

Opposites Unit

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year Olds, 2007

These standards are beacon lights for my curriculum. I adapt them according to the ability of my students. I use them as goals to strive towards or as background building for my students' future learning. These goals are my focus, but they are not the only objectives being utilized by the following lessons. Language and social goals are incorporated into our classroom daily routines.

I. History and Social Science Foundation Block 4: Geography/Descriptive Words:

The child will use words to indicate relative location of objects and people including direction words, comparison words and attribute words.(page 36).

- a)Use words to indicate relative location
- b)Develop control in using direction words: on, under, over, behind, near, far, above, below, toward, and away- one direction at a time
- c)Develop control in using comparison words: closer, farther away, taller, shorter, higher, lower, alike, different, inside, outside
- d)Develop fluency using attribute words : hard, soft, rough, smooth

II. Concepts to be Taught:

Objects can be described in terms of their physical properties:

1. Relative size and weight: (comparison words)

- big/little
- large/small
- wide/thin
- long/short
- hot/cold
- night/day
- happy/sad
- on/off
- front/back
- stop/go

2. Position and speed (direction words)

- over/under , above/below
- in/out
- top/bottom
- up/down
- left/right
- far/near
- fast/slow

3. Descriptive Words:

- hard/soft
- wet /dry
- heavy/light

4. Water has properties that can be observed and tested

- sink/float
- empty container/full container

III. Books to be read:

1. Inside, Outside, Upside Down by Jan and Stan Berestain

2. Great Day For Up by Dr. Seuss

IV. Activities :

***Look for theme related concrete objects or use the children themselves to teach each concept**

Relative Size and Weight (comparison words)

1. Big/Little and Large/Small

- Fall : Various size leaves and pumpkins
- Winter: Different size plastic icicles
- Spring : Different size paper eggs
- Summer: Different size sea shells or beach balls

2. Wide/ Thin

- ribbons can be compared
- wide and thin paper
- belts
- ties
- cell phones

IV. Activities :

***Look for theme related concrete objects or use the children themselves to teach each concept**

Relative Size and Weight: Comparison Words;

3. Long or Tall/Short

- rope , yarn
- pencils
- arrange the children in order of tall to short

4. Hot/Cold

- One side hot/one side cold , use pictures of each concept to put on each side of paper.
- [www. mypreschoolcorner.com](http://www.mypreschoolcorner.com) January's page of Winter Activity Samples to download activity
- Talk about clothes we wear: have sample of clothes and have children sort into hot/and cold baskets

5. Night/Day

- Art: Black construction paper/blue construction paper: Glue one half of each sheet of paper together
Label one side as night and put sticker stars on it and use glow in the dark paint to paint the moon
Label the blue side Day. Sponge paint a sun or use scrapbooking printers to make a sunny day scene with paint

6. Happy/Sad

- Cut out ovals to use for faces. Have children draw a happy face on one side and a sad face on the other side
- Talk about the feelings
- Practice making faces in a mirror
- Sing the song, "If You Are Happy and You Know It"

7. On/Off

- Electrical Items : radio ,TV , etc
- Lights: the light switch
- Items can be Placed "on" on a table, chair, bow in hair something
- Position in Space on paper

8. Stop/Go

- Traffic Light *Use hand signals or sign language
- Stop sign
- Play: Green light/red light

IV. Activities :

***Look for theme related concrete objects or use the children themselves to teach each concept**

Position and Speed (Direction Words)

1. Over/Under and Above/Below

- o Placing items various places toy above head, under chair
- o What is over/above our heads ceiling, lights, and sky
- o or below or under our feet floor, grass, water in swimming pool
- o Obstacle course Make it so the children go over and under in room or playground

2. In/Out and inside/outside

- o put items in and out book bag, box, cubby
- o indoors vs outdoors go inside a building/room then go outside talk about this when traveling to and from bus or home and school
- o clothes right side or inside out
- o food: crust: outside, pie is inside

3. Left/Right

- o of feet and shoes and hand
- o paper
- o March beginning with left foot
- o Trace shoes and hands on construction paper, cut them out and label them left and right
- o Left and Right Hand Signals when riding a bikes
- o Do the "Hokey Pokey" Action Song

4. Far/Near:

- o Placement of objects in class room Is it close or far away?
- o In Classroom/ or Outside Which is near, or far?
- o Position in Space On paper , a worksheet

5. Fast/Slow:

- o Have a race Who is fast and who is slow
- o Read the Tortoise and the Hare
- o Toy vehicles make them go fast or slow

Descriptive Words

1. Hard/Soft

- o Food marshmallows, crackers
- o Pillows can be hard or soft
- o Read "Goldilocks and the 3 Bears"

IV. Activities :

***Look for theme related concrete objects or use the children themselves to teach each concept**

Descriptive Words continued

2, Wet/Dry

- Use wet and dry chalk to make pictures : the chalk that is wet (dip it in liquid starch or just use water) will be a richer, darker color
- When children are washing hands and drying them, talk about their hands been wet and now its time to dry them
- Cloth or sponge: one wet and one dry

3. Light/Heavy:

- feather
- straw
- pencil, pen
- books (can be either heavy or light)
- use a variety of items for comparison, use a scale if possible for children to see the difference in weight as well as lifting or attempting to lift items

Water Has Properties

1. Sink /Float

- Use water table or tub, and a variety of objects to see if they sink or float - make predictions 1st if children are verbal or have them make choices of sink or float by pointing :
Take digital pictures of objects you will be using so you can tape them on either the float or sink side for predictions : then after experiment, place it on the correct side

2. Empty or Full container

- Pour water from one container to another, and then have children make a full glass , then to hold up a empty container

Between :

- Body Position
- Object /Item position
- Position in space : on paper (various worksheets or stories)