

Boost- Strawberries, Lemons,
Blueberries



Boost Close Reading- Watermelons



TEXT STRUCTURE *Tuesday*

Date: _____

Yay! You came back to school today! Give yourself a pat on the back simply for being here. 😊

Bats are the only flying mammals. They are divided into two major groups: Megachiroptera and Microchiroptera. The Megachiroptera, or megabats, are medium to large-sized bats that eat mostly fruit pollen or nectar. They may also eat small land animals or fish. Their big eyes and excellent eyesight are very useful while hunting.

The Microchiroptera, or microbats, are smaller bats. They eat mostly insects. They use echolocation to detect sound waves. The bat emits short bursts of high-pitched sounds. The sounds bounce off other objects, helping them to navigate and identify which insects they will eat.

Which of the following best describes a major difference between megabats and microbats?

- a. Megabats use echolocation to hunt, while microbats use their excellent vision.
- b. Microbats eat fruit and pollen, while megabats eat small land animals.
- c. Megabats eat fruit and pollen, while microbats eat small land animals.
- d. Megabats use their excellent vision to hunt, while microbats use echolocation.

MATCH the MEANINGS

Base
Word:

love

Highlight the word in each sentence that contains the base word. Read the sentence. Determine which meaning best defines the word you underlined. Drag the letter to each box.

A

Herold is the most lovable puppy you could ever meet.

B

The shoes were dragged through the mud and unloved.

C

Angela was very loving and always showed others she cared about them

A. has the ability to be loved, deserves love and affection

B. not loved

C. feeling or showing love

DAILY DOSE OF EDITING

#12

1 EDIT



Draw a line under each of the FIVE mistakes.

she put on her seaetbelt, stared the car, and
backed out've the driveway

2 FIX



Rewrite the sentence with the corrections made.

She put on her seatbelt, started the car, and backed out of the driveway.

3 STRENGTHEN & ELABORATE !

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

My mom buckled her seatbelt, turned the key in the ignition, and
threw her car into reverse as she sped out of the driveway.



Lesson 9: The Monster, the Mosquito, and Motivation

 Printable Lesson Guide

Lesson Objective

Reading: Students analyze how Dr. Lazear's and Dr. Carroll's motivations for placing the infected mosquito on Dr. Carroll's arm is introduced and elaborated in the text.

Writing: Students will use details from the text to support their analysis and inference about what motivated the scientists' actions.

Language Objective: Students be able to identify key details that reveal motivations

Rejoice-Verb-We have not had much to **rejoice** about over the past few years.



What is motivation?

A character's "motivation" is the reason behind their specific actions or decisions. A character does certain things based on their emotions, personality traits, and goals.

Example

What **motivates** Dr. Reed to go to Cuba to lead the Yellow Fever team?

- "Reed **had dreamed** of being able to do something big..." (3, 1)
- "...something he '**hoped**' would alleviate human suffering." (3, 1)
- "...Reed **had hoped** to make a major contribution while he did research..." (3, 4)



DOOR SIDE

20:00

WINDOW SIDE

Complete Tab 3- all 3
cards

You are looking to identify
what is Dr. Lazear's
motivation in letting the
mosquito bite Dr. Carroll

Complete Tab 4- all 3
cards

You are looking to identify
what is Dr. Carroll's
motivation in letting the
mosquito bite him

WRITE! - Tab 6

Lazear Group

If he had known the results, would Dr. Lazear have allowed the mosquito to bite Dr. Carroll?

[Sentence Starters on Slide 12]

Carroll Group

If he had known the results, would Dr. Carroll have let the mosquito bite him?

[Sentence Starters on Slide 13]

When you're done, complete the Exit Ticket in Tab 10, then choose Boost or IXL

Claim: If he had known the results, Dr. Lazear (would/would not) have allowed the mosquito to bite Dr. Carroll.

Evidence #1: First, in chapter __ , paragraph __ , the author writes,
“ _____ ”

Reasoning #1: This quote shows that Dr. Lazear (would/would not) have allowed the mosquito to bite Dr. Carroll, because _____ .

Evidence #2: Second, in chapter __ , paragraph __ , the author states,
“ _____ ”

Reasoning #2: This quote also shows that Dr. Lazear (would/would not) have allowed the mosquito to bite Dr. Carroll, because _____ .

Conclusion: In conclusion, Dr. Lazear (would/would not) have allowed the mosquito to bite Dr. Carroll if he had known the results.

Claim: If he had known the results, Dr. Carroll (would/would not) have let the mosquito bite him.

Evidence #1: First, in chapter __ , paragraph __ , the author writes,
“ _____ ”

Reasoning #1: This quote shows that Dr. Carroll (would/would not) have let the mosquito bite him, because _____ .

Evidence #2: Second, in chapter __ , paragraph __ , the author states,
“ _____ ”

Reasoning #2: This quote also shows that Dr. Carroll (would/would not) have let the mosquito bite him, because _____ .

Conclusion: In conclusion, Dr. Carroll (would/would not) have allowed the mosquito to bite him if he had known the results.