# Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Using Antonyms and Synonyms

**THINGS TO REMEMBER**

Dear Parent,

We are learning about words that are opposites (**antonyms**) and words that mean

the same (**synonyms**). I hope you enjoy this activity with me. This assignment is due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Sincerely,

\_­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature

 Antonyms are opposites: **day** and **night** are antonyms

 **hot** and **cold** are antonyms

Synonyms mean the same: **cold, freezing, chilly, icy** are synonyms

**LET’S DO THIS**

Work with a family partner. Who is working with you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

With your family partner complete a list of **synonyms** and **antonyms**.

**Synonyms (mean the same)**

Your turn. Read the word and write down the **synonym** that your family partner says.



1. black \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. fast \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. bright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now switch. Have your partner read the word and YOU say and write the **synonym**.

1. small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. smelly\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Antonyms (mean the opposite)**

Your turn. Read the word and write the **antonym** that your family partner says.

1. black \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. fast \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. bright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now switch. Have your partner read the word and YOU say and write the **antonym**.

1. small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. safe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LET’S FIND OUT**

 Look over the words in the lists, above. Write a short story or poem using 2 pairs

 of synonyms or antonyms from the lists. Circle these words in your story.

 Read your story to your family partner.

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**HOME-TO-SCHOOL COMMUNICATION**

Dear Parent,

Please give your reactions to your child’s work on this activity.

Write YES or NO for each statement.

\_\_\_\_\_\_ 1. My child understood the homework and was able to complete it.

\_\_\_\_\_\_ 2. My child and I enjoyed the activity.

\_\_\_\_\_\_ 3. This assignment helped me know what my child is learning in class.

Comment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Marshall, J.M., Izzo, A., Schimmel, I., Epstein, J. L., Greenfeld, M. (2016). *Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework*, Literacy K-3. Colorado Series. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.