



4TH
GRADE
VOLUME 4.5

Book Club Teacher's Guide

*The Kids Book of
Canada's Railway*

For pairing with *C. I. A. Unit of Study—
Historical Fiction, Aurore of the Yukon 4.5*

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The Kids Book of Canada's Railway Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include, but are not limited to, government, the economy, and the historical importance of events. These themes are generalized across the people and events related to the building of the CPR.</p> <p>Structure This nonfiction text is organized somewhat chronologically. Each section presents a variety of images, including artwork, maps, timelines, and primary documents. Main idea and detail contribute to the overall structure of this text.</p> <p>Language Conventinality and Clarity Historical language and vocabulary add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p>Knowledge Demands Students will need to have some background knowledge about the pioneering spirit and the country of Canada.</p>	<p><i>The Kids Book of Canada's Railway</i> has not been given a Lexile score.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

C. I. A.

Book Club Lesson Plans

*The Kids Book of Canada's Railway
and How the CPR Was Built*

DAY 1, GENRE & BLURB

In this lesson... you will be reminding students how they can use clues in the blurb to help identify the story elements—character, setting, problem, and main events. After identifying these story elements, students will use them to make predictions.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of story elements (RI 3)

- Main characters
- Setting
- Problem

Infer genre (RI 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers enjoy reading in collaboration with others. Today we are going to start our book clubs. Each of you will be working with a group of students to read a book and uncover the author's message. It will be your responsibility to read the book and take careful notes in your book club notebook. You will be responsible for

- Reading the book on your own,
- Completing all assignments on time,
- Keeping your work neat,
- Working cooperatively with your assigned partner, and
- Attending important C. I. A. meetings.

(Hand out a book club text and a book club notebook to each student.

Have each student record the following on the front cover of his or her book club notebook:

- the genre of the book—historical nonfiction—on the first line
- the subject—Canada's Railway—on the second line
- his or her name on the third line
- the date on the fourth line

On page 3, have each student record his or her partner's name and the names of everyone else in his or her group. Also, have students record the title of the book to which they've been assigned.)

Notice that we are all reading the same historical nonfiction book, *The Kids Book of Canada's Railway and How the CPR Was Built*. This book will help us better understand how Aurore and her family traveled by train to the Yukon, and how the Canadian Pacific Railroad gave new opportunities to people. We will be using our background knowledge of the genre, historical nonfiction, to help us understand the text better.

(Make a copy of the historical nonfiction genre chart [see Appendix] for each student. Students will paste or tape this chart onto page 4 of their book club notebooks. Introduce the genre chart for historical nonfiction, using a poster-sized chart that can be displayed in your meeting area throughout this unit of study. Genre posters can be purchased at [www.readsidebyside.com/shop/.](http://www.readsidebyside.com/shop/))

Teach:

Today I am going to remind you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting a book so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We did this activity prior to reading the book *Aurore of the Yukon*. Please turn in your reader's notebooks to our first entry for *Aurore of the Yukon*, where you made notes about the main story elements. You will each be completing a similar task right now using your book club book.

Guided Practice—Work Time:

Please open up to page 5 in your book club notebooks. Notice how you will be reading the blurb of your book club book (both the back of the book and the inside flap) to gather information about the characters, setting, and problems in the story. Remember that often the characters in historical nonfiction are groups of people. Finally, you will each make a prediction about what might happen in the book.

Today I am going to have you complete this task with your partners. You will have 35 minutes to complete this task together. Then, you will come back to the meeting area to share your predictions with the class.

If you and your partner get stuck, sign up for a conference and I will come and help you get back on track.

(Dismiss the students for partner work. Conduct conferences with partnerships as necessary.)

Share-out:

Discuss: What are you predicting?

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading a book, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Read the Blurb

Main Character:

The people who built the CPR.

The people who operated the CPR.

The people who rode the CPR.

Secondary Characters:

Prime Minister, Sir John A. Macdonald

William Van Horne

Chief Crowfoot

Louis Riel

Setting (time, place, circumstance):

Canada

1880-1885

Problem:

The people who built the CPR faced battles, derailments, disasters, disease, and death!

Prediction:

I predict that this book is going to give a lot of information about how the CPR was built.

