

the BREAKDOWN

AUGUST

Book	Comp Focus	Standards	Grammar Focus	Standards
PICTURE DAY PERFECTION	Summarizing	CC: RL.3.1 TEKS: 3.2B, 3.8A	Intro to Nouns and Verbs	CC: L.3.1A TEKS: 3.22Ai, Aii
PINDULI	Describing Characters, Character Traits & Emotions	CC: RL.3.3 TEKS: 3.8B	Intro to Adjectives	CC: L.3.1A TEKS: 3.22Aiii
CROW BOY	Describing Characters, Character Feelings	CC: RL.3.3 TEKS: 3.8B	Synonyms	CC: L.3.4A TEKS: 3.4C
SPAGHETTI IN A HOT DOG BUN	Making Connections	CC: RL.3.1 TEKS: 3.2C	Antonyms	CC: L.3.4A TEKS: 3.4C

nonfiction readers in each unit hit on nonfiction standards as well

What IS ROOTED IN READING?

Rooted in Reading is a set of lessons and activities that are centered around a read aloud story each week. The books are purchased separately. The teacher reads the story to the class. There are comprehension questions, activities, and assessments to match the story. So that students are also reading independently, we include nonfiction readers that can be printed for students to read on their own. We also include reading passages with questions so that the skills taught throughout the week can be practiced independently. It doesn't stop there though! We also include vocabulary activities, art, and grammar. This can be used as a stand alone curriculum or as supplemental. We do suggest always checking your state and district sequence and guidelines!

LESSON PLANS

WEEKLY LESSON PLANS INCLUDE INFORMATION ABOUT READING, VOCAB, AND GRAMMAR ACTIVITIES AND LESSONS

Crow boy

	READING & COMP	VOCAB	GRAMMAR
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M	<p>Show students <i>Crow Boy</i>. Tell them that this will be the main read aloud this week. Use the questioning cards before reading the book. Read the story all the way through letting the students enjoy the flow of the book.</p> <p>Show students the Describing Character poster.</p> <p>Put mini Describing Character posters in notebooks. Then students describe Chibi using the flip-flap within their notebooks.</p>	<p>Use the vocabulary words and definition cards to discuss words. Students can use their vocabulary sheet to follow along. Throughout the week, use the posters to discuss the words. There are activities that you can do together with the words.</p> <p>Visible Vocabulary: Display the table with base multi-word letter's worth. Students can use the vocabulary cards or their vocabulary sheet.</p> <p>Students choose a word, roll up the sides, and record a synonym for each word they complete the activity with.</p>
T	<p>Have students complete Tuesday's "Thinking about Writing" in their journals. This would be a nice warmup for the lesson.</p> <p>Use the Tuesday question cards as you reread the story to the students. Look at the digital anchor chart for character feelings. Have students glue a mini-version in their notebooks. As a class complete the Beg, Middle, and End anchor chart for Chibi's feelings.</p> <p>Complete the nonfiction passage "Kabuki Theater."</p>	<p>Continue discussing the vocabulary words and definitions using the cards and activity posters.</p> <p>Make a Match: Students match the word to the correct definition.</p>
W	<p>Have students complete Wednesday's "Thinking about Writing" in their journals.</p> <p>Discuss the question cards for Wednesday and review character feelings and how they change throughout the book. Have students complete the flag craft and write about Chibi's feelings throughout the book.</p>	<p>Pass out the synonym cards to the students. Students will each have a card in their hands. Students are trying to get into 5 groups of synonyms without talking. They should read each other's cards and use facial expressions/hand motions to find their matching set of four synonyms.</p> <p>Word Alert: Use the flip-flaps to write the words in a sentence and to draw a picture.</p>

