



Literacy and Intervention

SAMPLE LESSON

Phonics EPS PLUS™

Designed Specifically for the 3 Tiers of RTI

Grades K–3



Level B: Lesson 57

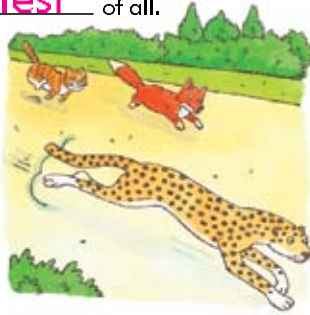
Name _____

Inflectional Suffixes -er and -est

▶ Read the sentences. Write the correct form of the red base word in each blank.

- The river is **deep**. The lake is deeper.
The sea is the deepest of all.
- The cat is **fast**. The fox is faster.
The cheetah is fastest of all.
- A kitten is **small**. A chipmunk is smaller.
An ant is smallest of all.
- The zebra is **tall**. The camel is taller.
The giraffe is tallest of all.

Reminder
What about **good** and **bad**?
We don't say **gooder** and **badder**! We say:
good better best
bad worse worst



With your child, compare things around the house. Which plant is greenest? Which room is biggest? Smallest? Loudest?

Lesson 57b

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one as a model:
Fall is good.
I love to jump in piles of red and yellow leaves.
Winter is better.
I love to sled down snowy white hills.
Summer is best.
I love to swim in deep blue lakes.

Language

Make a recording of eight questions that include the inflectional suffixes -er or -est. Provide paper with the numbers 1–8. On the recording, state the number, followed by the question. For example: 1. *What food is bigger than an apple?* 2. *What is the brightest thing you can think of?* Have children listen to the tape independently and write a response beside each number. Then have children compare their responses in small groups.

LESSON 57b

Inflectional Suffixes -er and -est

Objective

To recognize the suffixes -er and -est when added to adjectives

DIRECT INSTRUCTION

- Review the fact that the suffix -er is used to compare two things while the suffix -est is used to compare three or more things. Give children practice by writing comparative and superlative forms of adjectives on the board and asking questions related to curriculum content areas; for example:
Where is the weather colder, at the Equator or at the North Pole? What part of the world has the coldest temperature?
Which number is larger, three or four? Of all the numbers 1 to 10, which is the largest?
Which is harder, a cotton ball or a rubber ball?
Which is the hardest material of all?
- Write the words *good* and *bad* on the board. Note that we don't use the inflectional suffixes -er and -est with these words, but rather their comparative and superlative forms are:
good better best
bad worse worst
- Write these words on the board and have children make up sentences using the words.
- Help the children find page 119 in their books.
Directions: Read the sentences. Write the correct form of the red base word in each blank.
- Have children use the base words in each sentence and write the comparative and superlative forms. In the second part of the activity, have children write sentences using the *good/better/best* comparatives.
- Read and discuss the Reminder with children. Have them practice using *good*, *better*, *best*, and *bad*, *worse*, and *worst* in sentences. Write children's examples on the board.

UNIT 3 LESSON 57a

Inflectional Suffixes -er and -est

Objective

To recognize the suffixes *-er* and *-est* when added to adjectives

DIRECT INSTRUCTION

Teacher Note: *The inflectional suffixes -er and -est are added to adjectives to indicate comparative and superlative forms of the words. The suffix -er is used to compare two things; the suffix -est is used to compare more than two things.*

- Have two children of different heights come to the front of the room. Ask children to indicate who is taller and who is shorter. Write the words *taller* and *shorter* on the board, circling the suffix *-er* in both words.
- Add a third child and ask who is tallest and who is shortest. Write *tallest* and *shortest* on the board, circling the suffix *-est* in these words.
- Tell children that when we want to compare two things or people or ideas, we add the suffix *-er* to the word that tells about them. When we want to compare more than two things, people, or ideas, we add the suffix *-est*.
- Review the rule of doubling the final consonant when adding the verb endings *-ed* and *-ing* to a CVC word (*mop, mopped, mopping*). Tell children that the same rule applies in adding *-er* and *-est*: *hot, hotter, hottest*.
- Help the children find page 118 in their books.
Directions (top of page): Read the words. Add *-er* and *-est* to make new words. Write the new words.
- Have children add *-er* and *-est* to the base words on the left. Call children’s attention to the fact that all the words contain the vowel pairs *ee* and *ea*.
Directions (bottom of page): Circle the tree that the sentence describes.
- Have children work independently to determine which tree is tall, taller, and tallest.

Inflectional Suffixes -er and -est

▶ Read the words. Add *-er* or *-est* to make new words. Write the new words.

