**Lesson Objectives**

**Day 1**
**Students will:**
- Understand that the suffixes -er and -est can be added to words to create words that compare
- Understand the -er is used for comparing two things and -est is used for comparing more than two things
- Read and write comparative and superlative words
- Understand that many words require spelling changes before adding -er, -est

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—stranger, softest, lower

**Day 2**
**Students will:**
- Explain in their own words how adding -er or -est to base words changes their meanings
- Sort words according to their appropriate spelling patterns
- Use correct spelling patterns and correct usage of comparative/superlative endings when writing sentences

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—stranger, softest, lower

**Day 3**
**Students will:**
- Sort words according to their spelling patterns
- Spell words using the appropriate spelling pattern
- Use the correct form and spelling of base words to complete a classroom activity

**Materials:**
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 5

**Day 4**
**Students will:**
- Identify comparative and superlative adjectives in a passage
- Write -er and -est words in sentences

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

**Day 5**
**Students will:**
- Spell words using the appropriate spelling pattern

**Materials:**
- Quick-Check Assessment

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart
- 3 Pencils of Different Lengths (Day 1)
Day One

Supporting ELs

The lesson introduces the concept of comparatives and superlatives using concrete objects. Continue to support ELs by providing concrete objects wherever possible to compare thickness, width, softness, etc. Provide sentence frames and ask students to supply the correct form of the comparative, for example: This ruler is ______ than ______; This ruler is the ______.

Blending Practice

If some students have difficulty reading the words formed after adding the comparative endings, help them read the word in chunks. For example, read the base word and blend it with the ending: /warm/ /er/. Continue to support students who need help with blending throughout the week.

Remind students to look for endings on new words they come across in their reading. Explain that often when they break an unfamiliar word into its parts, they can recognize the base word, which makes the reading easier.

Review Suffixes -y, -ly, -ily

Focus Words: smoothly, hastily, peppery

Write the following words on the chalkboard: smoothly, hastily, peppery. Ask students to read each word aloud, name the suffix, and tell the part of speech of the word. Then ask them to identify each base word and its part of speech. If necessary, remind students that when the suffix -y is added to the end of a noun, it changes it to an adjective, and when suffixes -ly and -ily are added to the end of adjectives, they become adverbs.

Introduce Comparative Suffixes -er, -est

Model

Hold up two pencils, one longer than the other one. Say: I can compare the length of these two pencils. I can say that this pencil is longer than the other pencil. When I want to compare these two things, I add the ending -er to the adjective long. I can say, This pencil is long, but this pencil is longer.

Pick up a pencil that is longer than the other two pencils. Say: Now I want to compare three pencils. When I compare three or more things, I add the ending -est to the adjective—for example, This pencil is long; this pencil is longer than the first pencil; and this pencil is the longest of all three.

Write the words long, longer, longest on the chalkboard, circle the endings, and have students read the base word and then the ending with you.

Guide

Provide practice for students to use the correct forms of the comparative and superlative forms of regularly spelled adjectives. Write the words cold, colder, coldest on the chalkboard. Ask students to create oral sentences that compare the seasons of the year. Provide the following sentence patterns and ask volunteers to supply the missing words:

Spring is ______ than summer.
Winter is a ______ season.
Autumn is ______ than summer.
Winter is the ______ season of all.

Apply

Ask students to work with a partner to create sentences in their word study notebooks about the seasons using the words warm, warmer, warmest.
Spelling Words with Comparative Suffixes

Unit Spelling Words: thicker, slimmer, coolest, funnier, bravest, saddest, weaker, silliest

Write the following words in a row across the chalkboard: thick, slim, cool, funny, brave.

Say: When we add comparative endings to words, the spelling of the base word sometimes changes. Provide examples of spelling using these example words.

Under the word thick write thicker and thickest. Point out that thick is a closed syllable that ends with a consonant digraph. Explain that we usually don’t change the spelling of a base word ending with consonant digraphs when we add comparative endings.

Write the words slimmer and slimmest under the word slim. Point out that slim is a closed syllable that ends with a single consonant. Explain that we usually double the last consonant in words that end in one consonant before adding the comparative ending.

Write the words cooler and coolest under the word cool. Point out the vowel digraph followed by a consonant. Explain when there are two vowels preceding the final consonant, we usually don’t double the consonant before adding the endings.

Write the words funnier and funniest under the word funny. Point out that funny ends with an open syllable ending with y. Explain that we need to drop the y and then add the letter i before adding -er or -est.

