

## Subject

English

## Prepared By

[Instructor Name]

### Grade Level

3

## Overview

This lesson plan covers teaching content for;

1. Understanding the degree of comparison of an Adverb
2. Distinguishing the three degrees of comparison.
3. Using comparative of Adverb Correctly

## Objectives

Students should be able to;

- identify and use the three degrees of comparison of an Adverb
- Construct meaningful sentences with the comparative form of Adverbs.

## Teacher Guide

**Day 3/Lesson 3: 25mins**

1. Construct sentences with tables 1 and 2 below with the students.

**Note:** One-syllable adverbs use --er in the comparative form, and --est in the superlative form.

Absolute	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest
hard	harder	hardest

### Activity Starter/Instruction

1. Tell students that today you will be talking about Degree of comparison in Adverbs.
2. Tell students that today you will be talking about the difference between the comparative and superlative form of Adverbs.
3. Tell students that today you will be talking about using Comparative form of adverbs in constructing sentences

## Guided Practice

## 2 Day 2/ Lesson 2: 25 Mins

1. Remind the students that comparative and superlative forms of adjectives and adverbs are used to compare things, people, actions and states in writing.
2. Tell the students that the one-syllable adverbs use --er in the comparative form, and --est in the superlative form.
3. Tell the students that the difference

## Teacher Guide

## Day 1/ Lesson 1: 30Mins

1. Tell the students that an adverb is a word that describes a verb, adjective or another adverb.
2. Tell the students that there are three degrees of comparison in adverbs
3. Tell the students that it includes: The **Positive**, the **Comparative**, and the **Superlative**.
4. Tell the students that the adverbs form their comparatives and superlatives using **-er** and **-est** , and **more** and **most**.
5. Tell the students that Adverbs that end in **-ly** use the words **more** and **most** to form their comparatives and superlatives.
6. Tell the students that the comparative form of the adverb compares two actions.
7. Tell the students that the superlative form of the adverb compares more than two actions.

## Materials Required

- Worksheet
- Marker
- Board
- Course Book

## Additional Resources

- <https://www.youtube.com/watch?v=kc9oztr>
- <https://www.k12reader.com/term/compara>
- <https://www.k12reader.com/term/superlati>
- <https://www.google.com/search?q=compara>
- [kSDXibTXW7i6slklIxxigA6NUVTWw&sa=X&ve](https://www.google.com/search?q=SDXibTXW7i6slklIxxigA6NUVTWw&sa=X&ve)
- <http://www.eflnet.com/tutorials/advcompso>

## Additional Notes

high	higher	highest
late	later	latest
loud	louder	loudest
near	nearer	nearest
soon	sooner	soonest

**2. Note: Adverbs which end in --ly or have three or more syllables each form the comparative with more and the superlative with most.**

Absolute	Comparative	Superlative
angrily	more angrily	most angrily
brightly	more brightly	most brightly
dimly	more dimly	most dimly
freely	more freely	most freely
gladly	more gladly	most gladly
heavily	more heavily	most heavily
loudly	more loudly	most loudly
quietly	more quietly	most quietly
sweetly	more sweetly	most sweetly
terribly	more terribly	most terribly

## Summary

- Practicing will enhance the students spoken and written English

between the comparative form and the superlative form is that the comparative form is used to compare one person, thing, action or state to another:

4. Tell the students that the superlative form is used to compare one thing to all the others in the same category
5. Tell the students that some comparative and superlative forms of adjectives and adverbs are irregular. For instance: bad / worse / worst; much / more / most; well / better / best.
6. Tell the students that Adverbs ending in -ly usually add the words 'more' (comparative form) and 'most' (superlative form): slow / more slowly / most slowly; lazily / most lazily / most lazily

## Assessment Activity

1. Assess the students through their contributions in the group work/team work.

8. Tell the students that comparative adverbs are used to compare two people, places, or things.

9. Tell the students that Comparative adverbs are formed just like a comparative adjective is created.

10. Tell the students that If it's a short word, adding an -er to the end will transform a regular adverb into a comparative adverb. For instance: Lance runs fast but Matt runs faster

## Guided Practice

### Day 4/ Lesson 4: 30mins

1. Group the students
2. Get them to look in books and magazines and then write down any comparatives and superlatives they find (help them prepare two headed columns on a large piece of paper first).
3. Give the students some sentence starters containing comparatives for them to finish. For example: 'The window is bigger than....' (your child could finish with 'the kettle') or 'The oven is hotter than....' (students could finish with 'the fridge').
4. Give your students three superlatives to put into their own sentence. For example, if you suggested calmest, earliest and fastest, they could make the sentence: 'He was the calmest student in the class, who always arrived earliest and finished his work fastest.'

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Summary

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