

COMPARISON

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning about comparative and superlative adjectives as students make comparisons.

Objectives

Students should be able to;

- Identify and use present perfect tenses
- Differentiate present perfect tenses in its various forms

Assessment Activity

- Give them five adjectives and ask them to write their comparative and superlatives degrees in their notebook
- Ask students to write 5 sentences using all three degrees of the adjectives

Summary

1. Review comparative and superlative adjectives
2. Say an adjective and a student to say its comparative and superlative adjective

Activity Starter/Instruction

1. Show students items, or images of items, that come in small, medium, and large sizes, such as coffee cups.
2. Ask students to use words to describe the items.
3. Ask them to think about what is the same and what is different about the items.
4. Have them discuss with a partner before sharing with the class.
5. Tell learners that today's lesson will be about using adjective forms to describe how things compare to each other.

Teacher Guide

Day 2/ Lesson 2: 20 Mins

1. Explain that there are three types of adjectives, and provide examples of each
2. (positive – big, large, small, loud; comparative - bigger, larger, smaller, louder; superlative - biggest, largest, smallest, loudest).
3. Draw three columns on the board, with one side for positive, comparative adjectives and superlative adjectives.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Ask the students about adjectives as they have already done adjectives in the class.
2. Note down their responses.
3. Responses may be (beautiful, honest, brave, happy, heavy etc.)
4. Now call any two students to keep their bags on the front desk in the class.
5. Ask one of them to come and pick up the bag which is heavy.
6. After that ask, which bag is heavier red or yellow.
7. Now keep one more bag on the desk and ask him/her which the heaviest bag among these bags is.
8. Suppose the child tells that the pink one is the heaviest bag amongst all bags.
9. After this activity briefly tell them about the degree of adjectives.
10. Ask them to give a few examples of different degrees of adjectives.
11. Show them the following chart for better understanding.

Materials Required

- Interactive white board and a marker
- items, or images of items, that come in small large sizes, such as coffee cups.
- worksheet containing rules of using Comparative and Superlative Adjectives.

Additional Resources

- <https://owlcation.com/academia/English-Learning/Using-The-Degrees-Of-Comparison-Of-Adjectives>
- <https://www.eslkidstuff.com/lesson-plans/comparative-adjectives.html>
- <https://study.com/academy/lesson/comparative-adjectives-lesson-plan.html>
- <https://www.slideshare.net/mobile/darwins/plan-in-degrees-of-comparison>
- <https://m.busyteacher.org/3716-how-to-teach-comparison.html>

Additional Notes

3. When doing the review make sure you erase the lesson on the board and retrieve worksheets.

4. Prompt students to think of additional, positive, comparative and superlative words.
5. Have them share with the class and record them on the chart.
6. Point out the -er in comparative adjectives and the -est in the superlative adjectives.

Guided Practice

Day 3/ Lesson 3: 15mins

1. Explain that they will practice to form comparative and superlative adjectives from positive adjectives
2. Now tell the students that they know how to form the second and third degree of adjective.
3. Tell them to add “er” with adjective to make comparative degree
4. Tell them to add “est” for forming superlative degrees of some adjectives
5. Tell them to write them on their notebooks
6. For example, wealthy, happy etc.
7. Tell them that the adjectives ending with “y” are magic words.
8. The “y” changes into “i” and then we add “er” and “est” for example: happy, happier, and happiest.
9. Come up with more examples with the help of the students.
10. For example, “sad, clever, small, easy, thin, etc.
11. Now ask students to write the comparative and superlative degrees of these adjectives in their notebooks.

12. Ask them to find adjectives with the similar meaning from their textbook and make sentences.

13. Ask them to note people using similar adjectives at home and share them in class.

Teacher Guide

Day 4/ Lesson 4: 20 Mins

1. Distribute a worksheet containing rules of using Comparative and Superlative Adjectives to each student.
 2. Go over the first page
 3. Ask students to suggest additional examples of comparative and superlative forms of adjectives that fit each rule.
 4. Record them on the teacher copy and have students record additional examples on their worksheets.
 5. Model identifying the comparative adjective.
 6. Remind them that the adjective ends with the -er,
 7. Note the two things that are being compared in the sentence (e.g., his bike is being compared to my bike).
 8. Have students complete the remainder of the exercise with a partner.
 9. Have them discuss the two things that are being compared.
 10. Go over it as a class.
 11. Think aloud and model identifying the superlative adjective.
 12. Remind them that the adjective ends with -est.
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Guided Practice

Day 5/ Lesson 5: 25 Mins

1. Place students in pairs.
 2. Student A looks at his/her worksheet and Student B turns over his/hers.
 3. A start by giving a short sentence with the adjective and B says the comparative form, for example:
 4. Student A: An old book. Student B: An older book.
 5. Student A: A beautiful bird. Student B: A more beautiful bird.
 6. Pairs change roles after completing the test.
 7. Finally, have all students turn over their worksheets and stand up.
 8. Say an adjective to each student and ask them to change your adjective example into a comparative.
 9. They can sit down if they give the correct answer. For example:
 10. Teacher: David, a cheap car. David: A cheaper car. Teacher: Good job! You can sit down
 13. Point out the things that are being compared (e.g., his bike is being compared to all the other bikes).
 14. Challenge students to complete the rest of the section, discussing what is being compared in each sentence.
 15. Check answers together as a class.
 16. Explain that the third section of the worksheet requires students to utilize the rules on the first page.
 17. They will form the comparative or superlative form of the adjective in parenthesis.
 18. They must pay attention to the context of the sentence to determine if it's only two things that are being compared (comparative)
 19. Or if it is three or more things being compared (superlative).
 20. Guide students through the first few examples before releasing them to work in partnerships.
 21. Engage them in discussion about the context in each sentence and what is being compared.
 22. Go over the answers and discuss as a class.
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