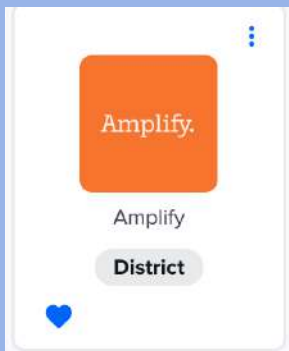




Recommended ELA Skills

**10:00**

1



Log into Amplify

MUTE

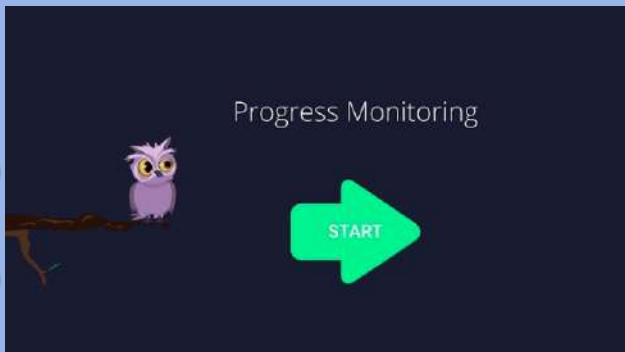


2



Scroll down to the owl and click

3



**Do not start until I say so!**  
**OR ELSE**

**You have 3 minutes** to read as much as you can  
and fill in as many blanks as you can!  
**Try your best!** This helps me see that you  
UNDERSTAND what you are reading

# MEANINGFUL Monday

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

I know... Life is hard on Monday, but it's time to awaken your brain! Let's make today a Meaningful Monday!

## Story Elements

Complete each sentence below.

**antagonist**

**protagonist**

**setting**

1. The \_\_\_\_\_ is the main character in the story.
2. The \_\_\_\_\_ is where the story takes place.
3. The \_\_\_\_\_ causes complications for the main character.

## Synonyms or Antonyms?

1. abrupt, slow \_\_\_\_\_
2. marvel, wonder \_\_\_\_\_
3. masquerade, reality \_\_\_\_\_
4. obnoxious, irritating \_\_\_\_\_
5. tremble, shake \_\_\_\_\_

Wanda was having difficulty making friends at her new school. Although they tried to hide it, many students made fun of the orange and black knee socks she wore regularly. In particular, a girl named Belinda loved to "whisper" as loud as she could to her friends. She would say things about Wanda's outfits and, as always, her socks. Sure, Wanda could stop wearing the same socks every day. She washed them, not that the other kids knew that. They also had no idea that these socks were the last gift from her grandmother before she passed away.

Who is the **protagonist** in the story above?

Who is the **antagonist** in the story?

# MEANINGFUL Monday

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

I know... Life is hard on Monday, but it's time to awaken your brain! Let's make today a Meaningful Monday!

## Story Elements

Complete each sentence below.

antagonist	protagonist	setting
------------	-------------	---------

1. The **protagonist** is the main character in the story.
2. The **setting** is where the story takes place.
3. The **antagonist** causes complications for the main character.

## Synonyms or Antonyms?

1. abrupt, slow **antonyms**
2. marvel, wonder **synonyms**
3. masquerade, reality **antonyms**
4. obnoxious, irritating **synonyms**
5. tremble, shake **synonyms**

Wanda was having difficulty making friends at her new school. Although they tried to hide it, many students made fun of the orange and black knee socks she wore regularly. In particular, a girl named Belinda loved to "whisper" as loud as she could to her friends. She would say things about Wanda's outfits and, as always, her socks. Sure, Wanda could stop wearing the same socks every day. She washed them, not that the other kids knew that. They also had no idea that these socks were the last gift from her grandmother before she passed away.

Who is the **protagonist** in the story above?

**Wanda**

Who is the **antagonist** in the story?

**Belinda**

# MATCH the MEANINGS

Base  
Word:

person

© Jennifer Findley

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.

	That information is <u>personal</u> so please don't share it with anyone.
	She is going to <u>personify</u> a house plant in her next story. The plant will walk and talk just like a person.
	His <u>personality</u> is so fun that everyone wants to be around him.

- A. represent something that is not human as a person
- B. characteristics of a particular person
- C. belonging or relating to a particular person

A

B

C



# DAILY DOSE OF EDITING

#16

## 1 EDIT



Draw a line under each of the FIVE mistakes.

My brother is saving up hims money too by a new xBox next yeer when it gose on sale.


## 2 FIX



Rewrite the sentence with the corrections made.

