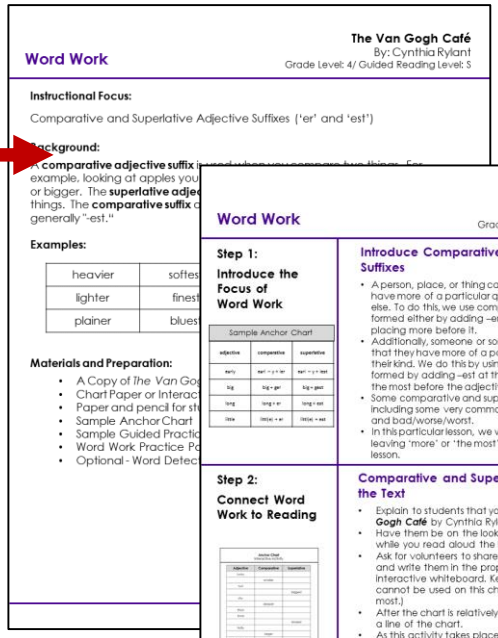
Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book



Word Work

The Van Gogh Café
By: Cynthia Rylant
Grade Level: 4/ Guided Reading Level: S

Instructional Focus:

Comparative and Superlative Adjective Suffixes ('er' and 'est')

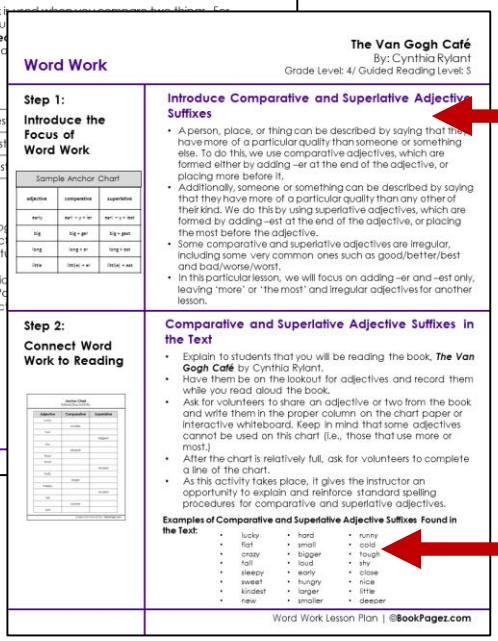
Examples:

heavier	softest
lighter	finest
plainer	bluest

Materials and Preparation:

- A Copy of *The Van Go*
- Chart Paper or Interac
- Paper and pencil for st
- Sample Anchor Chart
- Sample Guided Practic
- Word Work Practice Pa
- Optional - Word Detec

Step by Step Lesson Plan



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Step 1:
Introduce the Focus of Word Work

Sample Anchor Chart

adjective	comparative	superlative
early	early + y = ier	early + y = iest
big	big + ger	big + gest
long	long + er	long + est
little	little + er	little + est

Introduce Comparative and Superlative Adjective Suffixes

- A person, place, or thing can be described by saying that they have more of a particular quality than someone or something else. To do this, we use comparative adjectives, which are formed either by adding –er at the end of the adjective, or placing more before it.
- Additionally, someone or something can be described by saying that they have more of a particular quality than any other of their kind. We do this by using superlative adjectives, which are formed by adding –est at the end of the adjective, or placing the most before the adjective.
- Some comparative and superlative adjectives are irregular, including some very common ones such as good/better/best and bad/worse/worst.
- In this particular lesson, we will focus on adding –er and –est only, leaving 'more' or 'the most' and irregular adjectives for another lesson.

Step 2:
Connect Word Work to Reading

Comparative and Superlative Adjective Suffixes in the Text

- Explain to students that you will be reading the book, ***The Van Gogh Café*** by Cynthia Rylant.
- Have them be on the lookout for adjectives and record them while you read aloud the book.
- Ask for volunteers to share an adjective or two from the book and write them in the proper column on the chart paper or interactive whiteboard. Keep in mind that some adjectives cannot be used on this chart (i.e., those that use more or most.)
- After the chart is relatively full, ask for volunteers to complete a line of the chart.
- As this activity takes place, it gives the instructor an opportunity to explain and reinforce standard spelling procedures for comparative and superlative adjectives.

