

Opposites

Objective

Students will expand their vocabulary as they learn words that are opposites.

Materials

- Everyday objects in the classroom
- Two glasses
- Pitcher of water

Overview

Explicitly model and provide multiple opportunities for practice with corrective feedback.

Activity

1. Assemble sets of classroom objects that are opposites. Begin with one or two opposite pairs, such as *big-little*, *soft-hard*, *heavy-light*, or *full-empty*. The following demonstrates *full-empty*.
2. Say: “We will learn to use an important word, *opposite*. Let’s all say that word.”
3. Fill one of two identical glasses with water from a pitcher. Do not put water in the other glass.
4. Point to the glass with water and say, “This glass is full.”
5. Point to the glass with no water and say, “This glass is not full—it is empty.”
6. Then pour the water from the full glass into the empty glass and say, “Which glass is full? Which glass is empty?” Encourage students to use complete sentences to describe each glass.
7. Fill a glass half-full of water and say, “Is this glass full? Is this glass empty?”
8. Say, “*Full* is the opposite of *empty*, and *empty* is the opposite of *full*. What is the opposite of *empty*? What is the opposite of *full*?”
9. Have students describe objects that are full and objects that are empty. For example: “The box of blocks is full. The waste basket is empty.”
10. Repeat the activity with other pairs of opposite words. Be sure to review previously introduced words.
11. Encourage students to find other words that have opposite relationships.
12. Have students draw pictures that illustrate opposite relationships. They can describe their pictures during circle time or small-group instruction.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.