Lesson Objectives

Day 1  Students will:
- Understand the function and meaning of comparative suffixes and base words
- Differentiate between -er, -ier and -est, -iest
- Read and spell words with comparative suffixes -er, -est, -ier, and -iest

Day 2  Students will:
- Sort words by comparative function
- Use and define words with comparative suffixes -er, -est, -ier, and -iest

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—No Change, Change y to i, e-Drop, Compare Two Things, Compare More Than Two Things
- Teacher Word Cards—dressier, cleanest, stranger, strongest

Day 3  Students will:
- Sort words with comparative suffixes -er, -est, -ier, and -iest
- Use knowledge of meanings and spelling patterns of -er, -est, -ier, and -iest to complete sentences

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—earlier, earliest, to complete sentences
- Teacher Word Cards—dressier, cleanest, stranger, strongest

Day 4  Students will:
- Identify words with comparative suffixes -er, -est, -ier, and -iest
- Identify words that use more and most for comparison
- Write and spell words with -er, -est, -ier, and -iest
- Use words with comparative suffixes in sentences

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

Day 5  Students will:
- Spell words using -er, -est, -ier, and -iest

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Stopwatches (Day 2)
Day One

Supporting ELs

Have English Learners partner with fluent English speakers to practice using words with comparative suffixes in sentences. The fluent English speaker can begin by saying a sentence such as, My hair is longer than yours, but Alessandra’s hair is the longest in the class. Then the EL repeats the sentence and creates one of his or her own, using antonyms if it helps—for example, Tom’s hair is shorter than mine, but David’s hair is the shortest in the class.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word happier on the chalkboard. Remind them that the y has been replaced by a short i. Show how you divide the word into three syllables: hap/pi/er. Point out the closed syllable with the short vowel sound (hap) and the open syllable with the long vowel sound (pi), as well as the -er ending. Explain that the suffix is -ier, but it makes two syllables. Read each syllable and then blend the syllables together: hap/pi/er: happier. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -y, -ly, -ily

Focus Words: weakly, silvery, skinny, readily

Review the definitions of suffixes and base words and of adjectives and adverbs as well.

Write weakly on the chalkboard. Ask a student to identify the suffix and the base word. Then ask the student to name the part of speech and use the word in a sentence.

Repeat with the words silvery, skinny, and readily.

Introduce Comparative Suffixes -er, -est, -ier, -iest

Model

Introduce comparative suffixes. Write kinder and kindest on the chalkboard and underline the suffixes. Say: Comparative suffixes are used to help us compare two or more things. Leo was kinder than his brother Devon. Leo was the kindest of all three brothers. The word kind is the base word and the comparative suffix is -er. The suffix -er is used to compare two things. Point to the word kindest. Here the word kind is the base word again, but the comparative suffix is -est. This suffix is used to compare three or more things.

Guide

Write chewier and chewiest on the chalkboard. Ask students what they notice about these two words. Say: What are the base words here? What are the suffixes? Write the base word chewy on the chalkboard and circle the y at the end of the word. Explain that the comparative suffixes -ier and -iest are used with words ending in y because the y is changed to i.

Repeat this activity with the words strange, stranger, and strangest. Guide students to see that when adding comparative suffixes to words ending with e, we drop the e and add -er or -est.

Apply

Have students work in small groups to brainstorm words that contain comparative suffixes. Have the groups write sentences using both the comparative and the superlative forms.
Spelling Words with Comparative Suffixes

Unit Spelling Words: stranger, dirtier, emptier, trickiest, dressiest, cleaner, sweetest, freshest

On the chalkboard, write the following words in a column: strange, dirty, empty, tricky, dressy. Explain that when we add comparative suffixes to words, the base word spellings sometimes change. Next to each base word, write the spelling word that contains the comparative suffix. Say: We need to drop the e on the base word strange before we add -er or -est. We need to drop the y in the base words dirty, empty, tricky, and dressy before we add -ier or -iest.

Write clean and sweet on the chalkboard. Explain that when there are two vowels preceding a consonant, we don’t change the spelling before adding -er or -est. Write the spelling words containing the suffixes next to their base word on the chalkboard.

Write the word fresh on the chalkboard. Tell students that when there are two consonants at the end of the word, we don’t change the spelling before adding comparative suffixes.

Ask students to orally provide the other form of each spelling word, for example: strange, stranger, strongest, dressy, dressier, dressiest. Review with students when we use the -er ending and when we use the -est ending.

