Vocabulary: Other ideas for Semantic/Word Relations

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| **Categories**  | Fruit —> Banana, Apple, WatermelonEmotions —> Sadness Joy AngerAnger —> furiousness angst |

* Brainstorm members of categories (*who can think of types of vehicles?*)
* Categorise vocabulary as they are learnt (*run skip glide prance are all ways of moving*)
* Visualise how words belong to categories and how they can branch off into subcategories. For example:



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| **Antonyms**  | fast/slowbig/smallright/wrongsleep/wakewife/husbandparent/child |

* Teach antonyms in pairs, to provide a reciprocal understanding of a concept
* Encourage students to guess what the antonym of words are (e.g. go/come, do/undo, quietly/loudly)
* When adding words to personal dictionaries, encourage students to make note of any antonyms

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| **Synonyms**  | fair/just/objective/ impartial/unbiasedleap/spring/bound/hop/ bouncedebate/discuss/confer about/talk over/talk through/thrash out/argue/dispute/contend over/contest/controvert/mootpeer/colleague/friend&peer/peek/look |

* Brainstorm synonyms to explore how words are related to others
* Replace repeated or overused words in writing. Ask students to identify overused words, and replace them with more interesting synonyms
* Play word games like Taboo, or "synonym charades", where students need to use synonyms to rewrite movie or book titles

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| **Connotations**  | young vs. childlikecustomer vs. consumerlovely vs. knockoutgrab vs. snatcheconomical vs. cheappassionate vs. volatiledirect vs. command |

* When analysing the meanings of synonyms, explicitly discuss the connotations of differing words (*what does the word*mandatory *give a sense of, that'd different to*necessary).
* When adding words to personal dictionaries, encourage students to note down the connotations in brackets as a memory cue

e.g. scrawny (negative connotation) = thin
Slim (postive connotation) = thin
statesman (positive connotation) = politician

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| **Homophones**  | * suite vs. sweet
* throne vs. thrown
* serial  vs. cereal
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* Draw students' attention to homophones as they appear during reading and writing sessions.
* Encourage students to keep an ongoing list of homophones in their personal dictionary. When reviewing spelling words, if a particular word has a homophone, tell your student about it and asked them to add it to their homophone list.
* Model examples of word play, by using pairs of homophones in a sentences.
e.g. *The National Bank was beside the river bank.*

*The mail was delivered by a male*

* Highlight pairs of homophones, such as meet/meat, and ask identifying questions like *“Which is the meat that you eat?”*

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| **Homographs**  | tear (drop) vs. tear (the paper)  |

* Point out homographs as they appear during reading and writing sessions.
* Model the correct pronunciation of homographs using exemplar sentences:
* e.g. *I object your honour!*(verb)*vs.*
* *This is a round object*(noun)
* *I looked for all the minute detail*(adjective) *vs.*
*I checked my watch every minute*(noun)
* Encourage students to keep an ongoing list of homographs in their personal dictionary.

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| **Homonyms**  | bear (animal) vs. bear (withstand)  bank (of river) vs. bank (of finance)  |

Highlight homonyms as they appear during reading and writing sessions, encourage students to add them to their personal dictionary

Homonym Charades: On slips of paper, write the homonyms that have been targeted in class (e.g. bark, ring, bat, letter). Put the words in a box or hat and have a student volunteer pick one and act it out.

Ambiguous Sentences: Find sentences that have an ambigous meaning because of a homonym, and discuss the possible meanings.

e.g. *We saw her duck.*

1. We looked at a duck that belonged to her
2. We looked at her quickly squat down to avoid something.

e.g.*I need to find my match*

1. I need a match to light a candle/fire
2. I need to find someone to be my partner