

4

# Lesson Exemplar for English

Quarter 1

Week

3

**Learning Activity Sheet for English Grade 4**  
**Quarter 1: Week 3**

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**Development Team**

<b>Writer:</b>	Naomi N. Gascon
<b>Content Editors:</b>	Lea M. Yumang, Johnson P. Sunga, Marlon Taloza, Nelson Robinol
<b>Language Editors:</b>	Babelyn Espiritu
<b>Illustrator:</b>	John Paolo Sandicho
<b>Layout Artist:</b>	Evelyn B. Morante
<b>Enhanced by:</b>	Ma. Gina A. Anama

**Management Team**

**JOCELYN DR ANDAYA CESO IV**, Director IV  
**CRISTITO A. ECO CESO IV**, Assistant Regional Director  
**MICAH G. PACHECO**, OIC Chief Education Program Supervisor  
**DENNIS M. MENDOZA**, Regional LR Education Program Supervisor  
**ARNOLD C. GATUS**, English Regional Education Program Supervisor  
**WILMA Q. DEL ROSARIO**, LR Education Program Supervisor

<b>MATATAG K to 10 Curriculum Weekly Lesson Log</b>	School	Grade Level	4
	Name of Teacher	Learning Area	English
	Teaching Dates and Time	Quarter	1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>					
<b>A. Content Standards</b>	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context, and target audience.				
<b>B. Performance Standards</b>	The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.				
<b>C. Learning Competencies</b>	<b>EN4SW1-1</b> Use words with literal (denotative) and implied (connotative) meanings in sentences	<b>EN4SW1-1</b> Use words with literal (denotative) and implied (connotative) meanings in sentences	<b>EN4SW1-1</b> Use words with literal (denotative) and implied (connotative) meanings in sentences	<b>EN4SW1-1</b> Use words with literal (denotative) and implied (connotative) meanings in sentences	<b>EN4SW1-1</b> Use words with literal (denotative) and implied (connotative) meanings in sentences
<b>D. Learning Objectives</b>	At the end of the lesson, the learners should be able to:  a. define denotation and connotation. b. differentiate denotative from connotative meanings; and	At the end of the lesson, the learners should be able to:  a. read a selection and identify words that are synonyms and antonyms and recognize the synonyms and antonyms of specific words.	At the end of the lesson, the learners should be able to:  a. define prefixes. b. identify the changes in the meaning of words with prefixes; and	At the end of the lesson, the learners should be able to:  a. identify the root words of words that use prefixes.	At the end of the lesson, the learners should be able to:  a. give the meaning of compound words and follow the rules of compounding in making new words.

	c. identify whether words were used to express denotative and connotative meanings.		use prefixes to change the meaning of words.		
<b>E. Instructional Design framework feature (s)</b>					
<b>F. 21<sup>st</sup> Century Skills</b>					
<b>II. CONTENT</b>	Denotative and Connotative Meanings	Synonyms and Antonyms	Prefixes and suffixes	Root Words	Compound Words
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<b>B. Other Learning Resources</b>	<a href="https://www.youtube.com/watch?v=bkHqulZMgJ4">https://www.youtube.com/watch?v=bkHqulZMgJ4</a> Video title: DepEd TV Grade 4 English Q1 Ep 9  <a href="https://www.youtube.com/watch?v=ZMMb3JvHbml">https://www.youtube.com/watch?v=ZMMb3JvHbml</a> Video title: Identify meaning of content-specific words: denotation and connotation English 4	<a href="https://slideplayer.com/slide/5777248/">https://slideplayer.com/slide/5777248/</a>	<a href="https://www.youtube.com/watch?v=SYfaKWVfxq4">https://www.youtube.com/watch?v=SYfaKWVfxq4</a> Video title: DepEd TV Grade 4 English Q1 Ep 8	<a href="https://www.mathworksheets4kids.com/root-words.php">https://www.mathworksheets4kids.com/root-words.php</a>  <a href="https://www.youtube.com/watch?v=IQJwOifwqy8">https://www.youtube.com/watch?v=IQJwOifwqy8</a>	<a href="https://media.turtlediary.com/worksheets/thumbnail/thumb-compound-words-worksheet.png">https://media.turtlediary.com/worksheets/thumbnail/thumb-compound-words-worksheet.png</a>  <a href="https://ecdn.teacher-spayteachers.com/thumbitem/Level-12-Compound-Words-Decoding-Reading-Kit-3274546-1657224143/original-3274546-2.jpg">https://ecdn.teacher-spayteachers.com/thumbitem/Level-12-Compound-Words-Decoding-Reading-Kit-3274546-1657224143/original-3274546-2.jpg</a>  <a href="https://www.k5learning.com/worksheets/vocabulary/grade-4-compound-words-sentences-1.pdf">https://www.k5learning.com/worksheets/vocabulary/grade-4-compound-words-sentences-1.pdf</a>

