

Week 12



The Way I Feel

author: Janan Cain • illustrator: Janan Cain

Preparation: You will need *The Way I Feel* for each day's lesson.

Number the pages of the story to assist you in asking questions at appropriate points.

Post a copy of the Vocabulary Tally Sheet, BLM A, with this week's Picture Vocabulary Cards attached.

Each child will need the Homework Sheet, BLM 12a.

Target Vocabulary

Tier II	Tier III
silly	explaining
shy	
bored	
mood	
*emotions	
*feelings	

*Expanded Target Vocabulary Word

DAY 1

Introduce Book



Today's book is called *The Way I Feel*. What's the title of this week's book? *The Way I Feel*.

This book was written by Janan Cain [Ja-nan Cain]. Who's the author of *The Way I Feel*? *Janan Cain*.

Janan Cain also made the pictures for this book. Who's the illustrator of *The Way I Feel*? *Janan Cain*. Who made the illustrations for this book? *Janan Cain*.

The cover of a book usually gives us some hints of what the book is about. Let's look at the front cover of *The Way I Feel*. What do you see in the illustration? (Ideas: *A child; the child is upside down; the child is making a funny face.*) Do you think this child is a boy or a girl?

Remember, when you make a prediction about something, you say what you think will happen. Now get ready to make some predictions to your partner about this book. Use the information from the cover to help you.

(Assign each child a partner. Ask the following questions, allowing sufficient time for the children to share their predictions with their partners.)

- Who are the characters in this story? (Whom do you think this story is about?)
- What is the child doing?
- Where do you think the story happens?

- When do you think the story happens?
- Why do you think the child is making this face?
- How did she get upside down?
- Do you think this story is about real people? Tell why or why not.

(Call on several children to share their predictions with the class.)

Take a Picture Walk



We are going to take a picture walk through this book. Remember, when we take a picture walk, we look at the pictures and tell what we think will happen in the story.

(Show the illustrations on the following pages, and ask the specified questions.)

Pages 1–2. Why do you think this person is dressed like this? Where do you think this person is going? How would you be feeling if you were this person?

Pages 3–4. When does this part of the story happen? (Idea: *At night.*) How do you think the person is feeling?

Pages 5–6. What is happening here? How do you think the person is feeling?

Pages 7–8. Where does this part of the story happen? (Idea: *Outside.*) What is the girl doing? How do you think she's feeling?

Pages 9–10. Where does this part of the story happen? (Idea: *In a tree.*) What is the boy doing? *Crying.* How do you think he's feeling?

Pages 11–12. How do you think this person is feeling? What makes you think so?

Pages 13–14. What is happening here? How do you think the boy is feeling?

Pages 15–16. What is the little girl doing? How do you think she’s feeling?

Pages 17–18. What is happening here? Do you think the little girl knows the other child? Tell why you think so.

Pages 19–20. Where is the little boy? What do you think he wants to do? Why isn’t he outside playing baseball? (Idea: *It’s raining.*) How do you think he’s feeling?

Pages 21–22. What is happening here? How do you think the child is feeling?

Pages 23–24. Where is the girl? (Ideas: *Outside; on the steps.*) What’s happening inside the house? (Idea: *The father is playing with a little child.*) How do you think the girl is feeling?

Pages 25–26. Why do you think this girl is dressed like this? What do you think she is doing? How would you be feeling if you were this person?

Pages 27–28. What is happening here?

Now that we’ve finished our picture walk, it’s your turn to ask me some questions. What would you like to know about this story? (Accept questions. If children tell about the pictures or the story instead of asking questions, prompt them to ask a question.) Ask me a why question. Ask me a how question.



Read Story Aloud

(Read story aloud to children with minimal interruptions.)

In the next lesson, we will read the story again, and I will ask you some questions.

(If children have difficulty attending for an extended period of time, present the next part of this day’s lesson at another time.)

Present Target Vocabulary **Shy.**

In the story, the little girl says, “If someone says ‘hello’ to me, I suddenly feel so **shy**.” That means she is worried and a little bit afraid

around other people. She probably is very quiet when strangers are near. **Shy.** Say the word. *Shy.*

Shy is a describing word. It tells about a feeling. What kind of word is **shy**? *A describing word.*

If you are shy, you get worried and a little bit afraid around other people. You probably get very quiet when strangers are near. Say the word that means “worried and a little bit afraid around other people.” *Shy.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let’s think about some times when someone might feel shy. I’ll tell about a time. If you think the person I’m telling about is shy, say, “Shy.” If not, don’t say anything.

