



DIAGNOSTIC

**10:00**

# THROWBACK Thursday

Date: \_\_\_\_\_

## You're the Editor

Edit and rewrite each sentence below.

1 the spider waits for insect's to fly into it's web

\_\_\_\_\_

\_\_\_\_\_

2 we will have taco's next, thursday

\_\_\_\_\_

\_\_\_\_\_

## Plural or Possessive?

Circle the correct word to complete each sentence.

Imagine having eight **eyes eye's** and still having poor eyesight. A **spiders spider's**

vision is very poor, so they have to rely on the sense of touch. **Spiders Spider's** have sensitive

**hairs hair's** that cover their body and legs.

The **spiders spider's** hairs sends signals to the brain, alerting the spider of any movement nearby.

# Morphology Word Chains

Follow the steps to  
create new words.

Start with the word in the box.

differ

Add the suffix -ence.

difference

Change the base to confide.

Confidence

Change the suffix to -ent.

Confident

Add the prefix over-.

overconfidence

Remove the prefix over- and the suffix -ent.

Confide

# DAILY DOSE OF EDITING

#5

## 1 EDIT



Draw a line under each of the FIVE mistakes.

By teh time we got their, thee line was realy long

## 2 FIX



Rewrite the sentence with the corrections made.

By the time we got there, the line was really long.

## 3 STRENGTHEN & ELABORATE !

Use part of the sentence, but make some changes. Use more detail to make it stronger.

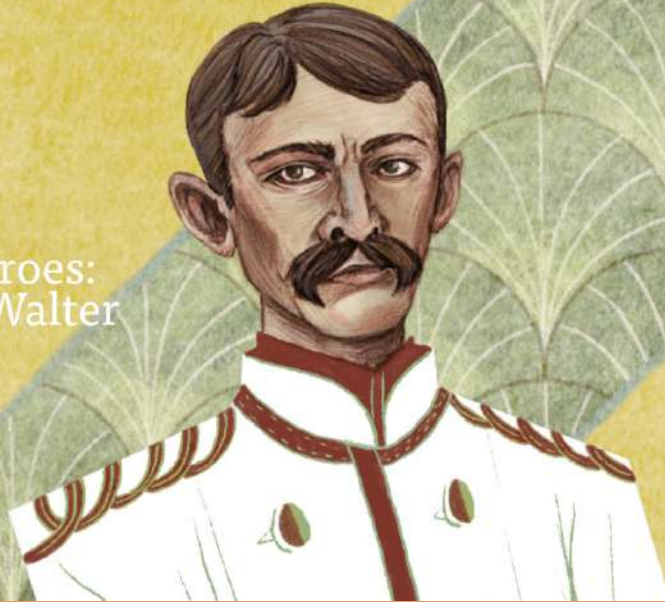
Try to add figurative language here!

By the time we got there, the line seemed like it was 10 miles long.

