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. Superlative adjectives are adjectives that are used when three or more things or groups of things are being compared. Let’s look at some adjectives and their comparative and superlative forms.

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>easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>jealous</td>
<td>more jealous</td>
<td>most jealous</td>
</tr>
<tr>
<td>powerful</td>
<td>more powerful</td>
<td>most powerful</td>
</tr>
</tbody>
</table>

Example Comparatives and Superlatives Chart

Say: When easy is used to compare two or more things, we change the y to an i, and add -er. When easy is used to compare three or more things, we change the y to an i, and add -est. However, not all comparative and superlative adjectives are formed this way. When jealous is used in its comparative form, we use the word more. When used in its superlative form, we use the word most. When an adjective has more than one syllable, we often use the words more and most to form comparatives and superlatives. However, there are exceptions to this rule, so you will need to memorize the comparatives and superlatives for many words.

Model Using Comparatives and Superlatives

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

Things were bad, but as they got worse, the world’s greatest scientists began to work on a planetary resettlement program.

Modeling Text

Say: The author describes how bad things were on the planet, and then she compares the way things were with the way things had become. She is comparing two things so she uses the comparative worse. She also compares all the scientists working on the resettlement program with other scientists. She’s comparing more than two things. She uses -est to make the superlative adjective greatest.

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 7)
• 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 texts onto chart paper prior to the mini-lesson.
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. Also remind students to use more or most with adjectives of three or more syllables. Ask the pairs to practice using the comparatives and superlatives in oral sentences.

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 just learned about forming comparatives and superlatives to compare two or more things. Remember to use the correct forms of comparatives and superlatives as you write your stories.

If you would like to give students additional practice recognizing and using comparatives and superlatives, ask them to complete BLM 7.

4. Share

Bring students together. Invite volunteers to share their answers to BLM 7. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning
At this stage, most words with three or more syllables will be too difficult for EL students to work with. Instead, provide practice using familiar one- or two-syllable words. Use real objects or draw sketches to help with their understanding. For example, draw sketches of three dogs, each one bigger than the previous one, and label the sketches with the appropriate adjectives: big, bigger, biggest or large, larger, largest.

Intermediate and Advanced
Pair students with fluent English speakers to list comparative and superlative adjectives and identify which adjectives do not follow the -er and -est rule.