- When the boy goes into his new class at school, he is worried and a little bit afraid and doesn’t want to talk to anyone. *Shy.*
- The baby smiles and laughs whenever anyone talks to him.
- The first time I go to my new babysitter I am worried and a bit afraid. *Shy.*
- Vonda is in a whole crowd of adults she has never met before. *Shy.*
- All the people at the party know each other and enjoy themselves.

What describing word means “worried and a little bit afraid around other people”? *Shy.*

Bored.

In the story, the boy says, “There’s nothing I want to do. The day drags on and on.” That means he is tired and squirmy because he doesn’t have anything interesting to do. **Bored.** Say the word. *Bored.*

Bored is a describing word. It tells about a feeling. What kind of word is **bored**? *A describing word.*

If you are bored, you are tired and squirmy because you don’t have anything interesting to do. Say the word that means “tired and squirmy because you don’t have anything interesting to do.” *Bored.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some times when someone might feel bored. I'll tell about a time. If you think the person I'm telling about might be bored, say, "Bored." If not, don't say anything.

- I have to sit and listen to the adults talk and not do anything. Eew. *Bored.*
- I have to wait for a long time at the dentist's office, and there is nothing to do. *Bored.*
- I play with a truck, a doll, and some building toys.
- Mr. Williams makes me sit in a chair and do nothing because I keep interrupting him. *Bored.*
- The movie is really funny.
- I have to wait in the car while my dad fixes the tire. *Bored.*

What describing word means "tired and squirmy because you don't have anything interesting to do"? *Bored.*

 **Silly.**

In the story, the child feels silly when he makes a funny face and wears a goofy hat. That means he is doing things and wearing clothes that will make everyone laugh. **Silly.** Say the word. *Silly.*

Silly is a describing word. It tells about a feeling. What kind of word is **silly**? *A describing word.*

If you are feeling silly, you want to do things, or say things, or wear funny clothes that will make everyone laugh. Say the word that means "you want to do things or say things or wear funny clothes that will make everyone laugh." *Silly.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some times when someone might feel silly. I'll tell about a time. If you think the person I'm telling about is being silly, say, "Silly." If not, don't say anything.

- Devonte makes faces and tries to make Damon look at him. *Silly.*
- Jocelyn barks like a dog and chases Caitlyn as if she were a cat. *Silly.*
- Everyone wears their best clothes to the concert.
- Kyle wears a purple wig and a big red foam nose. *Silly.*

- We pretend we are farm animals and make their sounds with our voices. *Silly.*
- We know it is serious when the principal tells us to sit quietly and listen.

What describing word means "you want to do things, or say things, or wear funny clothes that will make everyone laugh"? *Silly.*

 **Mood.**

In the story, the girl on the swing is feeling happy. She says her "mood is soaring high." That means at that time she is enjoying a good feeling. Your mood is the way you are feeling. If you are in a good mood, you are feeling good. If you are in a bad mood, you are feeling bad.

Mood. Say the word. *Mood.*

Mood is a naming word. It is another word for how you feel. What kind of word is **mood**? *A naming word.*

When you are talking about your mood, you are talking about how you are feeling. Say the word that means "how you feel." *Mood.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some words that could be moods. I'll name something. If it could tell about a mood, say, "Mood." If not, say nothing.

- *Silly. Mood.*
- *Happy. Mood.*
- *Spaghetti.*
- *Sad. Mood.*
- *Ice cream.*
- *Angry. Mood.*

What naming word means "how you feel"? *Mood.*

Present Vocabulary Tally Sheet

(See Week 1, page 3, for instructions.)

Assign Homework

(Homework Sheet, BLM 12a: See the Introduction for homework instructions.)

Preparation: Picture Vocabulary
Cards for *shy*, *bored*, *silly*, and *mood*.

Read and Discuss Story



(Read story aloud to children.
Ask the following questions at the
specified points in the story.)

Now I'm going to read *The Way I Feel*. When I finish each part, I'll ask you some questions.

Page 1. This person is making a funny face and wearing a goofy hat. How does it make this person feel? *Silly*. What makes you feel silly?