## IV. TEACHING AND LEARNING PROCEDURES

### Before/Pre-Lesson Proper

#### Activating Prior Knowledge

**Say:** Read the story silently. Then, answer orally the questions that follow.

#### A Trip for Mike and Spike by Robert Charles

Mike and Spike were bright mice. They were always side by side. One day, Mike asked Spike if he would like to take a trip. Mike said they could go to nice sites. They could also dine in fine places.

“We have to find time to make money for our trip,” said Spike. So, Mike and Spike got a job.

**Say:** Distinguish the underlined words in the sentences whether they are connotative or denotative. Clap once if connotative, and twice if denotative. I will give a “Go” signal when it’s your turn to clap.

1. The dove flew away.
2. You are the sun in my life.
3. Lance is a brave person.
4. He is a very determined man.
5. Samuel is very confident about tonight’s game.

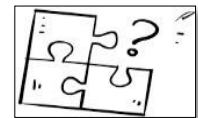
Say something about the picture.



unhappy



disrespectful



incomplete

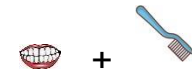


illegal

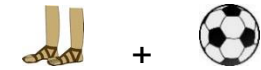
**Say:** Identify the action shown in each picture. Tell the class about it.



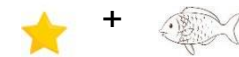
Study the pictures below.



= toothbrush



= football



= starfish

What do you call this combination of two separate words to form a new word? (They are called *compound words*.)

They picked a lot of ripe limes. They picked from nine in the morning until five in the afternoon. They also helped make a fine lime drink. They sliced a pile of limes. They got a nice price for their work.

Mike and Spike bought a bike for their trip. They biked to visit different places. They dined on fine rice and fine dishes. Life was nice for the mice. They liked the life they had.





Questions:

1. What is the title of the story?

Read the following sentences by yourself:

1. I have a round pillow. The shape is perfectly circle.
2. They live in a small house. Their garden is so tiny.
3. The elephant is huge. It has a big tummy.
4. You are so pretty and the flower you are holding is beautiful, too.
5. I am good today and was feeling great yesterday.

What is the relationship of the two underlined words in the sentences above?

	<p>2. Who are the characters in the story?</p> <p>3. Why did Mike and Spike pick ripe limes?</p> <p>4. Summarize the story.</p>				
<p><b>Lesson Purpose/Intention</b></p>	<p>Mike and Spike were <u>mice</u>.</p> <p>What is the underlined word in the sentence?</p> <p>What is the meaning of mice?</p> <p>The dictionary meaning of the word mice is:</p> <p>mice - distinguished from rats by their size.(mouse)</p>	<p>Look at the pictures.</p>  <p>cold hot</p>  <p>day night</p>  <p>black white</p>  <p>small big</p>	<p>The words you gave are unhappy disrespect incomplete illegal</p> <p>The root word of 'unhappy' is 'happy'. What was added to the word? How about the other words? When these letters were added, what happened to the meanings of the words?</p>	<p>What is a root word? A root word is a basic word with no prefix or suffix.</p> <p>Example:</p> <ol style="list-style-type: none"> <li><b>dancing</b> (The root word of dancing is <i>dance</i>.)</li> <li><b>repaint</b> (The root word of repaint is <i>paint</i>.)</li> <li><b>misuse</b> (The root word of misuse is <i>use</i>.)</li> </ol>	<p>What is a compound word?</p> <p><b>Compound words</b> are formed by joining two different words.</p> <p>Examples: toothpaste footwear fireman afternoon pancake</p>