## 3 STRENGTHEN & ELABORATE !

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



## Lesson 13: Do You Consent? The Volunteers of Camp Lazear

 Printable Lesson Guide



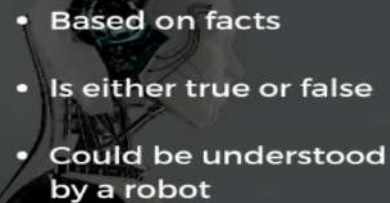
Building Number Two (Mosquitoes)



Building Number One (Fomites)

Students trace the steps of the experiments at Camp Lazear to explain the findings and provide an objective summary. Then students evaluate specific claims in the text that are supported by reasons and evidence.

### Objective Statement

- 
- Based on facts
  - Is either true or false
  - Could be understood by a robot

05:00

Open the Vocab App.



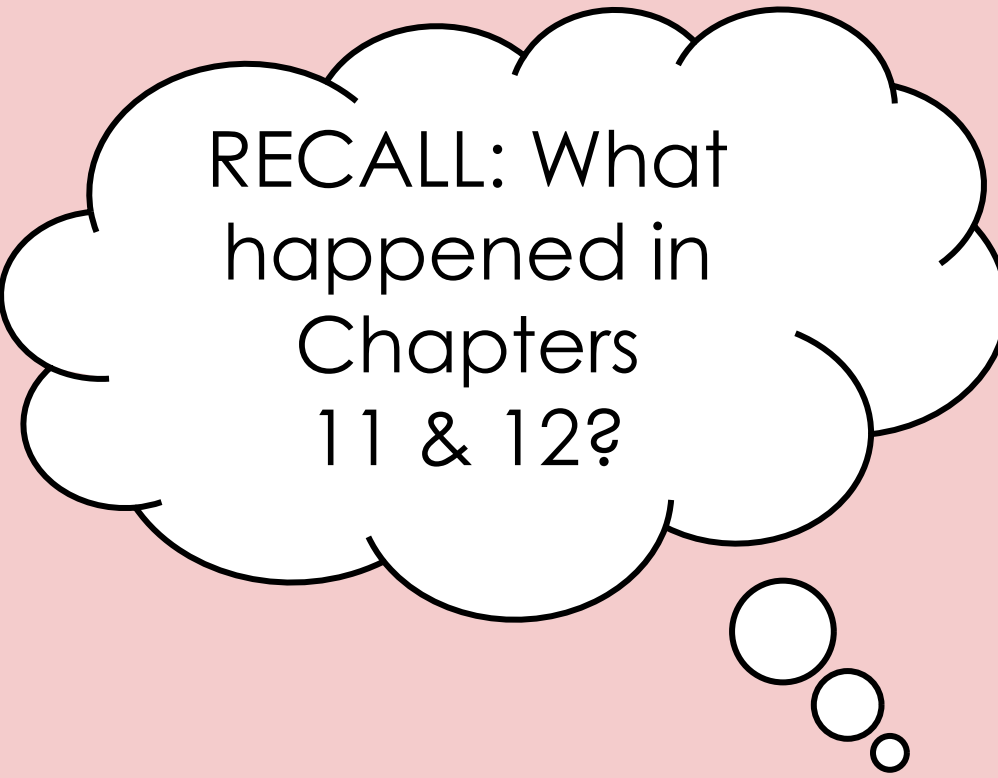


# CONTAMINATE-VERB



“For years people had claimed that the yellow fever germ could somehow **contaminate** whole buildings like a kind of poison gas”





RECALL: What  
happened in  
Chapters  
11 & 12?

## CHAPTER 11

- Dr. Reed picked up the investigation
- He confirmed that Dean contracted Yellow Fever from a mosquito
- Reed hypothesized that it would take 12 days before the mosquitoes could pass on yellow fever
- Reed received funding to continue his research

## CHAPTER 12

- Reed used the funding to set up a new camp that had no mosquitoes
- During this time, some scientists performed experiments on people without their permission
- Reed is requiring participants to consent

## Key Vocabulary to Review & Include in your Activity :

Bacteria  
Contamination  
Germ(s)  
Hypothesis  
Infected  
Transmission  
Yellow fever.



# Group 1

### Sentence Starters:

In Building 1, volunteers had to wear clothing that were\_\_\_\_\_. They had to wear those materials for \_\_\_\_\_. The experiment concluded that \_\_\_\_\_ transmit yellow fever.

### EXPECTATIONS

- Voice Level 1
- SLANTing
- Everyone reads independently, then works together



# 3

WRITING

Write: Contaminated  
Clothing Experiment Group



## Key Vocabulary to Review & Include in your Activity :

Bacteria  
Contamination  
Germ(s)  
Hypothesis  
Infected  
Transmission  
Yellow fever.



