

**Vocabulary Instructional Routine: Synonyms**

Preparation/Materials: Word Cards (swift, fast, unhappy, sad, scared, afraid).

**2**

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”

**TEACHER EXPLAINS TASK**

We are going identify synonyms for words.

**TEACHER MODELS TASK***Display the word cards “scared” and “afraid”.***Listen.**

Synonyms are words that have almost the same meaning. For example, tiny is a synonym for small, huge is a synonym for large, “scared” is a synonym for “afraid”.

I was scared when I heard the loud thunder. Because scared and afraid are synonyms, I can say, I was afraid when I heard the loud thunder.

The boy was not scared to swim in the ocean. Because scared and afraid are synonyms, I can say the boy was not afraid to swim in the ocean.

In these sentences I am using the word “scared” to mean the same as “afraid”.

We can use synonyms for the words we know to increase and vary our vocabulary.

**TEACHER & STUDENTS PRACTICE TASK TOGETHER***Display the word cards “scared”, “afraid”, “swift”, and “fast”.***Remember, synonyms are words that have almost the same meaning.**“scared” means “afraid”:**What is a synonym for afraid?**

- scared

“swift” is a synonym for “fast”:**What is a synonym for fast?**

- swift

**Let’s use these words in sentences.***Emphasize the words fast and swift when reading the sentences.***The fast water carried the boat away.****Because fast and swift are synonyms, we can say**

- the swift water carried the boat away.

**The swift car won the race.****Because swift and fast are synonyms, we can say**

- the fast car won the race.

**The fast moving ride was scary.****Because fast and swift are synonyms, we can say**

- the swift moving ride was scary.

We used the synonym swift for the word fast, because it has almost the same meaning.

**STUDENTS PRACTICE TASK***Display the word cards “sad” and “unhappy”.***Your turn.****Remember, synonyms are words that have almost the same meaning.****The word “unhappy” is a synonym for “sad”:****What is a synonym for sad?**

unhappy

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK (continued)

Because unhappy and sad are synonyms, when I say,  
the sad child cried, you can say  
the unhappy child cried.

Because sad and unhappy are synonyms, when I say,  
she was unhappy to miss the birthday party, you can say  
she was sad to miss the birthday party.

Yes, sad and unhappy are synonyms because they have almost the same meaning.

## INDEPENDENT PRACTICE

*When students consistently use synonyms correctly, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students understand the concept of synonyms. Check that students are substituting the correct synonym for each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, use sentence strips.*

### Adaptations using this Instructional Routine:

- Use more sentences as examples.
- Have student(s) make a sentence using one word and then its synonym (e.g., safe-secure, above-over, happy-glad).
- Have student(s) think of a synonym for a familiar word.

For further independent practice, refer to the following FCRR Second and Third Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab\\_1.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf)

- V.002
- V.004 (after antonym routine)

# EMPOWERING TEACHERS

**swift**

**fast**

**unhappy**

**sad**

**scared**

**afraid**

## Vocabulary Instructional Routine: Antonyms

Preparation/Materials: Word cards (easy, hard, awake, asleep, mean, kind).

# 2

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### TEACHER EXPLAINS TASK

We are going to identify antonyms for words.

### TEACHER MODELS TASK

*Display Word Cards “easy” and “hard”.*

Listen.

**Antonyms are words that have almost the opposite meaning. For example,**

**hot is an antonym for cold,**

**big is an antonym for little,**

**“easy” is an antonym for “hard”.**

If you could spell a word on your own, it was easy.

If you could not spell a word on your own, it was hard.

In these sentences I used the word “hard” to mean the opposite of the word “easy”.

We can use antonyms to increase our understanding of words.

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

**Remember, antonyms are words that have almost the opposite meaning.**

*Display Word Cards “easy”, “hard”, “asleep”, and “awake”.*

**“easy” is an antonym for “hard”.**

**What is an antonym for hard?**

- easy

**“awake” is an antonym for “asleep”.**

**What is an antonym for asleep?**

- awake

Listen to these sentences.

If our eyes are closed, we may be asleep.

If our eyes are not closed, we may be awake.

Now let’s complete sentences using the antonym for asleep.

When we are not asleep, we are

- awake.

When we are not awake, we are

- asleep.

**What is an antonym for awake?**

- asleep

**What is an antonym for asleep?**

- awake

Listen to these sentences. If these sentences use antonyms let’s say “yes”; if these sentences do not use antonyms let’s say “no”:

The cat is asleep at night. The cat is awake at night.

- yes

The dog is asleep in his doghouse. The dog is awake in his doghouse.

- yes

The boy is asleep in his bed. The boy is cold in his bed.

- no

**“awake” is an antonym for “asleep” because “awake” and “asleep” have almost the opposite meaning. Cold is not an antonym for asleep.**

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK

**Your turn.**

**Remember, antonyms are words that have almost the opposite meaning.**

*Display Word Cards “easy”, “hard”, “awake”, “asleep”, “kind”, and “mean”.*

**What is an antonym for hard?**

easy

**What is an antonym for asleep?**

awake

**Here is a new antonym.**

**“kind” is an antonym for “mean”:**

**What is an antonym for mean?**

kind

**Listen to these sentences.**

**The dog was mean to me.**

**Repeat the sentence using the antonym for mean.**

The dog was kind to me.