Examples of Comparative and Superlative Adjective Suffixes Found in the Text:

lucky	hard	runny
flat	small	cold
crazy	bigger	tough
tall	loud	shy
sleepy	early	close
sweet	hungry	nice
kindest	larger	little
new	smaller	deeper

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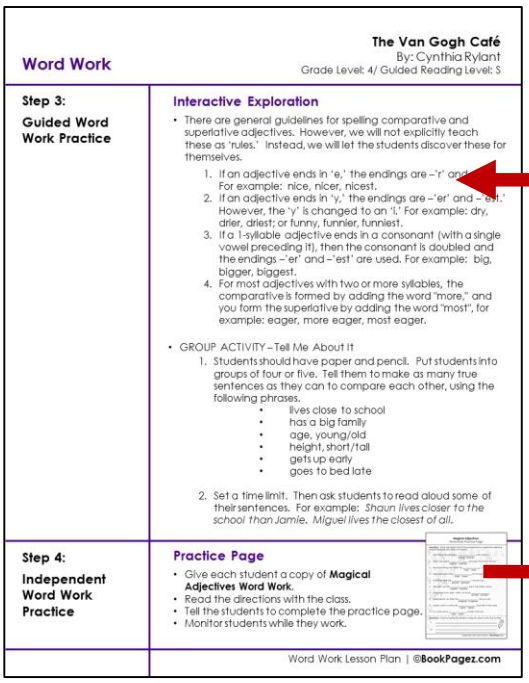
List of words in the book that match the instructional focus



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Step 3:
Guided Word Work Practice

Interactive Exploration

- There are general guidelines for spelling comparative and superlative adjectives. However, we will not explicitly teach these as 'rules.' Instead, we will let the students discover these for themselves.
  1. If an adjective ends in 'e,' the endings are –'r' and –'st.' For example: nice, nicer, nicest.
  2. If an adjective ends in 'y,' the endings are –'er' and –'est.' However, the 'y' is changed to an 'i.' For example: dry, drier, driest; or funny, funnier, funniest.
  3. If a 1-syllable adjective ends in a consonant (with a single vowel preceding it), then the consonant is doubled and the endings –'er' and –'est' are used. For example: big, bigger, biggest.
  4. For most adjectives with two or more syllables, the comparative is formed by adding the word "more," and you form the superlative by adding the word "most", for example: eager, more eager, most eager.
- GROUP ACTIVITY – Tell Me About It
  1. Students should have paper and pencil. Put students into groups of four or five. Tell them to make as many true sentences as they can to compare each other, using the following phrases.
     - lives close to school
     - has a big family
     - age, young/old
     - height, short/tall
     - gets up early
     - goes to bed late
  2. Set a time limit. Then ask students to read aloud some of their sentences. For example: *Shaun lives closer to the school than Jamie. Miguel lives the closest of all.*

Step 4:
Independent Word Work Practice

Practice Page

- Give each student a copy of **Magical Adjectives Word Work.**
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

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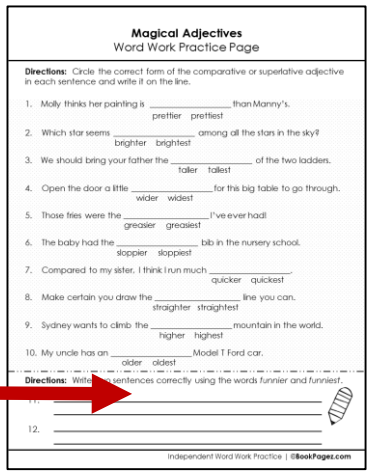
Interactive Activities

Independent Practice Page



Magical Adjectives
Word Work Practice Page

Directions: Circle the correct form of the comparative or superlative adjective in each sentence and write it on the line.

1. Molly thinks her painting is _____ than Manny's. (prettier / prettiest)
2. Which star seems _____ among all the stars in the sky? (brighter / brightest)
3. We should bring your father the _____ of the two ladders. (taller / tallest)
4. Open the door a little _____ for this big table to go through. (wider / widest)
5. Those fries were the _____ I've ever had! (greasier / greasiest)
6. The baby had the _____ bib in the nursery school. (sloppier / sloppiest)
7. Compared to my sister, I think I run much _____. (quicker / quickest)
8. Make certain you draw the _____ line you can. (straighter / straightest)
9. Sydney wants to climb the _____ mountain in the world. (higher / highest)
10. My uncle has an _____ Model T Ford car. (older / oldest)

Directions: Write the sentences correctly using the words *funnier* and *funniest*.

11. _____
12. _____

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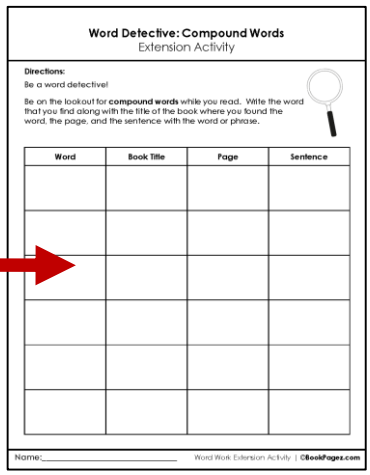
Extension Activity



Word Detective: Compound Words
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **compound words** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name:_____ Word Work Extension Activity | ©BookPagez.com