

Vocabulary & Standard English: Session 1

Preparation	<p>Print: Family Mind Maps sheet, Super Synonyms strips, All of the Antonyms activity and SATs–Style Questions sheet.</p> <p>Trim: Super Synonyms strips and All of the Antonyms activity cards.</p> <p>Source: Pencils, strips of paper and thesaurus.</p>
Warm-Up	<p>Family Mind Maps</p> <p>Remind the children of the different word families they should have covered so far. These could include but are not limited to: play; sign; real; spec; act; struct; sort; press; gest; temp; inter; mit; gram. Encourage the child to think of examples of words which belong to each family discussed, for example 'react', 'counteract' and 'actor' would all be part of the 'act' word family.</p> <p>Provide the child with the Family Mind Maps sheet. Support the child with thinking of at least three examples of words which would belong to each of the four listed word families. You may wish to use some of the following answers:</p> <p>gram: programme, telegram, hologram, diagram, grammar, grammatical, monogram, programmer, program, parallelogram.</p> <p>mit: commit, committee, transmit, submit, commitment, emit, permit, intermittent, omit, unremitting.</p> <p>sign: signature, assign, design, designate, significant, resignation, resign, insignificant, assignment, signal.</p> <p>gest: suggest, digest, congestion, gesture, gestation, gesticulate.</p> <p>Can the child identify and recall words belonging to common word families?</p>
Input	<p>Super Synonyms</p> <p>Recap the concept of synonyms: words which have the same (or a very similar) meaning. Play a verbal game where you give the child a simple word and they must give you a word which means the same thing. You may wish to use the words: shut; wrong; hard; look; find.</p> <p>Explain that, sometimes, synonyms can be used to give a really clear meaning when describing an item. For example, you might think that something is better than 'good' but not quite 'spectacular' so you might choose the adjective 'excellent'. Explain that this is called 'shades of meaning'.</p> <p>Using the Super Synonyms strips and strips of paper, create paper chains of words which have the same (or a very similar) meaning. These can be from the child's own knowledge or using a thesaurus. Base words have been provided for you. You may wish to add:</p>

	<p>good: great, excellent, terrific, fantastic, wonderful.</p> <p>bad: awful, terrible, inferior, atrocious, disgraceful.</p> <p>pretty: fetching, appealing, beautiful, gorgeous, ravishing.</p> <p>big: huge, large, sizeable, enormous, massive.</p> <p>happy: cheerful, merry, jolly, gleeful, elated.</p> <p>smart: clever, intelligent, bright, brainy, genius.</p> <p>hot: sizzling; blistering; boiling; scorching; roasting.</p> <p>sad: sorrowful, depressed, downcast, miserable, blue.</p> <p>Is the child able to generate synonyms for common adjectives?</p>
<p>Apply</p>	<p>All of the Antonyms</p> <p>Recap with the child that an antonym is a word which is opposite in meaning to another, for example 'bad' and 'good'. Play a verbal game where the child must give you a word that is opposite in meaning to the word you have said. You may wish to use the same words as the previous activity: shut; wrong; hard.</p> <p>Provide the child with the All of the Antonyms activity. Explain that they must edit and improve the sentence using antonyms to give the sentence the opposite meaning but the actions in the sentence must remain the same. For example, 'The old woman wearily carried the heavy basket' could become, 'The young woman energetically carried the light basket'.</p> <p>Support the child with replacing the adjectives in each sentence with antonyms. You may also wish to encourage the child to replace verbs such as 'scoffed' with antonyms such as 'nibbled'.</p> <p>Is the child able to provide antonyms for given words?</p>
<p>Assess & Review</p>	<p>SATs-Style Questions</p> <p>Provide the child with the SATs-Style Questions sheet. Explain that these are the types of questions about synonyms and antonyms that you would expect to see on a SATs paper. Ask the child to complete the questions, encouraging them to pay particular attention to how the question should be answered, e.g. tick the box, circle the word, underline the answer. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently answer SATs-style questions on synonyms and antonyms?</p>