Crow boy

	READING & COMP	VOCAB	GRAMMAR
T	<p>Have students complete Thursday's "Thinking about Writing" in their journals. This would be a nice warmup for the lesson.</p> <p>Read the informational book about Japan. Print the mini books for students. After reading as a class, have the students staple their booklets together. They should read for a second time and answer the questions on the back.</p> <p>Have students complete Samurai Direct Drawing and write about their learning.</p>	<p>Students will each need a traditional Japanese house sheet. Students will each need a set of three roofs. Students will attach these roofs as flaps so they only need glue at the top.</p> <p>Students can write a word on the outside of the flap and a definition or sentence underneath. Students could also write a clue or definition on the outside so that another student can guess their word. Lift up the flap to reveal the word.</p>	<p>Synonym BINGO: Display one of the word pages on the board. Cut apart the other word cards. It doesn't matter which one you display and which one you cut apart. Students will write the first set of words on their BINGO sheet. They should create a new order for their words so that everyone has their words in different spots. (don't just copy them exactly otherwise everyone will get BINGO at the same time). Students arrange their words.</p> <p>Call out a word from the word cards you cut apart. Students find the synonym for that word and cover up. Continue doing this until someone has a BINGO.</p>
F	<p>Give students time to complete any writing from the Samurai craft or <i>Crow Boy</i> if they need it.</p> <p>Complete the fiction passage "Curtain Call."</p> <p>Students should complete the Comprehension Check.</p>	<p>Review the vocabulary words and definitions. Students complete Word Wisdom as an assessment for the week.</p> <p>Students match the word to a sentence. Students use two words to create new sentences.</p>	<p>Warm up with a game of memory. Students play with a partner. Cut out the cards. Put the cards into rows. Students are trying to make a synonym match. Students turn them upside down. Flip over one of each, if it is a match, students keep the cards.</p> <p>Students will read the sentences from the book. Students will pay close attention to the underlined word. Students look at the three word choices. Students select the synonym for the underlined word.</p>

QUESTIONING

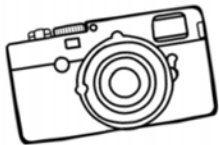
EACH WEEK THERE ARE QUESTIONING CARDS TO GUIDE DISCUSSIONS IN THE CLASSROOM.



STUDENT ?S

EACH WEEK THERE ARE 4 COMPREHENSION PROMPTS THAT ALLOW STUDENTS TO RESPOND TO THE TEXT IN THEIR SPIRALS.

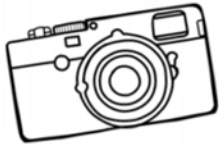
THINKING ABOUT READING



The boy feels his picture is RUINED. His mother feels it is PERFECT. These words are **antonyms** or opposites. Can you write and draw three more pairs of **antonyms**?

T

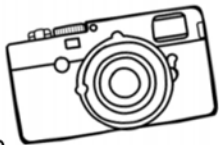
THINKING ABOUT READING



Why do we have picture day? Why do we have pictures on our phones, in picture albums, and all over our walls. Write your answer in complete sentences.

W

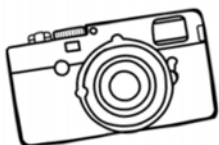
THINKING ABOUT READING



In order to
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someo

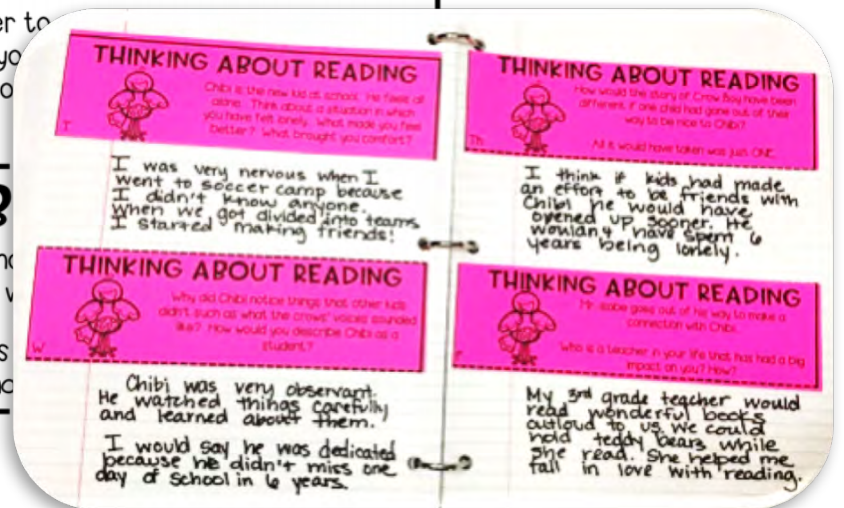
Th

THINKING ABOUT READING



"I have no
v
Thomas
Who

F



DIGITAL POSTERS

DIGITAL POSTERS CAN BE DISPLAYED IN THE CLASSROOM OR THROUGH A PROJECTOR TO ENHANCE COMPREHENSION LESSONS

SUMMARIZE

EXAMPLE

Some SWant

describing
CHARACTER

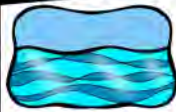
They wanted to CATCH
\$, but they kept
WAY. So He CHASED

making
Connections

WHY DO

- It helps readers make predictions about their heads
- Readers understand the text better
- Readers understand the characters going through

