Comparative and Superlative Endings with Spelling Changes

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Language Objectives

- Decode words with comparative and superlative endings (with spelling changes).
- Spell words with comparative and superlative endings (with 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 these critical thinking skills. In this lesson:

- Children recognize that the ending *-er* can be added to words to compare two things.
- Children recognize 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 spelling changes to base words.

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Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

bigger	braver	wider
biggest	bravest	shinier
nicer	funnier	happiest
nicest	funniest	coolest
tinier	thinner	prettiest
tiniest	hottest	easier
slimmer	later	luckiest
slimmest	driest	saddest

ENGLISH LANGUAGE LEARNERS

Because Spanish words do not end with *-st*, Spanish speakers may drop the *t* from words ending in *-est: nices* instead of *nicest*. Give children extra practice saying and writing words with the superlative *-est* ending.

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Have children look at their Targeted Lessons Student Book, p. 100. Remind them that they have already learned how to add the endings *-er* and *-est* to words to compare two or more things. In the last lesson, they added *-er* and *-est* to words whose spellings did not change. Explain that today they will be adding *-er* and *-est* to words whose spellings do change. Today you will be learning that some words change their spellings when the endings *-er* and *-est* are added.

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Comparative and Superlative Endings with Spelling Changes

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Look at how some words change their spellings.

When a word ends with a short vowel and a consonant, you double the consonant when adding *-er* and *-est*.

big + er = bigger **big + est = biggest**

When a word has a long vowel and a silent *e*, you drop the silent *e* when adding *-er* and *-est*.

nice + er = nicer **nice + est = nicest**

When a word ends with a consonant and *y*, you change the *y* to *i* when adding *-er* and *-est*.

tiny + er = tinier **tiny + est = tiniest**

Read the rule and the two examples in the first box. The word *big* has a short *i* followed by a single consonant: *g*. Notice how the consonant *g* is doubled when the endings *-er* and *-est* are added to form *bigger* and *biggest*. Let's read the words together: *bigger, biggest.* Remind children that the ending *-er* is used to compare two people or things and the ending *-est* is used to compare more than two people or things.

Then read the rule and the example in the second box. The word *nice* has the sound long *i* and ends in silent *e*. What happens to the silent *e* when the endings *-er* and *-est* are added? (The silent *e* is dropped.) Let's read the words together: *nicer, nicest.*

Continue in the same way with the example in the third box. Point out how the *y* in *tiny* changes to *i* before the endings *-er* and *-est* are added. Then ask volunteers to make up sentences using the words *bigger, biggest, nicer, nicest, tinier,* and *tiniest*.

SPELLING PATTERNS

When the endings *-er* and *-est* are added to **CVC** words, the final consonant is doubled: *sad/sadder/saddest*.

When *-er* and *-est* are added to **CVCe** words, the final, silent *e* is dropped: *brave/braver/bravest*.

When *-er* and *-est* are added to words that end with a consonant and *y,* the *y* changes to *i*: *lucky/luckier/luckiest*.

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Have children look at the bottom of p. 100 in their Target Lessons Student Book. 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 *slim*. The word *slim* has a short *i* vowel followed by the consonant *m*. What happens to the consonant *m* when you add the endings *-er* and *-est*? (It is doubled.) Let's write the words *slimmer* and *slimmest* on the lines. Who can make up a sentence using *slimmer* that compares two people or things? Who can make up a sentence with *slimmest* that compares three people or things? Continue the activity with *brave* and *funny*.

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Add the endings *-er* and *-est* to each base word.

slim	slimmer	slimmest
brave	braver	bravest
funny	funnier	funniest

100 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 101. Read the words in the box and have children repeat each one after you. Point out that each word has the ending *-er* or *-est.* Then read the directions together. Explain that they will choose a word from the box that is the opposite of each word and write it on the line. Then have children identify the base word for each word and tell how the spelling changed before the ending was added.

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work time

Say each word. Then write the word from the box that is the opposite of each word below.

happiest	later	shinier	driest
thinner	biggest	wider	hottest

1. smallest biggest
2. fatter thinner
3. coldest hottest
4. sooner later
5. wettest driest
6. narrower wider
7. duller shinier
8. saddest happiest

PHONICS AND SPELLING 101

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High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 102. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *were*. This word is *were*. Who can use the word *were* in a sentence? The next word is *found.* Can you think of a word that means the opposite of *found*? (*lost*) Tell children that they will read the words *were* and *found* as they read the story *The Happiest Day*.

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were found

work time

Read the story.

The Happiest Day

It was the hottest day of the year.
But we were at the beach.
It was the coolest and nicest place
to be!

I found the prettiest shell.
Then Mom, Dad, and I went swimming.
It was easier to float in the sea than
in a pool.
I felt like the luckiest kid!
Soon it was time to leave.
That was the saddest time.
"Can we leave a little later?" I begged.
It was the happiest day, and I did not want it to end.

102 PHONICS AND SPELLING

work time

Decodable Text Have children look at the story *The Happiest Day*. 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. (happiest, hottest, coolest, nicest, prettiest, easier, luckiest, saddest, later)*

check for understanding

Write the word *happiest* on the board and underline the ending *-est*. You can use the word *happiest* to compare more than two people or things. What is the base word in *happiest*? (*happy*) Write the word *happy* beside *happiest*. How did the spelling of the base word change? (The *y* was changed to *i*.) Then write the word *later* on the board, underlining *-er*. What is the base word in *later*? (*late*) Write the word *late* next to *later*. How did the spelling of the base word change? (The silent *e* was dropped.) Continue with *hottest, coolest, nicest,* and *saddest*.

Now let's spell words with the endings *-er* and *-est*. The first word we will spell is *bigger*. What is the base word in *bigger*? (*big*) Write it first. The word *big* has a short *i* followed by a consonant. How does the spelling change when we add the ending *-er*? (The consonant *g* is doubled.) That's right, double the consonant *g* and add the ending *-er* to *big*. What word do you see? (*bigger*) Continue with *cutest, sillier, driest, thinnest,* and *wiser*.

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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show me

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tiny + er = tinier **tiny + est = tiniest**

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Add the endings *-er* and *-est* to each base word.

slim _____ _____

brave _____ _____

funny _____ _____

work time

Say each word. Then write the word from the box that is the opposite of each word below.

happiest	later	shinier	driest
thinner	biggest	wider	hottest

1. smallest _____
2. fatter _____
3. coldest _____
4. sooner _____
5. wettest _____
6. narrower _____
7. duller _____
8. saddest _____

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were **found**

work time

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But we were at the beach.
It was the coolest and nicest place to be!

I found the prettiest shell.
Then Mom, Dad, and I went swimming.
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