Lesson Objectives

Day 1
Students will:
• Understand that words with -er compare two things and words with -est compare more than two things
• Understand that when words end in -y, the y changes to i before adding -er or -est
• Identify base words in comparative words
• Write spelling words and base words

Day 2
Students will:
• Understand rules for using comparative -er and superlative -est
• Sort words into -er and -est categories
• Sort spelling words according to comparative endings
Materials:
• Anchor Poster
• BLM 6: Take-Home Activity
• Teacher Category Cards—-er, -est, -ier, -iest
• Teacher Word Cards—same as BLM 3

Day 3
Students will:
• Understand words ending in -y to i before adding -er or -est
• Sort words ending in -y into -er and -est categories
• Sort words into e-drop, y to i, and No Change categories for adding -er and -est
• Write base words from both sorts
• Use the correct form of the comparative suffix in sentences
Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—easier, weaker, rougher, finer, lazier

Day 4
Students will:
• Recognize comparative -er and superlative -est words in a reading passage
• Sort -er and -est words from a passage and write base words for them
• Correctly spell dictated words
Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Correctly spell the comparative -er and superlative -est words
Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Day One

Supporting ELs

Help English Learners understand the concept of comparatives by using concrete objects, for example, an apple and an orange for the words *juicy* and *juicier*. If necessary, begin with simple comparatives such as *longer/longest* and *bigger/biggest*.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word *roughest* on the chalkboard. Show how you divide the word into two syllables between the consonant digraph and the *-est* ending, *rough/est*. Point out the *ou* vowel digraph and the closed syllable with *-est*. Read each syllable and then blend the syllables together: *rough/est: roughest*. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Hyphenated Compounds

Focus Words: double-header, empty-handed, high-rise, time-out, well-dressed

*Say: My aunt rents an apartment in a new high-rise downtown.* Ask students what they remember about words such as *high-rise*. Remind them that it is a hyphenated compound word made up of two words joined by a hyphen.

Ask students to write the word and then check to see if it looks right. Repeat with the remaining review words. Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Comparative Suffixes -er, -est

Model

Write the suffixes *-er* and *-est* on the chalkboard. *Say: When you add the comparative suffix *-er* to a base word, it shows that you are comparing two things. When you add the comparative suffix *-est* to a base word, it shows that you are comparing more than two things.*

Write the word *dirty* on the chalkboard. *Say: If I have two shirts that are dirty and I want to compare them, I would say that the red shirt is dirtier than the green shirt. I add the comparative ending *-er*. If I want to compare the red shirt to all my shirts, I would use the ending *-est* and say that the red shirt is dirtiest of all.* Write the words *dirtier* and *dirtiest* on the chalkboard. *Notice how I changed the *y* at the end of *dirtiest* before adding the comparative suffixes.*

Write the word *brave* on the chalkboard. *Say: If I wanted to compare two brave people, I would add *-er*. I would first drop the *e* from *brave* and then add *-er.*

Guide

Write the words *fiercer, fiercest, creepier, creepiest, luckier, luckiest, cleverer, and cleverest* on the chalkboard and read each word with the students. Ask volunteers to circle the comparative suffixes in the words. Then ask students to tell you which word they would use to compare how clever two people are; to compare how creepy the house next door is to the others on the block; to compare how fierce an eagle is with a crow; to compare how lucky a kid in your class is to the rest of you.

Apply

Write the words *grumpy, naughty*, and *calm* on the chalkboard. Ask students to work with a partner to add a comparative suffix to each base word and use it in a sentence. Have the pairs share their sentences.
Spelling Words with Comparative Suffixes

Unit Spelling Words: stronger, crazier, juicier, lazier, healthiest, luckiest, roughest, greasiest

Write all the spelling words on the chalkboard.

Point out to students that the spelling words either end with the -er suffix or the -est suffix. Call attention to the word stronger and explain that the base word is strong and that there is no spelling change to the base word when we add -er.

Point out the word crazier. Ask students to tell you the base word and write it on the chalkboard. (crazy) Point out that the letter y is changed to i before we add the suffix -er.

Repeat with the words juicier and lazier. Then ask students to tell you what the suffix is in the remaining words. Have them point out which words changed y to i before adding -est.

Ask individual students to tell you which word they could use to compare two things and which word they could use to compare more than two things.

