

Sharing Session of QSIP-CEAL

Sau Ming Primary School

P4

Comparative and superlative adjectives

Classroom Level

Planning:

Focus of collaboration

Longman Elect 4A (Ch.2-4)

- Same or different?
- Favourite food and drinks
- Eating out

Target language focus

- short adjectives
- long adjectives
- irregular adjectives (good and bad)

We chose this focus because...

- Students' performance was weak in the past
- Sufficient time for teaching and learning

Planning:

Challenges Anticipated

Short adjectives:

- **Spelling rules** of comparative/superlative adj
 - +er +est
 - +r +st
 - y → ier y → iest
 - double the consonant +er +est
- Comparative + **than**
- **the** (superlative)

Long adjectives:

- **Syllables** of the adjectives
- The **rules** of comparative and superlatives
 - Comparative: + more
 - Superlative: + the most

Planning:

Challenges Anticipated

Irregular adjectives:

- The **spelling** of their comparative and superlative forms

Overall

- Students would **easily mix up the rules** of simple adjective and three-syllable adjectives
- Students are weak in using **the correct form of adjectives** in a contextualized text

Learning & Teaching

- List out all the adjectives in textbook, workbook, grammar book
 - Cater for learning differences
 - Align with summative assessments

Unit 2			Unit 3			Unit 4
Rules	Core	Extended	Rules	Core	Extended	Core
+ er / est	light	hard	+ more / most	popular	careful	good
	long	poor		delicious	difficult	bad
	old	rich		expensive	horrible	cold
	short	smooth		beautiful		
	small	thick		exciting		
	strong			hard-working		
	tall			interesting		
	weak					
	young					
	cheap					
y ^{er} ier / iest	funny	healthy				
	happy	unhealthy				
	heavy	pretty				
		ugly				
		tiny				
+r / st	large					
	brave					
	nice					
Adj. ending in a short vowel and a consonant, Double the consonant +er	big					
	fat					
	hot					
	thin					
	sad					

Learning & Teaching

- **Categorization** of spelling rules

Presentation in the form of a **table**

Short adjectives ↵	<ul style="list-style-type: none"> ● → one syllable ↵ ● → two syllables (ending in y) ↵ 	
Comparative spelling rules ↵	<ul style="list-style-type: none"> ● → adj. ending in e, just add -r ↵ (e.g. large → larger) ↵ 	Large ↵
	<ul style="list-style-type: none"> ● → adj. ending in y, change y into -ier ↵ (e.g. happy → happier) ↵ 	Happy, funny, healthy, unhealthy, heavy, pretty, tiny, ugly ↵
	<ul style="list-style-type: none"> ● → adj. ending in a short vowel and a consonant, double the consonant and add -er ↵ (e.g. big → bigger) ↵ 	Big, fat, hot, sad, thin ↵
	<ul style="list-style-type: none"> ● → others: just add -er ↵ 	Hard, light, long, new, old, poor, rich, short, small, smooth, strong, tall, thick, weak, young ↵
Superlative spelling rules ↵	<ul style="list-style-type: none"> ● → adj. ending in e, just add -st ↵ (e.g. large → largest) ↵ 	Large ↵
	<ul style="list-style-type: none"> ● → adj. ending in y, change y into -iest ↵ (e.g. happy → happiest) ↵ 	Happy, funny, healthy, unhealthy, heavy, pretty, tiny, ugly ↵
	<ul style="list-style-type: none"> ● → adj. ending in a short vowel and a consonant, double the consonant and add -est ↵ (e.g. big → biggest) ↵ 	Big, fat, hot, sad, thin ↵
	<ul style="list-style-type: none"> ● → others: just add -est ↵ 	Hard, light, long, new, old, poor, rich, short, small, smooth, strong, tall, thick, weak, young ↵
Long adjectives ↵	<ul style="list-style-type: none"> ● → two syllables (not ending in y) ↵ ● → three syllables or more ↵ 	
Comparative rules ↵	<ul style="list-style-type: none"> ● → add more in front of the adj. ↵ (e.g. more popular than) ↵ 	<ul style="list-style-type: none"> ● → beautiful, careful, delicious, difficult, exciting, expensive, friendly, hard-working, horrible, interesting ↵
Superlative rules ↵	<ul style="list-style-type: none"> ● → add the most in front of the adj. ↵ (e.g. the most popular) ↵ 	

Learning & Teaching

- Design teaching activities which aim to tackle the challenges

	Teaching Sequence	Focus	Activities	Resources
1.	Unit 2	Rules: +er/est; +r/st; double con+er;	◇ matching ◇ read aloud	◇ word cards
2.	Syllabification	Rules: y ⇌ ier / iest	◇ word chunking ◇ read aloud	◇ word strips ◇ word cards
3.	Unit 3	Rules: two syllables: +more/most; three syllables: +more/most;	◇ word chunking ◇ One, two or three syllables? ◇ read aloud ◇ memory game	◇ word strips ◇ word cards
4.	Unit 4	Rules: special adjectives e.g. good, bad	◇ read aloud ◇ memory game	