	<i>-er</i>	<i>-est</i>
1. deep	<u>deeper</u>	<u>deepest</u>
2. green	<u>greener</u>	<u>greenest</u>
3. sweet	<u>sweeter</u>	<u>sweetest</u>
4. weak	<u>weaker</u>	<u>weakest</u>
5. clean	<u>cleaner</u>	<u>cleanest</u>
6. neat	<u>neater</u>	<u>neatest</u>

▶ Circle the tree that the sentence describes.

This tree is tall.

This tree is taller.

This tree is tallest.

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DIFFERENTIATED INSTRUCTION

- Reteach and Practice, p. 62
- Learning Differences, p. 89
- English Language Learners, p. 67

CENTERS

Reading

Provide a collection of nonfiction books about animals such as dinosaurs, sharks, and snakes. Write several questions involving comparisons that can be answered in each book. Clip them to the cover of the appropriate book. Examples are: *What kind of shark is longer than a white shark? What is the longest kind of shark?* Have children read to find the answers, then write the answers in complete sentences.

Writing

Invite children to write poems that state their opinions about which season is *good*, which is *better*, and which is *best*. Display a poem such as this

Name _____

Inflectional Suffixes -er and -est

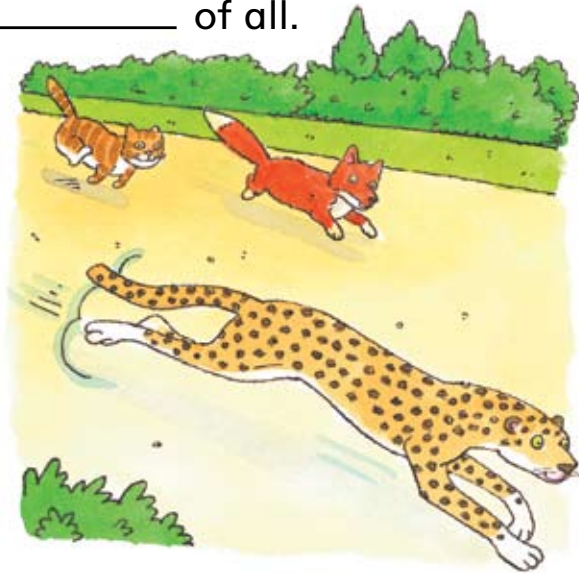
Read the sentences. Write the correct form of the red base word in each blank.

- The river is **deep**. The lake is _____ .
The sea is the _____ of all.
- The cat is **fast**. The fox is _____ .
The cheetah is _____ of all.
- A kitten is **small**. A chipmunk is _____ .
An ant is _____ of all.
- The zebra is **tall**. The camel is _____ .
The giraffe is _____ of all.

**Reminder**

What about **good** and **bad**?
We don't say **gooder** and
badder! We say:

good	better	best
bad	worse	worst



With your child, compare things around the house. Which plant is greenest? Which room is biggest? Smallest? Loudest?

Inflectional Suffixes -er and -est

▶ Read the words. Add **-er** or **-est** to make new words. Write the new words.

	-er	-est
1. deep	_____	_____
2. green	_____	_____
3. sweet	_____	_____
4. weak	_____	_____
5. clean	_____	_____
6. neat	_____	_____

▶ Circle the tree that the sentence describes.



This tree is **tall**.



This tree is **taller**.



This tree is **tallest**.

UNIT 3

LESSONS 57 AND 58

Inflectional Suffixes -er and -est/Adding -er and -est to CVC and CVCe Words/Base Words with -er and -est

Student Edition pages 118–121

BLM 58

Objectives

To reteach the concept of comparison of adjectives (-er, -est)

To review adding -er and -est to CVC and CVCe words

To review recognition of base words with the comparative inflectional suffixes added

RETEACH AND REINFORCE

Choose two children in the class. Write on the board: *(Name 1) has long hair. (Name 2) has _____ hair.* Ask the children to read the sentences and supply the missing word. Review with the children that when we are comparing two things, we use the suffix -er. We could also say: *(Name 1) has _____ hair than (Name 2).* Have the children supply the comparative word *shorter*.

Choose a third child with the longest hair and write the following sentences:

*(Name 3) has the _____ hair of all.**(Name 3) has _____ hair than (Name 2).**(Name 3) has _____ hair than (Name 1).**(Name 1) has the _____ hair.**(Name 1) has _____ hair than (Name 3).**(Name 2) has _____ hair than (Name 3).*

Have the children read the sentences and supply the words. For each sentence, ask how many of the children are being compared. Choose two more children with hair shorter than *(Name 3)*. Establish that, when comparing these five, you would still say that *(Name 3)* has the longest hair.

Make a wall chart for comparison adjectives:

*When we compare two things, we add -er**When we compare three or more things, we add -est.***PRACTICE**

Write several adjectives on the board: *strong, mean, thick, pink, fast, steep*. Give the children two cards each and have them write -er on one and -est on the other. Dictate sentences like *Bob is more strong than Bill. Bob is strong...* and have the children hold up the appropriate card. Write the word with the ending under the word *strong* on the board. Dictate several for each word.

