Before Reading Questions and Discussion

Give students time to browse through the book before reading it on their own. Help them walk through the book, page by page, noticing the pictures and print. Ask questions and help them identify unknown or difficult vocabulary. Use this time as a strategy reminder to help students remember things good readers do, such as looking at pictures, pointing to the words as they read, and using the first sound of a word to figure it out. Use the following questions to guide your discussion and build background knowledge:

What does it mean when we say two things are opposites? Can you think of an example?

During Reading

Observe students as they read the text independently. Students at this level are very auditory and will probably need to read aloud. Tell them to read in their quietest “book reading voice,” so they do not disturb their neighbors. As they read, listen in and observe their reading behaviors. Be prepared to coach them as needed using the appropriate strategy prompts, questions, and reminders from this list: You said ________, does that make sense? Try that again. What else can you try? Does that sound right? Does it look right? Get your mouth ready to say the first sound. Can you chunk the word into smaller parts? Beginning readers often need many strategy reminders. It’s important, however, for the teacher to serve as a coach and guide their word-solving strategies. Remember that making approximations and learning to monitor their comprehension is part of learning and will help them when they are reading independently as well. You may want to record any reading behaviors you notice during this time and use these as a focus for future mini-lessons.

After Reading

Lead a class discussion using the following questions:

• What are two animals that are opposites?
• What are two things besides animals that are opposites?

Encourage students to support their answers by using examples from the text.

Strategy Mini-Lesson

Strategy: Saying Something

1. Think aloud: When I read a book, I try to think of something to say about what I have read.
2. Explain: We will practice saying something using words from the book.
3. Copy, cut out, and laminate the word cards found on page 2 of this guide.
4. Give each student, or pair of students, a word card that shows a pair of opposites. Have students think about what they can say about the words.
5. If necessary, let them browse through the book to help them generate ideas.
6. Let students share their thoughts. Remind them that other students may say something different about that word.
7. Remind students that good readers are able to discuss words and ideas from books that they read.

Revisiting the Text

Students can practice reading the book with a partner, taking turns reading the words and saying something about the text and illustrations. Encourage students to share their own examples of opposites as they read and discuss the examples of opposites in the book.
soft
hard
light
dark
slow
fast
big
small
long
short
alone
together