## Group 2

### Sentence Starters:

In Building 2, the scientists divided a room in half by\_\_\_\_\_.

On one side of the screen they released \_\_\_\_\_.

On the other side the room \_\_\_\_\_.

The man on the side where the mosquitos were \_\_\_\_\_, while the men on the other side\_\_\_\_\_.

### EXPECTATIONS

- Voice Level 1
- SLANTing
- Everyone reads independently, then works together

1

2

4

WRITING

Write: Contaminated Air  
Experiment Group





# GROUPS - Dilling

Group 1: Clothing Experiment <b>Tab 3</b>	Group 2: Contaminated Air <b>Tab 4</b>	Group 1: Clothing Experiment <b>Tab 3</b>	Group 2: Contaminated Air <b>Tab 4</b>
Greg (Robert Cooke)	Zia (Levi Folk)	Stacey-Anne (Wallace Forbes)	Ni'Ari (Antonio Benigno)
Kevianiz (Thomas England)	Jannifer (James Hanberry)	Ella (Paul Hamann)	Isabelly (Nicanor Fernandez)
Dylan (Edward Weatherwalks)	Promise (John Kissinger)	Natiel (John Moran)	Karlos (Jose Martinez)
Sumeyo (John Andrus)	Leo (Charles Sonntag)	Darwin (William Olsen)	Israel (Becente Presedo)
Muhammad (Albert Covington)	William (Clyde West)		

# GROUPS - Knipe

Group 1: Clothing Experiment <b>Tab 3</b>	Group 2: Contaminated Air <b>Tab 4</b>	Group 1: Clothing Experiment <b>Tab 3</b>	Group 2: Contaminated Air <b>Tab 4</b>
Bienvenue (Robert Cooke)	Jane (Levi Folk)	Jayani (Wallace Forbes)	Zainab (Antonio Benigno)
Tru (Thomas England)	Chelldon (James Hanberry)	Julianie (Paul Hamann)	Athena (Nicanor Fernandez)
Hadia (Edward Weatherwalks)	Aluma (John Kissinger)	Bryan (John Moran)	Keilanys (Jose Martinez)
Camila (John Andrus)	Dieudonne (Charles Sonntag)	Alexander (William Olsen)	Daniel (Becente Presedo)
Giorgio (Albert Covington)	Aubrielle (Clyde West)	Zahra (Wallace Forbes)	Christopher (James Hildebrand)
Gissmelle (Sherman Pinto)	Enajiah (John Nullard)	Josiah (William Olsen)	

# INTERVIEWS

## EXPECTATIONS

- Voice Level 1
- SLANT
- Describe what you read, don't just read off your paper

## INSTRUCTIONS

1. Sit across from your partner
2. Take turns asking each other the questions on the backside of the paper

# Characterization Techniques

- **Actions:** What do the actions of the character tell us about the character's traits?
- **Dialogue:** What do the character's words tell us about the character's traits?
- **Thoughts:** What do the character's thoughts tell us about the character's traits?
- **Appearance:** What does the character's appearance tell us about the character's traits?
- **Others' perceptions:** What do other people's words, thoughts, and actions about the character tell us about the character's traits?

Use your Character Trait/Synonym Sheet in your ELA toolkit!

Character Trait Synonyms  
How would you describe the character?

Nice	Mean	Happy	Sad
helpful	rude	cheerful	depressed
friendly	disrespectful	jovial	gloomy
kindhearted	cruel	ecstatic	unhappy
caring	vicious	delighted	discouraged
thoughtful	impolite	thrilled	miserable
selfish	bossy	glad	lonely
Nervous	Scared	Brave	Shy
embarrassed	worried	fearless	bashful
anxious	nervous	heroic	timid
outraged	frightened	adventurous	shakily
nervous	fearful	daring	shy
frustrated	petrified	conspicuous	devoid
irritated	worried	confident	devoid
Playful	Serious	Hard-working	Creative
hysterical	intelligent	responsible	original
humorous	brilliant	dependable	imaginative
zany	bright	determined	inspired
playful	skilled	dedicated	artistic
amusing	wise	eager	innovative
encouraging	resourceful	ambitious	valiant

6

CLASS  
Wrap-Up: Annotate for  
Character Traits



Done? EXIT TICKET  
TAB 7

What did it take to be a volunteer?

1. Read the paragraphs and highlight three examples of characterization of those who volunteered.
2. Use the annotation tool to add a note to each example, identifying the character and the character trait the detail describes (example: #drcarroll# determined).
3. Review the consent form that all army volunteers signed.