**The girl was kind to her brother.**

**Repeat the sentence using the antonym for kind.**

The girl was mean to her brother.

**Now listen to these sentences.**

**If the sentences use antonyms say “yes”; if these sentences do not use antonyms say “no”:**

**He was mean to his friend. He was kind to his friend.**

yes

**The kind man held the door. The nice man held the door.**

no

**The kind horse ate the apple. The mean horse ate the apple.**

yes

**Yes, “kind” is an antonym for “mean” because “kind” and “mean” have almost the opposite meaning. Nice is not an antonym for kind; nice is a synonym for kind.**

**Now, let’s review the antonyms we learned.**

**If something is not easy, it’s**

hard

**If someone is not awake, he’s**

asleep

**If someone is not mean, she’s**

kind

**Yes, you identified antonyms. Antonyms are words that have opposite meanings.**

## INDEPENDENT PRACTICE

*When students consistently match antonyms correctly, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students understand the concept of antonyms. Check that students are responding with the correct antonym for each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist use familiar words and write the sentences on the board.*

### Adaptations using this Instructional Routine:

- Shorten the number of word cards used in the routine.
- Have students generate additional antonyms for the words in the routine.
- Have students match antonyms from a word list.

**For further independent practice, refer to the following FCRR Second and Third Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab\\_1.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf)**

- V.003
- V.004

# EMPOWERING TEACHERS

**easy**

**hard**

**awake**

**asleep**

**mean**

**kind**

## Vocabulary Instructional Routine: Homophones

Preparation/Materials: Word cards (right, write, blew, blue, two, too, rode, road, ate, eight).

# 2

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### TEACHER EXPLAINS TASK

We are going to identify homophones.

### TEACHER MODELS TASK

Listen.

Homophones are words that sound the same but are spelled differently and have different meanings.

*Display each word card as you say it (write, right, blue, blew, too, two).*

For example, “**write**” (w-r-i-t-e), meaning to make marks on a paper, is a homophone for “**right**” (r-i-g-h-t) meaning correct or a direction you can turn.

“**blue**” (b-l-u-e), meaning the name of a color, is a homophone for “**blew**” (b-l-e-w) meaning to be carried away by the wind.

These word pairs sound the same but are spelled differently and have different meanings. We use the meaning in a sentence to determine which word is needed and that tells us how we should spell it.

A homophone for the word “**too**” (t-o-o) is the word “**two**” (t-w-o).

If I say I have two sisters, I spell it **t-w-o** because this word means how many.

If I say my friends have sisters too, I spell it **t-o-o** because this word means also.

We learn to identify homophones so we know how to spell the words we use in our writing.

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Remember, homophones are words that sound the same but are spelled differently and have different meanings.

*Display and point to each word card as you say it (too, two, road, rode).*

The word “**too**” is the homophone for “**two**”.

What is the homophone for “**too**”, spelled t-o-o?

- two

Let’s spell it.

- t-w-o

Here is a new homophone.

The word “**road**” (r-o-a-d), meaning a street, is the homophone for “**rode**” (r-o-d-e) meaning a person was riding.

What is the homophone for “**rode**”, spelled r-o-d-e?

- road

Let’s spell it.

- r-o-a-d

Listen to these sentences.

If we say the girl “**rode**” her bike to school, we spell it “**r-o-d-e**”.

In the sentence, the girl rode her bike to school, how do we spell rode?

- r-o-d-e

If we say he drove his car on the “**road**”, we spell it “**r-o-a-d**”.

In the sentence, he drove his car on the road, how do we spell road?

- r-o-a-d

Yes, we spelled the homophones correctly.

### STUDENTS PRACTICE TASK

Remember, homophones are words that sound the same but are spelled differently and have different meanings.

*Display and point to each word card as you say it (too, two, road, rode, ate, eight).*

The word “**two**” is the homophone for “**too**”.

What is the homophone for too, spelled t-o-o?

two

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK (continued)

Spell it.

t-w-o

The word “road” is the homophone for “rode”:

What is the homophone for road, spelled r-o-a-d?

rode

Spell it.

r-o-d-e

Here is a new homophone.

The word “ate” (a-t-e), meaning to be finished eating, is the homophone for “eight” (e-i-g-h-t) meaning the number between seven and nine.

What is the homophone for eight, spelled e-i-g-h-t?

ate

Spell it.

a-t-e

If I say we ate breakfast before our soccer game, how do we spell ate?

a-t-e

If I say we started our soccer game at eight in the morning, how do we spell eight?

e-i-g-h-t

Yes, you spelled the homophones correctly. Homophones are words that sound the same but are spelled differently and have different meanings.

## INDEPENDENT PRACTICE

*When students consistently match homophones correctly, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

## SCAFFOLDING SUGGESTIONS FOR ERRORS

*Verify that students understand the concept of homophones. Check that students are spelling the correct homophone for each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, have students read the homophone, then each of the word cards, to find the word that sounds the same*

### Adaptations using this Instructional Routine:

- Shorten the number of homophones used in the routine.
- Have students make sentences using pairs of homophones (e.g., hare-hair).

For further independent practice, refer to the following FCRR Second and Third Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab\\_1.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf)

- V.006

# EMPOWERING TEACHERS

**right**

**write**

**blew**

**blue**

**two**

**too**

**rode**

**road**

**ate**

**eight**