

# Opposites (World Book Early Learning Lesson for Preschool)

## Standards:

Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry:

Language and Literacy. With modeling and support, explore relationships between word meanings (e.g. categories of objects, opposites, verbs describing similar actions—walk, march, prance, etc.) (Vocabulary)

Physical Well Being and Motor Development. Demonstrate locomotor skills with control, coordination and balance during active play, (e.g. running, hopping, skipping).

## Overview:

Students will make text-to-text connections and text-to-self connections and be able to define and identify opposites after viewing and reading *Trek Learns About Opposites* found in World Book Early Learning on the INFOhio website.

## Materials Needed:

- Computer/Projector
- Website: Go to [www.infohio.org](http://www.infohio.org): Click Ages 3-5; choose World Book Early Learning and then Stories. Use the scroll feature to find the picture of the scarecrow Trek.

## Instructional Plan:

**Before** sharing the story *Trek Learns About Opposites*:

### Best Practice:

Adults should interact with young readers when using digital text.

Digital text should be used in lessons and instruction.

1. Begin the lesson by having the students stand up and then sit down. Ask students if they know what an opposite is.
2. Explain that opposite words are actions or things that are completely different such as hot and cold and night and day or standing up and sitting down.
3. Explain that the story uses humor to describe a bad day for Trek and his bird friends. Whatever they plan to do, the opposite happens.
4. Ask students to clap their hands when they see or hear Trek's bird friends in the story.



**Best Practice:**

The use of digital text and technology match student need and includes scaffolding.

5. Play the story once for students and then play it again. Pause by clicking on the arrow button and discuss the opposites that are shown in the pictures. Show one part of the actions and prompt students to provide a possible opposite.
6. You may wish to discuss these important vocabulary words:

Hot, cold, empty, full, light, heavy, sweet, sour, new, old, beautiful, ugly, happy, sad, quiet, noisy, left, right, straight, crooked, dry, wet, fat, thin, clean, dirty, first, last, bad, good

**After listening to the story:**

7. Discussion: Review the story. Use the picture chart to help students answer questions about setting, character, and actions. (See Trek's Opposites - Picture Chart below).
8. Guide students to make text-to-self connections with the story. Guiding questions include:

**Best Practice:**

Students should have a plan and prioritize outcomes before reading a digital text.

- a. Was Trek's hat new or old?
- b. Was Wagtail's song happy or sad?
- c. Did Crow find a quiet place or a noisy one?
- d. Was Seagull the first or the last to go to bed?
- e. Do you ever have bad days like Trek and his friends? What do you call a bad day?
- f. Did you hear the new vocabulary words? Did it help to know what the words meant before listening to the story?
- g. Did you enjoy the story? What did you like/dislike about it? How do you compare it to just reading a book? Which do you prefer?

**Extension Activity:**

Talk about the meaning of the term: "a bad day." Ask students to describe what they would call "a bad day." Then discuss "a good day." Ask students to draw a picture of a time that they experienced "a good day." Use the drawings to create a class book or bulletin board/display. Click For grown ups in the upper right corner to access a lesson plan for this title and others under the Guided Reading Program and Trek Titles section.

**Differentiation:**

Teachers use many techniques to differentiate instruction to meet the needs of and support all learners. Some examples of differentiation used in World Book Early Learning include:

- Reading/Lexile levels
- Student focused - individual and/or small group
- Listen to the book read aloud with words highlighted, or choose to turn off audio
- Videos, pictures, and some games reinforcing concepts with books

**Assessment:**

Divide the group into two groups: the scarecrows and the birds. Ask children to demonstrate the opposites "slow" and "fast" by doing activities such as clapping, blinking, toe tapping, crawling, hopping, and walking. The scarecrows will do the activity slowly while the birds are moving fast. Then switch the groups and continue with the remaining activities.

Assessment: Observation and simple rubric.

## RUBRIC

This rubric measures both the Language and Literacy (Vocabulary) and the Physical Well Being and Motor Development standards listed above.

Student Name:

Skill	Yes	No
Answers questions about story and recognizes plot sequence		
Follows directions as part of scarecrow group		
Follows directions as part of bird group		
Connects student action to main characters in story		

### Home Assignment

#### Best Practice:

Teachers, care-givers, and parents should communicate frequently about the use of digital text. Parent and child should complete the Challenge Activity together.

Students will share with their parent how they can gain access to information using a digital resource and show features from the resource that can help them understand the information. Students will share the short story with parents and talk about what they have learned. Parents and child should complete the Challenge Activity together.

# Trek's Opposites – Picture Chart

Review the story by answering the questions.

1. What is the setting? Circle the correct answer.



In the ocean



In the country



In the city



In the desert

2. Who are the main characters? Circle the correct answers.



Frog



Trek



Fly

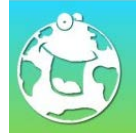


Birds

3. Number the pictures in the order that they happened.

1. This is Trek and his friends.
2. Crow cannot find a quiet place.
3. Everyone goes to bed after their bad day.





# **Opposites – World Book Early Learning**

## **Home Assignment – Challenge Activity**

### **Parents,**

Today your child used a digital resource to read a story and to learn about opposites. They learned how to navigate the tools in the resource. Please have your child show you the resource and tell you about what they learned. Have your child share the story with you and then complete the Challenge Activity together.

Instructions to access the resource:

#### **Best Practice:**

Teachers, caregivers, and parents should communicate frequently about the use of digital text. Parent and child should complete the Challenge Activity together.

#### **Part 1:**

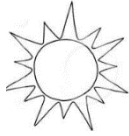
1. Go to [www.infohio.org](http://www.infohio.org). Click the Ages 3-5 orange button. Select World Book Early Learning.
2. Have your child click on the Stories button. Scroll to find the picture of the scarecrow Trek. Find the story *Trek Learns About Opposites*.
3. Your child can help you choose the button to hear the story. They can also show you how to start and stop a story so they can discuss it.
4. Your child should show you some of the opposites they learned about the main characters and be able to explain what “a bad day” means.

#### **Part 2:**

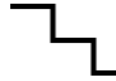
Complete the Challenge Activity with your child. Discuss how each pair of opposites were used in the story.

# Challenge Activity

**Activity:** Trek and his friends try to do one thing only to have the opposite happen. Match the opposites by drawing a line between them.



Hot



Crooked



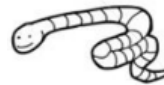
Empty



Left



Sweet



Thin



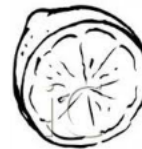
Happy



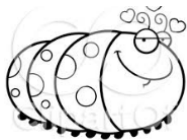
Cold



Straight



Sour



Fat



Full



Right



Sad