

LESSON PLAN

| II. Specific Objectives * Enrichment Objectives ** Remedial Objectives | Ind. # | III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities) | IV. Materials/Resources | V. Evaluation related to objectives |
|--|--------|--|--------------------------------|-------------------------------------|
| <p>Objective: After reviewing comparatives and superlatives, the student will compare two different items using adverbs. (Analyze)</p> | | <p>Introduction:</p> <ol style="list-style-type: none"> 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 better than chocolate. -I prefer basketball much more because it's less boring than soccer. -I don't eat BigMac's because they have more 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. <p>Study Learning:</p> <ol style="list-style-type: none"> 1. Remind students all that we've discussed adverbs can do: -Modify a verb, an adjective, and another adverb. 2. Tell students that adverbs can also compare to or more actions. 3. Write a sentence on the board: -The saxophone player played louder than last time. 4. Ask students if they believe something is being compared in this sentence. -Allow time for responses. | <p>dry erase board, marker</p> | |

I. Main Ideas/Conceptual Understandings/Goals: Understand how to correctly use comparatives and superlatives in a sentence

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| | | <p>-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 because it is comparing two different occasions. 5. Tell students that a comparative is a form of an adverb that compares only two actions. 6. Write another sentence on the board: -Kim played the trumpet better than Jamal. 7. Ask students what is being compared in the sentence. -Allow time for answers. -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. 8. 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. 9. 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. 10. Tell students that a superlative is a type of adverb that compares more than two actions, and also labels one as the overall best.</p> | <p>dry erase board, marker</p> <p>dry erase board, marker</p> | |

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| | | <p>-The students will compare the differences they see in the two pictures and explain which one they prefer by incorporating comparatives and superlatives. (Science)</p> <p>Culmination:</p> <ol style="list-style-type: none"> 1. Remind students of the review game that was played during the previous day with the fly swatters. 2. 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. 3. Number students off "1, 2, 1, 2..." 4. 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. 5. Tell students the catch: <ul style="list-style-type: none"> -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 body. -Tell students that after completing this activity, they may feel a soreness in their calves, but it only means that they worked them. -Show students the correct way to hop. <p>Follow Up:</p> <ol style="list-style-type: none"> 1. Tell students they are now going to be given their last activity. 2. Give each student the test. 3. Read directions aloud to students. 4. Tell students to turn their paper once they finish and get out their AR books to read silently until everyone has completed the assignment. | <p>fly swatters, index cards</p> <p>Test: attachment 6</p> | <p>Evaluate students using answer key.</p> |