

Aurore of the Yukon Scope and Sequence

NOTE: The lessons for this unit give page references for the iUniverse paperback edition of *Aurore of the Yukon* published in 2006.

Unit of Study: *Aurore of the Yukon*

Genre: Historical Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	<p>Vocabulary: <i>inspired</i></p> <p>Use sticky notes to mark each quadrant of the text.</p>	<p>Search for key story elements in the blurb.</p> <ul style="list-style-type: none"> • Complete story elements handout together • Make a prediction • Infer genre
2	<p>Foreword pp. ix–x</p> <p>About This Book pp. 115–116</p>	<p>Vocabulary: <i>invented</i></p>	<p>Separate fiction from fact.</p> <ul style="list-style-type: none"> • Co-create a fiction vs. fact chart
3		<p>Vocabulary: <i>notorious</i></p> <p>Use the genre chart to help students understand what to expect from historical fiction.</p>	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
4	Chapter 1 pp. 1–4	Vocabulary: <i>widowed</i>	Focus on identifying the important characters. <ul style="list-style-type: none"> • Co-create a character list
5	Chapter 1 pp. 1–4	Vocabulary: <i>irreversible</i>	Focus on identifying the problem in the story. <ul style="list-style-type: none"> • Co-create a problems list
6	Chapter 1 p. 4	Vocabulary: <i>retrace</i>	Focus on identifying the setting of the story—time and place. <ul style="list-style-type: none"> • Co-create a family tree
7	Chapter 2 pp. 5–13	Vocabulary: <i>interfere</i>	Determine important events. <ul style="list-style-type: none"> • Co-create an important events list.
8	Chapter 2 p. 12 Outside Text: Klondike Kate	Vocabulary: <i>proper vs. improper</i>	Identify the purpose of text structure. <ul style="list-style-type: none"> • Co-create a factual characters list
9	Chapter 3 pp. 14–17	Vocabulary: <i>bustle</i>	Visualize the setting.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
10	Chapters 3–4 pp. 17–25	Vocabulary: <i>lawless</i>	Identify the problem in the story. <ul style="list-style-type: none"> Continue to co-create a problems list
11	Chapter 4 p. 22 Outside Text: “Jack London: Inspired Prospector”		Separate fiction from fact. <ul style="list-style-type: none"> Continue to co-create a factual characters list
12	Chapter 4 pp. 25–30	Vocabulary: <i>swindler</i>	Determine important events. <ul style="list-style-type: none"> Continue to co-create an important events list Add to factual characters list
13		Retell Summary Writing	
14	Chapter 5 pp. 31–42	Vocabulary: <i>reinforcements</i>	Make predictions.
15	Chapter 6 pp. 43–48 & p. 11	Vocabulary: <i>primordial</i>	Use details about the setting to make predictions. <ul style="list-style-type: none"> Setting map
16	Chapter 6 pp. 48–57		Recognize important details about the theme or author’s message. <ul style="list-style-type: none"> Choose a line of thinking Co-create an evidence collection box

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17	Chapter 7 pp. 58–66	Vocabulary: <i>constable</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> • Add evidence to the evidence collection box
18	Outside Text: “Musketeers of the Guard” Chapter 8 pp. 67–74		Make predictions.
19	Chapters 9–10 pp. 75–84	Vocabulary: <i>unrealistic</i>	Visualize the setting in order to make predictions. <ul style="list-style-type: none"> • Continue to add evidence to the evidence collection box
20	Chapter 10 pp. 85–87	Vocabulary: <i>dignified</i>	Identify the turning point and infer the author’s message. <ul style="list-style-type: none"> • Continue to add to the evidence collection box
21		Turning Point Writing	
22	Chapters 11–13 pp. 88–113	Read-In	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
23		Reflection Writing: Synthesis Summary	
24		Reflection Writing: Evaluation	
25	Outside Text: “The Transconti- nental Railways Bring Opportunity”	Vocabulary: <i>advancement</i>	Compare and contrast. <ul style="list-style-type: none"> • Co-create a comparison chart
26	Outside Text: “Trains: Past, Present and Future” Videos: Highspeed Trains		Compare and contrast. <ul style="list-style-type: none"> • Co-create a comparison chart
27– 33		Formal Writing: Expository Writing	