	<p><b>Denotation</b> – a direct definition from a dictionary</p> <p><b>Connotation</b> – an emotional and imaginative association surrounding a word; a feeling or idea that a word carries.</p> <p>Example: You should not trust him because he is a <u>snake</u>.</p> <p>What is the meaning of snake in the sentence? It means deceitful and this word is associated with feelings. Connotative meanings may be positive, negative, or neutral.</p>	<p>Examine the words and the pictures. What do you observe with the words given?</p>		<p>4. <b>reheat</b> (The root word of reheat is <i>heat</i>.)</p> <p>5. <b>unfair</b> (The root word of unfair is <i>fair</i>.)</p> <p>Identify the root word of the underlined words.</p> <ol style="list-style-type: none"> <li>1. He will <u>unlock</u> the door door of my room.</li> <li>2. Please <u>replay</u> my favorite song.</li> <li>3. <u>Preview</u> the page before you print.</li> <li>4. They <u>misunderstand</u> the words I use because I can't speak other dialects well.</li> </ol>	
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				5. My friends <u>dislike</u> my new shoes.	
<b>Lesson Language Practice</b>	<p>Here are other examples of words used to express denotative and connotative meanings. Read and identify, say <b>D</b> out loud to mean denotative or <b>C</b> to mean connotative. Wait for my signal to say your answers.</p> <ol style="list-style-type: none"> <li>1. Leigh's favorite color is <b>red</b>.</li> <li>2. Leigh is <b>red</b> with anger.</li> <li>3. Yosef saw the <b>bear</b> at the zoo.</li> </ol> <p>Yosef is a <b>bear</b> when he's hungry.</p>	<p>Choose the correct meaning of the following words from the box. Say your answer aloud when I call you.</p> <ol style="list-style-type: none"> <li>1. difficult</li> <li>2. tough</li> <li>3. hallway</li> </ol> <ol style="list-style-type: none"> <li>a. needing much effort or skill to accomplish, deal with, or understand</li> <li>b. able to endure hardship or pain</li> <li>c. passageway or room between the entrance and the interior of a building</li> </ol>		<p>Using your dictionary, find the meaning of the following words then write them in your notebooks.</p> <p>unlock - undo the lock of (something) by using a key</p> <p>replay – repeat or play back a video or music</p> <p>preview - an inspection or viewing of something before it is bought or becomes generally known and available</p> <p>misunderstand - incorrectly interpret or understand dislike -feel distaste for or hostility toward</p>	<p>Give the meaning of the following words and use them in your sentences.</p> <p>mad – very angry</p> <p>desk – a piece of furniture with a flat or sloped surface and typically with drawers, at which one can read, write, or do other work</p> <p>mess - a dirty or untidy state of things or a place</p>