Learning & Teaching

Word Card Activities

Steps	Objectives	Time	Remarks												
<p><i>One, two or three syllables?</i></p> <p>1. Put word cards under three categories, 'one syllable', 'two syllables', 'three syllables'.</p> <table border="1" data-bbox="106 756 656 1256"><thead><tr><th>one syllable</th><th>two syllables</th><th>three syllables</th></tr></thead><tbody><tr><td>tall</td><td>happy</td><td>popular</td></tr><tr><td>young</td><td>careful</td><td>exciting</td></tr><tr><td>old</td><td>?</td><td>beautiful</td></tr></tbody></table>	one syllable	two syllables	three syllables	tall	happy	popular	young	careful	exciting	old	?	beautiful	<ul style="list-style-type: none">✧ to test students' prior knowledge of syllabification OR✧ to consolidate students' learning of syllabification✧ to practise syllabification OR	2 mins	
one syllable	two syllables	three syllables													
tall	happy	popular													
young	careful	exciting													
old	?	beautiful													

Learning & Teaching

Memory Game

1. Ss in pairs or groups of 3 – 4.
2. T picks a target adjective and write on the blackboard.
3. Place a number of cards on the desks with the words facing down.



4. Ss take turn in flipping over one card at a time. S must **read aloud** the adjective on the card flipped and all students must write down its comparative and/or superlative form(s). If it is not the target adjective, the S must flip the card again so the word faces down.
5. The S who flips the target word wins.
6. Ss cross check the spelling of the words. One mark given to one word correctly spelt. The S who got the highest mark also wins.

✧ to practise spelling of the adjectives

✧ to practise reciting the various verb forms of the same verb

2 – 6 mins

Level of difficulty could be raised by mixing different types of adjectives in one round.

Learning & Teaching

- Design spelling rule cards

ER	EST	IER
IEST	MORE	MOST

+ er/ est	y ⇒ ier/ iest
+r/ st	+ more/ most
double the consonant +er	

Learning & Teaching

- Students **practice** the rules

smaller

Comparative
(compare 2 things)

small	Rules
one syllable	<i>+ er</i>
two syllables three syllables	

healthier

Comparative
(compare 2 things)

healthy	Rules
one syllable	
two syllables three syllables	<i>y → ier</i>

more delicious

Comparative
(compare 2 things)

delicious	Rules
one syllable	
two syllables three syllables	<i>+ more</i>

Learning & Teaching

How is learning and teaching enhanced?

- **Comparison of various rules**
 - *the rules table displays the relationships/similarities in a visually systematic way and maps with target adjectives on the last column*
 - *facilitates students' learning e.g. memorization of the rules*
- **Cater for learner diversity**
- **Motivate students' learning**
- **Create a language-rich environment**

Learning & Teaching

How is learning and teaching enhanced?

- **Formative assessment**
 - *word card games and self-check tools provide information for teachers to give feedback to student learning*
 - *through students' work, teachers also receive feedback to further re-teach if necessary*

Our final writing task

- ***Text type:*** emails
- ***Background:*** You are Hugo the Giant. Biggie the Giant is your new pen friend and he sent you an email to talk about his life and friend. Write a reply email to him.
- ***Language focus:*** comparative / superlative adjectives
- ***Assessment tool:*** self- and peer- checklist

Self- and peer- checklist (Year 16-17)

Self-check: (give ✓ if you do it)

1. Did you use **adjectives** in your writing?

2. Check **comparative** (A is ...er than B or A is more ... than B.)

3. Check features of an email

Part E. Peer Check



(i) Share read with your partner.

(ii) Underline the **adjectives** with a pencil.

(iii) Check whether your partner used the comparative **correctly**.

(iv) Sign your name below after checking.

Name of partner:

Self- and peer- checklist (Year 17-18)

Don't forget to underline the comparative and superlative adjectives sentences



Part D Re-read your writing with the help of the checklist. Put a tick ✓ in the box.



		Self-check	Peer check by _____
I know the features of an e-mail			
1.	➤ I wrote the receiver's e-mail address.		
2.	➤ I used the correct salutation. i.e. "Dear XXX"		
3.	➤ I used the correct complimentary closing. i.e. "Love,"		
	➤ I wrote my name 'Hugo' below the complimentary closing.		
I can use comparative and superlative adjectives correctly			
4.	➤ Copy ONE comparative adjective sentence that I compare myself with Jack. _____	⊘	/
	What comparative adjective rule did I use? _____		
	I have used the comparative adjective correctly.		
5.	➤ Copy ONE superlative adjective sentence that describes Jack. _____	⊘	/
	What superlative adjective rule did I use? _____		
	I have used the superlative adjective correctly.		
6.	➤ Copy ANOTHER comparative adjective sentence that describes Jack. _____	⊘	⊘
	What comparative adjective rule did my classmate use? _____		
	He/she has used the comparative adjective correctly.		