Ask students to list the spelling words in their word study notebooks. Have partners swap notebooks to check each other’s spelling.

Supporting ELs

Remember that English Learners may not be familiar with comparative suffixes because they do not exist in their native languages. Explain that, as in other languages such as Spanish, we sometimes use English words like more and most to compare two things. Tell them that other times, we use comparative suffixes.

Home/School Connection

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

Assessment Tip

Notice which students are having difficulty remembering the spelling changes for this week’s base words. Have these students create charts like the one below to help them remember the rules.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Change</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>ends with e (strange)</td>
<td>drop e</td>
<td>add -er or -est (stranger, strangest)</td>
</tr>
<tr>
<td>ends with y (empty)</td>
<td>drop y</td>
<td>add -ier or -iest (emptier, emptiest)</td>
</tr>
<tr>
<td>ends with two consonants or is a closed syllable with a vowel digraph (clean, strong)</td>
<td>none</td>
<td>add -er or -est (cleaner, cleanest, stronger, strongest)</td>
</tr>
</tbody>
</table>
Day Two

Pattern Sort

<table>
<thead>
<tr>
<th>No Change</th>
<th>Change y to i</th>
<th>e-Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>brighter</td>
<td>dressier</td>
<td>stranger</td>
</tr>
<tr>
<td>brightest</td>
<td>dressiest</td>
<td>strongest</td>
</tr>
<tr>
<td>cleaner</td>
<td>emptier</td>
<td></td>
</tr>
<tr>
<td>cleanest</td>
<td>emptiest</td>
<td></td>
</tr>
<tr>
<td>fresher</td>
<td>trickier</td>
<td></td>
</tr>
<tr>
<td>freshest</td>
<td>trickiest</td>
<td></td>
</tr>
</tbody>
</table>

Speed Sort

<table>
<thead>
<tr>
<th>Compare Two Things</th>
<th>Compare More Than Two Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>calmer</td>
<td>calmest</td>
</tr>
<tr>
<td>chewier</td>
<td>chewiest</td>
</tr>
<tr>
<td>crazier</td>
<td>craziest</td>
</tr>
<tr>
<td>fancier</td>
<td>fanciest</td>
</tr>
<tr>
<td>happier</td>
<td>happiest</td>
</tr>
<tr>
<td>kinder</td>
<td>kindest</td>
</tr>
<tr>
<td>stronger</td>
<td>strongest</td>
</tr>
<tr>
<td>thinner</td>
<td>thinnest</td>
</tr>
</tbody>
</table>

Review Comparative Suffixes -er, -est, -ier, -iest

Write the words happy, happier, and happiest on the chalkboard. Have volunteers use each word in a sentence. Have them refer to the anchor poster as needed.

Then list the following base words on the chalkboard: strong, fancy, and chewy. Have partners work together to add comparative suffixes to the words and use them in oral sentences.

Spelling Pattern Sort

Teacher Word Cards: dressier, cleanest, stranger
Teacher Category Cards: No Change, Change y to i, e-Drop

Explain that today students are going to sort words into categories according to the spelling changes of the base word when the suffix is added.

Hold up the word card dressier and model how to sort it.

Think aloud: Dressier has the suffix -ier. Dressy is the root word. So to make dressier, I need to drop the y and add -ier. I use -ier to compare two things. My outfit is dressier than your outfit. I’ll place this card in the category Change y to i.

Ask students to help you sort the remaining word cards, and ask them to explain how they sorted the cards.

Buddy Sort. Give pairs of students the spelling change category cards and the word cards from BLM 3. Ask pairs to work together to sort the words into the appropriate categories.

Spelling. Have students copy the three categories in their word study notebooks and then write their unit spelling words in the appropriate categories.

Speed Sort

Teacher Word Cards: stranger, strangest
Teacher Category Cards: Compare Two Things, Compare More Than Two Things

Demonstrate how to sort comparative suffixes according to the number of things being compared. Place the category cards Compare Two Things and Compare More Than Two Things in the pocket chart. Then demonstrate sorting stranger and strangest.

Give each student a set of the word cards from BLM 4 and a stopwatch. Have students sort the cards into the categories as quickly as they can with accuracy. Have partners check each other’s work. Then have them use four of the words in sentences.
Pattern Sort

Teacher Word Cards: quieter, quietest
Teacher Category Cards: -er, -ier, -est, -iest

Place the category cards for suffixes -er, -ier, -est, and -iest in the pocket chart. Then review the usage of the suffixes, differentiating between comparisons of two things and comparisons of more than two things.