MEANINGFUL Connections



DEEP

Help me understand the text.

Ex. "I felt the way Lucy did when Ralph bullied her."



SHALLOW

Doesn't involve much thinking.

Ex. "My hair is curly like Lucy's hair!"



CHARACTER Feelings



EXAMPLES:

- | | | |
|---------------|-------------|----------------|
| ○ lonely | ○ desperate | ○ anxious |
| ○ jealous | ○ regretful | ○ nervous |
| ○ angry | ○ Proud | ○ elated |
| ○ upset | ○ hopeful | ○ giddy |
| ○ embarrassed | ○ safe | ○ shocked |
| ○ surprised | ○ uneasy | ○ thrilled |
| ○ terrified | ○ relieved | ○ abandoned |
| ○ amused | ○ confused | ○ disappointed |

What can cause feelings to change?

- OTHER CHARACTERS' ACTIONS
- OTHER CHARACTERS' WORDS
- TIME
- NEW SITUATIONS



COMPREHENSION

INTERACTIVE NOTEBOOK ENTRIES ARE INCLUDED TO ALLOW STUDENTS TO PRACTICE THE COMPREHENSION SKILLS EACH WEEK

Describing CHARACTERS

Name: _____

Word bank: mad loyal st



TRAITS	emc

IMPORTANT SUMMARY DETAILS

NOT IMPORTANT SUMMARY DETAILS

Directions: Cut out the Flap-ups. Cut in between each flap. Put glue under 'African Animals' Adaptations.' Write one adaptation for each animal.

describing characters: Pinduli

physical	personality
ITS	TRAITS
	

AFRICAN ANIMALS' ADAPTATIONS

adaptations!

- hyenas
- lions
- zebras
- Wildebeest
- giraffes
- leopards
- elephants



CHIBI

What is the character like?

How does he act?

MAKING CONNECTIONS

DEEP **SHALLOW**

he

What does he say?

How do other characters respond to him?

describing CHIBI

What is the character like?

How does he act?

What does he say?

How do other characters respond to him?

Passages

THERE ARE 8 PASSAGES TOTAL: 1 FICTION AND 1 NONFICTION PASSAGE TO GO ALONG WITH EACH STORY. STUDENTS USE EVIDENCE FROM THE TEXT TO ANSWER QUESTIONS.

Name: _____ {Fiction Passage}

Sticky Situation

Directions: Read the passage and answer the questions.

Saturday mornings in the King household always consisted of a pancake and bacon breakfast. Jessie and Tom looked forward to it every week! The siblings would race down the hallway from their bedrooms, knowing if they didn't get there first that the best selection may be gone. This particular morning they woke up to the sound of coughing instead of bacon sizzling! The duo walked into their mom and dad's room to see Mom still in bed with the covers pulled up close to her face. What in the world? The never happens! Jessie and Tom wandered into the kitchen and saw Dad hunched over the open refrigerator scratching his head. "Uh, hey kids! Dad shipped. Jessie wasn't convinced. "Dad? We can help make breakfast. We have watched Mom do it a hundred times." Dad heaved a huge sigh of relief. "Thank goodness you guys are here to rescue me. I wasn't

Name: _____

Name: _____ {Fiction Passage}

VACATION of A Lifetime

Directions: Read the passage and answer the questions.

Sandy couldn't believe her ears when her dad told the family that they would be traveling to South Africa over the summer for his job.

"You are joking!" Sandy squealed up and down. After what felt like family loaded up the minivan with the airport. Parking the van, hauling in line at security were exhausting down at the gate in anticipation of

"Uh oh," said Sandy's dad as the mega-sized televisions that displayed big bold letters next to the destination: **FLIGHT CANCELLED**. Sandy slumped her head in her hands. Sandy whispered calmly, "Sandy, sweet available flight. Don't you worry, but we are still going on the trip. A patience was not one of her strong traits. Her best to keep a good attitude.