Page 3. This person is all alone on a dark night. There's thunder and lightning. How does it make this person feel? *Scared*. What makes you feel scared?

Page 6. This girl made plans with her friend to come for a visit. Now her friend can't come. How does it make her feel? *Disappointed*. What makes you feel disappointed?

Page 8. This girl is enjoying a sunny day while she plays on her swing. How does it make her feel? *Happy*. How do you know she's happy? (Idea: *She's smiling*.) What makes you feel happy?

Page 10. This boy doesn't want to play or have fun. How does he feel? *Sad*. What makes you feel sad?

Page 12. How is this girl feeling? *Angry*. What does she feel like doing when she's angry? (Ideas: *Roaring; frowning; growling; stomping her feet*.) What makes you feel angry? What do you do when you're angry?

Page 13. What has happened to the boy's truck? (Idea: *The wheel has come off*.) Who fixed it for him? (Idea: *The man; his dad*.) How is this boy feeling? *Thankful*. What makes you feel thankful?

Page 16. What is the girl trying to do? (Idea: *Tie her shoelaces*.) Can she do it? *No*. Why not? *It's too hard*. How is this girl feeling? *Frustrated*. What makes you feel frustrated?

Page 17. Why is the little girl hiding behind her mother? (Idea: *She's shy*.) When do you feel shy?

Page 19. How is this boy feeling? (Idea: *Bored*.) Why is he feeling bored? (Ideas: *He can't decide what to do; it's raining*.) How else is this boy feeling? *Blue*. What word that we've already read about would be a blue mood? *Sad*.

Page 22. This girl is bouncing like a rubber ball. Does she want to sit still? *No*. What does she want to do? *Jump and play*. How is this person feeling? *Excited*. What makes you feel excited?

Page 23. What does this girl want to do? *Play with her father*. Why can't she play with him now? (Idea: *He's playing with her little sister*.) How is she feeling? *Jealous*. Why is she feeling jealous? (Idea: *She has to share her father with her little sister*.) What makes you feel jealous?

Page 26. This girl says, "I did it." What has she done? She got dressed by herself. How does that make her feel? *Proud*. What makes you feel proud?

Page 27. These people all have different feelings. (Starting at the top left and moving clockwise around the pages, point to each child in the illustration. Ask:) How do you think this child is feeling? What makes you think so? (Ideas: *Happy; angry; surprised; sleepy; scared*.)

Review Vocabulary

(Display the Picture Vocabulary Cards. Point to each card as you say the word. Ask children to repeat each word after you.) These pictures show **silly**, **shy**, **bored**, and **mood**.

- What describing word means "tired and squirmy because you don't have anything interesting to do"? *Bored*.
- What naming word means "how you feel"? *Mood*.
- What describing word means "you want to do things or say things or wear funny clothes that will make everyone laugh"? *Silly*.
- What describing word means "worried and a little bit afraid around others"? *Shy*.

Extend Vocabulary



In the story *The Way I Feel*, we learned that **mood** means "how you feel."

Here's a new way to use the word **mood**.

- **Ira was in the mood for ice cream.** Say the sentence.
- **Lorelei was in the mood for playing checkers.** Say the sentence.
- **April was in the mood for doing her schoolwork.** Say the sentence.

In these sentences, mood is part of the expression “in the mood.” When you are in the mood for something, you want to do it or have it. Tell about something you might be “in the mood” for. (Ideas: *I was in the mood for pizza last night; I was in the mood for playing outside; I was in the mood for sitting and reading a good book.*)

Present Expanded Target Vocabulary

Emotions.

In the story, the children tell us about different moods they are feeling. Another word for the moods they are feeling is emotions. **Emotions.** Say the word. *Emotions.*

Emotions is a naming word. It is a name for all the different moods people feel. What kind of word is **emotions**? *A naming word.*

When people talk about their emotions, they are talking about the different moods they feel. Say the word that means “the different moods people feel.” *Emotions.*

Let's think about some words that could be emotions. I'll name something. If it could tell about an emotion, say, “Emotion.” If not, don't say anything.

- Scared. *Emotion.*
- Disappointed. *Emotion.*
- Asleep.
- Excited. *Emotion.*
- Eating.
- Frustrated. *Emotion.*

What naming word means “the different moods people feel”? *Emotions.*

Feelings.

