Comparing with Adjectives

**Objective** The student will use adjectives to compare two or more persons, places, or things.

**Materials**
Index cards, 1 per student, with one of the adjectives shown written on each; drawing paper; notebook paper; pencils; colored pencils or markers

1. Give each student an index card with an adjective written on it.

2. On notebook paper, have students write three sentences using the adjectives in the positive, comparative, and superlative form. (KINESTHETIC)

3. On drawing paper, have students illustrate each sentence that they have written. Have them write each sentence below its picture replacing the adjective with a blank line. (VISUAL; KINESTHETIC)

4. Finally, have students exchange their drawings and index cards with a partner. Have the partner identify the correct form of the adjective by looking at each picture. (VISUAL; AUDITORY)

### Adverbs

**Objective** The student will use adverbs to modify verbs.

**Materials**
10 sheets of paper, each with a different adverb written on it (The adverbs suddenly, hopefully, slowly, quietly, fearfully, thoroughly, wisely, sadly, quickly, and anxiously will work well.); chalk; highlighters; pencils; paper

1. Write the following words on separate sheets of paper and tape each sheet of paper to the chalkboard: Pamela, opened, the, door, to, the, basement, and, turned, on, the, light. Ask the class to identify the verbs in the sentence (opened, turned). (VISUAL; AUDITORY)

2. Divide students into groups. Give each group two adverb sheets.

3. Have one student from each group go to the chalkboard and, with input from the other members of the group, place the group’s two adverbs in the sentence. Tell students to rearrange the sheets of paper as needed. (VISUAL; KINESTHETIC; AUDITORY)

4. Next, have the student say the sentence aloud. (VISUAL; KINESTHETIC; AUDITORY)

5. Invite volunteers to reword the sentence orally by placing the adverbs in different positions but modifying the same verbs. Have the class discuss which version of the sentence sounds best. (VISUAL; AUDITORY)

6. Have each group repeat this process. (VISUAL; KINESTHETIC; AUDITORY)