Note that for all of the words above, the ending has been added to the base word without making any changes. Remind the children that a base word is a word that has not had anything added to it. Go back to the words on the board and have the children underline the base words.

UNIT 3

Write the words *hot* and *big* on the board. Dictate sentences like *It is (hot) today than it was yesterday*. When the children tell you the appropriate ending, write *hotter* under *hot*. Do the same with *hottest* and the comparative forms of *big*. Have the children notice that you needed to double the final consonant of the base word before adding the endings.

Recall with the children that adding endings that begin with a vowel (like *-ed*, *-ing*, *-er*, and *-est*) to certain base words requires making changes to the base words. To CVC words that end with two consonants that make one sound (like *thick* or *fast*) simply add the endings (*thicker*, *fastest*). For CVC words that end with a single consonant (*hot*, *big*), you must double that consonant to keep the vowel short because the ending begins with a vowel (*hotter*, *bigger*). For non-CVC words like *deep* and *clean*, you do not need to double the consonant because the vowel is a vowel pair and not a short vowel.

Write several words on the board, mixing up those that do and do not need double consonants: *red*, *green*, *black*, *hard*, *thin*, *mad*. Together, add comparative endings. Then have the children underline the base words.

Call out sentences using comparative forms of words like *nice* and *fine*. Write these base words on the board. Have the children recall what happens when they add the endings. Have the children write endings for other similar words: *ripe*, *cute*, etc.

Review with the children the comparative forms of *good* and *bad*. Have the children take turns making up and saying sentences using these forms. Point to the word *good* or *bad* on the board and say sentences like *He was _____ than his brother at batting. She was the _____ on the team*. Have the children provide the appropriate word.

Make a wall chart with the rules and examples for comparative adjective endings:

For non-CVC words, just add the endings:

long longer longest
deep deeper deepest
nice nicer nicest

For CVC words that end with a single consonant, double that consonant:

big bigger biggest

Some words are irregular:

good better best
bad worse worst

APPLY

Distribute **BLM 58**. When the BLM is completed, have the children read the sentences aloud. Assign each child a different sentence.

Directions

Read each sentence. Add *-er* or *-est* to the base words, or otherwise change the words and write the new words on the lines. Remember: good, better, best; bad, worse, worst.

BLM 58

Name _____

Inflectional Suffixes *-er* and *-est*/Adding *-er* and *-est* to CVC and CVCe
Words/Base Words with *-er* and *-est*

Change the word at the end of each sentence to fit in the sentence.

There were three boys and three girls in the class:

Ana said, "My desk is _____ than hers." (**neat**)

Fern said, "My chalk is the _____." (**white**)

Tomas said, "I wrote the _____ story." (**long**)

Pete said, "My pencil is the _____." (**big**)

Jane said, "I am the _____ speller." (**bad**)

Bert said, "No, Jane. I am _____ than you." (**bad**)

UNIT 3

LESSON 57a

Inflectional Suffixes -er and -est

Student Edition page 118

BLM 51

ObjectiveTo recognize the suffixes *-er* and *-est* when added to adjectives

Teacher Note: The suffix *-er* can be a noun suffix, meaning “one who” or “that which,” or an adjective or adverb suffix, used to indicate comparative forms of the word. The suffix *-est* is an adjective or adverb suffix, used to form the superlative degree, the “most.” In this lesson, *-er* is an adjective suffix, used when comparing two objects, and *-est* is also an adjective suffix, used when comparing more than two objects. Since both suffixes begin with a vowel, the Doubling Rule is used when appropriate (thin + er = thinner).

PREPARE

Collect a variety of buttons (or another object with a variety of shapes, colors, textures, etc.) Ask each child to create *-er* and *-est* suffix cards.

TEACH

Take a handful of buttons and place them on a table. Ask the children to gather around the table. From the pile, isolate two specific buttons. Discuss the differences between the two buttons, using some of the following terms: *darker/brighter*, *thinner/thicker*, *wider/slimmer*, *smaller/bigger*, *bumpier/smoother*.

Say: This button is a darker color than the other button. If you compare these two buttons, you can see that this one is smaller than the other one. When I look at this button, I see that it is smoother than the other.

Once a comparison is made between two buttons, choose two new buttons and as a class compare the two. Then, in pairs, ask the children to compare two buttons. Write the adjectives, ending in *-er*, on the board so the children can reference them.

When the pairs are finished with their comparisons, collect the buttons and call attention to the adjectives on the board. In each word, underline the base word and circle the suffix *-er*.