In the story, we learned about lots of different feelings. Feelings are the emotions or moods that people feel. **Feelings.** Say the word. *Feelings.*

Feelings is a naming word. It is a name for all the different moods or emotions people feel. What kind of word is **feelings**? *A naming word.*

When people talk about their feelings, they are talking about the different moods or emotions they feel. Say the word that means “the different moods or emotions people feel.” *Feelings.*

Let's think about some words that could be feelings. I'll name something. If it could tell about a feeling, say, “Feeling.” If not, don't say anything.

- Thankful. *Feeling.*
- Angry. *Feeling.*
- Going for a walk.
- Shy. *Feeling.*
- Falling.
- Jealous. *Feeling.*

What naming word means “the different moods or emotions people feel”? *Feelings.*

(Display the Picture Vocabulary Cards for *mood*, *emotions*, and *feelings*.) This week we have learned three words that mean the same thing. All these words are naming words that tell how you feel. I'll tell you those three words: **mood**, **emotions**, **feelings**. Your turn. Tell me the three naming words that tell how you feel. *Mood*, *emotions*, *feelings*.

DAY 3

Preparation: Activity Sheet, BLM 12b.

Retell Story

Today I'll show you the pictures Janan Cain made for her explaining story *The Way I Feel*. As I show you the pictures, I'll call on one of you to explain the mood, feeling, or emotion shown in the picture.

Tell me what mood, feeling, or emotion the child is feeling. (Show the pictures from the story on pages 1 and 2. Call on a child to tell about the emotion. Repeat this procedure for the remaining feelings explained in the book. Encourage use of target words when appropriate. Model use as necessary.)

Listen while I read part of this story to you again. (Read any one verse.) This story is written as a poem. How is this story written? *As a poem.* What other story did we read that was a poem? *The Wind Blew.* Good remembering.

Review Show Me, Tell Me Game



Today you will play the Show Me, Tell Me Game. I'll ask you to show me how to do something. If you show me, you win one point. If you can't show me, I get the point.

Next I'll ask you to tell me. If you tell me, you win one point. If you can't tell me, I get the point.

Let's practice: My turn to show you how I would act if I were being **shy**. (Act out being shy.) How am I acting? *Shy.*

Let's do one together. Show me how you would look if you were feeling **bored**. (Look sullen and listless with the children.) How did we look? *Bored.*

Now you're ready to play the game.

(Draw a T-chart on the board for keeping score. Children earn one point for each correct answer. If they make an error, demonstrate the action, tell them the word, and record one point for yourself. Repeat missed words at the end of the game.)

- Show me how you would look if you were acting **silly**. (Pause.) Tell me how you are acting. *Acting silly.*
- Show me what you would do if you were feeling **shy**. (Pause.) Tell me what you're showing. *Feeling shy.*
- Show me the look you would have on your face if you were **bored**. (Pause.) Tell me how you are looking. *Bored.*
- Show me how you would look if you were in the **mood** for dancing. (Pause.) Tell me how you are looking. *In the mood for dancing.*
- Show me how you would look if you were in a **disagreeable** mood. (Pause.) Tell me how you are looking. *Disagreeable.*

(Count the points, and declare a winner.)

You did a great job of playing the Show Me, Tell Me Game!

Making a List (Activity Sheet)



(Give each child a copy of the Activity Sheet, BLM 12b. Review with children the emotions presented in the story. If children have difficulty remembering any of them, turn to the appropriate page, and reread the verse.)

When we make a list, we write words or make pictures to help us remember. What do we do when we make a list? *We write words or make pictures to help us remember.*

Today we are going to make two lists of emotions. One list will be emotions that make us feel good, and one list will be emotions that make us feel bad.

(Show children the page with the emotions illustrations. Point to the emotions.) *These are the emotions explained in the story.* (Point to the picture showing *silly*.) *What emotion does this picture show? Silly.* (Point to the picture showing *scared*.) *What emotion does this picture show? Scared.* (Repeat for the remaining items.)

The title of this sheet says *Emotions*. What do these words say? *Emotions.* (Point to the happy face.) This part of the sheet has a happy face. This part is for the list of emotions that feel good. This part of the sheet has a sad face. This part is for the list of emotions that feel bad.

