

# Parts of Speech: Opposites

Student will learn to receptively identify and expressively label a variety of opposite states.

## Suggested Materials

LB14 Language Builder:  
Opposites Cards

Various classroom  
objects that can be  
demonstrated in  
opposite states.



## Notes

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Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. When presented a field of 2 identical objects in opposite states, [Student] will receptively identify the object in the state requested by the instructor (Find the one that is wet.) for 8 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. When presented a field of 2 pictures of identical objects in opposite states, [Student] will receptively identify the picture depicting the object in the state requested by the instructor (Find the one that is wet.) for 10 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
3. When presented a field of 2 pictures depicting opposite states not necessarily of identical items, [Student] will receptively identify the picture depicting the state requested by the instructor (between a pillow and a rock: Find the one that is soft.) for 40 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
4. When presented a field of 2 pictures of identical objects in opposite states, [Student] will receptively identify the picture depicting the object in the state requested by the instructor (Find the one that is wet.) for 40 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
5. When presented a field of 3 or more pictures depicting various states of items, [Student] will select and expressively identify the item which is the opposite of a picture presented by the instructor (Find the opposite of dry.) for 40 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

# Parts of Speech: Opposites

## Lesson Focus

Student will learn to receptively identify and expressively label a variety of opposite states.

## Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

## Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from each other at a table.

## Preparation

**Phase I:** Assemble various classroom objects that can be presented in opposite states. Gather 2 matching examples of each object so that you can make the same object into opposite states. For example: 2 identical washcloths to demonstrate wet vs. dry.

**Phase II & III:** Pull cards from LB14 Language Builder: Opposites.

## Procedures

**Phase I:** Select between 2 opposite states using physical objects.

Start with 1 opposite pair that is easy to identify with real, physical objects, such as **Wet** and **Dry**.

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place 2 identical objects in front of the student that demonstrate opposite states (e.g., a **Wet** washcloth and a **Dry** washcloth).
4. Ask the student: "Which one is **Wet**?"
5. Prompt if necessary.
6. Wait for student to select the correct object, and depending on the student's verbal abilities, encourage them to say: "This one is **Wet**" or "This washcloth is **Wet**."
7. Reinforce the student.

**Phase II:** Select between 2 opposite states using photo cards.

Start with 1 opposite pair that is easy to identify in photo cards, such as **Clean** and **Dirty**.

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place a pair of opposite cards in front of the student.
4. Ask the student: "Which one is **Clean**?"
5. Prompt if necessary.
6. Wait for student to select the correct card, and depending on the student's verbal abilities, encourage them to say: "This one is **Clean**" or "This shirt is **Clean**."
7. Reinforce the student.

**Phase III:** Phase I & II ask the student to select between 2 opposite states. Phase III presents 1 state and requires the student to tell you the opposite state.

Start with 1 opposite pair that is easy to identify with photo cards, such as **Open** and **Closed**.

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place an opposite card in front of the student.
4. Hold the corresponding opposite card in front of you.
5. Give the instruction: "What is the opposite of **Open**?"
6. Prompt if necessary.
7. Wait for the student to select the card, and if appropriate to their skills, say the correct opposite word.
8. Reinforce the student.
9. Increase the number of cards in the selection field, as described in the Lesson Progression.

## Prerequisites

**Lesson 37: Opposites** and **Lesson 36: Identifying Prepositions** may be introduced in whichever order the student seems to grasp, or they may be introduced simultaneously. Some prepositions will also lend themselves to opposite states (in/out, near/far, over/under, etc.)

The following are not direct prerequisites, but may be good to introduce before this lesson:

- ★ **Lesson 33: Expressive Labeling – in Books**
- ★ **Lesson 34: Expressive Labeling – in Environment**

## Standards

### Head Start

- ★ P-LC 2

### Common Core

- ★ CCSS.ELA-Literacy.L.K.5

### ABLLS-R

- ★ N/A

### VB MAPP

- ★ T 13-c

## Record Keeping

### Data Sheet

- ★ *Vocabulary-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



## Teacher Tip

Opposites are easy to work into everyday classroom discussions. Whenever possible, talk about opposites when you interact with the student. For example: "The students are wide awake!" and "The teachers could use a nap."

## Lesson Progression

**Phase I:** Select between 2 opposite states using physical objects.

- Start with 1 opposite pair that is easy to identify with real, physical objects, such as **Wet** and **Dry**.
  - Ask the student: "Which one is **Wet**?"
  - Randomly rotate the position of the objects, giving the instruction: "Find the one that is **Wet**."
  - When the student can consistently identify the object that is **Wet**, give the instruction: "Show me the one that is **Dry**" and follow the same procedures as you did for **Wet**.
  - When the student is able to select the **Dry** object, with positions randomly rotated, begin to randomly ask the student to identify both **Wet** and **Dry**.
- When the student is able to distinguish between 1 opposite pair (e.g. **Wet** vs. **Dry**), introduce a 2nd opposite pair, such as **Open** and **Closed**. Follow the above procedure until the student can consistently identify **Open** and **Closed**.
- Introduce 2 to 3 more opposite pairs, using the above procedures, until the student has a selection of 4 to 5 opposite pairs that they can consistently distinguish.
- When the student can distinguish several opposite pairs with only the 2 components of the pair in the field (e.g., only **Wet** and **Dry**), bring a 2nd set of opposites into the field. For example, have **Wet**, **Dry**, **Open**, and **Closed** all on the table together, and give the instruction: "Pick the one that is **Open**."
- Introduce the student to more opposite pairs and add more to the field until the student has a repertoire of 8 to 10 pairs. Then move to Phase II.