## Lesson 2: Monsters and Heroes: Introducing Dr. Walter Reed



Printable Lesson Guide



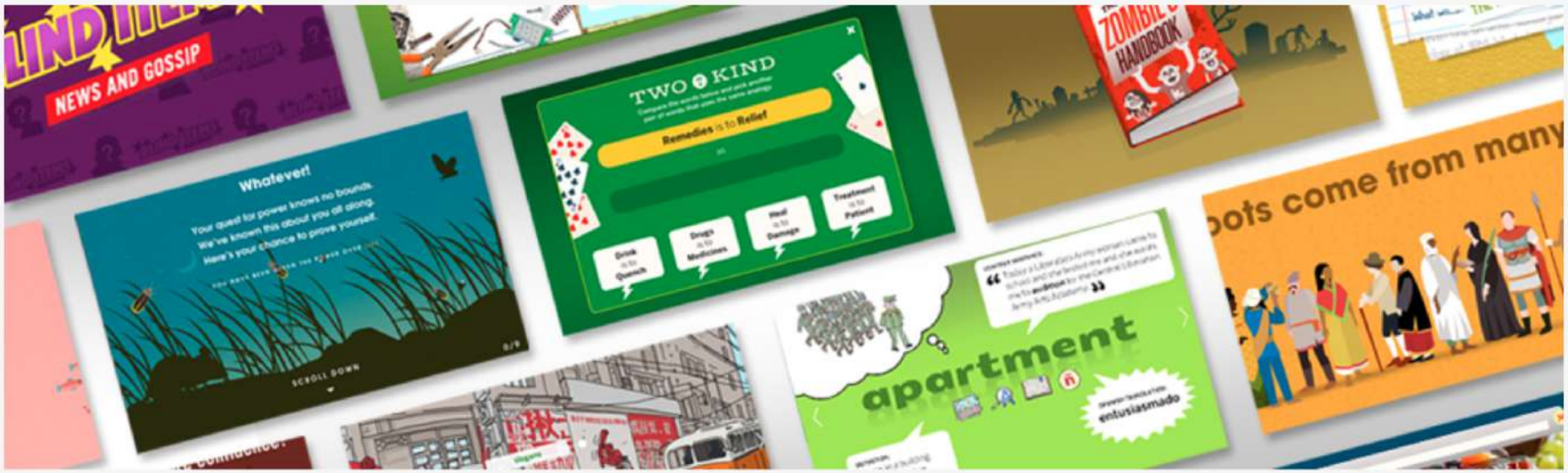
Reading: Students look closely at both explicit and figurative language choices in two descriptions to analyze how yellow fever and Dr. Reed are introduced.

Language: SWBAT analyze observations using textual evidence to identify character traits

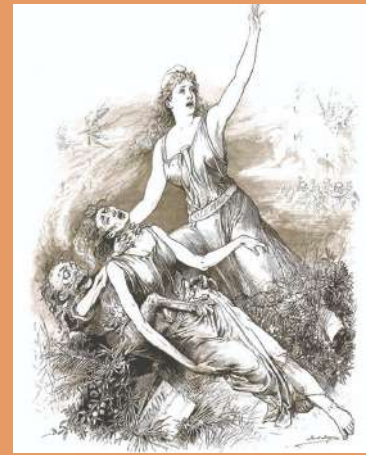
**Vocab App.**



05:00



**Monstrous-** adjective- The monstrous look he gave her indicated that she was not to trust him. He was not someone that she should be left alone with.



Suffix- Ous- Having the characteristic of



💬 Everyone knows that monsters are supposed to be scary, but what makes a monster scary?

💬 Today, you are going to think about why Jurmain compares yellow fever to a “monster” by examining the details she uses to describe this disease.

## What makes a monster “scary”?

**They are unpredictable.**

**They are violent.**

**They are uncontrollable.**

**They are terrifying  
in appearance.**

Reread the 4 paragraphs on Tab 2 and then answer the questions. We'll do the first one together, then the rest you can do with your partner.

05:00

1. "His skin turned yellow. The whites of his eyes looked like lemons. Nauseated, he gagged and threw up again and again, spewing streams of vomit black with digested blood across the pillow." (1, 2)

This detail depicts yellow fever as

✓

- A. unpredictable.
- B. disturbingly violent.
- C. beyond our control.
- D. terrifying in appearance.

2. "For centuries the disease had swept through parts of the Americas and Africa, leaving behind a trail of loss and misery." (1, 3)

This detail depicts yellow fever as

✓

- A. unpredictable.
- B. disturbingly violent.
- C. beyond our control.
- D. terrifying in appearance.

3. "And every single year the illness took its toll. In 1793, 4,044 people in Philadelphia died during a plague of yellow fever. New Orleans counted 8,101 yellow fever deaths in 1853. And when the disease hit Memphis, Tennessee, in 1878, 17,000 citizens sickened in a single month." (1, 3)

This detail depicts yellow fever as

✓

- A. unpredictable.
- B. disturbingly violent.
- C. beyond our control.
- D. terrifying in appearance.

