

describe it

Adjectives help you describe things. The more adjectives you know and use, the more accurate your speaking and writing will be.

- ▲ Circle all the words that can describe a **story character**.
- ▲ Underline all the words that can describe **gasoline**.
- ▲ Put a box around all the words that can describe the **plot of a story**.
- ▲ Cross out all the words that can describe a **homework assignment**.

Note: You should mark all the words at least once. Some words may be marked more than once.

short

liquid

easy

imaginary

confusing

difficult

smelly

dangerous

mysterious

scary

helpful

expensive

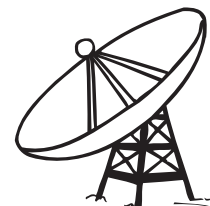
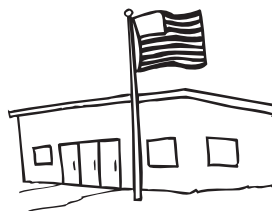
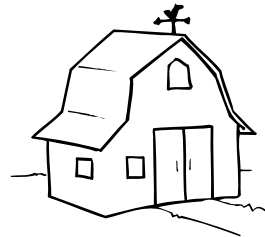
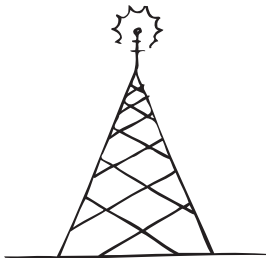
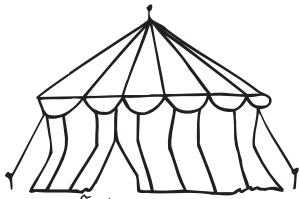
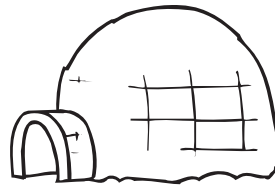
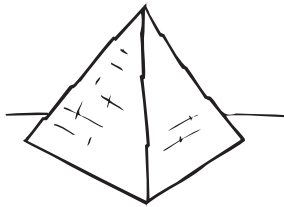
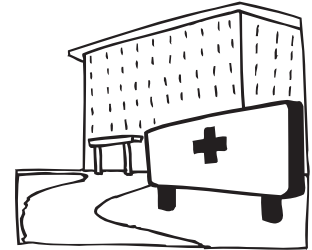
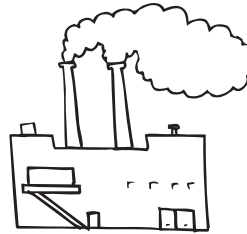
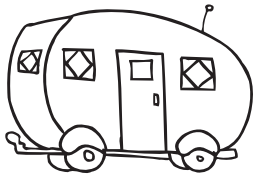
educational

tall

long

cross out

Cut off the bottom of this page and give it to someone else. Have that person randomly read items to you as you cross out the pictures that are described until each picture is crossed out. See additional suggestions for using this page on page 30.



➔ Cross out any building or structure that:

- | | | |
|-------------------|-------------------------|-----------------------------|
| 1. has no roof | 5. has emergency exits | 9. is made of cloth |
| 2. has an antenna | 6. has a sign | 10. is used to communicate |
| 3. has a steeple | 7. is many stories tall | 11. can hold many people |
| 4. has no windows | 8. is not locked | 12. holds only a few people |

Comparisons – Introduction

Types of Activities

- **Describe It** (pages 73-75)
Students will practice using the comparative forms of adjectives to make their language more precise and accurate.
- **Your Best Language** (pages 76-78)
These activities challenge your students to choose similarities between items that are most significant in terms of comparison. For example, when comparing a fish and an octopus, it is more important to know that they are both ocean animals than that they both simply have eyes. That comparison would involve a larger set of possibilities. Encourage your students to choose the similarity that would narrow the comparison the most and exclude the most other possibilities.
- **Grid Activities** (pages 79-83)
These pages can be used in a variety of ways. On the first four pages, students can randomly select an item on the grid and name a similarity that the two items listed have in common. You may also present the activity as a competitive game. Provide game tokens and a die, and then choose a direction for students to move around the grid (top to bottom, side to side). When a player lands on a pair of words on the grid, he names something the items have in common. The player writes his initials in the box on the grid. The game continues until all the boxes on the grid have been initialed. (As students roll the die and move, have them skip over boxes that have already been initialed.) The last grid activity (page 83) contains pairs of comparative/superlative adjectives scrambled around the board. Challenge students to match each pair of adjectives.

IEP Goals and Objectives:

- The student will identify correct use of age- and grade- appropriate comparatives and superlatives with 90% accuracy.
- The student will use comparatives and superlatives to modify curriculum-relevant vocabulary with 80% accuracy.
- The student will use age- and grade-level comparatives and superlatives in sentences with 80% accuracy.
- The student will compare and contrast age- and grade-level words with 80% accuracy.

Statements to Motivate

- You can describe things by telling how they are alike and different from other things.
- When you use comparative and superlative adjectives, your speaking and writing are much clearer. People will know exactly what you are talking about.
- Comparing words and their meanings helps your language become more accurate and specific.

grid activity—compare

→ See the directions on page 72.

owl/duck	Thomas Jefferson/ George Washington	oxygen/nitrogen	cameras/eyes
beige/purple	authors/ composers	English/Spanish	J.K. Rowling/ Roald Dahl
jazz/blues	Thanksgiving/ New Year's Day	electricity/fire	geometry/ algebra
clarinet/flute	Mexico City/ Washington, D.C.	Phoenix/ Sacramento	south/west
gold/iron	electrical wires/ blood vessels	decimals/ periods	CDs/books
cash/credit card	horse/motor	sun/oven	pulley/lever
Japan/China	skyscraper/ giraffe	Albert Einstein/ Benjamin Franklin	telephone/ cell phone

your best language

➔ Paraphrase each sentence. You may change words, use synonyms, or completely reword the sentence, as long as the meaning stays the same. Use specific language! An example is done for you.

1. Carlos was bitten by the animal.

The dog bit Carlos in the leg.

2. They don't like loud, noisy music.
-

3. Margaret moved here from Texas.
-

4. She selected *Harriet the Spy* for her book report.
-

5. Everything is composed of atoms.
-

6. The assembly line helped to make factories more productive.
-

7. Her bumping into the tree trunk was an event that could not be avoided.
-

8. After building the new neighborhood center, everyone wanted to express their gratitude to the millionaire.
-

9. You can't have dessert until you've finished your meatloaf.
-

10. Except for the teacher, the room was vacant.
-