Comparing Bigger, Faster, Best

Teacher		**Class**	Grade 3
Subject	ELA	**Topic**	Adjectives and adverbs
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to compare with adjectives and adverbs. They draw a growing picture and write sentences that compare.

Curriculum links

- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [1]
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [1]
- Form and use comparative and superlative adjectives and adverbs correctly. [2]

Learning objectives

- Students will form comparative adjectives and adverbs with -er and more plus than.
- Students will form superlative adjectives and adverbs with -est and most plus the.
- Students will choose adjectives for nouns and adverbs for verbs in sentences.

Success criteria

- I can compare two with -er or more and than.
- I can compare three or more with -est or most and the.
- I can pick an adjective for a thing and an adverb for an action.

What students already know

Show a pencil and a longer pencil. Ask: Which is long? Which is longer? Listen for longer with than for two things.

Key words

adjective	a word that tells what kind or which one about a person or thing [4]
adverb	a word that tells how, when or where about an action or another describing word [4]
comparative	a form that compares two, often built with -er plus than [4]
superlative	a form that compares three or more, often built with the plus -est [4]

Materials

- Slides 1-10 and Slide 12, Video clip 2 (0:00–4:21)
- Worksheet Task F copies
- folded paper with 3 boxes, crayons, pencils
- whiteboard, two-column chart, word bank cards

Before the lesson

- Print Worksheet Task F copies, one per student
- Fold paper into 3 boxes, test Video clip 2 (0:00–4:21) on Slide 6 and Slides 1-10 and 12
- Make word bank with big, fast, loud, happy, slowly, quickly and starter lines with than and the

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook interest in growing comparisons and recall describing words.

YOU DO

1. Show Slide 1 and read its title together.
2. Say the hook about a drawing that keeps growing bigger and stranger.
3. Show Slide 2 photo of three runners and model fast, faster, fastest.
4. Ask partners to whisper which runner they would write about and why.

STUDENTS DO

1. Look at Slides 1-2 and repeat fast, faster, fastest.
2. Turn and tell a partner which picture is bigger or faster.
3. Hold up two fingers for two and three fingers for three or more.

Say: What if your drawing kept growing bigger and stranger? Panel 1: a big bug. Panel 2: a bigger bug. Panel 3: the biggest bug of all! Today we will compare things and actions just like that.

Worked example: Runner 1 is fast. Runner 2 is faster than Runner 1 for two. Runner 3 is the fastest of all three for three or more [7].

Ask: Which words tell about the runners? (fast, faster, fastest, they tell what kind about the runners) · How do you know fastest is for all three? (It has the and -est and compares three or more [4])

Check understanding: Scan finger holds. If mixed, point again to two runners versus three runners and repeat than and the.

Support: Point to each runner while saying the sentence so students link words to pictures. **Stretch:** Ask students to suggest another base word for the runners, like quick, to try next.

Use: Slides 1-2

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5–17 min **Teaching** 12 min · Whole class

Teach that adjectives describe nouns and adverbs describe verbs.

YOU DO

1. Play Video clip 2 on Slide 6 about what adjectives and adverbs describe.
2. Show Slide 7 mindmap and explain adjectives describe nouns while adverbs describe verbs, adjectives, and other adverbs [4].
3. Model the pair He is a quick runner and He runs quickly [14] on the chart.
4. Teach that many adverbs are formed by adding -ly to an adjective [3] and good is an adjective while well is its adverb partner [12].

STUDENTS DO

1. Watch, listen and repeat quick runner and runs quickly.
2. Sort soft voice and sings softly into person or thing and action columns.
3. Show one hand for adjective and two hands for adverb on cue.

Say: An adjective tells about a thing. A word like quick tells what kind about the noun runner. An adverb tells about an action. A word like quickly tells how about the verb runs. Adverbs often answer how [3].

Worked example: He is a quick runner. Step 1: find noun runner. Step 2: quick tells what kind, so adjective. He runs quickly. Step 1: find verb runs. Step 2: quickly tells how, so adverb with -ly [3].

Ask: In sings softly, what does softly tell about? (sings, the verb, how she sings, so adverb) · In soft voice, what does soft tell about? (voice, the noun, what kind, so adjective)

Check understanding: Use hand signals for two new sentences. If many miss, underline the noun or verb first, then ask thing or action.

Support: Underline the noun or verb first, then ask: Does it tell about a thing or an action, before choosing the word. **Stretch:** Ask students to explain She draws neat pictures but She draws neatly, telling what neat and neatly each modify.

Use: Slides 6-7, Video clip 2 (0:00–4:21)

17–30 min **Teaching 2** 13 min · Whole class

Model -er with than for two and -est with the for three or more.

YOU DO

1. Show Slide 3 statement and Slide 4 cards for plain, comparative and superlative.
2. Teach comparatives with -er plus than compare two while superlatives with the plus -est compare more than two [4].
3. Teach that words with two or more syllables often use more and most, like more comfortable and most quickly [7].
4. Show Slide 5 mystery and solve it together as a superlative.

STUDENTS DO

1. Chant tall, taller than, the tallest and fast, faster than, the fastest.
2. Point to than card for two and the card for three or more.
3. Answer the Slide 5 riddle in chorus.

