



# Opposites are fun!!!!

## Lesson Authors

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## Time Frame

Kindergarten Classroom: 3 days, 30 minutes each day

Elementary Music: 2 days, 20 minutes each day

## Description

This lesson will be taught in both the Kindergarten classroom and the elementary music classroom.

## Kindergarten

This lesson is a precursor for teaching the opposites concept throughout kindergarten in math, science

and language arts. This lesson uses the book *Opposites* by Sandra Boynton to teach students a wide variety of opposite words through a chant. Small groups will be given a page of the book and asked to create body movements that correspond to the opposites on the page. The class will then create a chant with body movements for the entire book.

## Music

This lesson requires students to use body movements to demonstrate their understanding of opposites in music such as high/low pitch and long/short sounds.

## Addressed Standards, Benchmarks and Indicators

### Kindergarten

#### Standard 1 Reading

0.1.2.3 Develop and expand sight vocabulary

#### Standard 5 Listening and Speaking

0.5.1 Use the appropriate skills to achieve the purpose of listening and to respond effectively

0.5.2 Make oral presentations appropriate to the audience

## Music

#### Standard 9-Interrelationships

Formulate relationships between music, the other arts, and disciplines outside the arts.

## Assessed Standards, Benchmarks and Indicators

### Kindergarten

#### Standard 3 Geometric Concepts

0.3.2 Compares two measurements using these attributes:

0.3.2.K2a longer, shorter (length)

0.3.2.K2b taller, shorter (height)

0.3.2.K2c heavier, lighter (weight)

0.3.2.K2d hotter, colder (temperature)

## Music

## Standard 4 Composing

0.4.1 Compose music using specified guidelines for style, form, instrumentation, and compositional technique

0.4.1.1 Recognize degrees of pitch (high, low) and rhythm (short, long) in given musical examples.

## **Objective**

### Kindergarten

Students will be able to verbally identify the opposite of the following words: hot, long, heavy and tall. (0.3.2)

### Music

Students will be able to recognize frequency of pitch (high/low) and rhythm (short/long) in given musical examples played by the teacher on the piano. Students will show understanding by using the body movements of hands up (high), hands down (low), laying flat on ground (long) and curling in a ball (short). (0.4.1.1)

## **Assessment**

### Kindergarten

### **Summative**

The teacher will call students up individually, while the other students are engaged in another independent activity. The teacher will ask each student to tell them the opposite of the following four words: hot, long, heavy and tall. The teacher will check off each word the student gets correct.

### **Formative**

During the lesson the teacher will observe if students are able to remember the order of the words from the book. Continued repetition while pointing to the corresponding word and picture will help students retain the information.

### Music

## Summative

Students will demonstrate oral knowledge of high/low sounds and long/short sounds by showing correct body movements matching what they hear.

## Formative

During the lesson, the teacher will observe students to determine if they are physically demonstrating the musical sound correctly. More practice on the objective can be done if the teacher feels it is necessary.

## Materials and Resources

### Kindergarten

- ✓ *Opposites* by [Sandra Boynton](#) ISBN: 0-671-44903-6
- ✓ Little Simon: Simon and Schuster Childrens Publishing, 1995
- ✓ Photo copied pictures and word from each page of the book to be displayed
- ✓ Timer
- ✓ Assessment form ([click here for Appendix A](#))

### Music

- ✓ Piano or any melodic instrument
- ✓ Picture cards (for students who are not capable of performing body movements)
- ✓ Assessment form ([click here for Appendix B](#))

## Learning Activity

### Kindergarten

#### Day 1

1. Tell students that today they will be learning about opposites.
2. Inform students that you are going to be reading them a story about opposites.
3. As you read, have students listen to the opposites in the story.
4. Inform them that when the story is over, they will be asked to give an example of an opposite.
5. Read *Opposites* by Sandra Boynton.
6. Ask different students to give you the opposite of a word you give them.

## Day 2

1. Review opposites with students by asking them to tell you the opposite of several words.
2. Reread *Opposites* by Sandra Boynton.
3. Show students the picture and word cards you created to go with the book and tape them up in order across the board.
4. Have students repeat after you as you point to each picture and word.
5. Explain that the students are now going to make up a chant to go with the opposite words from the book. (You will do this as a class). [Click here to see an example of an opposite chant.](#)
6. Explain that a chant is a special way of talking with a rhythm.
7. Start out by chanting the opening and closing lines, Opposites, opposites, opposites are fun. Have students repeat after you until they are all doing it with you.
8. Go through the chant two times. Then add the opposite words by having the students chant them as you point to each word on the pictures you created.
9. Finish by repeating the chant twice again.
10. Repeat a few times until students can successfully repeat without mistakes.