My turn to make a list. First I cut out each picture. (Demonstrate.) What do I do first? *Cut out each picture.* Next I sort the pictures into two groups. One group will be the emotions that make me feel good. The other group will be the emotions that make me feel bad.

(Pick up the *happy* picture.) This picture shows **thankful**. When I'm thankful, do I feel good or bad? *Good.* So I put **thankful** in my "feel good" group. Put **thankful** in your "feel good" group. (Repeat this procedure until all the pictures are sorted.)

(Pick up the *thankful* picture from the "feel good" group.) Next I glue the picture onto the right list. What do I do next? *Glue the picture onto the right (correct) list.* Which list gets the thankful picture? (Idea: *The list with the happy face.*) Glue the thankful picture on the happy face list. (Demonstrate process for two more items.)

Now it's your turn to make lists. Finish your "feel good" and "feel bad" lists. (Children who are able to may copy each word beside the picture.)

DAY 4

Introduce Explaining Stories (Literary Analysis)

Let's think about what we already know about how books are made.

- What do we call the name of the book? *The title.*
- What do we call the person who writes the story? *The author.*
- What do we call the person who draws the pictures? *The illustrator.*
- What do we call the people or animals a story is about? *The characters.*
- What do we call the pictures the illustrator makes? *Illustrations.*
- What is one thing the setting of a story tells? *Where a story happens.*

Let's sing "The Story Song" to help us remember these important things about books.

(See the Introduction for the complete "Story Song.")

All the books we have read so far tell what happens to the characters. This book is not the same. It's different. Does this book tell what happens to the characters? *No.* This story is an explaining story. What kind of story is *The Way I Feel?* *An explaining story.*

An explaining story tells you more about things so you can understand them. What does an explaining story do? *It tells more about things so you can understand them.* What kind of story tells you more about things so you can understand them? *An explaining story.*

Today you learned about a new kind of story. You learned about an explaining story.

Play Show Me, Tell Me Game

(Cumulative Review)

Let's play the Show Me, Tell Me Game. I'll ask you to show me how to do something. If you show me,

you win one point. If you can't show me, I get the point.

Next I'll ask you to tell me. If you tell me, you win one point. If you can't tell me, I get the point.

Now you're ready to play the game.

(Draw a T-chart on the board for keeping track of score. Children earn one point for each correct answer. If they make an error, correct them as you normally would, and record one point for yourself. Repeat missed words at the end of the game.)

- Show me how you would look if you were feeling **bored**. (Pause.) Tell me how you looked. *Bored.*
- Show me how you would act if you were in a good **mood**. (Pause.) Tell me how you are feeling. *In a good mood.*
- Show me how you would look if you were in the **mood** for sleeping. (Pause.) Tell me how you looked. *In the mood for sleeping.*
- Show me how you would look if you were acting **silly**. (Pause.) Tell me how you were acting. *Silly.*
- Show me how you would look if you were feeling **shy**. (Pause.) Tell me how you are feeling. *Shy.*
- Show me how you would sound if you **sighed** because you were **disappointed**. (Pause.) Tell me what you did. *Sighed.*
- Show me how you would look if you were having all kinds of different **emotions**. (Pause.) Tell me what you were having. *All kinds of different emotions.*
- Show me how you would look if I hurt your **feelings**. (Pause.) Tell me how you looked. *As if my feelings were hurt.*
- Show me how you would look if you **muttered** after I asked you to stop talking. (Pause.) Tell me what you did. *Muttered.*
- Show me how you would look if you were feeling **cross** at someone. (Pause.) Tell me how you looked. *Cross.*

(Count the points, and declare a winner.)

You did a great job of playing the Show Me, Tell Me Game!

Preparation: Happy Face Game Test Sheet, BLM B.

Retell Story to a Partner

(Assign each child a partner.) Today I'll show you the pictures Janan Cain made for her book *The Way I Feel*. As I show you the pictures, you and your partner will take turns explaining the feeling that is shown in that picture. (Partners should take turns explaining the feeling each time you turn to a new set of pages.)

What feeling is shown on this page? Explain to your partner what that feeling is like. (Show the pictures from the story on pages 1 and 2.)

(Repeat this procedure for the remaining feelings explained in the book.)

Assess Vocabulary



(Give each child a copy of the Happy Face Game Test Sheet, BLM B.)