1. What kind of emotions is Sandy experiencing?
2. What is one possible reason for the flight cancellation?
3. Why is waiting for a flight hard for Sandy? How does she deal with it?

Write and draw

Name: _____ {Nonfiction Passage}

SCHOOL BUSES

Directions: Read the passage and answer the questions.

School buses can be traced all the way back to 1886 in the United States. They were actually horse drawn carriages called "School Macks." In the 1900s the carriages lost popularity but really much everything else stayed the same. Today, school buses are hardly any different from the original ones.

TEACHER

Directions: Read the passage and answer the questions.

Most of our teachers are women. It is a tradition in Japanese schools that the teachers are called "Sensei," and "Sensei" in Japanese means "teacher," and it is used to address men as well as women. In the United States, men are allowed to be teachers, but they are not called "Sensei."

(scan the QR code to watch a short video about school buses)



Name: _____ {Fiction Passage}

CAN I SIT WITH YOU?

Directions: Read the passage and answer the questions.

Suki was really nervous about riding the bus for the first time. She had never been on a school bus in her entire life, but she informed her mom that it was time. Up until this point she had always been a car rider and her stepdad dropped her off on the way to work. She was going into second grade and wanted to show a little independence. So on the first day of school she zipped up her backpack, hid her shoes, and grabbed her lunch box as she headed out the door to the bus stop.

Right away Suki spotted an empty seat about five rows back. She kept her eyes focused on her shoes as she shuffled toward the vacant seat. She sat down softly and placed her backpack in her lap. She and mom had already talked about it. The ride to school took about ten or so minutes when all the stops were made in. Suki got brave enough to glance around the bus. She saw lots of smiling kids. Some were not smiling, but she was pretty sure they were still adjusting to being out of bed at the early hour. As the bus jerked to a stop, Suki looked up at the door. "Eek!" she squealed quietly. The next thing she did was lock eyes with her first grade best friend, Lila!

1. What does "show a little independence" mean?
2. What do you think the word vacant means?
3. Pick a point from the passage and discuss how Suki felt. How do you know this?

Name: _____ {Fiction Passage}

CURTAIN CALL!

Directions: Read the passage and answer the questions.

Joseph had been excited about trying out for the school play ever since he saw the flyers hanging out in the hallway. He just knew that he was the perfect fit for the role of Simba in the production of *The Lion King*. Joseph and his best friend Danny had spent most of the weekend practicing lines and talking about the play.

During the tryouts, Joseph watched the other kids' troupes, but he must keep thinking about what it would be like to be in the middle of the stage and having one of the most important roles! He just knew he would get the part! Towards the end of the afternoon the director called all the kids together to announce who would have each part. Joseph's name was called for the role of Scar, Joseph couldn't help but be a little disappointed. The role was not the stage time or lines that Simba's role had. On the way home, Joseph began reading over the script to Scar. He realized that even though he had less lines, it would have a big impact on the play. He would have a lot to do. A smile began to creep across his face as he thought about the bright lights and curtain call!

Joseph felt when he didn't get the part of Simba.

Name: _____ {Nonfiction Passage}

AFRICAN SAVANNA

Directions: Read the passage and answer the questions.

Savannas are areas of land that are mostly made up of grass with occasional trees located in Africa, Australia, South America, and India. Savannas are often times the result of climate change or soil conditions. Often times savannas are created by animals and humans. Droughts can knock down trees and trample any baby trees attempting to grow. Humans contribute by over farming lands or setting fires.

The temperature in a savanna stays about 68 to 88 degrees Fahrenheit. There are two distinct seasons: a wet season and a dry season. The wet season lasts about 6-8 months and results in up to 30 inches of rain a year. The dry season is about 4-6 months long. Often times bush fires start when lightning strikes the dry ground and ignites the dry grasses.

These fires are actually a good thing for the savanna. The fires clear out dead grass and allow new grass to take root and begin to grow. Most of the plants and trees have adapted to be able to survive like fires with deep root systems or tough bark.



