

Comparative and Superlative Endings

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Language Objectives

- Decode words with comparative and superlative endings (no spelling changes).
- Spell words with comparative and superlative endings (no spelling changes).

Building Literacy

Comparing and contrasting are skills that are essential to communication, critical thinking, and even everyday decision-making. A solid understanding of comparative and superlative forms of adjectives will help children communicate and perform tasks that involve critical thinking skills. In this lesson:

- Children learn that the ending *-er* can be added to words to compare two things.
- Children learn that the ending *-est* can be added to words to compare more than two things.
- Children recognize, read, and write words with comparative and superlative endings with no spelling changes to base words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

faster	tallest
fastest	sooner
higher	coldest
highest	thickest
slower	longer
slowest	neater
sweeter	neatest
sweetest	cleaner
taller	brighter



ENGLISH LANGUAGE LEARNERS

In Spanish, *-er* is pronounced like *air* in English. Spanish speakers may pronounce words like *better*, *colder*, and *faster* as *bet-tair*, *cold-air*, and *fas-tair*. Provide Spanish-speaking students with extra practice pronouncing words that end in *-er*.



show me

Have children look at their Targeted Lessons Student Book, p. 97. Remind them that they have already learned how to add the endings *-ed* and *-ing* to words. **Today you will be adding the endings *-er* and *-est* to words in order to compare people or things.**

Point to the first picture on the page. **The first picture shows two children running. Let's read the sentence together: *Jane runs faster than Dan*. Notice that *-er* has been added to the base word *fast* to compare how they run. When we compare two people or things, we use the ending *-er*.**

Continue the activity with the second picture and sentence, pointing out that the ending *-est* was added to *fast* to compare the three children in the picture. **When we compare three or more things, we use the ending *-est*.**

Ask volunteers to make up other sentences with *faster* and *fastest*. Point out that the word *fast* has no spelling changes when the endings *-er* and *-est* are added. **The words you are working with today have no spelling changes when the endings *-er* and *-est* are added.**

SPELLING PATTERNS

Base word spellings don't change when the endings *-er* and *-est* are added to **CVCC** and **CVVC** patterns, as well as words that end in **ow**, such as *low* and *slow*.

Comparative and Superlative Endings

show me

The ending *-er* is used to compare two people or things. The ending *-est* is used to compare more than two people or things.



Jane runs **faster** than Dan.



Rob runs the **fastest** of all.

➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 98. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the endings -er and -est to each base word and write the new words.)

Let's read the first word *high*. When we add the ending -er, what is the new word? (*higher*) Let's write the word *higher* on the line. When we add the ending -est, what is the new word? (*highest*) Let's write the word *highest* on the line. Who can make up a sentence using *higher* that compares two things? Who can make up a sentence with *highest* that compares three things? Continue the activity with *slow*, *sweet*, and *tall*.

➤ **work time**

Read the words in the box and have children repeat each one after you. Point out that each base word has the ending -er or -est. Which words can be used to compare two things? (*longer*, *neater*, *sooner*) Which words can be used to compare more than two things? (*thickest*, *coldest*) Then read the directions together. Tell children that they will choose a word from the box to complete each sentence and write it on the line.

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Comparative and
Superlative Endings

➤ **guide me**

Add the endings -er and -est to each base word. Write the new words on the lines.

high	<u>higher</u>	<u>highest</u>
slow	<u>slower</u>	<u>slowest</u>
sweet	<u>sweeter</u>	<u>sweetest</u>
tall	<u>taller</u>	<u>tallest</u>

➤ **work time**

Say each word in the box. Then write each word on a line to complete a sentence.

thickest longer neater coldest sooner

1. The train will come sooner than the bus.
2. Today is the coldest day of the year.
3. That tree has the thickest trunk of all.
4. My cat has a longer tail than your cat.
5. I think your writing is neater than mine.

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 99. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *your*. *This word is your. It begins with the letter y, which stands for the sound /y/. What does the word your mean? (belonging to you) The next word is put. Who can use the word put in a sentence?* Tell children that they will read the words *your* and *put* as they read the story *The Neatest Room*.

work time

Decodable Text Have children look at the story *The Neatest Room*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the endings *-er* and *-est*. (*neatest, neater, faster, cleaner, brighter*)

check for understanding

Write the word *neater* on the board and underline the ending *-er*. *Let's read this word together: neater. You can use the word neater to compare two people or things. What is the base word in neater? (neat) Write the word neatest on the board, underlining the ending -est. Let's read this word together. What is the base word in neatest? (neat) What ending has been added? (-est) We can use the word neatest to compare more than two things. Continue with faster, cleaner, and brighter. Have children identify each base word. (fast, clean, bright)*

Now let's spell words with the endings -er and -est. The first word we will spell is slowest. What is the base word in slowest? (slow) Write it first. What is the ending? (-est) Add the ending -est to slow. What word do you see? Continue with sweeter, oldest, thicker, longest, and sooner.

reflect

Have children turn and talk to a partner about what they have learned. *What new words can you read and spell now? How does being able to read and spell these words help you?*

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guide me

your put

work time

Read the story.

The Neatest Room

"Your room is a mess!" said Mom.

"I will make it neater" said Jack.

"I will help you," said Mom.

"Two of us can work faster than one."

Jack made his bed and put away his stuff.

Mom cleaned the rug and dusted.

Soon the room looked cleaner and brighter.

"What do you think, Mom?" asked Jack.

"I think your room is the neatest room in our home!" replied Mom.

PHONICS AND SPELLING 99

Comparative and Superlative Endings

➤ show me

.....

The ending **-er** is used to compare two people or things. The ending **-est** is used to compare more than two people or things.



Jane runs **faster** than Dan.



Rob runs the **fastest** of all.

➞ guide me
.....

Add the endings *-er* and *-est* to each base word.
Write the new words on the lines.

high	_____	_____
slow	_____	_____
sweet	_____	_____
tall	_____	_____

➞ work time
.....

Say each word in the box. Then write each word
on a line to complete a sentence.

thickest	longer	neater	coldest	sooner
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1. The train will come _____ than the bus.
2. Today is the _____ day of the year.
3. That tree has the _____ trunk of all.
4. My cat has a _____ tail than your cat.
5. I think your writing is _____ than mine.

➤ guide me

.....

your

put

➤ work time

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Soon the room looked cleaner and brighter.

“What do you think, Mom?” asked Jack.

“I think your room is the neatest room in our home!”
replied Mom.