Part E Edit your writing.



Part D Re-read your writing with the help of the checklist.
Put a tick ✓ in the box.



		Self-check	Peer check by _____
I know the features of an e-mail			
1.	➤ I wrote the receiver's e-mail address.	✓	✓
2.	➤ I used the correct salutation. i.e. "Dear XXX"	✓	✓
3.	➤ I used the correct complimentary closing. i.e. "Love,"	✓	✓
	➤ I wrote my name 'Hugo' below the complimentary closing.	✓	✓
I can use comparative and superlative adjectives correctly			
4.	➤ Copy ONE comparative adjective sentence that I compare myself with Jack. He is thinner than me.	✓	/
	What comparative adjective rule did I use? double the consonant + er	✓	
	I have used the comparative adjective correctly.	✓	
5.	➤ Copy ONE superlative adjective sentence that describes Jack. He is the kindest boy I have ever seen.	✓	/
	What superlative adjective rule did I use? + est	✓	
	I have used the superlative adjective correctly.	✓	
6.	➤ Copy ANOTHER comparative adjective sentence that describes Jack. He is smaller than me. me.	✓	✓
	What superlative adjective rule did my classmate use? er	✓	✓
	He/she has used the superlative adjective correctly.	✓	✓

Part E Edit your writing.



4. (He has longer hair than me.)

Checklist for a task in Grammar Book

GRAMMAR IN CONTEXT Eric is writing an e-mail to his father. Complete the e-mail with the correct form of the adjectives.

Hi Dad,
How are you?
I am now staying on Uncle John's farm. The rooms here are huge! The bathroom is even ① _____ (large) our flat in Hong Kong! Uncle John has three horses. He let me ride on ② _____ (young) one. Her name is Blossom.
I ate a hamburger for d
④ _____
told me that fast food is
Thanks for the birthday camera with me. It is m
are ⑦ _____
Say hello to Mum and se
Love,
Eric

We chose this task because...

- contextualized text
- different kinds of adjectives (*short, long, irregular*)

Checklist for Grammar p.14

	How many syllables? ◦	Comparative or Superlative? ◦	What rule? ◦
E.g. Question 1 ◦ What is the adjective? ◦ <u>large</u> ◦	one syllable? <input checked="" type="checkbox"/> ◦ two syllables? <input type="checkbox"/> ◦ three syllables? <input type="checkbox"/> ◦	◇ Comparative: ◦ Comparing TWO things? <input checked="" type="checkbox"/> ◦ ◇ Superlative: ◦ Comparing MORE than two things? <input type="checkbox"/> ◦	• adj. ending in e, just add -r ◦
Question 3 ◦ What is the adjective? ◦ _____ ◦	one syllable? <input type="checkbox"/> ◦ two syllables? <input type="checkbox"/> ◦ three syllables? <input type="checkbox"/> ◦	◇ Comparative: ◦ Comparing TWO things? <input type="checkbox"/> ◦ ◇ Superlative: ◦ Comparing MORE than two things? <input type="checkbox"/> ◦	
Question 4 ◦ What is the adjective? ◦ _____ ◦	one syllable? <input type="checkbox"/> ◦ two syllables? <input type="checkbox"/> ◦ three syllables? <input type="checkbox"/> ◦	◇ Comparative: ◦ Comparing TWO things? <input type="checkbox"/> ◦ ◇ Superlative: ◦ Comparing MORE than two things? <input type="checkbox"/> ◦	
Question 5 ◦ What is the adjective? ◦ _____ ◦	one syllable? <input type="checkbox"/> ◦ two syllables? <input type="checkbox"/> ◦ three syllables? <input type="checkbox"/> ◦	◇ Comparative: ◦ Comparing TWO things? <input type="checkbox"/> ◦ ◇ Superlative: ◦ Comparing MORE than two things? <input type="checkbox"/> ◦	

The changes we made

- Amended the checklists for writing tasks
- Sharing in panel meeting

F. Re-read your writing with the help of the checklist.
Put a tick ✓ in the box.



		Checklist Items	Self (✓)	Peer (✓)	Peer check
		1. I put a subject for each step. e.g. <u>Mary</u> cut the ham into slices.			
1.	> I wrote				
		2. I wrote in past tense . Write <u>2</u> action verbs in past tense. e.g. <u>added</u> .			
2.	> Copy O _____ What c I have t				assmate use the orrectly? (✓)
3.	> Copy O _____ What s I have t				assmate use the orrectly? (✓)
				Checked by: _____	

Conclusion

- Learning – Teaching – Assessment Alignment
- **Assessment for learning:**
 - Anticipate / reflect on challenges that students may face when learning the grammar item
 - Make classroom learning activities serve as assessment tools for formative assessment
 - Provide concrete feedback during lessons as well as in assignments
 - Design follow-up tasks and/or teaching plans
- **Assessment as learning:**
 - As a starter, train students into having the habit of reflecting on their own learning and also giving feedback to their classmates' learning

Thank
you