## Day 3

1. Review the chant to get students ready for the activity.
2. Tell students that today they are going to create actions to go with the chant.
3. Have students stand in a straight line, shoulder to shoulder, facing you.
4. Have students put their hands on their knees, while bending their knees. Students then rub their hands up and down their legs, going from knee to upper thigh.
5. While students are doing this, have them chant, Opposites, opposites, opposites are fun. Go through this two times.
6. Inform students that they are going to work in groups to come up with actions to go with the opposites from the book.
7. Divide students into groups of 2 or 3.
8. Assign each group one of the pictures and word cards from the board.
9. Using the Kagan Structure, Timed Pair Share, students will develop actions for the opposites picture and word card that they were assigned from the board.
10. Give students 4 minutes to complete this activity.
11. Have students demonstrate the actions they created for the entire class.
12. Practice the chant several times using the actions.
13. At the end of the chant, repeat Opposites, opposites, opposites are fun two times with the actions.
14. Finally, put it all together from the beginning. Go through the chant, using the actions, and ending with, Opposites, opposites, opposites are fun.

## Music

### Day 1

1. Tell students that you understand they are learning about opposites in their classroom and that they had learned a chant called Opposites Are Fun.
2. Have students perform the chant for you.
3. Tell students that opposites are also a big part of music.
4. Have students demonstrate the hand motions for high/low that they came up with in their Kindergarten classroom.
5. Explain that music also uses high/low when talking about sounds.
6. Play some high sounds on the piano, or melodic instrument, and ask the students to think animals that make high sounds.
7. Play some low sounds on the piano, or melodic instrument, and ask the students to think of animals that make low sounds.
8. Next, play high/low sounds on the piano and have students show if the sound is high or low by using the action they created for high/low in their classroom.

### Day 2

1. Ask students what opposites they learned about during their last music period.
2. Review high/low by playing notes on the piano and having students show high/low using the same action as the last music period.
3. Explain that students are going to learn another opposite: long/short.
4. Demonstrate long/short sounds on the piano.
5. Have students lay flat on the floor when they hear a long sound and curl up in a ball when they hear a short sound.
6. Finally, select students to demonstrate their understanding of long/short by making an owl sound, Whoo, while the other students use their bodies to show long/short. They should use the same movement used earlier in the class period.

## Adaptations

### Kindergarten

Pair the students who are having difficulty understanding the concept with students who are comfortable with the activity. If students are having trouble with the actions, the teacher should model the movements for the students.



## Music

Students who are not capable of performing body movements can demonstrate understanding of the objective by holding up picture cards that represent long/short and high/low sounds. The pictures can include the corresponding words.

## Authors Reflections

This lesson is most effective if it is completed at the beginning of the year. The music lessons need to be completed after non-music lessons, but within two weeks of each other.

## Content Knowledge

### Kindergarten

The teacher needs to have read the book and should be comfortable reading it as a chant. The teacher also needs to have ideas for an action for each opposite in the book in case a group has trouble coming up with one.

## Music

The teacher needs to be familiar with the book. They also should be familiar with the chant and have reviewed how the teacher performs the chant with the class in order to review the chant with the students.

## Strategy Description

### Kindergarten

#### Timed Pair Share

Give students a task

Pair students up into groups of two. (For this lesson groups of 2 or 3 are used.)

Tell students the amount of time they have to complete the task.

Start the timer, and have students begin.

## Music

Not applicable for this lesson.

## Additional Resources

Opposite Songs :

[www.perpetualpreschool.com/preschool\\_themes/opposites/opposites\\_songs.htm](http://www.perpetualpreschool.com/preschool_themes/opposites/opposites_songs.htm)

[www.songsforteaching.com/preschoolkindergarten.htm](http://www.songsforteaching.com/preschoolkindergarten.htm)

Opposite Games:

[www.standardsmadeeasy.com/Activitydetail.asp?activityID=10150](http://www.standardsmadeeasy.com/Activitydetail.asp?activityID=10150)

[www.perpetualpreschool.com/preschool\\_themes/opposites/opposites.htm](http://www.perpetualpreschool.com/preschool_themes/opposites/opposites.htm)

Opposite Pictures Link:

[www.meddybemps.com/9.600.html](http://www.meddybemps.com/9.600.html)

Opposites Sign Language:

[www.lessonstutor.com/ees\\_asl\\_opposites.html](http://www.lessonstutor.com/ees_asl_opposites.html)