Write and draw any new facts you learned about the savannas.

COMPREHENSION ASSESSMENT

THERE IS AN ASSESSMENT TO GO ALONG WITH EACH READ-ALoud STORY.


Name: _____  {Picture Day Perfection}

COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- The boy's plans included:
 - smiling sweetly for his school picture
 - ruining his picture by sticking out his tongue
 - skipping his picture altogether
 - Throwing a paper airplane at the photographer
- Why would the gray shirt be a bad idea for picture day?
 - It was wrinkled.
 - It was stained.
 - It was smelly.
 - All of the above
- How did the boy get in trouble on the school bus?
 - He left trash in his seat.
 - He called another boy a bad name.
 - He shot spitballs at the bus driver.
 - He stuck gum under his seat.
- Why didn't the boy like the color his mom chose?
 - It was too cheery for his taste.
 - His shirt blended into the background.
 - The color reminded him of rainy days and rain.
 - His friend Bobby got the same color, and he was embarrassed.
- Why was paint a bad idea for picture day?
 - It was very messy and he got paint everywhere.
 - He didn't have enough time to work on his picture.
 - The paint didn't have enough time to dry before the picture was taken.
 - His art teacher was also the photographer.
- What happens when he hears the other kids say "Cheese?"
 - he laughs
 - he cries
 - he turns pea-green
 - he yells for them to stop
- Why did the boy end up smiling?
 - He thought about how much he loves his mom.
 - He realized all the bad stuff helped him out in the end.
 - He saw his best friend Marie behind the photographer.
 - He remembered catching the winning touchdown.
- The boy is already making plans to try and ruin next year's picture.
 - True
 - False
- Why does his mom love his picture even with the paint and messed up hair? Explain.

- Write a summary for *Picture Day Perfection*.

 {Picture Day Perfection}

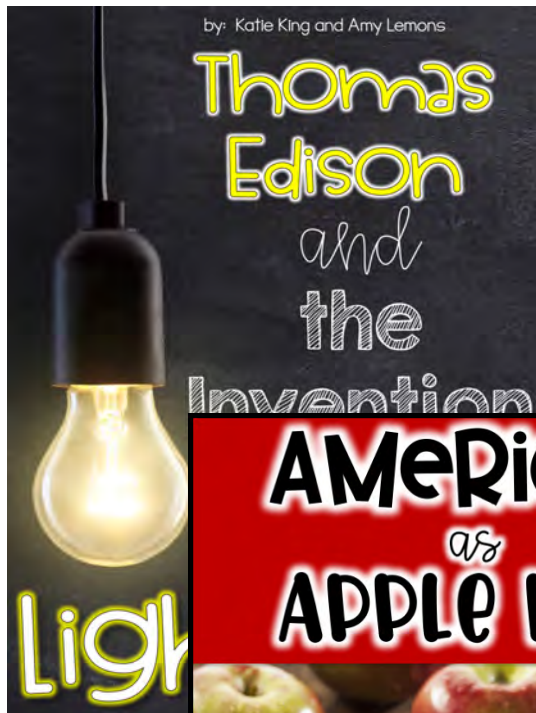
ANCHOR CHARTS

ANCHOR CHART PIECES ARE INCLUDED TO MATCH THE COMPREHENSION SKILLS AND LESSONS FOR EACH WEEK



NONFICTION READERS

NONFICTION READERS ARE INCLUDED EACH WEEK THAT TIE INTO THE STORY. WE ALSO INCLUDED A PRINTER FRIENDLY VERSION FOR STUDENTS TO USE.



**American Animals
and Their
Adaptations**



**AMERICAN
as
APPLE PIE?**

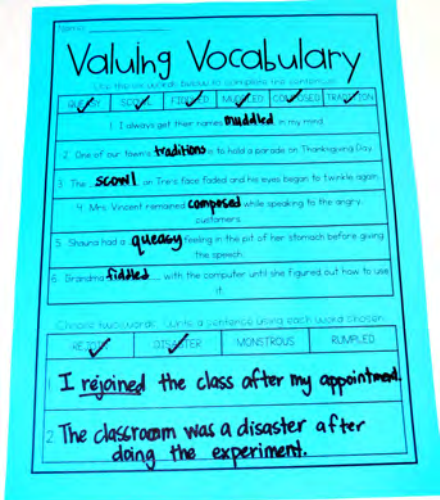


VOCABULARY

VOCABULARY WORDS ARE CHOSEN FROM THE TEXT TO DEEPER THE STUDENTS' UNDERSTANDING. EACH WEEK WE INCLUDE VOCABULARY WORDS WITH DEFINITIONS.

