

***Aurore of the Yukon* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of directions for preparing the teacher copy of *Aurore of the Yukon*. Some teachers may find these highlights and labels helpful when conducting lessons.

Begin by putting the labels in the book, then highlight.

To print the labels, I suggest using clear, full-sheet labels such as Avery #18665. You will have to cut the labels individually. Then, follow the directions on the additional page to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

**AURORE OF THE YUKON LABEL INSERT DIRECTIONS
FOR THE INSTRUCTOR'S BOOK**

ITEM	PAGE #	LOCATION
Day 2	ix	Top of page
Day 4	1	Top of page
Day 5	1	Top of page
Day 6	4	Above Aline's Diary #1
I— widowed	2	Near, "After all, Papa had just died."
I— irreversible	2	Near, "I guess Papa had a good job at the Railway and got paid well every week. But now that would stop."
Day 7	5	Top of page
Day 8	12	Above Editor's Note
I— improper	13	Near, "Maman didn't think our cabin-mates were proper."
Day 9	14	Top of page
Day 10	18	Top of page
Day 11	22	Above Editor's Note 1
I— primordial	23	Near, "sometimes he just stands and stares at the mountains..."
I— swindler	25	Near, "I forgot to ask Maman what a 'con man' was."
Day 12	25	Above, "Just after Mr. Reid left, Mr. Cicero showed up."
I— swindler	29	Near, "The wire coming out of the Telegraph Office doesn't go to Seattle or Vancouver, it's just tied to a stump down by the water."
Day 14	31	Top of page
I— swindler	31	Near, "Soapy wasn't really interested in law and order, of course."

**AURORE OF THE YUKON LABEL INSERT DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

I—lawless	33	Near, “The nearest police are one hundred miles away in Juneau.”
Day 15	43	Top of page
I— primordial	45	Near, “She even had a necklace that her husband had made her out of 10,000 year old Mammoth ivory.”
Day 16	48	Above, “Our first packer was named Red McGraw.”
Day 17	58	Top of page
Day 18	67	Top of page
Day 19	75	Top of page
Day 20	82	Top of page
I— unrealistic	83	Near, “And not what really was going to happen, but what he wanted to happen.”
Day 21	89	Top of page

**AURORE OF THE YUKON HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK**

Pink = Teacher Modeling Yellow = Turn & Talk Orange = Vocabulary

COLOR	PAGE #	WORD OR SENTENCE
Pink	ix	Amazingly, the story is based on her own diary and is written in her own words.
Pink	ix	It is an amazing tale of adventure, hardship, tragedy and the joy at beginning a new life in the Yukon.
Yellow	ix	...not to mention her role in the famous Broadway gunfight in Skagway in which Soapy Smith died.
Yellow	x	Professor H. I. Story Whitehorse, Yukon Territory 2006
Pink	1	That probably sounds funny to you, but it is quite sweet in French.
Orange	2	Label: I—widowed
Orange	2	Label: I—irreversible
Yellow	3	...who would take care of Yves and me?
Yellow	4	I think she was crying too.
Pink	4	I'd rather eat a Kiwi fruit or something.
Orange	4	retrace
Yellow	4	It shows her route from Skagway to Dawson City and back to Whitehorse.
Yellow	4	...“without a DVD player” he said when I asked where my favorite disk was.
Pink	6	He got so excited that he started waving his sword at the conductor and shouting “En garde” until Maman took it away.
Orange	8	interfere
Yellow	8	As we got close to Vancouver, Maman and the conductor had another confusing conversation about how we could get from the train to our ship, the SS Alpha.
Yellow	10	There must have been 50 of them and they howled the whole time we were in Vancouver.