4. Which of these sentences from the description of the disease compares yellow fever to something dangerous?

A

"The whites of his eyes looked like lemons." (1, 2)

B

"But they knew that yellow fever was a killer." (1, 3)

C

"New Orleans counted 8,101 yellow fever deaths in 1853." (1, 3)

D

"Each year the hot summer weather brought on yellow fever epidemics." (1, 6)

2

READING

Read: What Makes a Monster Monstrous?


2



METAPHORS

# METAPHORS

Metaphors are words or phrases that we use to help us describe something. A metaphor states that one thing is something else.



For example: My friend is a greedy pig!

The image is a white card with a blue border. At the top, the word "METAPHORS" is written in small capital letters. Below it, the word "METAPHORS" is written in large, bold, blue capital letters. To the left of the definition text is a cartoon of a man with red hair, wearing a yellow shirt and a red bow tie, eating a large burger. To the right is a cartoon of a pink pig with brown spots. A red curved arrow points from the pig to the example sentence at the bottom: "For example: My friend is a greedy pig!".



Discuss briefly with your partner:

- What qualities does a hero have?
- What does heroism look like? Act like? Sound like?
- What does it mean for someone to be “heroic”?



## Discussion Sentence Starters

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A hero is someone who

\_\_\_\_\_.

The qualities that a hero has  
include \_\_\_\_\_ and \_\_\_\_\_.

If someone is heroic, they  
might be \_\_\_\_\_ or \_\_\_\_\_.

The most valuable trait for  
fighting yellow fever is \_\_\_\_\_.

This trait is important  
because \_\_\_\_\_.

# WHAT MAKES A HERO?





Now, we will meet Dr. Walter Reed, the man the U.S. Army sent to discover the cause of yellow fever. Pay attention to the details the author uses to give us a clear picture of Dr. Reed.



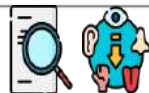
2. What gave you that impression? Reread the excerpt and highlight two details the author uses that give you a clear impression of Dr. Reed.

First Highlighted Detail:

Write here...

## Writing Techniques That Bring a Topic to Life

1. Descriptive and sensory details that create an image in the reader's mind



2. A story that captures the reader's attention



3. Specific words or phrases that shape the reader's thinking



4. Facts and numbers that make a strong impression



5. Quotations that make an impact



What type of detail is this?

Does this detail portray Dr. Reed as a hero?



Raise your hand if...

- you were surprised by how many people yellow fever had killed during outbreaks of the disease.
- you could understand why the United States government thought the mission to investigate the cause of this disease was so important.
- the first description of Dr. Reed created the impression that he would be a good man for this mission.
- the first description of Dr. Reed created the impression that he would not be a good man for this mission.



Does the author introduce and describe Dr. Walter Reed as a hero prepared to defeat the “monster” of yellow fever? Use two details to support your position.

If you would like to look back at Chapter 1: “Meeting the Monster,” click NEXT.

Choose one or two of these sentence starters to help you get started writing.

- Dr. Walter Reed is/is not introduced as a hero who will defeat yellow fever because \_\_\_\_.
- The text says \_\_\_\_, which shows Dr. Walter Reed is/is not heroic.
- I think \_\_\_\_ because the text says \_\_\_\_.



When you finish your writing you can go to tab 7-Exit Slip.  
If that is complete go to Boost/Boost Close Reading



Read the details below and select the ones that portray Dr. Reed as heroic.

Details That Portray Reed as a Hero

⚬ A. Dr. Reed was seasick.



B. Dr. Reed had tended to settlers, soldiers, and Apaches as an army doctor.



C. Dr. Reed taught medical students in Washington, D.C.



D. Dr. Reed hoped [to] alleviate human suffering.