queasy	sick to your	PICTURE DAY PERFECTION VOCABULARY																								
scowl	unearth																									
fiddled	rejoin																									
muddles	honored	<table border="1"> <tr> <td>QUEASY</td> <td>sick to your stomach</td> </tr> <tr> <td>SCOWL</td> <td>to look at someone or something in a way that shows anger or disapproval</td> </tr> <tr> <td>FIDDLED</td> <td>touch or fidget with something</td> </tr> <tr> <td>MUDDLES</td> <td>confusion, a disordered mess</td> </tr> <tr> <td>COMPOSED</td> <td>calm and in control of your emotions</td> </tr> <tr> <td>TRADITION</td> <td>the stories, beliefs, etc., that have been part of the culture or group of people for a long time</td> </tr> </table>	QUEASY	sick to your stomach	SCOWL	to look at someone or something in a way that shows anger or disapproval	FIDDLED	touch or fidget with something	MUDDLES	confusion, a disordered mess	COMPOSED	calm and in control of your emotions	TRADITION	the stories, beliefs, etc., that have been part of the culture or group of people for a long time												
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VOCALB ACTIVITIES

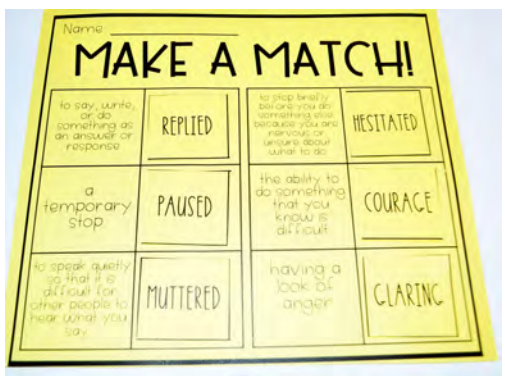
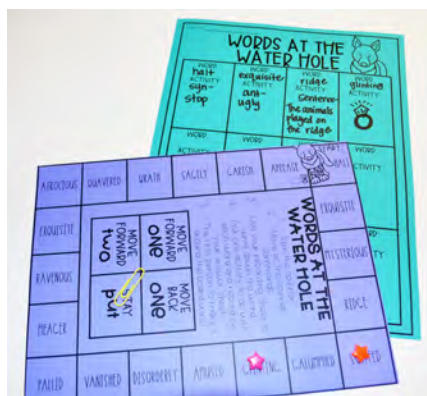
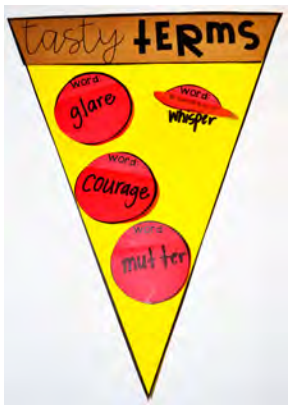


