

Language & Literacy		Title: Words/Opposites	Day: 1	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe and demonstrate the words/ opposites</p>	<p>Recap:Students will be asked to tell about the pronouns and their use.</p> <p>We Are Learning to: Describe and demonstrate the words/ opposites.</p> <p>What I am looking for: How well you can describe and demonstrate the words/ opposites.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction:Gather students at large group area and whisper that we are going to practice opposites. Tell students opposites are contrast or opposites of each other such as in/on, up / down.Ask a student or a pair of students to point out opposite concepts in the room or demonstrate them, e.g. by sitting on top of a table then sitting under the table.Everybody point up. Now point down. Let's all whisper, 'opposites.' Now let's shout, 'opposites!'.Show students different action like open your small arms at first and say small then open your big arms and say big. Ask the students sit on a chair then ask them stand. Tell them these are opposite words. Make a list of words/ opposites on the white board and ask the students read the words with you.</p> <p>Play the word/opposite song for students.</p> <p>https://youtu.be/TW4OQxUVjiE</p> <p>Show them words flashcards and ask them try to read the words.</p> <p>Guided practice:Divide the class into two teams and shuffle the word cards matching the opposites you have been teaching.A player from team 1 show a flashcard and team 2 will find its opposite word and show the card. Each correct guess scores one point.If you prefer this to be a non-competitive activity, you can involve the whole class at the same time, asking all the students find the flashcards one by one. In this case, you need to leave a list of the words on the board.</p> <p>Focused Task:Now ask the students open book page no _____. Read the sentences with students and point out word and its opposite with the finger.</p> <p>Ask the students open their copies and write 5 words from board and make their opposites.</p> <p>Wrap up: Show the students a big ball and ask its opposite.</p> <p>Reflection :</p> <p>Homework: Do book page no _____.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the words/ opposites</p>	<p>Flash cards</p> <p>Words flash card</p> <p>Book page no_____</p> <p>Copy work</p> <p>Book page no_____</p>

Language & Literacy		Title: Words/Opposites	Day: 2	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe and demonstrate the words/ opposites</p>	<p>Recap:Show different words flashcards like on, in, hot, empty and ask their opposites.</p> <p>We Are Learning to: Describe and demonstrate the words/ opposites.</p> <p>What I am looking for: How well you can describe and demonstrate the words/ opposites.</p> <p>Gained skill: This will help us to improve our speaking and writing skills</p> <p>Introduction:</p> <p>Show the class the flash card illustrating 'tall' and 'short' or draw two stick figures on the board - one tall, one short - and say 'Look! He's tall. He is short.' You can call two students to reinforce the meaning of the word. Ask one of the taller students to stand up and ask 'How tall are you?' Respond with 'Oh, you're very tall!'. Repeat this with other tall student. Point to the second drawing on the board and ask 'Is he tall?' The class will reply 'No', which you reinforce saying 'No, he's not very tall. He's small.' Introduce a second contrasting pair of adjectives, for example 'happy' and 'sad', in the same way. Continue until there are eight or ten flashcards on the board.</p>	5 mins	<p>Students will be assessed on</p> <p>Describing the words/ opposites</p>	Flash cards
	<p>Guided practice:</p> <p>Give the students two baskets having pictures flashcards. Ask the students take out the picture from one basket and find its opposite picture from other basket. And put both cards on table and tell the adjectives like if pictures of two elephants one is big and other one is small.</p>	10 mins		<p>Baskets, pictures flashcards</p> <p>Book page no____</p>
	<p>Focused Task:</p> <p>Now ask the students open book page no _____. Ask them look at the pictures and read the sentences and draw a face according to instructions.</p> <p>Wrap up:</p> <p>Show the flashcard of day and ask its opposite.</p> <p>Reflection :</p>	5 mins		

