

LESSON PLAN: OPPOSITES

Level	Subject/Topic	Duration
Kindergarten	Opposites	40 minutes

Resources

Ball/puppet	Adjective flashcards	Match up worksheets	Pencils
Coloured pencils/pens	Opposites memory game		

Learning Objectives and Outcomes

Students will learn adjectives and be able to identify and name their opposites

Key Words/Phrases

Big/small, hot/cold,
loud/quiet happy/sad,
fast/slow, clean/dirty

Key Questions

What is the opposite of...?

Learning Plan

Time	Activity Type	Activity
10 minutes	Circle Time/Warm up	Sit children down in a circle. Say hello and sing the hello song. Go around the circle with a puppet or ball, asking them general questions (What's your name? How are you?), encouraging full sentences. Sing an action song to warm up. Sing 'Boom Chicka Boom', chanting it 'the fast/slow/loud/quiet/happy/sad way' and sing other songs related to theme, such as 'Open, Shut Them'. Sing nursery rhymes the children are already familiar with, but singing them loudly/quietly or fast/slowly.
5 minutes	Key Word Review	Go through flashcards of adjectives. Play a ball game: throw a ball at one child at a time saying an adjective; they must throw it back saying the opposite. Use the flashcards as prompts if child gets stuck, and use actions to help them.
10 minutes	Practical task	Do an opposite match up sheet, drawing lines between opposite adjectives and colouring them in.
5 minutes	Activity/Game	Play an opposite memory game.
10 minutes	Closing Circle	Sit back down in a circle. Review opposites by naming an adjective and getting children to call out/act out its opposite. Read a book related to theme, such as 'Opposites' or 'Oh My! Oh My! Oh Dinosaurs!', both by Sandra Boynton. Sing the goodbye song and say goodbye to the children.

Extra Activities/Follow up activities

Play an act out opposites game – you say an adjective and students must act out the opposite; the last one to do so, or to do so incorrectly, is eliminated.

Do sorting activities: sort objects into big/small, fast/slow, and loud/quiet categories
Use shakers/instruments to be loud and quiet, make a fast/slow beat, etc.

Evaluation

Did students learn a variety of adjectives and their opposites?

Were students able to correctly match up adjectives to their opposites?