During/Lesson Proper					
<p><b>Reading the Key Idea/Stem</b></p>	<p>With your seatmate, give the connotative or denotative meaning of the underlined words used in the sentence.</p> <ol style="list-style-type: none"> <li>1. Roldan is an energetic <u>child</u>.</li> <li>2. Juan and Maria have a beautiful <u>home</u> on the farm.</li> <li>3. Mila's mind is like a <u>book</u>.</li> </ol>	<p>Read the paragraph.</p> <p>Today, school was difficult. We began with a hard spelling test. The teacher said each word in a loud voice because the hallway was very noisy. During lunch, I ate quickly, and I walked speedily into my class so I could prepare for my Science test. I knew the exam was difficult. The test was challenging but I did well because I studied. I am glad I did well, but I am happy to be on my way home from school. It was a tough day.</p> <p>Write the pair of synonyms found in the story.</p>	<p><b>Say:</b> What do we call the letters added to the word? They are affixes. There are two types of affixes, prefixes and suffixes. Today, we will learn about prefixes.</p> <p>What is a prefix? <b>Prefix</b> - a syllable, group of syllables, or word joined to the beginning of another word or a base to change the meaning or create a new word.</p> <p>Here are some examples of prefixes and their meanings.</p> <p>mis -not/wrong pre – before</p>	<p><b>Read:</b></p> <p><b>The Paper</b></p> <p>Tom had to <u>rewrite</u> his paper. He was <u>unhappy</u>. It was <u>unfair</u> that he had to <u>redo</u> his work. He said "I <u>dislike</u> <u>rewriting</u> my paper again. Next time, he would <u>prewrite</u> first. Then he would not <u>misspell</u> any word.</p>	<p>Read the story:</p> <p><b>Mom is Mad</b></p> <p>It was lunchtime and Mom was mad. Kaye made a mess in a den. The softball was on the TV. The lunch box is on the rug. The backpack is on the desk. The bat is on the shelf. What a mess! Mom was mad, "Kaye, put your stuff away." Kaye started to put her stuff away. Mom was glad to see Kaye clear her den.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the title of the story?</li> <li>2. Who are the characters in the story?</li> <li>3. Why was Kaye's mother mad?</li> </ol>




		<p>Write your answers in your notebooks in bullet form.</p>	<p>re – to do again  un- not  dis – negative/ opposite</p> <p>prefix + root word = new meaning of word</p> <p>Example:  mis + place = misplace</p> <p>pre + heat = preheat</p> <p>re + arrange = rearrange</p> <p>dis + cover = discover</p> <p>re + write= rewrite</p> <p><b>Read:</b>  <b>The Paper</b></p> <p>Tom had to rewrite his paper. He was unhappy. It was unfair that he had to redo his</p>		<p>4. What did Kaye do to make her mother glad?  5. Give the compound words used in the story.</p>
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			<p>work. He said, “I dislike rewriting my paper.” Next time, he would prewrite first, so that he would not misspell any words.</p> <ol style="list-style-type: none"> <li>1. What is the title of the story?</li> <li>2. Who is the main character in the story?</li> <li>3. Why is Tom unhappy?</li> </ol> <p>From the story we read, what are the prefixes used in the following words?</p> <ul style="list-style-type: none"> <li>-rewrite</li> <li>-redo</li> <li>-unhappy</li> <li>-misspell</li> <li>-unfair</li> </ul> <p>Do these words have new meanings?</p>		
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<p><b>Developing Understanding of the Key Idea/Stem</b></p>	<p><b>denotation</b> – a direct definition from a dictionary</p> <p><b>connotation</b> – an emotional and imaginative association surrounding a word a feeling or idea that a word carries</p> <p>Read the sentences. Do a thumbs up if the highlighted word is connotative and a thumbs down if it is denotative. After I count 1-3, you will raise your hands to show your answers.</p> <p>1. It was a busy week, so Charie decided to <b>relax</b> this weekend.</p>	<p><b>Synonyms</b> – are words having almost the same meaning</p> <p>Examples: healthy-strong honest–sincere speak – talk fast – quick</p> <p>What are antonyms?</p> <p><b>Antonyms</b> – are words with almost opposite meaning.</p> <p>Examples: in -out day – night full – empty always - never</p> <p>Identify whether the pair of words are synonyms or antonyms.</p> <ol style="list-style-type: none"> <li>hot –cold</li> <li>dry – wet</li> <li>begin -start</li> <li>early- late</li> <li>pretty - beautiful</li> </ol>	<p>Define the meaning of the following words with prefixes.</p> <ul style="list-style-type: none"> <li>-rewrite</li> <li>-redo</li> <li>-unhappy</li> <li>-misspell</li> <li>-unfair</li> </ul>	<p>Write the root words of each of the underlined words in the story “The Paper”.</p>	<p>Compound words are made up of two nouns put together.</p> <p>Example:</p> <p>mail + box = mailbox</p> <p></p> <p>= </p> <p>So, the two words are combined to form a new word with a different meaning.</p> <p>Rules in forming compound words:</p> <ol style="list-style-type: none"> <li>they may be written as closed compound (e.g. toothbrush, toothpaste)</li> </ol>
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	<p>2. Mrs. Celis misses the <b>smiling</b> faces of her three children.</p> <p>3. Mitchie is not in a good mood because of his older brother's prank. He is such a <b>child</b>.</p> <p>4. While the food was good, the service was a <b>disaster</b>.</p> <p>5. Uhh! I feel so <b>fresh</b> after drinking <i>buko</i> Juice.</p> <p>For the connotative use of the words, do they convey positive or negative meaning of the words?</p>				<p>2. they may also be written as open compound (e. g. lunch box, cell phone)</p> <p>3. hey may also be hyphenated (e. g. sun-dried, one-footed)</p>
<p><b>Deepening Understanding of the Key Idea/Stem</b></p>	<p>Clap your hands if the words are used to express denotation and stomp your feet if it</p>	<p>Use the following synonyms and antonyms in a sentence. Write your answers in your notebooks.</p>	<p>Underline the prefixes and draw a circle around the base word.</p>	<p>Identify the root word of the following given words with suffixes. Encircle the letter of the</p>	<p>Give five examples of compound words, and make sure to follow the rules in forming them. Use each of them in a</p>