Language & Literacy		Title: Words/Opposites	Day: 3	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe and demonstrate the words/ opposites</p>	<p>Recap:Show different words flashcards like hard, light, clean, go and ask their opposites.</p> <p>We Are Learning to: Describe and demonstrate the words/ opposites.</p> <p>What I am looking for: How well you can describe and demonstrate the words/ opposites.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Antonyms are two words that mean the opposite of one another. ANTONYM=OPPOSITE. Teacher will tell, He looks up. He looks down.(There may be other antonyms for up. Down was the best answer. You know the opposite of up is down without having to think too hard. Can anyone think of any antonyms?. How about an antonym for Sit? Stand.Wet? Dry. All? None. Right? Wrong. Hot, Cold. Sink, float.</p> <p>Guided practice: Tell the students to take out their whiteboards and board pens, or hand out drawing paper.Draw a cat on the board, i.e. a cat wearing sunglasses, next to a palm tree with the sun shining in a corner of the picture. Tell students 'Look, this cat is white. Can you draw a white cat?' In the same way, you can ask them to draw a fat cat, a thin cat, a happy cat, a sad cat, using all the words represented on the board.Encourage the students to show each other their drawings and say 'My cat is black.' 'My cat is sad.'</p> <p>Focused Task: Now ask the students open book page no _____. Ask them read the words and write its correct opposite. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show the flashcard of dry, open and ask its opposite.</p> <p>Reflection :</p> <p>Homework: Fill in the blanks with correct opposites.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the words/ opposites</p>	<p>Flash cards</p> <p>White boards, boards pen</p> <p>book page no_____</p> <p>Worksheet</p>

Language & Literacy		Title: Words/Opposites	Day: 4	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe and demonstrate the words/ opposites</p>	<p>Recap:Students will be asked to tell what antonyms are?</p> <p>We Are Learning to: Describe and demonstrate the words/ opposites.</p> <p>What I am looking for: How well you can describe and demonstrate the words/ opposites.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Write some word /opposites on board in column.Ask students to match the opposites. If you have more time, you can ask students to first match the opposites and then write out one sentence with any one word. Repeat the activity with every student.</p> <p>Guided practice: For the Memory game, cut up a set of same-sized cards before class and write one word on each. Make sure each word card has another card with the opposite word on it. Have one set of cards for each group.In class, shuffle the cards and place individual cards face down in a grid on a table for each group. Students will take turns in their group. For a turn, a student will flip over any two cards. If the words are matching opposites, the student can keep the pair of cards. If they're not opposites, the students must flip them back over. At the end of the game, when all the opposite pairs are found, the student with the most pairs wins!</p> <p>Focused Task: Students will do a worksheet in which they will fill in the blanks with suitable opposites from the given word bank.</p> <p>Wrap up: Show the student flashcards of different words and ask them tell the opposite.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the words/ opposites</p>	<p>Flashcards,</p> <p>worksheet</p>

Language & Literacy		Title: Words/Opposites	Day: 5	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe and demonstrate the words/ opposites</p>	<p>Recap:Show different words flashcards like hard, light, clean, go and ask their opposites.</p> <p>We Are Learning to: Describe and demonstrate the words/ opposites.</p> <p>What I am looking for: How well you can describe and demonstrate the words/ opposites.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction:</p> <p>Teacher will bring different object in class such as big ball, small ball, hard rock, soft teddy bear, thin stuff toy, fat stuff toy, filled glass, empty glass. Then teacher will show to class one object and ask its opposite. When student will give answer teacher will show the opposite object.</p>	5 mins	<p>Students will be assessed on</p> <p>Describing the words/ opposites</p>	Flash cards
	<p>Guided practice:</p> <p>Students will be given one card with a word written on it. Teacher will ask look at their card and read it to themselves. Teacher will then allow them three minutes to move around the room to find the person who has the word that would mean the opposite of their word. After they find their partner, tell them to remain standing beside that person until time is up. When the time is up, teacher will ask each student to share his/her word and also allow the student's partner to share their word. The words that the students say should be opposites to be correct. The class will listen as each set of partners share their pair of antonyms</p>	10 mins		plastic bottle, flashcard
	<p>Focused Task:</p> <p>Students will open their copies. Teacher will write 10 words on board and tell them write five words from these words on your copies and write their opposites. Give them a set amount of time to complete the task and monitor their progress.</p>	20 mins		Copy work
	<p>Wrap up:</p> <p>Show them the flashcards and ask the opposites of the words and its use in a sentence.</p> <p>Reflection :</p>	5 mins		Copy work
	<p>Homework: Students will write the opposites of given words in their copies.</p>			