ▶ **antonyms and synonyms challenge sheet**
- ▶ **word cards**
- ▶ **image sheets**
- ▶ **writing plan**
- ▶ **uplevelling writing worksheet**

Additional resources needed:

- ▶ **sugar paper for each group, or a selection of write-on-wipe-off boards.**
-

The 5 lessons are:

Understand

Display **PowerPoint slide 2**. An image is displayed accompanied by six sentences. **Question:** *How could this text be improved?* Establish that

the text overuses the same word. Ask the children how they could improve this. Share one possible idea by showing **PowerPoint slide 3. Question:** *What do the blue words have in common?* Establish that they are all synonyms.

Display **PowerPoint slide 4. Question:** *Can you think of any other synonyms for delicious?*

Display **PowerPoint slide 5. Question:** *Which of these sentences is the odd one out?* Display **PowerPoint slide 6. Question:** *What type of word is the red word?* Establish that it is an antonym of the blue words.

Divide the class into two groups, assigning one group the role of ‘antonyms’ and the other the role of ‘synonyms’. Each group should have a sheet of sugar paper or write-on-wipe-off boards for collecting ideas. Provide the class with a word and challenge each group to find as many antonyms or synonyms for it in the time provided. Award points to the group which has the longest list of antonyms or synonyms at the end of the allotted time. Repeat with six further words.

Suggested words:

weak

small

walk

want

excellent

laugh

old

quick

sad

tell

Display **PowerPoint slide 7**. **Question:** *Why do we use synonyms?*

Feedback and collect ideas.

Display **PowerPoint slide 8**.

Establish that good writing will not overuse the same words. Challenge children to identify words which have been used to avoid repetition.

Display **PowerPoint slide 9**.

Display **PowerPoint slide 10**. Provide the children with copies of the **antonyms and synonyms challenge sheet**.

- ▶ *Activity 1* - children should match each word to its synonym.
- ▶ *Activity 2* - children should match each word to its antonym.
- ▶ *Activity 3* - children are asked to find three synonyms and one antonym for each of the words listed.
- ▶ *Activity 4* - children are provided with an image. They are asked to write a piece of text of five lines or longer about it. They should include three different synonyms and one antonym for 'large'.

Display **PowerPoint slide 11**. Explain to children that at the end of these sessions they will have created a story about an encounter with a frost giant. **Question:** *What words do you think you will need synonyms for?*

.....

Use

Display **PowerPoint slide 13**.

Ask the children to change the bold words in each sentence for synonyms to make the sentences more interesting.

Display **PowerPoint slide 14**. Provide each group with copies of the **word cards**. Children should sort the cards into groups of words which are synonyms. Feedback and discuss.

Display **PowerPoint slide 15**. Challenge the children to order the words in one group, ranking them by size, strength or intensity.

After ordering the groups, give children the opportunity to move around the classroom and look at how others have ordered their words. They then have the opportunity to change the order of their words if they wish. Feedback and share ideas.

Challenge the children to create an antonym for each group.

Finally, ask the children to choose a group of synonyms, and write suitable sentences for each one.

NOTE: There are two versions of the cards.

The first version can be cut and shuffled, for table use.

The second version features larger cards, so that the words can be added to a working wall or classroom display.

Plan

Display **PowerPoint slide 17**. On the slide are three sentences. Ask the children to change the words in bold to antonyms, in order to alter the meaning of each sentence.

Display **PowerPoint slide 18**. Explain that they are going to write a story about an adventure in a land of ice where they encounter a frost giant.

Provide the children with copies of the **image sheets**. Ask the children to create banks of relevant words or phrases, writing them around each image. Explain that straining too hard to avoid reusing a word is just as bad as overusing it. Suggest that a word can appear in two or three separate word banks, but should not appear on every sheet.

Provide the children with the opportunity to move around the classroom, so they can look at other pupils' word banks and magpie ideas.

Feedback and collect ideas.

Display **PowerPoint slide 19**. Provide children with copies of the **Grammar Burst writing plan**. Give them time to complete it.

Write

Display **PowerPoint slide 21**. Ask the children to change one word in each sentence for an antonym in order to change its meaning.

Display **PowerPoint slide 22**.

Provide children with copies of yesterday's Grammar Burst Writing plan and their image cards.

Ask the children to use their plans to write a story about **PowerPoint slide 23**.

Edit

Display **PowerPoint slide 25**. Challenge the children to change the bold words in each sentence for more effective synonyms.

Establish that dull sentences can be improved in different ways. Display **PowerPoint slide 26**. Ask the children to improve each sentence without changing its meaning. Feedback and share methods used.

Provide children with copies of the **uplevelling sheet**. Display **PowerPoint slide 27**. Establish that the sentences are boring. Ask the children to improve them using a range of methods, including synonyms and antonyms.

Ask the children to use these methods to make corrections to their own work.