Today you're going to play the Happy Face Game. When you play the Happy Face Game, it helps me know how well you know the hard words you are learning.

If I say something true, color the happy face. What will you do if I say something true? *Color the happy face.*

If I say something false, color the sad face. What will you do if I say something false? *Color the sad face.*

Listen carefully to each sentence I say. Don't let me trick you!

Item 1: If you are in a good **mood**, you feel terrible. *False.*

Item 2: Your **feelings** are all of the moods or emotions you may feel. *True.*

Item 3: If you are feeling **shy**, you are happy about meeting strangers and feel good about it. *False.*

Item 4: If you act in a way that makes others laugh, you are acting **silly**. *True.*

Item 5: **Emotions** are the way that you might feel, such as sad, happy, disappointed, or scared. *True.*

Item 6: If someone **squeaked**, they spoke in a very high voice. *True.*

Item 7: If you are in the **mood** for pizza, it means that you do **not** want to have pizza to eat. *False.*

Item 8: If you are **bored**, it means that you feel squirmy and as if there is nothing that you want to do. *True.*

Item 9: If you are **amazed**, you are surprised. *True.*

Item 10: If you are **curious** about what is happening, you are **not** interested in what is happening. *False.*

You did a great job of playing the Happy Face Game!

(Score children's work later. Scores of 9 out of 10 indicate mastery. If a child does not achieve mastery, insert the missed words in the games in the next week's lessons. Retest those children individually on the missed items before they take the next mastery test.)

Extensions

Read a Story as a Reward

(Display copies of several of the books that you have read since the beginning of the program. Allow children to choose which book they would like you to read aloud to them as a reward for their hard work.)

(Read story aloud to children for enjoyment with minimal interruptions.)

Present Super Words Center

(Prepare the word containers for the Super Words Center. Remove words that do not have an opposite from the containers. See the Introduction for instructions on how to set up and use the Super Words Center.)

(Add the new Picture Vocabulary Cards to the Super Words Center. Show children one of the word containers. If they need more guidance, role-play with two or three children as a demonstration.)

Let's think about how we work with our words in the Super Words Center.

You will work with a partner in the Super Words Center. Whom will you work with in the center?
A partner.

First you will draw a word out of the container. What do you do first? (Idea: *Draw a word out of the container.*)

Next you will show your partner the picture and ask what word the picture shows. What do you do next? (Idea: *I show my partner the picture and ask what word the picture shows.*)

What do you do if your partner doesn't know the word? *Tell my partner the word.*

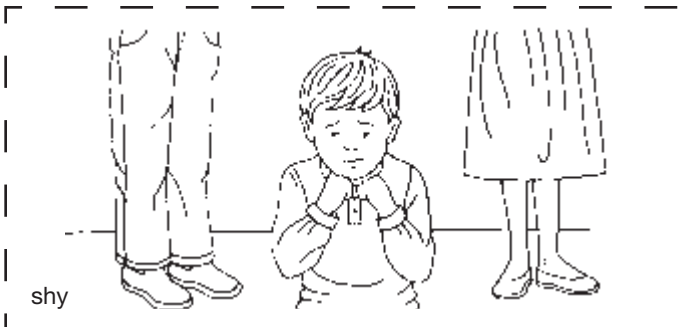
Next you will ask your partner to tell the opposite of that word. What do you do next? (Idea: *Ask my partner to tell the opposite of that word.*)

What will you do if your partner doesn't know the opposite? (Idea: *Tell my partner the opposite.*)

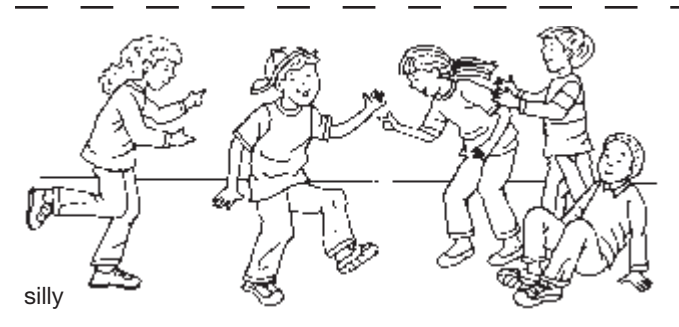
What will you do if neither of you knows the opposite? (Idea: *Put that card back and draw another.*)

