SEEDS

Skill-based Educational Experiences Delivery System

BOOK #9

ERIC CARLE'S OPPOSITES

by

Eric Carle

Materials

Vocabulary Word Cards

No Purchased Materials

Assorted Small Items (pencils, books, crayons, erasers)

Florida Institute of Education at the University of North Florida

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SEEDS
Session 1 - Steps to Success
Eric Carle's Opposites, Eric Carle

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *day/night, up/down, young/old, short/long, awake/asleep, high/low, wet/dry.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, assorted small items.

Introduction of Book

- Show the children the cover of the book and ask them to identify what is pictured on the front cover. Tell the children that they will be learning about opposite words. Give them some examples of the opposite words used in the book: *day/night, up/down, short/long.* Ask the children if they can think of some opposite words.
- Show the children the front of the book and the back of the book. Tell them that front and back are opposite words.
- Identify the title of the book and the author of the book.

Reading Aloud

- Tell the children that you will be reading a story about opposite words.
- Introduce the Vocabulary Word Cards – *day/night, up/down, young/old, short/long, awake/asleep, high/low, wet/dry.* As you show the Vocabulary Word Cards, match the two opposite words and point to and say each word.
- Match the Vocabulary Word Cards to the pictures as you read the book.
- Read the book while pointing to and emphasizing the opposite words.
- **While reading the book**, ask the following questions:
  - What is the opposite of **short**? (long)
  - It is dark at night. What is the opposite of **night**? (day)
  - Children are young. What is the opposite of **young**? (old)
  - What is the opposite of **high**? (low)

After Reading

- **After reading the book**, ask the following questions:
  - What is the opposite of **asleep**? (awake)
  - A caterpillar is **short**. A snake is _____. (long)
  - I climb **up** the stairs, and then I come _____. (down)
  - It is **dry** out today, but when it rains, it is _____. (wet)

Conversations and Vocabulary Development

Activity 1 Remind the children that they are learning about opposite words. Say the **Opposite Words** chant with the children.

Opposite Words

If I say **short**, you say _____(**long**).
If I say **up**, you say _____ (**down**).
If I say **dry**, you say _____ (**wet**).
If I say **day**, you say _____(**night**).
Lots of words have opposites.
Come along and sing with me.

Continue with in/out, yes/no, on/off, stop/go.

Activity 2 Show the children the Vocabulary Word Cards. Review each of the opposite word pairs with them. Point to and say the opposite words. Place one of the opposite word pairs on the table. Give each child one of the opposite word pair cards and ask them to find the matching opposite card. Reshuffle the cards and play the game again.

Conversations and Language Enhancement

Activity 1 Give each child one small item, such as a pencil, eraser, book, or crayon. Tell them you are going to say opposite words. Ask them to place the item in different places. Give the following directions and ask the children to follow them:

- Place the item *over* your head. Place it *under* your foot.
- Place the item in *front* of your face. Place it in *back* of your head.
- Walk *forward* with the item. Walk *backward* with the item.
- Place the item in your *right* hand. Place the item in your *left* hand.
- Hold the item *up*. Hold the item *down*.

Activity 2 Ask the children what is the opposite of happy? (sad) Ask the children to tell you what makes them happy and what makes them sad. Encourage them use complete sentences.

Activity 3 Review the following opposite words with the children:

smile/frown	high/low	up/down
stop/go	left/right	

Sing the **Opposites** song with the children.

Opposites

(Tune: I'm a Little Teapot)
Opposites, opposites, all around,
Show me a **smile** now, show me a **frown**.
Can you jump **high**? Can you jump **low**?
When I say "**stop**", you say "**go**."
When I say "**left**", you say "**right**".
Opposites, opposites, all around,
Can you stand **up**? Now sit **down**.

SEEDS
Session 2 - Steps to Success
Eric Carle's Opposites, Eric Carle

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *day/night, up/down, young/old, short/long, awake/asleep, high/low, wet/dry*.
- Read the Steps to Success session cards assorted small items.
- You will need Vocabulary Word Cards.

Introduction of Book

- Show children the cover of the book and ask them if they remember what the book was about. Remind the children that they are learning about opposite words.
- Ask the children to name some of the opposite words from the book.
- Review the title of the book and the author of the book.

Reading Aloud

- Show the children the Vocabulary Word Cards. Give each child one of the opposite word pairs. Tell them to listen as you read the book and when they see the opposite words that match their words, hold the Vocabulary Word Cards up in the air.
- Open the book and ask the children to point to where you should begin reading.
- Read the book to the children.