Have students make a two-column chart in their word study notebooks with the headings Two Things and More than Two Things. Ask them to write the spelling words in the appropriate columns. Have them underline any words where y changed to i when -er and -est were added. Have partners check each other’s work.

Assessment Tip

Observe students as they work with comparatives to make sure they are able to identify the base words and know when to use the -er or -est comparative ending. Note if they understand that words that end with -y change y to i before adding the comparative ending.

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
Have a variety of objects of varying sizes available for students to compare: pencils, books, math manipulatives, pieces of paper, and so on. Encourage students to sort the objects according to size or shape and then describe the objects using comparative words, for example: This book is small. This book is smaller. This book is the smallest.

Teacher-Directed Sort
-er -est -ier -iest

Teacher Word Cards: same as BLM 3
Teacher Category Cards: -er, -est, -ier, -iest

Place the category cards in a row in the pocket chart. Hold up the word juicier and model how you sort it. Say: To sort this word, I need to check the base word. The base word is juicy, which ends with a -y. I know that to add the -er ending, we change the y to i and then add -er. I will place this word card in the category for -ier.

Have partners work together to use the three words in sentences.

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.

Review Comparative Suffixes -er, -est
Use the anchor poster to help students review the rules for comparatives. Write the words rougher and roughest on the chalkboard. Ask volunteers to use the words in sentences. Then write the words greasy, greasier, and greaseiest on the chalkboard. Have partners work together to use the three words in sentences.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: -er, -est, -ier, -iest

Place the category cards in a row in the pocket chart. Hold up the word juicier and model how you sort it. Say: To sort this word, I need to check the base word. The base word is juicy, which ends with a -y. I know that to add the -er ending, we change the y to i and then add -er. I will place this word card in the category for -ier.

Have students help you sort the rest of the words from BLM 3. When the cards are sorted, ask students to tell you the base word for each of the sorted words. Write the words on the chalkboard.

Spelling. Have students use each of their spelling words in a sentence that compares two things or more than two things.
Pattern Sort

Teacher Word Cards: easier, weaker
Teacher Category Cards: -er, -est, -ier, -iest

Place the category cards in a row in the pocket chart. Remind students that yesterday, they helped you sort the words according to their suffixes. Hold up the word card easier and ask students what the suffix of the word is and where you should sort it. Repeat with the word weaker.

Give pairs of students the word cards from BLM 4 and the suffix category cards from BLM 2 and ask them to sort the words according to their suffixes.

Common Features Sort

Teacher Word Cards: rougher, finer, lazier
Teacher Category Cards: e-Drop, y to i, No Change

Place the category cards in the pocket chart. Model how to sort the words according to how the suffixes were added to the base words. Hold up the word card rougher. Say: To sort the words according to how the suffixes were added, I need to decide what the base word is. For rougher, the base word is rough, which has a VVCC pattern, so no changes are made when adding -er or -est.

Look at the word finer. The base word fine has a VCe pattern, so the e is dropped when adding -er or -est.

Say: What's the base word for lazier? What do we need to do to a base word that ends with a -y?

Give pairs of students the word cards from BLM 5 and the category cards e-Drop, y to i, and No Change from BLM 2. Have them sort the words into the category that explains how -er and -est were added to the base words.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct comparative or superlative ending.

Assessment Tip

Monitor students as they complete BLM 7 to make sure they know when to use the comparative -er and when to use the superlative -est.

<table>
<thead>
<tr>
<th>-er</th>
<th>-est</th>
<th>-ier</th>
<th>-iest</th>
</tr>
</thead>
<tbody>
<tr>
<td>weaker</td>
<td>weakest</td>
<td>craziest</td>
<td>easiest</td>
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<tr>
<td>calmer</td>
<td>calmest</td>
<td>easier</td>
<td>luckiest</td>
</tr>
<tr>
<td>calmer</td>
<td>calmest</td>
<td>lazier</td>
<td>luckiest</td>
</tr>
<tr>
<td>lazier</td>
<td>laziest</td>
<td>greasier</td>
<td>laziest</td>
</tr>
<tr>
<td>greasier</td>
<td>greasiest</td>
<td>slipperier</td>
<td>slipperiest</td>
</tr>
</tbody>
</table>

Common Features Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>y to i</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>finer</td>
<td>naughtier</td>
<td>brighter</td>
</tr>
<tr>
<td>finest</td>
<td>naughtiest</td>
<td>brightest</td>
</tr>
<tr>
<td>fiercer</td>
<td>grumpier</td>
<td>roughest</td>
</tr>
<tr>
<td>fiercest</td>
<td>grumpiest</td>
<td>roughest</td>
</tr>
<tr>
<td>noisier</td>
<td>noisiest</td>
<td>cleverer</td>
</tr>
<tr>
<td>noisier</td>
<td>noisiest</td>
<td>cleverer</td>
</tr>
</tbody>
</table>

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support
Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of comparatives with -er and superlatives with -est.