Model sorting the word cards for students. **Say:** When I say the word quieter, I hear the suffix -er at the end of the word. I do not hear -est, -ier, or -iest. I will place the word quieter in the category -er.

Repeat the modeling using quietest.

Give students the category cards for the suffixes and the word cards from BLM 5. Ask them to sort the words according to their suffixes.

**Applying Meaning.** Give students BLM 7 and ask them to choose the correct word according to its meaning or form of comparison.

**Oddballs**

Explain to students that not all base words take the comparative suffixes -er, -ier, -est, and -iest. Tell students that these suffixes are generally used with words that have two syllables or less.

Provide examples of words that are compared with more and most. **Say:** That soup was more delicious than the sandwich. In fact, that soup was the most delicious thing on the menu.

Then provide an example of a base word that uses a comparative suffix. **Say:** That soup was tastier than the sandwich. In fact, that soup was the tastiest thing on the menu.

Have students work in pairs to construct other sentences using both more and most.

**Assessment Tip**

Note which students have difficulty determining which suffix to use for comparisons of two things and which to use for comparisons of more than two things. Have students create example sentences to use as reference. For example, Our dog is stronger than the Eisners’ dog, but the Shipleys’ dog is the strongest on the whole block.

**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 comparative suffixes -er, -ier, -est, and -iest.

Word Hunt

Explain that during today’s word hunt, students will be finding words with -er, -ier, -est, and -iest suffixes. Give each student a copy of the passage on BLM 9.

Have students read the passage through once before looking for the words. Then have them reread the passage and underline the words they find that contain -er, -ier, -est, and -iest suffixes. Remind students that they are looking for comparative suffixes and should ignore any -er words that mean “a person who,” such as baker, dancer, or worker.

After students have completed the search, have volunteers share and define the words they found.

Next have students create two lists in their word study notebooks: one that includes words that show comparisons of more than two things and one that includes words that show comparisons of more than two things. Have students place the words they underlined into the correct list.

After students have completed their lists, have them write four sentences, using one word with each suffix.

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: swampy, greedily, fluently.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: stranger, dressiest, emptier.

Dictate the following sentence and have students write it on their papers: Our flower garden smells the freshest and the sweetest in the neighborhood.

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.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with comparative suffixes -er, -ier, -est, and -iest.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.
Day Five

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 comparative suffixes -er, -ier, -est, and -iest using the Quick-Check for Unit 6.

Suggestions for Independent Practice

Funny Fill-Ins. Have pairs of students each write a short cloze paragraph story that is missing some words with comparative suffixes. Then, without allowing their partners to look at the paragraph, have students ask their partners to name nouns and words with comparative suffixes to complete the story. Then partners read the stories to each other.

Fishing for Suffixes. Provide a set of word cards from any of this week’s BLMs to pairs of students. Have one student deal four cards to each player, leaving eight cards in a center pile. Then the pairs play “Go Fish,” pairing cards with the same base word, such as braver and bravest. The object is to make the most pairs.

Word Explorers. Give students magazines or newspapers that can be cut up. Have them search for words that include this week’s suffixes and then circle or cut out the words. Afterwards, they can sort the words by suffix.

Make Words. Give groups a set of letter cards and the spelling words from BLM 3. Have students spell each spelling word using the letter cards. Students alternate reading a word card while the other students spell the word.

What’s My Word? Give small groups of students a stack of word cards. One student picks a card and describes the word to students by listing one syllable, naming a word that rhymes with it, or other spelling or phonics-based description. Then other students guess the word and tell its meaning. The first student with the correct word gets to draw the next card.
Unit 6 Quick-Check: 
Comparative Suffixes -er, -est, -ier, -iest

Answer Questions
Directions: Choose the correct word from the word bank to complete each sentence.

Word Bank
healthier hippest shiniest murkier

1. Crows always search for the ________________ objects to take to their nests.

2. Nutritionists say that fish is ________________ than steak.

3. The water in Lake Onota was ________________ than the water in Lake Saslo.

4. Sarah always had to have the ________________ clothes in the class.

Apply
Directions: In the space below, list three to five words you know that include comparative suffixes -er, -ier, -est, and -iest.

____________   ____________   ____________   ____________   ____________

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>
<tbody>
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<td></td>
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</tbody>
</table>

Word Bank
crummiest, murkier, murkiest, hiper, hippest, sweeter, sweetest, shinier

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