



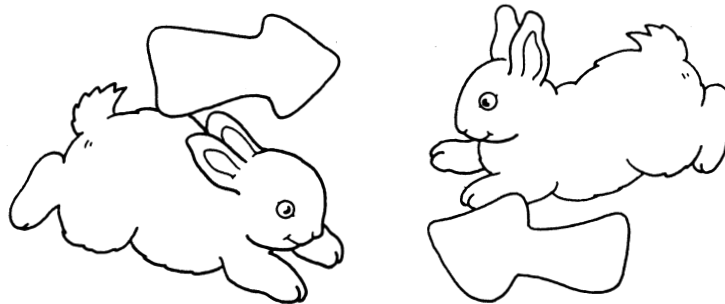
## FUN WITH OPPOSITES TEACHER'S MANUAL

The *Fun with Opposites* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *Fun with Opposites* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



Dover Publications, Inc.  
Mineola, New York

# FUN WITH OPPOSITES TEACHER'S MANUAL LESSONS

**CCSS**

## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>
<p><b>Writing</b></p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b></p>	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

# FUN WITH OPPOSITES

## Summary

The book uses pictures and text to introduce the concept of opposites to children.

<b>Learning Activities</b>	<p><b>Introduce the Book</b></p> <ul style="list-style-type: none"> <li>• Show children the book’s cover and read the title, <i>Fun with Opposites</i>. Have children repeat the title with you. Have them tell what they see on the cover. (RI.K.5, SL.K.6)</li> <li>• Tell children that the word <i>opposite</i> means two things that are as different as they can be. Explain that the words <i>hot</i> and <i>cold</i> are opposites; both words describe the temperature, but one is very hot and one is very cold. (RI.K.3, RI.K.7, L.K.5.b, L.K.5.c)</li> </ul>
	<p><b>Present a Reading Routine</b></p> <ul style="list-style-type: none"> <li>• Show children page 3. Have them tell about the giraffe and the puppy. Point to and read the words <i>tall</i> and <i>short</i>. Have children tell why the animals are opposites in size. Continue the procedure with other pages. (RI.K.1, SL.K.2, SL.K.6)</li> <li>• Review the opposites <i>tall</i> and <i>short</i> on page 3. Write these sentences on the board: <i>The giraffe is tall. The puppy is short.</i> Then have children name other things that are <i>tall</i> and <i>short</i> opposites and create new sentences. Continue with other pages for pairs of opposites. (RF.K.1, SL.K.6, L.K.6)</li> </ul>
	<p><b>Provide Activities for Reading</b></p> <ul style="list-style-type: none"> <li>• Have children focus on the pictures on page 13. Read the words <i>night</i> and <i>day</i>. Ask children to describe the night picture. (<i>The moon and stars are in the sky. The bear is asleep.</i>) Then have children describe the day picture. (<i>The sun is in the sky. The bear is awake.</i>) Based on children’s observations of the day and night pictures, help them make inferences and connections about the objects in the sky and the activities that people and animals do during the day and night. Continue the procedure with other pages. (RI.K.2, RI.K.3, RI.K.7, SL.K.4)</li> <li>• Cover the words on page 23. Then ask children: <i>Which toy is closed? Which toy is open? How do you know?</i> Continue this procedure for pages throughout the book to help children recognize and visualize each pair of opposites. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, SL.K.2)</li> </ul>
	<p><b>Focus on Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking/Listening:</b> Show the words <i>push</i> and <i>pull</i> on page 6. Say the words emphasizing the beginning sound. Then have children think of other words that begin like <i>push</i> and <i>pull</i> (pea, paint, pen, pet, pick, pizza). Continue with other opposites with initial consonant beginning sounds (deep, wet, fat, down, wild, tame). (RF.K.1.b, RF.K.2, RF.K.2.b, SL.K.6)</li> <li>• <b>Language Skills:</b> Show the picture on page 17. Have children think of other animals that are big or little. Ask them to pick an animal, draw its picture, and write the word <i>big</i> or <i>little</i> underneath the picture. Children may also be asked to label their picture using this sentence frame: <i>The ____ is ____.</i> (L.K.1, L.K.2, L.K.5, L.K.5.b)</li> </ul>

# FUN WITH OPPOSITES

Vocabulary	
<p><b>Summary</b> Have children use the following activity to sort words into categories based on opposites.</p>	
<p><b>Vocabulary Activities</b></p>	<p><b>Opposite Categories</b> Say the words <i>fast</i> and <i>slow</i> and then have children repeat the words. Make a list on the board of things that are fast and slow: jet, snail, cheetah, rocket, sloth, etc. Read the words with children. Then have them take turns sorting the words by circling the fast things and putting a box around the slow things. When children have finished, help them make two lists, one for things that are fast and one for things that are slow. (L.K.5.a)</p>
Writing	
<p><b>Summary</b> Have children develop their writing skills by completing the following activities.</p>	
<p><b>Writing Activities</b></p>	<p><b>Narrative Writing</b> Explain to children that every story has a beginning, middle, and an end. Have them look at the picture on page 42. Model how to write a story using the pictures. Write: <i>The children lined up for a race. They ran fast. The children crossed the finish line.</i> Read the story to children and have them identify the beginning, middle, and end. Then have groups of children dictate a story about a different page from the book. Have them draw pictures to accompany their stories. (W.K.3, SL.K.6)</p> <p><b>Informative/Explanatory Writing</b> Share page 20 of the book with children by reading the opposite words and showing them the pictures. Demonstrate a soft and a hard object in the classroom. For example: <i>The stuffed animal is soft. The window is hard.</i> Have children name objects in the classroom that are soft. Then have them name objects in the classroom that are hard. Have children choose one soft object and one hard object and draw pictures of them. Help them write a sentence underneath each picture, using these sentence frames: <i>The ____ is soft. The ____ is hard.</i> (W.K.2, W.K.8, SL.K.6, L.K.5.b, L.K.6)</p> <p><b>Opinion Writing</b> Reread page 40 and have children look at the pictures. Ask children to think of foods that are sweet. Help them make a list of sweet foods on the board (cookies, cake, honey, fruit). Then help them think of foods that are sour and make a list of those words on the board (lemons, limes, green apples, pickles). Ask children if they like sweet foods or sour foods better. Have them draw a picture of the sweet or sour food they like the best and write <i>sweet</i> or <i>sour</i> underneath their picture. Children may also use these sentence frames to write their opinions: <i>I like ____ foods. My favorite ____ food is ____.</i> (W.K.1, W.K.8, SL.K.6, L.K.5.b, L.K.6)</p>

[Visit BOOST Product Page](#)