Word Hunt
Give students the reading passage on BLM 9. Tell them to work independently to read the passage and find and underline the -er and -est words.

When students have completed the word hunt, ask them to make a three-column chart in their word study notebooks with the headings Base Word, -er Ending, and -est Ending. Ask them to record the words they found on the chart and complete the columns for each word.

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: high-tech, in-depth, close-up.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: stronger, luckier, crazier.

Dictate the following sentence and have students write it on their papers: Oranges are juicier than pears, and they are also one of the healthiest fruits.

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 Dictation

Birdmen Take to the Skies
What’s the wildest thing you can imagine doing? Would you climb the world’s highest mountain? Would you skydive, bungee jump, or fly off the end of a ski jump? People who try these kinds of extreme sports may be braver than the rest of us . . . or maybe just crazier!

One of the newest extreme sports lately is wingsuit flying, sometimes called bird gliding. Wingsuit flying is probably the closest thing to flying that man has ever done. Birdmen, or birdmen, wear a special suit that has wings under the arms and between the legs. These wings catch the wind and lift the flier. Many people have compared these suits to a flying squirrel’s body. In fact, some people call them squirrel suits. Once you become a pro at it, soaring above the ground may be one of the calmest sports around.

Birdmen jump from high places like cliffs or even higher places like airplanes in flight. They can glide as slowly as fifty miles per hour (right) or faster than 100 mph, depending on how they hold their wings. The suits can slow them down by resisting the wind; a free-fall jump that might usually last fifteen seconds can be stretched out to a minute or longer in a wingsuit. Birdmen can also use their wings to soar for miles before landing. They land with a parachute, just like skydivers.

Make no mistake; wingsuit flying is a probably not the healthiest sport. It’s very risky. Fliers must have at least 200 skydives under their belt before they can try wingsuit flying. They usually also receive training from an experienced flier. Can everyone be a birdman? Could you?
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 2.

Suggestions for Independent Practice

Write Words. Give each pair of students a mix of word cards from BLMs 3–4. Tell them to each select ten word cards and write the base word for each word card on a piece of paper. Have students trade papers and write each word again adding the -er and -est endings.

Finish My Sentence. Tell students to select eight to ten of their favorite words and use them to write a cloze sentence. For example, I live closer to school than you do, but Maria lives the ______. Have students trade sentences and then complete their partner’s sentences.

What’s the Base? Have pairs of students use word cards from BLM 5. Tell them to place the cards facedown and take turns drawing a card and reading the word on the card. Have them ask their partners to name and spell the base word for the word card. Students should then use the base word, the comparative -er word, or the superlative -est word in an oral sentence.

Word Hunt. Tell students to work independently to search for comparative -er words and superlative -est words. Tell them they can use any printed materials in the classroom in their search. Have them make a list of the words they find to add to a class list of -er and -est words.
Unit 2 Quick-Check: Comparative Suffixes -er, -est

Answer Questions
Directions: Look at each set of words and write the missing base word, -er word, or -est word on the blank lines.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Comparative -er</th>
<th>Superlative -est</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. happy</td>
<td></td>
<td>happiest</td>
</tr>
<tr>
<td>2.</td>
<td>weaker</td>
<td></td>
</tr>
<tr>
<td>3. juicy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>dirtiest</td>
</tr>
</tbody>
</table>

Apply
Directions: In the space below, list two words that are comparatives with -er endings and two words that are superlatives with -est endings.

_________________   _________________   _________________   _________________

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

<table>
<thead>
<tr>
<th>-er</th>
<th>-est</th>
<th>-ier</th>
<th>-iest</th>
</tr>
</thead>
</table>

Word Bank
cooler, hottest, finer, hotter, laziest, coolest, finest, lazier

Think and Write about Comparative Suffixes -er, -est
Directions: In the space below, explain how understanding comparatives -er and superlatives -est helps you as a reader, speller, and writer.