**Subject/Topic/Unit** Language Arts/Adverbs/Comparatives & Superlatives

## LESSON PLAN

Date April 2010

Grade 6th

II. Specific Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning	IV. Materials/Resources	V. Evaluation
* Enrichment Objectives		Activities C. Culmination D. Follow-up (Include directional		related to objectives
** Remedial Objectives		statements for evaluation and any enrichment or individual activities)		
		Introduction:		
		1. Ask students if they prefer vanilla or chocolate ice cream.		
		-Allow time for answers.		
		2. Ask students if they prefer basketball or soccer.		
		-Allow time answers.		
		3. Ask students if they prefer a BigMac or a salad.		
		-Allow time for answers.		
		4. Ask students why they prefer the one over the other.		
		-Tell students to use descriptive words in order to explain why		
		they like one over the other.		
		5. Tell students a set of sentences as I write them on the board:		
		-I prefer vanilla ice cream because it tastes <b>better</b> than chocolate.		
		-I prefer basketball much more because it's <b>less</b> boring than		
		soccer.		
		-I don't eat BigMac's because they have <b>more</b> fat than salads.		
		6. Tell students that today we're going to use adverbs in a different way.		
		7. Ask students what they notice about the sentences that I wrote		
		on the board.		
		-Allow time for answers.		
		-Show students that I compared two separate things in each		
		sentence.		
		8. Tell students that after today's lesson, they'll be able to correctly		
		compare two different items using adverbs, and spot the adverb		
		in the sentence.		
Objective: After		Study Learning:		
reviewing comparatives		1. Remind students all that we've discussed adverbs can do:		
and superlatives, the		-Modify a verb, an adjective, and another adverb.		
student will compare two		2. Tell students that adverbs can also compare to or more actions.		
different		3. Write a sentence on the board:	dry erase board, marker	
items using adverbs.		-The saxophone player played <b>louder</b> than last time.		
(Analyze)		4. Ask students if they believe something is being compared in this sentence.		
		-Allow time for responses.		
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I. Main Ideas/Conceptual Understandings/Goals: Understand how to correctly use comparatives and superlatives in a sentence

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** Remedial Objectives state  -Te be -In bec 5. Te co 6. W -K	tivities C. Culmination D. Follow-up (Include directional tements for evaluation and any enrichment or individual activities)  Tell students that the loudness of the saxophone is actually being compared from different occasions.  Inform students that the word louder is actually a comparative ecause it is comparing two different occasions.  Tell students that a comparative is a form of an adverb that compares only two actions.  Write another sentence on the board:  Kim played the trumpet better than Jamal.  Ask students what is being compared in the sentence.  Allow time for answers.	dry erase board, marker	related to objectives
-To be -In bec 5. To co 6. W -K	Tell students that the loudness of the saxophone is actually being compared from different occasions.  Inform students that the word <b>louder</b> is actually a comparative ecause it is comparing two different occasions.  Tell students that a comparative is a form of an adverb that compares only two actions.  Write another sentence on the board:  Kim played the trumpet <b>better</b> than Jamal.  Ask students what is being compared in the sentence.  Allow time for answers.	dry erase board, marker	
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-A -To pl -In se 8. To do -Ti ww -To Ti -To in 9. W -Ti -A -A -To is th -In	Tell students that the way Karen played and the way Jamal played the trumpet are being compared.  Inform students that the word better is the comparative in this sentence because it is comparing two different people.  Tell students to get out a sheet of paper and draw two lines down the page in order to make three columns.  The first column should be labeled adverb and include four words down the list: well, badly, little, and much.  Tell students the second column should be labeled comparatives.  The words better, worse, less and more should go down the list.  Tell students we will come back to the last column after introducing our last type of adverb.  Write another sentence on the board:  The drummer played the loudest of all.  Ask students if anything is being compared in the sentence.  Allow time for answers.  Tell students that in this sentence there is one overall thing that is being compared to everything else, and that is the loudness of the drummer.  Inform students that this is called a superlative.	dry erase board, marker	
	Tell students that a superlative is a type of adverb that compares more than two actions, and also labels one as the		
	overall best.		

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** Remedial Objectives	statements for evaluation and any enrichment or individual activities)		
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	11. Write another sentence on the board:	dry erase board, marker	
	-That is the <b>best</b> paint job I've ever seen.		
	-Ask students if they can spot the superlative in the sentence.		
	-Ask students why they believe the word is the superlative; what		
	is being compared.		
	12. Tell students to label the last column on their paper superlative		
	and write the words best, worst, least, and most.		
	13. Give students a set of common rules when it comes to		
	comparatives and superlatives that they should write in their		
	notes.		
	-For all one-syllable and some two-syllable adverbs, add -er to		
	form the comparative and add -est to form the superlative.		
	-For adverbs that end in -ly and most adverbs with two or more		
	syllables, use <i>more</i> or <i>less</i> to form the comparative and <i>most</i>		
	and <i>least</i> to form the superlative.		
	Guided Practice		
	-Group students in order to make 4 groups.		
	-Tell students that they each have the responsibility of creating a		
	poster that include as many comparatives and superlatives as		
	possible.		
	-Give each group several magazines.		
	-Have students search through the magazines specifically looking		
	for adverbs that can be glued to the poster provided.		
	-Students should have two separate columns distinguishing the		
	two types.		
	-The group with the most adverbs on their poster will be declared		
	the winner.		
	-Have students return to their seats.		
	Independent Practice		
	-Students will now use their previous activity to do an activity of		
	their own.		
	-Each student will be given a set of two pictures of plants that	pictures of plants, poster	
	were reviewed from their science lesson.		

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		-The students will compare the differences they see in the two pictures and explain which one they prefer by incorporating comparatives and superlatives. (Science)  Culmination:		
		<ol> <li>Remind students of the review game that was played during the previous day with the fly swatters.</li> <li>Inform students they will play the same game but instead of listening for the adverbs that modify adjectives or other adverbs, they'll have to recognize words that are comparatives or superlatives and create a sentence using the word correctly.</li> <li>Number students off "1, 2, 1, 2"</li> <li>Tell students I will keep score. If one team gets to the board first, and states the incorrect answer, the other team will have the opportunity to state the correct answer and gain that point for their team.</li> </ol>	fly swatters, index cards	
		<ul> <li>5. Tell students the catch: -As students are going to the board, they must hop all the way down the center aisle, slap the correct answer with the swatter provided, and hop until they reach their team. (Health) -Explain to students that this will not only be an obstacle while doing they're trying to earn points for their team, but they are also doing something beneficial for their bodyTell students that after completing this activity, they may feel a soreness in their calves, but it only means that they worked themShow students the correct way to hop.</li> </ul>		
		<ol> <li>Follow Up:</li> <li>Tell students they are now going to be given their last activity.</li> <li>Give each student the test.</li> <li>Read directions aloud to students.</li> <li>Tell students to turn their paper once they finish and get out their AR books to read silently until everyone has completed the assignment.</li> </ol>	Test: attachment 6	Evaluate students using answer key.