Say: When we compare two objects, people, or ideas, we use words that end in *-er*. (Point to the *-er* in all the words listed.) “This button is _____ than this button.” We add *-er* to a word that tells about two objects, people, or ideas.

Discuss other words with the suffix *-er* that compare two objects (*bolder*, *crisper*, *longer*, *milder*, *softer*, *stronger*, *older*, *dampier*, *wilder*). Discuss their meanings.

Take another pile of buttons and place them on a table. Isolate three different buttons from the group. Discuss the differences between the three buttons, using some of the following terms: *brightest/darkest*, *biggest/smallest*, *bumpiest/smoothest*, *thinnest/thickest*.

UNIT 3

Say: Of the three buttons, this button is the smoothest. When I compare all three buttons, this one is the biggest. When I look at all three of the buttons, I can tell that this button is the thinnest.

Once a comparison is made between the three buttons, chose three new buttons, all within the same color family. Discuss with the children that comparisons can be slight or obvious. In pairs, ask the children to compare three buttons. Write the adjectives, ending in *-est*, on the board so the children can reference them.

APPLY

Adding the suffixes *-er* and *-est* to base words may involve using the Doubling Rule.

Review the Doubling Rule with the children: *When adding a suffix to a base word, double the final consonant if (1) it is a one-syllable word, (2) if the word has one short vowel, (3) if the word ends in one single consonant. Then add the suffix (-er or -est).*

List the following base words on the board: *big, dim, hot, flat, mad, red, sad, slim, tan, trim, wet*. Next to the base words, create two vertical columns. At the top of the first column, write *-er*, and at the top of the second column, write *-est*. For each base word, check to make sure it follows the Doubling Rule and then add each suffix; write the new word in each column. For example, the base word *big* changes to *bigger* and *biggest*.

Then, write the following base words on the board: *quick, strong, old, dull, thick, cold*. Discuss with the children that the final consonant is not doubled because the words do not follow the protocol (listed above); complete a Think Aloud for each of the words, discussing the reason why each does not follow the rule. Continually, ask the question: “Do I double?”

List the following words, combining words that do or do not follow the Doubling Rule: *flat, slim, plump, smart, mad, long, cold, sharp*. Ask each child to add the suffixes *-er* and *-est* to each word; use their work to assess understanding of the Doubling Rule.

Distribute **BLM 51**. Read the directions aloud with the children.

Directions:

1. Read each base word.
2. Decide: do I double?
3. Write the base word + *er*.
4. Write the base word + *est*.
5. Check your work.

Allow the children complete the page independently, providing assistance when necessary.

Help the children find and complete page 118 in their books.

UNIT 3

LESSON 57b

Inflectional Suffixes *-er* and *-est*

Student Edition page 119

No BLMs

This lesson may prove challenging for students with learning differences, as some of the inflected forms are irregular. When teaching these irregular forms, you may find it helpful to use the kinesthetic methods presented in the Star Words lesson on page 10.

BLM 51

Name _____

Inflectional Suffixes *-er* and *-est*

Read each base word. **Decide:** do I double? **Write** the base word + *er*. **Write** the base word + *est*. **Check** your work.

Base Word	-er	-est
fast	_____	_____
weak	_____	_____
rich	_____	_____
bold	_____	_____
flat	_____	_____
thin	_____	_____
slick	_____	_____
big	_____	_____
mad	_____	_____
sweet	_____	_____
wet	_____	_____
green	_____	_____

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UNIT 3

**Lesson 57a****Inflectional Suffixes -er and -est**

Student Edition page 118

ASSESSMENT QUICK CHECK

Can children recognize the suffixes *-er* and *-est* when added to adjectives?

Objective

To recognize the suffixes *-er* and *-est* when added to adjectives

TEACHING POINTS

Children will benefit from vocabulary support while working on the core activity. If possible, collect objects and/or pictures that represent the target core activity words and their comparative and superlative forms. For example, gather an apple, an animal cracker, and a packet of sugar. Ask a small group of children to decide which object is sweet, which one is sweeter, and which one is sweetest. Collect other appropriate objects or pictures that represent the remaining target words and repeat this procedure.

Picture Glossary Words

(no new words)

UNIT 3

Lesson 57b

Inflectional Suffixes **-er** and **-est**

Student Edition page 119

ASSESSMENT QUICK CHECK

Can children recognize the suffixes *-er* and *-est* when added to adjectives?

Objective

To recognize the suffixes *-er* and *-est* when added to adjectives

TEACHING POINTS

Pair children who are at different stages of English language proficiency (but preferably from the same native language) to collaborate on the core activity. As children finish the lesson, ask the pairs to illustrate the three items being compared in each sentence. Remind them that they should represent the objects in ascending (or descending) order.

For additional fluency practice, pairs can share their illustrations while they read aloud the corresponding sentences.

Picture Glossary Words

(no new words)