Comparatives and Superlatives

Objectives

In this mini-lesson, students will:
• Identify comparatives and superlatives used in sentences.
• Brainstorm different forms of comparative and superlative adjectives.
• Use comparatives and superlatives in sentences.

Preparation

Materials Needed
• Chart paper and markers
• Comparatives and Superlatives (BLM 5)
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the Comparatives and Superlatives chart and the modeling and practice text onto chart paper prior to the mini-lesson.

1. Focus

Explain Comparatives and Superlatives

Say: Adjectives tell us which one, what kind, or how many. Comparative adjectives are adjectives that are used when two things or groups of things are being compared. In the sentence “My suitcase is heavier than yours,” the word heavier is a comparative adjective because it is comparing my suitcase to yours. Superlative adjectives are adjectives that are used when three or more things or groups of things are being compared, such as “My suitcase is the heaviest of all.” The word heaviest is a superlative adjective because it compares my suitcase to all the suitcases.

Display the following chart on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Word</th>
<th>Comparative Form</th>
<th>Superlative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>great</td>
<td>greater</td>
<td>greatest</td>
</tr>
<tr>
<td>angry</td>
<td>angrier</td>
<td>angriest</td>
</tr>
<tr>
<td>simple</td>
<td>simpler</td>
<td>simplest</td>
</tr>
<tr>
<td>careful</td>
<td>more careful</td>
<td>most careful</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
</tbody>
</table>

Example Comparatives and Superlatives Chart

Say: Look at the first word on the chart: great. When great is used to compare two or more things, I add -er and the word becomes greater. When great is used to compare three or more things, I add -est to make the word greatest. I also add -er and -est to angry to make the comparative and superlative forms. However, since angry ends with a y, I need to first change the y to i before adding -er or -est. I can add -er and -est to the word simple. For many longer words, I use the words more and most to show comparative and superlative. The adjective good is different. When good is used in its comparative form, it becomes better. When used in its superlative form, it becomes best. You will have to memorize the comparative and superlative forms of words such as these, since there isn’t a certain pattern.

Model Using Comparatives and Superlatives

Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

It used to be only on the “bad” days, but now every day is a “bad” day. Today is badder than yesterday. I’ll bet that tomorrow will be the baddest day of all.

Modeling Text
**Say:** When I wrote these sentences, I used -er and -est to make the comparative and superlative forms of the word bad. But when I read the words badder and baddest, they don’t sound right. I remember that the comparative and superlative forms of bad are irregular. I need to replace badder with worse and baddest with worst.

### 2. Rehearse

#### Practice Using Comparatives and Superlatives

Display the practice text on chart paper or use the interactive whiteboard resources. Ask students to work with a partner to think of the comparative and superlative forms for each word on the list. Remind students that if they are unsure of a form, they can try adding -er and -est to the end of the word to see if it sounds right. Ask the pairs to practice using the comparatives and superlatives in oral sentences.

<table>
<thead>
<tr>
<th>soon</th>
<th>straight</th>
<th>clever</th>
<th>good</th>
</tr>
</thead>
</table>

**Practice Text**

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

#### Share Comparatives and Superlatives

Ask volunteers to share the comparative and superlative forms of the words on the list. Invite pairs to share their sentences with the class. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

### 3. Independent Writing and Conferring

**Say:** We learned that we use comparative adjectives when we are comparing two or more things and superlative adjectives when we are comparing three or more things. Most of the time, we add -er or -est to the end of the adjective. But remember that not all comparatives and superlatives are formed by adding -ed.

Remind students to apply this mini-lesson to their own writing, if appropriate. If you would like to give students additional practice forming comparatives and superlatives, ask them to complete BLM 5.

#### 4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 5. Use students’ answers to provide corrective feedback. Ask students to share what they learned about comparatives and superlatives.

### Strategies to Support ELs

**Beginning**

Use real objects or draw sketches on chart paper to demonstrate comparatives and superlatives. For example, draw three lines of different lengths. **Say:** This line is long. This line is longer. This line is the longest. Ask students to repeat. Label the lines with the appropriate comparative or superlative adjective.

**Intermediate and Advanced**

Pair students with fluent English speakers to identify comparative and superlative adjectives and those adjectives which do not follow the -er and -est rule. Read the sentences from the practice activity with students and make sure they understand them.

**All Levels**

If you have ELs whose first language is Spanish, share this English/Spanish cognate: adjective/el adjetivo.