**Phase II:** Select between 2 opposite states using photo cards.

- Start with 1 opposite pair that is easy to identify with photo cards such as **Clean** and **Dirty**.
  - Ask the student: "Which one is **Clean**?"
  - Randomly rotate the position of the cards, giving the instruction, "Find the one that is **Clean**."
  - When the student can consistently identify the card that depicts **Clean**, give the instruction: "Show me the one that is **Dirty**," and follow the same procedures as you did for **Clean**.
  - When the student is able to select the card depicting **Dirty**, with positions randomly rotated, begin to randomly ask the student to identify both **Clean** and **Dirty**.
- When the student is able to distinguish between 1 opposite pair (e.g., **Clean** vs. **Dirty**), introduce a 2nd opposite pair, such as **Empty** and **Full**. Follow the above procedure until the student can consistently identify **Empty** and **Full**.
- Introduce 2 to 3 more opposite pairs using the above procedure until the student can distinguish 4 to 5 opposites.
- When the student can distinguish several opposite pairs with only the 2 examples of the pair in the field (e.g., only **Clean** and **Dirty**), bring a 2nd set of opposites into the field. For example, have **Clean**, **Dirty**, **Empty**, and **Full** all on the table together, and give the instruction: "Pick the one that is **Empty**."
- Many of the opposites are depicted in multiple scenarios within LB14 Language Builder: Opposites. Start with just 1 version of the opposites scenario until the student can identify 8 to 10 pairs. Then introduce additional versions of the opposite pairs until the student can identify all of the opposites in LB14 Language Builder: Opposites.

**Phase III:** Phase I & II ask the student to select between 2 opposite states. Phase III presents 1 state and asks the student to tell you the opposite state.

- Start with 1 opposite pair that is easy to identify with photo cards, such as **Open** and **Closed**.
  - Have multiple cards in front of the student depicting 1 to 2 of various opposites pairs (e.g., **Hot**, **Full**, and **Closed**).
  - Hold up a card, such as **Open**, and ask the student: "What is the opposite of **Open**?"
  - The student should select the correct opposite card and respond: "**Closed**."
  - Introduce distractor trials of non-verbal imitation, or some other mastered skill, in between the opposites trials
- When the student can correctly identify 1 opposite pair, with distractor trials in between, introduce a 2nd opposite pair using the same procedure.
- When the student can identify the 2nd opposite pair consistently, begin alternating randomly between the 2 pairs, keeping the distractor trials in between at first, before fading the distractor trials.
- Continue introducing new opposite pairs in this manner until the student has mastered 10 opposite pairs. Then you can begin introducing different versions of known opposite pairs until the student can recognize all of the opposites in LB14 Language Builder: Opposites.

## Generalization

Generalization for the skill of identifying opposites begins when you teach the multiple variations offered for many opposites, as described in the Lesson Progression. Once the student has success identifying opposites in the formal lesson setting:

- Have the student practice identifying opposite pairs with another staff member.
- Have the student practice identifying opposites in various settings around the classroom and other school areas. For example: **Cut** and **Whole** apple in the lunchroom, **Empty** and **Full** bucket in the sandbox, **Short** and **Long** crayon in art class.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Vocabulary Home Communication Sheet* so parents know which opposite pairs the student is learning to label and identify and can ask the student to label opposites at home or in environments outside of school.

## Whole-Child Lesson Ideas

### Treasure Trail

Use cards from LB14 Language Builder: Opposites to review opposites with this gross motor activity. Tell the student that they will help you create a trail to get to treasure. Create a pile of cards by separating out one card from each of the opposite pairs. Lay down those cards in a trail. Hand the remaining cards to the student. As the student follows the trail, have them find the card that will complete the pair and place it on the trail. The reward for completing the trail will be a "treasure" you have placed at the end.

## Prompting

Prompting will vary by phase, but in general you can follow typical prompting methods for introducing new vocabulary.

- Point to the opposite on the table.
- Hand over hand guide the student to find the correct opposite.
- For the verbal component of Phase III, model vocalization, and say that the opposite of **Hot** (card in hand) is **Cold** (point to target card on table), or say just the first sound of the word.

## Next Steps

- ★ **Lesson 37: Opposites** and **Lesson 36: Identifying Prepositions** may be introduced in whichever order the student seems to grasp, or they may be introduced simultaneously.
- ★ When the student understands opposites well, work these skills into **Lesson 108: Receptive Labeling – Features & Lesson 112: Expressive Labeling by Feature**.



# Vocabulary-Based Lessons

## DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
Time Started: \_\_\_\_\_  
Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
Time Started: \_\_\_\_\_  
Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: \_\_\_\_\_ Staff Initials: \_\_\_\_\_ Notes: \_\_\_\_\_  
Time Started: \_\_\_\_\_  
Time Finished: \_\_\_\_\_ % Correct: \_\_\_\_\_

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										