	<p>expresses connotation. Wait for my go signal before you answer.</p> <p>1. I feel <b>blue</b> whenever I am alone. 2. The <b>blue</b> car is my favorite. 3. Keep the <b>fire</b> of unity burning in our hearts. 4. A <b>fire</b> of unknown cause denuded the village forest.</p> <p>(Let the learner explain their answer to validate learning.) Differentiate connotation from denotation.</p>	<ol style="list-style-type: none"> <li>1. near- far</li> <li>2. soft - hard</li> <li>3. mistake - error</li> <li>4. full – empty</li> <li>5. joy - sadness</li> </ol>	<p>Ex. <u>remix</u></p> <ol style="list-style-type: none"> <li>1. unlock</li> <li>2. dislike</li> <li>3. untrue</li> <li>4. disobey</li> <li>5. reread</li> <li>6. rewrite</li> <li>7. relocate</li> <li>8. unhook</li> <li>9. redraw</li> <li>10. disagree</li> </ol>	<p>correct answer.</p> <ol style="list-style-type: none"> <li>1. <i>played</i> <ol style="list-style-type: none"> <li>a. ply</li> <li>b. pay</li> <li>c. play</li> </ol> </li> <li>2. <i>cried</i> <ol style="list-style-type: none"> <li>a. cup</li> <li>b. cry</li> <li>c. rie</li> </ol> </li> <li>3. <i>fastest</i> <ol style="list-style-type: none"> <li>a. fats</li> <li>b. test</li> <li>c. fast</li> </ol> </li> <li>4. <i>hoping</i> <ol style="list-style-type: none"> <li>a. hop</li> <li>b. hope</li> <li>c. ping</li> </ol> </li> <li>5. <i>planning</i> <ol style="list-style-type: none"> <li>a. play</li> <li>b. plan</li> <li>c. ning</li> </ol> </li> </ol>	<p>sentence.</p> <p>Example: <b>Sunglasses</b> Dina used sunglasses to protect her eyes.</p>
<b>After/Post-Lesson Proper</b>					
<p><b>Making Generalizations and Abstractions</b></p>	<p>Differentiate connotation from denotation.</p>	<p>Define synonyms and antonyms. Give your own examples.</p>	<p>Circle the words that have prefixes on the boxes below.</p>	<p>Find the root words for each underlined word. Circle the picture that conveys its meaning.</p>	<p>What is a compound word?</p>

