

UNIT 7

WHAT'S YOUR MEDICINE?



LEARNING OUTCOMES:

- Infer judgments
- Take double entry notes
- Visualize while reading
- Use adverbs of manner
- Use time order words in a narrative
- Write a narrative paragraph

Vocabulary

blood	popular
cure	saliva
fever	sore throat
flow	swelling
patients	veins

INFERENCE

Inferring judgments (p. 159)

- An inference is an *educated guess* about something that is not directly stated.
- Readers often use inferences to *make judgments or form opinions* about what they read.
- They make their inferences *based on clues* or specific pieces of information in the text.

Inferring judgments (p. 159)

The example:

Based on clues in the text, infer how effective you think leeches are for treating some ailments:

Not effective = NE, Maybe effective = ME, Effective = E. Then give the clues that helped you make your inference.

Inferring judgments (p. 159)

Ailment	How effective is leeching?	Clues in the text to help you make the inference
anemia	NE	Paragraph 5: Anemia means very little blood. Gogol was anemic and died when they leeches him.

NOTE TAKING

Taking double entry notes (p. 162)

- Good readers *interact with the text*. They read a sentence, have a thought or a question or a reaction to that sentence, and then go on to read another sentence that makes for more thought, questions, and reactions.

Taking double entry notes (p. 162)

- This interaction is important for deep understanding.
- When readings are difficult, students find it hard to interact with a text.
- *Double entry note-taking* can help readers interact more with the text.

Taking double entry notes (p. 162)

- Double entry note-taking allows you to interact with the reading *more deeply*. It gives you a structured way to ask questions, have opinions, or react to a reading at the same time that you understand the details of the text.

Taking double entry notes (p. 162)

Fact	Text	Thought/opinion

- On the *left*, write short descriptions of what is stated in the text.
- On the *right*, write thoughts or opinions about the text.

READING

Visualizing while reading (p. 164)

- Strong readers often *see images in their heads* of what they are reading. (Visualizing)
- It can help *build understanding* as you read.
- One tool to help improve visualizing is to *create storyboards*.

Visualizing while reading (p. 164)

- Storyboards are boxes of *simple drawing*, like a *comic strips*, that tell the important actions or moments of a story.

FIT YOU



END

GRAMMAR

Adverbs of manner (p. 171)

1. *Adverbs of manner*

describe action verbs. They say *how* or in what manner something happens. They are helpful when writing descriptions.

The doctor *listened carefully*.

Adverbs of manner (p. 171)

2. Adverbs of manner usually come *after* the main verb.

Sometimes an *object* can separate the action verb and the adverb.

The patient *talked slowly*.

She *washed* the cut *gently*.

Adverbs of manner (p. 171)

3. Most adverbs of manners are formed by adding **-ly** to the adjective.

When adding **-ly**, some adjectives lose their last **e** or the last **y** changes to **i**.

careful

carefull**y**

gentle

gentl**y**

easy

easil**y**

Adverbs of manner (p. 171)

4. Some *adjectives* end in *-ly* and have no adverb form.

He was a *lonely* old man.

5. Some adverbs have the *same form as the adjective*.

hard (adj.): The test was *hard*.

hard (adv.): She worked *hard*.

Adverbs of manner (p. 171)

6. The adverb for *good* is *well*.

Careful! *Well* is also an adjective that means “in good health.”

Good game! You played *well*.

I don't feel *well* today. I have a sore throat.

REVISE

Using time order words in a narrative (p. 175)

- When you tell a story in the first person, it helps the reader understand the story better if you describe what happened in *time order*— this means in the order in which things happened.

Using time order words in a narrative (p. 175)

- We show time order by using time order words like these:

First,...

Second,...

Then,...

Next,...

After that,...

Finally,...

FINAL WRITING TASK

A narrative paragraph (pp. 173-177)

1. *Prepare to write:*
Brainstorming

2. *Write:*
A narrative
paragraph

A narrative paragraph (pp. 173-177)

3. *Revise*: Using
time order words
in a narrative

4. *Edit*: Writing the
final draft

REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

IMAGE SOURCES

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