Class:\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_Superlative Adjectives \_\_\_\_\_ Date: TBD; Oct. 2014\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Comparative adjectives end in *er* or *ier*, or use the word *more* plus *than*, superlative adjectives end in *est*, *iest*, or use the word *most* and the word *the*. | **L/S:**  L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate  L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs  S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)  **W:**  W1.4d Express preferences and comparisons  W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| 1. Comparative adjectives compare two things or a thing to others of its kind, but superlative adjectives distinguish one thing from the others. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Categorize adjectives by number of syllables and ending, in order to correctly form the superlative at least three times. |
| 1. Use superlative adjectives to express (and possibly defend) opinions about our area in at least three sentences. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: Answer questions passed out randomly on cards. (Listed to the right.) Ask another person. 2. Do pages 102 &103 in English in Action 3. Write adjective in correct column by syllables and ending, write superlative forms in categories, complete sentences with superlatives, match, and talk about classmates.      1. From Grammar S by S 3, pg.111: In groups of three or four, imagine you are giving advice to a new student in the area. Use superlative adjectives to tell about this area: Places to meet people; cheap restaurants; best shopping; popular gyms; historical points of interest. Take notes about your conversation and present your ideas to the class. Class may agree/disagree at the end of each group’s presentation. 2. I will draw columns on the board: One syllable adjectives (+est); 2 syllable adjectives ending in “y” (+iest); 2 or more syllable adjectives, not ending in “y” (the most+ adjective). I will pass out sticky notes with adjectives on them. Place your adjective in the correct column on the board. When all are read aloud and any misplacements are fixed, students give sentences using the superlative forms. | * *English in Action 3* * *Grammar Step by Step 3* * Warm-Up Questions:   -What is the highest mountain or point in your native country?  -What is the spiciest food you have ever tried?  -What is the most popular holiday food in your family?  -What is the cheapest supermarket in this area?  -Who is the most important person in your life?  -What is the most relaxing activity you did on the weekend?  -What is the best movie you have seen recently?  -Who is the tallest person in our class?  -How old is the youngest person in your family?  -Where is the prettiest beach you’ve ever seen? |

**ASSESSMENT(S):**

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| **Performance**  I will check book work, and observe/listen to presentations. |  |

**WRAP-UP & REFLECTION:**

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| I will give opinions using superlatives. Clap if you agree or raise both hands if you disagree. Students also offer opinions for the class to respond to. Any questions? |