Write braver and bravest. Explain that we drop the final e before we add -er and -est.

Write the word sad. Ask students what they need to do to add the ending -er to the word. Then write sadder on the chalkboard. Repeat with the words weak and silly.

Ask students to write the unit spelling words in their word study notebooks. Ask partners to check each other’s spelling.

Assessment Tip

Note which students look at the way the base word ends before adding the comparative or superlative ending. If students are having difficulty, help them create a reminder chart such as the one below.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Notice . . . Change?</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>thick</td>
<td>Closed syllable; consonant digraph</td>
<td>No</td>
</tr>
<tr>
<td>slim</td>
<td>Closed syllable; one consonant</td>
<td>Double consonant</td>
</tr>
<tr>
<td>cool</td>
<td>Vowel digraph</td>
<td>No</td>
</tr>
<tr>
<td>silly</td>
<td>Open syllable; final y</td>
<td>Drop y; add i before adding ending</td>
</tr>
<tr>
<td>brave</td>
<td>final silent e</td>
<td>Drop e before adding ending</td>
</tr>
</tbody>
</table>

Supporting ELs

Make sure students understand the meaning of the words and use concrete examples or actions if possible to demonstrate meaning. For example, to demonstrate harsh, speak in a harsh voice. Then make your voice increasingly harsher. Ask volunteers to speak in a harsh voice and decide who used the harshest voice, whose voice was harsher than someone else’s voice and so on.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support

Some students might find it difficult to distinguish the base word and identify the spelling rule for adding the endings. Begin with the base cards only on BLM 3, asking students what they would need to do to the word to add the ending. Help students sort the base words under the correct categories, and then write the words with the endings in their word study notebooks.

<table>
<thead>
<tr>
<th>No Change</th>
<th>e-Drop</th>
<th>Double Consonant</th>
<th>Change y to i</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool</td>
<td>brave</td>
<td>hot</td>
<td>angry</td>
</tr>
<tr>
<td>harsh</td>
<td>strange</td>
<td>sad</td>
<td>early</td>
</tr>
<tr>
<td>low</td>
<td>wide</td>
<td>slim</td>
<td>funny</td>
</tr>
<tr>
<td>soft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pattern Sort

**Teacher Word Cards:** stranger, softest, lower

**Teacher Category Cards**

Remind students that they learned about changes to some base words when -er and -est are added. Ask volunteers to tell what these changes are. Refer to the anchor poster to reinforce spelling changes and the rules about when to use -er and when to use -est.

Place the category cards in a pocket chart.

**Think aloud:** The word strange includes the base word strange, which has a silent final e. I need to drop the e before adding -er. I’ll place this word in the category e-Drop.

Ask students to help you place the remaining cards, explaining why each word belongs in the category. Prompt them if necessary.

Give each pair of students a set of word cards from BLM 4 as well as the category cards and have them sort the words into the appropriate categories.

**Spelling.** Ask students to use their word study notebooks to write sentences that use the unit spelling words. Tell them to think about not only the spelling changes, but also when to use -er and when to use -est as they write.

Review Comparative Suffixes -er, -est

Write the words tall, taller, and tallest on the chalkboard. Ask each student to turn to a buddy and explain how the different endings change the meaning of the word tall. Have them tell when they would use tall and when they would use taller.

Pattern Sort

**Teacher Word Cards:** stranger, softest, lower

**Teacher Category Cards**

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
Blind Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards

Remind students that when they add -er or -est to some base words they need to change the spelling of the base word before adding the endings.

Place the category cards in a pocket chart so that students can see them.

Have students write the categories in a row in their word study notebooks.

Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks. Use the words from BLM 5.

If students need support, place the word card in the pocket chart to either model the spelling or to have students check their spelling.

**Blending.** Randomly select word cards one at a time, hold them up, and ask individual students to read the words. If students have difficulty, model how you blend the base word with the ending. For example, hold up the word card *weaker*. **Say:** I see the vowel digraph *ea* in the base word, so I know the vowel sound is long *e*. I see the ending -er. I can blend the base word and the ending together to read the word: *weak/er*.

**Applying Meaning.** Give students BLM 7 and have them identify the correct form of the adjective to fit in the blanks. Remind them to pay attention to the way the words are spelled.

**Oddballs**

Write the words *good, better, best* on the chalkboard. Tell students that these words also compare. Explain that we use *good* when we are talking about one thing, *better* when we are talking about two things, and *best* when we are talking about more than two things.