			<table border="1" data-bbox="1144 161 1422 363"> <tr><td>1</td><td>sail</td><td>proud</td><td>disconnect</td></tr> <tr><td>2</td><td>abnormal</td><td>market</td><td>burst</td></tr> <tr><td>3</td><td>relax</td><td>extend</td><td>improper</td></tr> <tr><td>4</td><td>interact</td><td>careful</td><td>trust</td></tr> <tr><td>5</td><td>unsafe</td><td>never</td><td>picture</td></tr> </table> <p data-bbox="1144 405 1438 512">What happens to a word when you add a prefix to it?</p>	1	sail	proud	disconnect	2	abnormal	market	burst	3	relax	extend	improper	4	interact	careful	trust	5	unsafe	never	picture	<p data-bbox="1476 137 1736 240">Then, write the root word on the line.</p> <p data-bbox="1476 333 1671 400">1. The cat is <u>comfortable</u>.</p>  <p data-bbox="1451 632 1648 735">2. The boy is facing <u>backward</u>.</p>  <p data-bbox="1451 919 1736 986">3. What a <u>cheerful</u> boy!</p> 	
1	sail	proud	disconnect																						
2	abnormal	market	burst																						
3	relax	extend	improper																						
4	interact	careful	trust																						
5	unsafe	never	picture																						
<p data-bbox="107 1158 418 1190"><b>Evaluating Learning</b></p>	<p data-bbox="465 1158 741 1445">Indicate whether the underlined words are used denotatively or connotatively. Write <b>D</b> for Denotation and <b>C</b> for</p>	<p data-bbox="786 1158 1084 1262">Complete the table below. Example:</p> <table border="1" data-bbox="786 1302 1117 1382"> <thead> <tr><th>Word</th><th>Synonym</th><th>Antonym</th></tr> </thead> <tbody> <tr><td>after</td><td>next</td><td>before</td></tr> </tbody> </table>	Word	Synonym	Antonym	after	next	before	<p data-bbox="1155 1158 1395 1414">Choose the correct prefix from the <b>PREFIX BOX</b> to change the meaning of the words.</p>	<p data-bbox="1464 1158 1744 1302">Write the root of each of the words on the line provided.</p> <p data-bbox="1476 1342 1749 1445">1. unequal ____ 2. preschool ____ 3. recycle _____</p>	<p data-bbox="1798 1158 2078 1334">Look at the picture. Combine the two nouns to form a new meaning.</p>														
Word	Synonym	Antonym																							
after	next	before																							



	<p>Connotation beside the number of each item.</p> <ol style="list-style-type: none"> <li>1. I saw a big <u>snake</u> in the backyard.</li> <li>2. He is a <u>snake</u> in the group.</li> <li>3. Please buy me a <u>blue</u> dress.</li> <li>4. Nathan got a low score on the test. He is feeling <u>blue</u>.</li> <li>5. I like your outfit. It is very <u>cool</u>.</li> <li>6. The wind kept them <u>cool</u>.</li> </ol>	<table border="1"> <thead> <tr> <th>Word</th> <th>Synonym</th> <th>Antonym</th> </tr> </thead> <tbody> <tr> <td>1.happy</td> <td></td> <td></td> </tr> <tr> <td>2. old</td> <td></td> <td></td> </tr> <tr> <td>3.smooth</td> <td></td> <td></td> </tr> <tr> <td>4. good</td> <td></td> <td></td> </tr> <tr> <td>5. love</td> <td></td> <td></td> </tr> </tbody> </table>	Word	Synonym	Antonym	1.happy			2. old			3.smooth			4. good			5. love			<ol style="list-style-type: none"> <li>1. <u>fix</u> -to fix something again</li> <li>2. <u>legal</u> – forbidden by law</li> <li>3. <u>respect</u> -show lack of respect</li> <li>4. <u>draw</u>- to draw up again</li> <li>5. <u>connect</u> – break the connection</li> </ol> <p><b>PREFIX BANK</b></p> <table border="1"> <tr> <td>re</td> <td>il</td> <td>dis</td> </tr> <tr> <td>non</td> <td>un</td> <td></td> </tr> </table>	re	il	dis	non	un		<p>4. cooking _____ worker _____</p>	<ol style="list-style-type: none"> <li>1.  +  = _____</li> <li>2.  +  = _____</li> <li>3.  +  = _____</li> <li>4.  +  = _____</li> <li>5.  +  = _____</li> </ol>
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<b>Additional Activities for Application or Remediation (if applicable)</b>	See worksheets	See worksheets	See worksheets	See worksheets	See worksheets																								
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<b>Reflection</b>																													