**AURORE OF THE YUKON HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

Pink	12	Editor's Note: there were at least several other "Klondike Kates" in the Yukon but Kitty Rockwell was the most famous as a popular Dawson City dancer and singer.
Orange	13	Label: I—improper
Orange	13	proper
Yellow	13	Of course, Yves and I thought it was kind of fun.
Pink	15	Plus, there were new people like us arriving every day.
Orange	15	bustle
Orange	15	proper
Yellow	16	Even stranger, some of the buildings were just tents with walls built around them.
Yellow	17	Maman was so shocked she didn't even say no when I asked to take Yves back to the dock to throw rocks in the water.
Pink	19	"D'Artagnan, after my favorite musketeer," was the immediate reply.
Pink	22	Editor's Note: He was actually 21 at the time, not 20 as Aurore guessed.
Orange	23	primordial
Orange	23	Label: I—primordial
Yellow	23	"That's exactly it, Miss. The call of the wild. What a story that dog could tell!" he said finally.
Orange	25	Label: I—swindler
Yellow	25	Anyway, we found out ourselves soon enough.
Pink	27	"Good job, boy," he said.
Yellow	27	"I hope they are OK," I would say at night to Yves.
Orange	29	Label: I—swindler
Yellow	29	I watched as he spoke to two other men, then all three of them walked quickly away.

Orange	33	Label: I—lawless
Orange	31	Label: I—swindler
Pink	34	I learned that from reading the Three Musketeers to Yves about 300 times.
Yellow	35	I would get caught for sure!
Orange	36	lawless
Yellow	37	I could wait until they all left, but then Frank Reid might be dead.
Orange	38	reinforcements
Yellow	41	...she fainted, with all her letters to Montreal scattering onto the boardwalk like confetti.
Pink	45	At the Golden Stairs, which is the steepest part, you just have to crawl over huge rocks that the ice has broken off the mountains.
Orange	45	Label: I—primordial
Yellow	47	Paul and Yves came back with boots, as well as backpacks to replace the trunks.
Yellow	48	Then Paul and Isaac took us to Dyea where we met our packers.
Pink	51	“You’re a lucky boy, kid,” was all he said.
Orange	52	dignified, dignified, dignified
Yellow	53	I was proud of her.
Yellow	54	I’ve never figured out how he knew about that.
Pink	57	Yves tried to give a hug, but not even he could cheer me up.
Pink	59	She said we would keep going to Uncle Thibault’s no matter what!
Orange	61	constable
Yellow	62	If Louise can do it, then so can I!
Orange	64	constable
Yellow	66	“You are not a Cheechako anymore,” he said.
Pink	69-70	Constance is very brave and clever and helps the Queen and the Musketeers outsmart the Cardinal and the other bad guys.

**AURORE OF THE YUKON HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

Yellow	70	He pointed at a tent up the hill. "I'll let them know too."
Yellow	73	I think that was when we became friends.
Yellow	74	It was when he came to help them when Blackball stole Yves's chocolate bar.
Pink	77	Kip's dad and his two friends steered us very well, either with poles or with big paddles at the back of the boat.
Yellow	78	Kip said it was really a lot safer than Miles Canyon.
Yellow	81	Then she pulled the sleeping bags up over our heads to keep the mosquitos and rain off us in our new bedroom.
Orange	83	Label: I—unrealistic
Pink	86	She thanked Uncle Thibault for coming and steered him out the door.
Yellow	87	She was already in The Guest House packing our bags.

Day 2—Good readers compare important information in one section of the text to important information in another section of the text.

Day 5—Good readers think about the problem in the story and how that problem is impacted by the events in the particular time in history when the story takes place.

Day 7—Good readers think about what events are important, as they read.

Day 9—Good readers use details in the story to visualize the setting of the story.

Day 11—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 14—Good readers use details from the text to help them predict what is going to happen next.

Day 16—Good readers use details in the story to think about possible themes emerging in the book.

Day 18—Good readers make predictions based on what they already know about a topic.

Day 20—Good readers, as they approach the last quadrant of the book, look for the turning point.

I—widowed

I—irreversible

I—swindler

I—swindler

I—unrealistic

I—primordial

Day 4—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 6—Good readers gather important information about the historical setting—time and place—from the text features and important details in the story.

Day 8—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 10—Good readers think about the problem in the story and how that problem is influenced by the events in the particular time in history when the story takes place.

Day 12—Good readers continue to think about what events are important, as they read.

Day 15—Good readers continue to use details from the text to help them predict what is going to happen next.

Day 17—Good readers collect evidence to support a line of thinking while reading quadrant 3.

Day 19—Good readers visualize the setting in order to make predictions.

Day 21—Good readers, once they reach the turning point, read without interruption to the end, in order to enjoy the satisfying feeling of finishing a book.

I—improper

I—lawless

I—swindler

I—primordial



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