Say the following sentences, one by one, and ask students which word they would use in the blanks.

My sister is ______ at cooking than I am.
Of all the girls in the choir, Lucia sings the ______.
Damien is ______ at soccer, but my brother is ______.
Day Four

Providing Support
Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words that end with -er and -est.

Word Hunt
Give students a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of comparative and superlative adjectives in the passage.

Read a few lines with students and model finding and underlining words with -er and -est endings that are used as adjectives. Then ask students to complete the word hunt on their own.

Finally, ask students to go back to the passage to circle any words to which they can add -er or -est to make comparative adjectives (busy, full, quick, remote, high, hot, dense, fancy). Ask them to write the words they find in their word study notebook and have them add the endings.

Challenge students to write a paragraph and use several comparatives or superlatives in their writing. Remind them that these words are descriptive words used to compare, so if they were writing a paragraph about a skateboarder, they would choose words to compare the skateboarder to others, such as quicker, faster, farther, stronger, etc.

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last weeks’ spelling words to students, one at a time, and have them write them on the BLM: sunny, noisily, suddenly.

Dictate the following words from this week’s unit, one at a time: coolest, slimmer, funnier.

Dictate the following sentence and have students write it on their papers: The hero was the coolest and bravest, even though he was also the silliest.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice
Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students' spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students' mastery of comparatives and superlatives using the Quick-Check for Unit 31.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the comparative/superlative words from the word cards. Pairs can swap their puzzles with another pair.

Word Hunt. Encourage students to search through familiar books in the classroom to find words that are comparatives or superlatives and begin making a list of these words in their word study notebook.

Making Families. Have pairs of students combine their word cards. Ask them to deal out seven cards and place the remaining cards facedown in a pile. One student starts by seeing whether he or she can make a family of words (for example, thick, thicker, thickest). If so, he or she lays the words faceup. If not, the student draws a card. The game continues as students try to make "word families" from the cards they have in their hands. They can add to existing word families already played. The object is to get rid of cards in the hand first.

Make Words. Provide a set of letter cards and the spelling words from the set of word cards. Have students use the letters to spell the words. They should check their spelling by blending the sounds and then looking at the words on the word cards.

Answer Key Unit 31 Quick-Check

<table>
<thead>
<tr>
<th>No Change</th>
<th>Drop the Final e</th>
</tr>
</thead>
<tbody>
<tr>
<td>weaker</td>
<td>bravest strangest</td>
</tr>
<tr>
<td>cheaper</td>
<td></td>
</tr>
<tr>
<td>cooler</td>
<td></td>
</tr>
<tr>
<td>harshest</td>
<td></td>
</tr>
<tr>
<td>tallest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Double the Consonant</th>
<th>Change y to i</th>
</tr>
</thead>
<tbody>
<tr>
<td>bigger slimmer saddest</td>
<td>crazier dirtier silliest busiest empriest</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. noisiest, noiser 5. quicker, quickest
2. warmest, warmer 6. fiercer, fiercest
3. funniest, funnier 7. ripe, rippest
4. harder, harder 8. earlier, earliest

Answer Key BLM 8

1. drier 5. bright, brightest
2. icy 6. bigger, biggest
3. toughest 7. wider, widest
4. happier 8. angrier, angriest
Answer Questions

Directions: Read the questions and choose the best answer.

1. Which spelling would you use to add a comparative ending to the word slim?
   - slimier  slimer  slimmer

2. Which spelling would you use to add a comparative ending to the word funny?
   - funier  funnier  funnyer

3. Circle the word you would use to tell how one tree looks compared to three other trees?
   - greener  greenest

4. Circle the word you would use to tell how an elephant sounds compared to a mouse, a rabbit, and a cat.
   - louder  loudest

Apply

Directions: In the space below, list three to five words you know that are comparative words with -er or -est.

____________________  __________________  __________________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate category.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative Adjective</th>
<th>Superlative Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>brighter</td>
<td>quickest</td>
</tr>
<tr>
<td>bright</td>
<td>silliest</td>
<td>sillier</td>
</tr>
<tr>
<td>ripe</td>
<td>bravest</td>
<td>braver</td>
</tr>
<tr>
<td>braver</td>
<td>riper</td>
<td>riper</td>
</tr>
</tbody>
</table>

Think and Write about Comparative Suffixes -er, -est

Directions: In the space below, explain how understanding the comparative and superlative suffixes -er and -est helps you as a reader, speller, and writer.