VALUABLE VOCABULARY

A=9	B=7	C=5	D=12
E=11	F=18	G=8	H=15
I=10	J=6	K=12	L=4
M=8	N=14	O=9	P=13
Q=3	R=21	S=14	T=8
U=5	V=7	W=27	X=2
Y=10	Z=22		

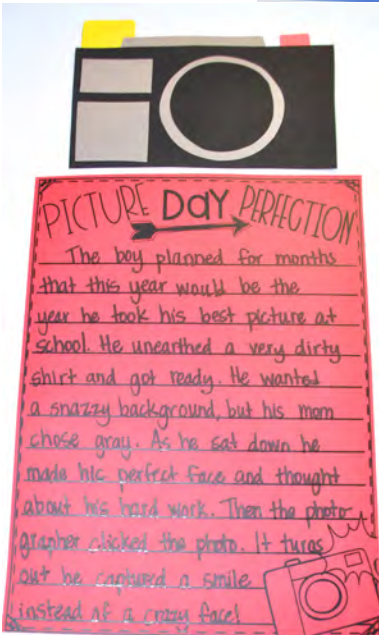
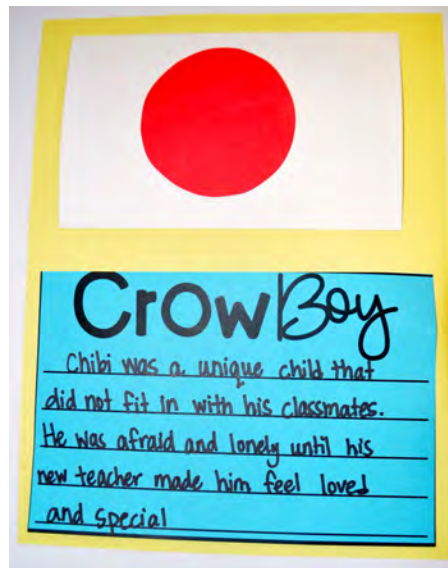
CRUBS

WORD	WORTH	SYNONYM
Dawn	$12+9+27+14=62$	Sunrise
Grubs	$8+3+1+5+7+14=58$	Insects




ART & WRITING

EACH WEEK WE INCLUDE AN ART PIECE THAT CAN BE DISPLAYED WITH WRITING. THE WRITING NORMALLY RELATES BACK TO THE BOOK OF THE WEEK OR TO THE NONFICTION READER.




DAILY DEEP DIVE

EACH WEEK WE CHOSE A SENTENCE FROM THE STORY TO ANALYZE. STUDENTS COMPLETE ACTIVITIES IN THEIR SPIRALS WITH THAT SAME SENTENCE EVERY DAY.

I got queasy listening to everyone say "Cheese."
 Picture Day Perfection

I got queasy listening to everyone say "Cheese."

 Picture Day Perfection

Monday

What does this sentence make you think of? Explain what this sentence means to you.

He feels sick to his stomach ← queasy because everyone is smiling and trying to look their best.

Tuesday

Look at the details in the sentence. What do you notice about the capitalization and punctuation? What type of a sentence is this?

① I got queasy listening to everyone say "Cheese."②

- statement
- simple sentence
- has dialogue
- someone is talking

Wednesday

Look at each word in the sentence. Label the parts of speech. ex. moon - noun

^{pronoun} I ^v got ^{adj} queasy ^v listening to ^{pronoun} everyone ^v say "Cheese."

Thursday

Using the sentence from the story, create your own sentence with similar features.

After running a long distance I was queasy, but my friend helped me walk and said "You can do

GRAMMAR: NOUNS & VERBS

NOUNS

disaster
messes
hamper
stool
photo

VERBS

collected
planned
reached
found
disappear

occurred
described
started

This year's festival involved a small disaster.

Words that name a person, place, or thing

Words that describe an action

NOUN

FESTIVITIES

Thomas Edison

born
moved
spent
performed
taught

Edison's Nouns

Thomas Edison
Milan, Ohio
Family
Port Huron, Michigan
School home
Edison's Nouns

Edison's Verbs

born
moved
spent
performed
taught

PICTURE perfect

NOUNS

mom fish tank children aquarium

VERBS

Swim touch talk look glide

Nouns & Verbs

Circle the nouns. Highlight the verbs.

NOUNS: YELLOW **VERBS: ORANGE**

- This year's **festivities** **involved** a small **synop** **disaster**.
- The **bus driver** **made** me **sit** in the worst **seat**.
- Mrs. Smith **collected** our **order forms**.
- I **got** to **rejoin** the class in time for **Art**.
- It **was** to **line up** for our **photos**.
- My **classmate** after **classmate** **smiled** for the **camera**.
- He **sat** down on the **stool**.
- The **photographer** **fiddled** with the **camera** **kneels**.
- As I **got** and **waited**, everything **rushed** through my **mind**.

Picture perfect

de **star**

action verbs

occurred
practice
describe

NOUNS

words that name a person, place, or thing

Art involved quite a lot of paint.

CLICK!

LOOKING THROUGH THE LENS TO SNAP VERBS AND NOUNS

NOUNS

VERBS

GRAMMAR: ADJECTIVES

Find the adjectives before the hyphen and explain to someone.