What do you do next? *Give my partner a turn.*

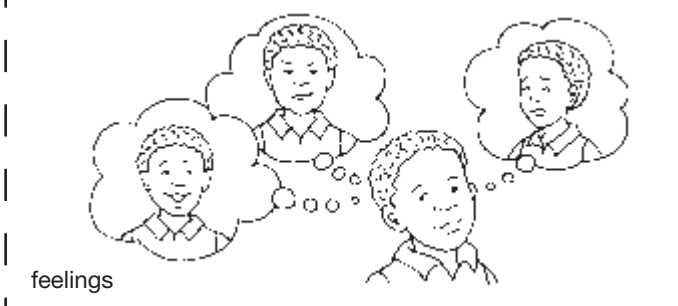
(You may have children call on you or a classroom "expert" if they do not know an opposite. You may also choose to prepare another word container for words children have difficulty with. These could be reviewed later at an appropriate time.)



shy



silly



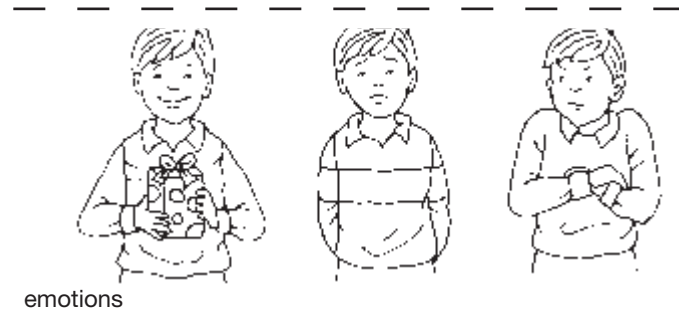
feelings



bored



mood



emotions

Sharing What You've Learned at School

[Note: Children are not expected to be able to read the words. The words are for your information.]

DAY 1: (Cut the Picture Vocabulary Cards apart. Place the cards for *shy*, *bored*, *silly*, and *mood* in a container or small plastic bag.)

(Show your child each card. Ask:) **What word does the picture show?** (Idea: *The picture shows someone who is feeling bored.*)

Tell me what you know about this word. (Share what you know about the word with your child as well. Repeat for each word.)

DAY 2: (Add *emotions* and *feelings*. Repeat procedure from Day 1. Ask:) **Today, tell me anything more that you know about this word.**

DAY 3: Play Opposites Game (Round One)

Let's play the Opposites Game you learned at school. I'll use a vocabulary word in a sentence. If you can tell me the opposite of that word, you will win one point. If you can't tell me, I get the point. Now, you're ready to play the game.

- The child was acting *shy*. Tell me the opposite of "was acting shy." (Idea: *Was not acting shy.*) "Was not acting shy" could be the opposite of "acting shy."
- The boy with nothing to do was *bored*. Tell me the opposite of "was bored." (Idea: *Was not*

bored.) "Was not bored" could be the opposite of "was bored."

- Benjamin was *not acting silly*. Tell me the opposite of "was not acting silly." (Idea: *Was acting silly.*) "Was acting silly" could be the opposite of "was not acting silly."
- Pete was in a *good mood*. Tell me the opposite of "good mood." (Idea: *Bad mood.*) "Bad mood" could be the opposite of "good mood."
- Sally was *in the mood for something hot*. Tell me the opposite of "was in the mood for something hot." (Idea: *Was in the mood for something cold.*) "Was in the mood for something cold" could be the opposite of "was in the mood for something hot."
- Tamsin was *not shy*. Tell me the opposite of "was not shy." (Idea: *Was shy.*) "Was shy" could be the opposite of "was not shy."

[Note: You may add other examples of your own.]

DAY 4: Play Opposites Game (Round Two)

(Add *emotions* and *feelings*, and play the game.)




- George's face *showed his emotions*. Tell me the opposite of "showed his emotions." (Idea: *Did not show his emotions.*) "Did not show his emotions" could be the opposite of "showed his emotions."
- The mean pirate *had no feelings*. Tell me the opposite of "had no feelings." (Idea: *Had feelings.*) "Had feelings" could be the opposite of "had no

Name _____

Making a List Emotions



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thankful	disappointed	proud	excited	bored	jealous