

# Unit 8: Comparative/Superlative home sweet home

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **3rd Marking Period**  
Length: **2-3 weeks**  
Status: **Published**

## Unit Overview

---

Students will understand how to write and speak using comparatives and superlatives by reading and comparing poetry and short stories. Students will compare time periods and authors as well.

## Transfer

---

Students will be able to independently use their learning to...

compare and contrast topics, themes, ideas, etc

rank their favorites and give reasons why

---

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

---

## Understandings

---

Students will understand that...

how to structure comparatives in German sentences

they can level comparatives to superlatives very similarly to English

using superlatives allows students more ways to express themselves and things they like or dislike

## **Essential Questions**

---

Students will keep considering...

How to compare things

how do you use extremes in the positive or negative to express your feelings?

Why is it sometimes important to express an apex emotion/feeling?

How do we see comparatives and superlatives used in English?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

how to create three table charts for creating comparatives and superlatives

how to compare works, authors, etc using comparatives and superlatives

students will be able to use both positive and negative comparatives to create opinions to discuss

## **Students will be skilled at...**

---

Students will be skilled at...

using comparatives and superlatives

expressing themselves to others and responding back in kind about their level or feeling

## **Academic Vocabulary**

---

### **Target 1: retrieval**

---

1. Identify vocabulary
2. List comparatives and superlatives
3. recognize positive or negative
4. identify which to use

### **Target 2: comprehension**

---

1. understand some unique qualities pertaining to endings or structure
- 2 interpersonal vs personal communication
3. Explain differences or similarities between comparatives and superlatives from English to German

### **Target 3: analysis**

---

1. compare and contrast comparatives and superlatives to English and see common structures
2. what qualities do things need to have to compare and use a superlative?
3. Categorize authors and texts using comparatives and superlatives
4. understand other responses about topics

#### **Target 4: knowledge utilization**

---

1. see how certain comparatives and superlatives lend themselves better to certain topics
2. be able to have a short response and co-response about topics using comparatives and superlatives
3. understand what others say about topics

#### **Target 1**

---

#### **Learning Goal 3**

---

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

#### **Target 1**

---

#### **Target 2**

---

## Target 3

---

### Summative Assessment

---

1. Mid-unit quizzes vocabulary
2. Verbal created emotional response using and demonstrating different levels of positive or negative
3. Cumulative summary
4. mid-unit quiz on tense use and construction
5. test

### 21st Century Life and Careers

---

Select all applicable standards from the applicable standards

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Formative Assessment and Performance Opportunities

---

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises

9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Accommodations/Modifications**

---

- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

## Unit Resources

---

## Interdisciplinary Connections

---

LA.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SOC.9-12.1.4.2

Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.