Say: Two means -er and than. We say taller than for two towers. Three or more means the and -est. We say the tallest for three towers. Long words often use more and most.

Worked example: tall for one. taller than that one for two. the tallest of all three for three or more [4]. quickly for one. more quickly than for two. the most quickly of all three for three or more [7].

Ask: Should we say taller or tallest for two pencils? (taller than, comparative with -er is for two) · Should we say comfortabler or more comfortable for a long word like comfortable? (more comfortable, longer words use more and most [7]) · What tells about quickly in runs very quickly? (very tells about quickly, an adverb can describe another adverb [4])

Check understanding: Cold-call with mini-whiteboards: write than or the for two versus three prompts. Reteach with cubes if than and the are swapped.

Support: Post the three forms together and let students point and read while teacher moves or models.
Stretch: Have students try beautiful and powerful with more and most and use each in a spoken sentence [7].

Use: Slides 3-5

30–50 min **Main activity** 20 min · Pairs

Write base, comparative and superlative captions for a three-panel drawing.

YOU DO

1. Show Slide 9 task and Slide 10 steps for thing or action, two or three or more.
2. Hand out folded 3-box paper and do Worksheet Task F together: circle the right word and name what it modifies.
3. Model drawing the same bug bigger across boxes and writing three captions with than and the.
4. Circulate as pairs draw and write, prompting noun uses adjective, verb uses adverb.

STUDENTS DO

1. Complete Worksheet Task F by circling the right word and naming the noun or verb.
2. Draw across three boxes and write one caption per box with than and the.
3. Read captions left to right with a partner and check than for two and the for three or more.

Say: Draw the same object getting bigger or an action getting quicker across three boxes. Box 1 uses the plain word. Box 2 uses -er or more with than for two. Box 3 uses -est or most with the for three or more. Check: noun uses adjective, verb uses adverb.

Worked example: Box 1: The bug is big. Box 2: This bug is bigger than that bug. Box 3: This bug is the biggest of all three. Action set: She claps loudly. She claps more loudly than your partner. She claps the most loudly of all three [7].

Ask: What must Box 2 have that Box 3 does not? (than for comparing two, Box 3 needs the for three or more) · If your caption is about runs, should you use quick or quickly? (quickly, because runs is a verb and adverbs describe verbs [4])

Check understanding: Partners check for than with two and the with three or more. Collect two best sentences per pair to read aloud if time allows.

Support: Provide a word bank with base forms: big, fast, loud, happy, slowly, quickly, and starter lines with than and the already written. **Stretch:** Have students add an irregular pair like good, better, best [4] for one extra caption.

Use: Slides 9-10, Worksheet Task F

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50–60 min **Plenary** 10 min · Whole class

Check use of than and the and choice of adjective or adverb.

YOU DO

1. Show Slide 12 true or false sentences and read each one aloud.
2. Ask students to vote true or false and fix false ones together.
3. Return to success lines and have students repeat an example for each.
4. Preview that gooder is not a word and good changes to better and best [4].

STUDENTS DO

1. Vote true or false with thumbs and say the fix for false ones.
2. Share one caption that shows than and one that shows the.
3. Self-check against I can lines with fingers 1 to 3.

Say: Taller with -er is for two. That is true. Fastest with -est only for two is false. It is for three or more. She runs quickly needs -ly because runs is an action.

Ask: Taller compares two things. True or false? (True, comparative with -er is for two) · Fastest compares only two things. True or false? (False, superlative with -est is for three or more)

Check understanding: Tally thumbs for each Slide 12 line. If split, re-model two versus three with fingers and repeat than and the sentences.

Support: Let students hold than and the cards and lift the matching one while voting. **Stretch:** Ask students to correct She sings beautiful to She sings beautifully and name the verb it describes.

Use: Slide 12

Common mistakes

Mistake	How to spot it	How to fix it
Using the superlative for two, like the tallest of two pencils	Student writes the and -est when only two are compared	Remind that comparatives compare two and superlatives compare more than two [7]. Change to taller than.
Using an adjective for a verb, like She sings beautiful	Student picks beautiful to tell how she sings	Ask what it tells about. Adverbs describe verbs [4] and many add -ly [3], so use beautifully.
Saying gooder or weller instead of better and best	Student adds -er to good or well	Teach that some words change completely, like good changes to better and best [4]. Keep chart up to copy.

Support

- Word bank with big, fast, loud, happy, slowly, quickly and starter lines with than and the already written
- Underline the noun or verb first, then ask if it tells about a thing or an action
- Color-code than strips yellow and the strips green for quick visual check

Stretch

- Add long words like beautiful or powerful with more and most
- Add irregular pair like good, better, best for one extra caption [4]
- Explain tricky pairs like neat pictures but draws neatly by naming what each modifies

For the LSE or teaching assistant

Sit with target pairs in main activity. Prompt thing or action, point to word bank, help underline noun or verb before they choose and write than or the.

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Check for understanding

Question	Answer
Two drums. Which is correct: louder than or the loudest?	louder than, comparative for two
Three drums. Fill it: ___ most loudly of all three.	the, superlative for three or more
She runs ___: quick or quickly?	quickly, adverb tells how about the verb runs

Homework

Draw two balls and write one sentence with bigger than and one adjective caption.

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