



OR



10:00

DAILY DOSE OF EDITING

#3

1

EDIT



Draw a line under each of the FIVE mistakes.

she new their was not enough time toe make it to the concert

2

FIX



Rewrite the sentence with the corrections made.

She knew there was not enough time to make it to the concert.

3

STRENGTHEN & ELABORATE !

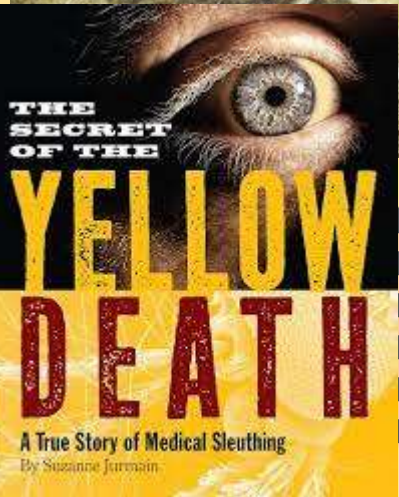
Use part of the sentence, but make some changes. Use more detail to make it stronger.

Layla knew that if she took any longer to get her makeup done, she would be late to her concert.



Lesson 1: Meeting a Monster

 Printable Lesson Guide



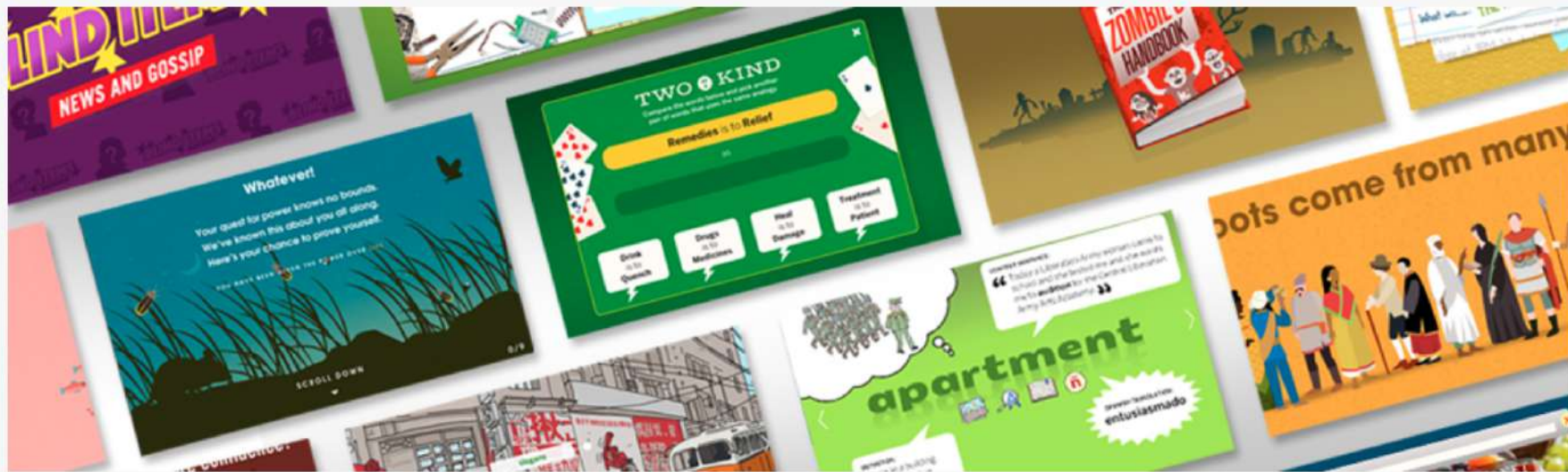
Students will analyze in detail the techniques, examples, and anecdotes that the author uses to introduce and illustrate the topic of yellow fever in *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.



Open the **Vocab App**.



5:00



Imperils- Verb- “Yellow fever is....an enemy which imperils life and cripples commerce(economy) and industry,” Surgeon General John Woodworth told the U.S. Congress in 1879.

Putting off the surgery would imperil the girl's life.



Q In any investigation, detectives or scientists begin by looking carefully for pieces of information that help them to put together a theory. Investigators ask themselves:

- What do I see or observe?
- What evidence stands out?
- What does this evidence tell me?

Discussion Sentence Starters

- The image that grabbed my attention was ____, because ____.
- In this picture I see ____.
- Two details I noticed are ____ and ____.
- ____ makes me think that yellow fever is ____.

Directions

People have long feared yellow fever, a deadly disease. Sometimes the disease infects many people at once. This is called an outbreak.

1. With your partner, study the following images that were created during yellow fever outbreaks.
2. Choose one image that grabs your attention.

1



2



2

CLASS
Discuss: Analyze Details of a
Crime Scene



- Q A painter or photographer chooses a scene and includes specific details to communicate something specific about the subject of the artwork. A writer does the same thing.
- Q We are going to read a book called *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain. It is about yellow fever and the investigation into its causes. In this book, you will see how a writer can also communicate specific ideas by choosing specific words and details.



05:00

Students read and select vivid details in the opening paragraphs to identify the author's technique and explain what idea the details convey.(12 min)

Directions

1

1. Read along with the recording and listen for details that capture your attention in paragraphs 1–4 of *The Secret of the Yellow Death: A True Story of Medical Sleuthing*.
2. Highlight two details in the text that stood out to you and helped create a vivid picture of yellow fever.

2

Read the types of writing techniques in the left column. Match each writing technique in the left column with an example from the text from Chapter 1, paragraphs 1–4, in the right column.

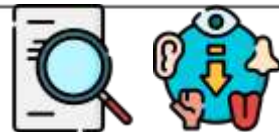
3

READING
Select Text: Analyzing
Informative Writing



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



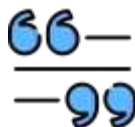
3. Specific words or phrases that shape the reader's thinking



4. Facts and numbers that make a strong impression



5. Quotations that make an impact



05:00



Authors use specific writing techniques to bring a topic to life for readers, so the readers want to keep reading and begin to understand the topic.

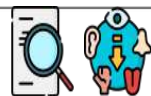
- Recall our discussion from Activity 2 that authors use specific writing techniques to bring a topic to life for readers, so the readers keep reading and begin to understand the topic.
- In this passage, it is important for the author to introduce the focus of this book, yellow fever, early.
- As you reread this passage, think about how the details elaborated on in the text increase your understanding. Notice whenever the author provides examples or anecdotes (stories) to illustrate the nature of the disease.

“Yellow fever [is]...an enemy which imperils life and cripples commerce and industry.”

—Surgeon General John Woodworth, 1879

Writing Techniques That Bring a Topic to Life

- Descriptive and sensory details that create an image in the reader's mind
- A story that captures the reader's attention
- Specific words or phrases that shape the reader's thinking
- Facts and numbers that make a strong impression
- Quotations that make an impact





Raise your hand if...

- you have ever felt really sick before.
- the description of the man with yellow fever sounded awful.
- you think that yellow fever sounds dangerous.
- you think it's important to find a cure for yellow fever.
- you think investigating yellow fever would be risky.



Write four or five sentences explaining whether or not you would you volunteer to travel to a place with yellow fever to investigate the cause of the disease.



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

- I would/wouldn't travel to a place with yellow fever to investigate the cause of the disease because _____.
- The text says _____, which would make me want/not want to go to a place with yellow fever.
- One reason why I would/wouldn't travel to a place with yellow fever to investigate the cause of the disease is _____.
- The evidence in the text that supports my decision is _____.

Done?

Exit Ticket on Tab 7

5

WRITING
Write: Deciding to Face the
Monster



15:00