Matching for ADJECTIVES

eager →	12 sleepy → animals	13 grey → Fur
1 eagle	14 → hair	14 baby → elephant
15 Pinduck	15 → friends	15 light → Zebra
16 mighty	16 → eyes	16 quiet → Spot
17 fierce → lion	17 → Soggy	17 → Snow
	18 terrified →	18 → sheep
	19 Crowd	19 → voice
20 pallid	20 → brush	20 → beautiful
21 gray	21 → Hyena	21 → Smart
22 → garnish	22 → stripes	

Owl

lion

hyena

fox

furry · silly
spotted · light
scraggly

ZEBRA

OWL

LION

FOX

MULTIPLE CHOICE



AMUSING ANIMALS

Eyes	Ears	Nose
Mouth	Legs	

AMUSING ANIMALS

Meet the incredible illypop! He has a striped tail and spotted legs. No need to yell loudly because his long ears have super hearing abilities! He does have a difficult time seeing out of their crazy eyes.

Owl told me that my stripes were garish

cranky

pallid

low

Find the Adjectives

1. Find the adjectives in **cranky** and **pallid**.

2. Circle the adjectives that describe the **illypop**.

3. Write the adjectives that describe the **illypop** in the box.

4. Write the adjectives that describe the **illypop** in the box.

5. Write the adjectives that describe the **illypop** in the box.

6. Write the adjectives that describe the **illypop** in the box.

7. Write the adjectives that describe the **illypop** in the box.

8. Write the adjectives that describe the **illypop** in the box.

ADJECTIVES

good rowdy sleepy

pallid prickly soft

wet sharp pale

exquisite beautiful stripy

quiet mysterious unpleasant

NOTI

scared explore

stir bellies

awoke promise

sun trotter

GRAMMAR: SYNONYMS

BINGO

smart	awful	good		
hide	own	steal		
destroy	cut			
begin	large			
noisy	fast			
angry	love			

BINGO

strange	help	show	good
angry	awful	begin	look
love	fast	run	
tiny	destroy	large	steal
new	dull	hide	noisy

Other cards: drag oneself, honor, lack, plod, recognize, nail, lumber, respect, fasten, imitate, admire, pin, cherish, marvel at, delight

SYNONYM SEARCH

word one	synonym
small	tiny
bright	intelligent / smart

Illustrations: a dog, a boy, a girl, a book with a checkmark.

MATCH THE SYNONYMS

little, small, friendly, kind, small town, village, hear, listen, hidden, secret, wrapped, enclosed, discover, find, forsaken, grubs, oneson

Synonym Switch

1. The change in word order is indicated by the arrows.	Correct
2. Can you find the synonym for each word?	Correct
3. All the words are synonyms for the word in the box.	Correct
4. All the words are synonyms for the word in the box.	Correct
5. All the words are synonyms for the word in the box.	Correct
6. All the words are synonyms for the word in the box.	Correct
7. All the words are synonyms for the word in the box.	Correct
8. All the words are synonyms for the word in the box.	Correct
9. All the words are synonyms for the word in the box.	Correct
10. All the words are synonyms for the word in the box.	Correct

SYNONYMS

Illustrations of boxes with red circles and the word "happy" written inside.

Illustration of a book cover with the word "happy" and a picture of a person.

GRAMMAR: ANTONYMS

Name: _____

ANTONYM ALERT

word one:	antonym:
Sad	happy
rain	shine

Rain 	Shine 	Sad 	happy 
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ANTONYMS
words that have opposite meanings
try discussing the following

stop
bright
dark
right
wrong

start
dark
light
wrong

	LOUDLY	
		SOFTLY

Tic-Tac-Toe

 true	 empty	
	 clean	 sharp
 tear		

ANTONYMS

soft
The bread was hard and stale.

up
down

come
go

on
off

night
day

MATCH THE ANTONYMS

sit / stand
 right / wrong
 enemy / friend
 same / different
 alone / together
 boring / exciting
 horrible /

Antonyms	Antonyms
up	down
soft	hard
clean	dirty
sharp	dull
tear	dry
empty	full
right	wrong
stop	start
bright	dark
happy	sad
alone	together
enemy	friend
exciting	boring
horrible	amazing
night	day
come	go
loudly	softly