Activity: Understanding comparatives – how to use them and spell them.
Reading comprehension – answering questions from your reading.

Key Content/Modeling
Let’s continue learning more about comparatives. Look at the examples at the top of page 41.
For one or two syllable words you add ‘er’ to the word. Check out the spelling. If these short words ends with a vowel and then a consonant, you will double the consonant – big – bigger. If the word ends in ‘y,’ you will take out the ‘y’ and add ‘ier’ – pretty – prettier. If it is a 3 or more syllable word, you do not add ‘er’! Instead you will put ‘more’ in front of the word. ‘Beautiful’ has 3 syllables. So you will not add ‘er’ instead you will say, ‘more beautiful.’ Write out the conversations for numbers 1 – 12 from text page 41. Then do workbook pg 41. Finally, you will answer the questions from ‘The Man Who Went to the Far Side of the Moon’ from pages 62 - 64

You Try:
Write the conversations from the Text book pg 41. Do the work from the Workbook pg. 41. Re-read ‘Moon’ book pages 62 – 64 and answer the questions.
Do Imagine Learning.

Show me what you know (Proof of learning)
You can email my work, or submit it in TEAMS. You will find links to the pages in TEAMS, in this email, or on my SWAY site.

Self-Assessment
How did I do?
Choose one:
I got it! I did okay, but have questions. I’m lost.
Message me on TEAMS or email with any questions.

Extra Learning Opportunities
Read, read, read! In Both English and your other language! You can also do Duolingo.

Priority Standard(s):
CCSS. L.3 We can use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS. RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELP.6-8.10 – An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

What am I learning?
Learning Target: CCSS.L3, RL.1: I can speak and write the correct form of comparatives and comprehend what I read.
Language Target: ELP.6-8.1,10: I can accurately say and write comparatives, and write complete answers to comprehension questions using IQIA.

How do I know I learned?
I will know I am successful when I:
1. Read the text (pg 41), practice the conversations with a family member and then write or type them out using the correct form of the comparative.
2. Complete the exercises from the Workbook (pg41).
3. Read the pages from the ‘Moon’ book and answer the questions.
4. Turn in work – Teams or email.
• Look at the examples at the top of page 41.
• For one or two syllable words you add ‘er’ to the word.
• Check out the spelling. If these short words end with a vowel and then a consonant, you will double the consonant – big – bigger.
• If the word ends in ‘y,’ you will take out the ‘y’ and add ‘ier’ – pretty – prettier.
• If it is a 3 or more syllable word, you do not add ‘er’! Instead you will put ‘more’ in front of the word. ‘Beautiful’ has 3 syllables. So you will not add ‘er’ instead you will say, ‘more beautiful.’
• Write out the conversations for numbers 1 – 12 from text page 41.
Workbook pg 41.

**THEY'RE DIFFERENT**

1. Paul's parent is talkative, but Paul's parent is __________ more talkative.
2. Your roommate is interesting, but my roommate is __________.
3. Sam's unit is attractive, but Sam's unit is __________.
4. Shirley's shoes are comfortable, but her sister's shoes are __________.
5. George is intelligent, but his brother is __________.
6. My daughter's hair is long, but my son's hair is __________.
7. Last winter was cold, but this winter is __________.
8. William is thin, but his father is __________.
9. My children are healthy, but my doctor's children are __________.
10. John's computer is powerful, but Jane's computer is __________.
11. Barbara's boyfriend is handsome, but her father is __________.
12. My tooth is sensitive, but my dentist's teeth are __________.
13. Our neighbor's yard is beautiful, but our yard is __________.

**WHATS THE WORD?**

1. A. This meal is delicious.
   B. It's very good, but my mother's meal is __________.
2. A. Chicken is good for you.
   B. I know, that everybody likes that fish is __________.
3. A. This necklace is very expensive.
   B. You're right. But that necklace is __________.
4. A. You're very energetic.
   B. Yes, I am. But my wife is __________.

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Use the link above for a better copy of this page.
Moon bk pg 62 – 64

1. On the backside of the Moon, you can’t see the Moon’s surface. How does Michael know the Moon is there?

2. Michael is flying very low to the Moon’s surface. Does he think about hitting something?

3. Imagine you are Michael. How would you feel if you were skimming (flying very low) over a strange planet?

4. How often does he lose contact with Earth?

5. How many peoples’ jobs does he have to do on the Columbia?

6. How many computer commands does he have to do by himself?

7. How does he push the buttons?

8. If he makes a mistake or loses track of the correct order, can he get help?

9. What is the feeling inside the command module?

10. Does he feel ok in the capsule by himself? How do you know?

11. Is he ready to fly home by himself if he has to?

12. On the dark side of the moon, Houston cannot talk to him. What noises can Michael hear?

13. How often does he see the Earth rise at the horizon?
On the backside of the moon, on the night side, you can't see the surface. The moon is defined simply by the absence of stars.

The laws of physics tell you that your fine spacecraft is in an orbit sixty miles above it and there's no way you can hit anything. But the thought does occur,

Gosh, I'm skimming along just barely over the surface of a strange planet.
moon, isn’t on is defined of stars.
you soft is in above it and hit sought
just barely over strange planet.

Michael Collins
Every other hour, all radio communication with Earth is lost as this spacecraft orbits over the far side of the moon, where Neil and Buzz are on the moon's surface. Michael Collins has to do three people's jobs. He has to make 850 computer commands. He has been taught just how to push the buttons—hard, right in the center, and to hold them pushed for a little bit of a second. They must be pushed in the right order, and after the order: \textit{VERB-68-ENTER \textit{VERB-87-ENTER}}. If he loses track on the far side of the moon, there is no one to ask.

Michael turns on the light in the command module. It's almost cozy. He is used to flying alone. He has flown alone by himself for almost 20 years. He has been practicing how he should return home by himself if something should happen to Neil and Buzz down on the moon.

It's quiet in the capsule on the dark side of the moon. The only sounds are the fan humming and the hiss crackling from the radio. Michael Collins presses his dimmer. Looks out the window. Every 120th minute he sees the Earth rise up on the horizon.

\textbf{BEFORE YOU MOVE ON...}

1. Complete: Read the last four pages. Then write your name on the line below.

2. Complete: Read the last page. Write your name on the line below.

\textbf{WARNING: This activity will take you to page 118. After this page, you will need a separate sheet of paper.}

\textbf{TO COMPLETE:}

1. Write your name on the line below.

2. Use the next page for your work. Mark your answers on the page.

3. Write your name on the next page.