After Reading

- Give each child a turn to think of and say two opposite words.

Conversations and Vocabulary Development

Activity 1 Remind the children that they are learning about opposite words. Sing the **Opposite Words** song with the children.

Opposite Words
(Tune: Twinkle, Twinkle, Little Star)
If I say **in** , you say _____(**out**).
If I say **yes**, you say _____ (**no**).
If I say **asleep**, you say _____ (**awake**).
If I say **happy**, you say _____(**sad**).
Lots of words have opposites.
Come along and sing with me



Activity 2 Show the children the Vocabulary Word Cards. Review each of the opposite word pairs with the children. Point to and say the opposite word pictures. Place the Vocabulary Word Cards on the table. Mix the cards up and ask the children to find the opposite pairs.

Conversations and Language Enhancement

Activity 1 Ask the children to tell you the opposite of wet (dry). Ask the children to give you some examples of things that are wet, and things that are dry. Ask the following questions:

- When it is raining, is it wet or dry outside? (**wet**)
- When the sun shines, is it wet or dry outside? (**dry**)
- Are your hands wet or dry when you are washing them? (**wet**)
- When you use the towel on your hands, will your hands be wet or dry? (**dry**)

Activity 2 Tell the children to look around the room and identify and name things that are short and things that are long. Ask them to touch the short items with their fingers and touch the long items with their elbows. Ask them to think of additional items that are short and long.

Activity 3 Tell the children to think about the outdoors. Ask them to name things that are high in the air and things that are low on the ground. examples for high: trees, clouds, sun, moon, birds, airplanes; examples for low: grass, bushes, flowers, worms, snakes, flowers)

Activity 4 Tell the children that they are going to be thinking of opposite words. Play the **Opposite Game** with them. Tell them you are going to give them a word and they will yell out the opposite word.

Opposite Game

What is the opposite of **young**? (**old**)
What is the opposite of **stop**? (**go**)
What is the opposite of **day**? (**night**)
What is the opposite of **cold**? (**hot**)
What is the opposite of **high**? (**low**)

Activity 5 Remind the children that the book was about opposites. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

Prompt 1 When it rains, it is wet. When the sun is out, it is dry. Make up a story about a rainy, wet day.

Prompt 2 A caterpillar is very short and a snake is long. Can you make up a sentence about a short caterpillar and a long snake?

Prompt 3 We learned about day and night in the book. Make up a story about what happens when day time turns into night time.

Vocabulary Word Cards



day



night



up

Vocabulary Word Cards



down

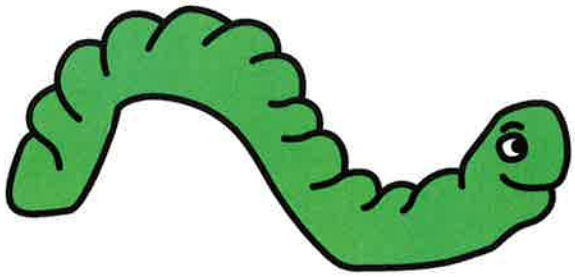


young

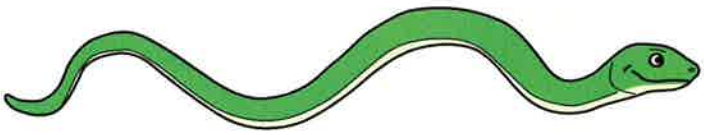


old

Vocabulary Word Cards



short



long



awake

Vocabulary Word Cards



asleep



high

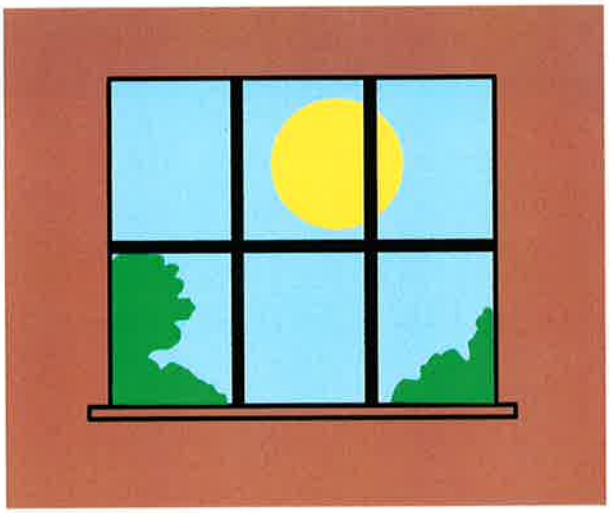


low

Vocabulary Word Cards



wet



dry