DAY 2, TEXT STRUCTURE & TEXT FEATURES

In this lesson... you will be helping readers identify the text structure and organization of sections/ chapters of a text prior to reading. You will model how readers analyze the purpose of the text structure and create a plan for how to read the text for understanding.

To prepare for this lesson, photocopy the text features chart for *The Kids Book of Canada's Railway*, given below, for all students.

Learning Targets:

Examine the importance of text structure (RI 5)

Establish a plan for locating and drawing information from the text (RI 7)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers look carefully at the cover of a book and read the blurb prior to starting a book so that they can begin to think about the story elements.

Teach:

Today I am going to remind you...

...that good readers look carefully at the structure of the text and develop a plan for reading the text with understanding.

Please open up to the table of contents for the book *The Kids Book of Canada's Railway*.

The table of contents shows how the book has been divided into sections based on topics of the CPR. Notice that the first four sections focus on the beginning of the story and introduce the reader to the characters, the setting, and the important events leading up to the construction of the railway.

Please place a sticky note on page 11, following these first four sections. This marks the end of quadrant 1.

Notice that the next five sections help the reader more deeply understand the groups of people who were involved in laying the track or were affected by the building of the track. This section goes into more detail about the problems related to the building of the CPR.

Please place a sticky note on page 21. This marks the end of quadrant 2.

The next seven sections teach the reader about the most common types of trains.

Please place a sticky note on page 39. This marks the end of quadrant 3.

At the end of the book, the reader will learn about special trains and trains of today.

Text features throughout the nonfiction text will help us know which parts of the book are important.

Today we are going to look closely at the text features found in the book *The Kids Book of Canada's Railway* in order to determine their purpose. Please take out the handout titled "Text Features Chart—*The Kids Book of Canada's Railway*."

Watch me as I model how I locate text features in the book.

Notice how I consider the purpose of each of these text features.

Model:

The first text feature listed on our chart is “section title.” Please turn to page 4 to find an example of a section title. The section title on page 4 reads “Step Back in Time.” A section title is used to tell what you are going to be reading about in the section. The section title reveals the main idea of the section.

Can you find another example of a section title?

(Prompt students to add the page number of an additional example to column 3.)

Guided Practice:

(For each of the additional text features, begin by introducing the text feature listed in column 1. Have students turn to the page listed in column 2 to look for an example of the text feature. Read the description of the text feature in column 4, and have students find the text feature. Prompt students to find another example of the text feature to add to column 3.)

Link:

Today and every day when you read...

...I want you to use text structure and the text features to help you understand the book better.

Text Features Chart

The Kids Book of Canada's Railway

TEXT FEATURE	FOUND ON	ALSO FOUND ON	DESCRIPTION
Section Title	p. 4		Tells what you are going to be reading about in the section (main idea)
Heading	p. 5		Tells what you are going to be reading about in a certain part of a section (main idea)
Illustration	p. 4		Artwork that emphasizes information given in the text or adds to the enjoyment of the text
Caption	p. 4		Words below or beside an image that tell about the image
Collage	p. 5		A piece of art made by displaying, on a single surface, various materials or images not normally associated with one another
Primary Resource	p. 7		An artifact or source of information that was created at the time under study (document, diary, letter)
Map	p. 8		Information presented in a visual format to communicate where something is or where an event occurred
Timeline	p. 10		A linear representation of important events in the order in which they occurred
Cutaway	p. 22		A diagram or drawing with some external parts left out to reveal the interior
Diagram	p. 26		A drawing showing the appearance, structure, or workings of something
Label	p. 26		A word or short descriptive phrase used to identify an item in the text
Additional Facts	p. 46	N/A	A list of other resources related to the topic
Glossary	p. 47	N/A	Words from the text and their definitions, displayed alphabetically
Index	p. 48	N/A	An alphabetical list of subjects treated in a book that identifies page numbers on which information about each subject appears

DAY 3, CHARACTER LIST

In this lesson... you will remind students that good readers pay attention to references to important groups of people when reading historical nonfiction. Students will be asked to read and keep track of important groups of people mentioned in the text.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Determine importance
- Visualize

Show understanding of story elements (RI 3)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers look carefully at the structure of the text and develop a plan for reading the text with understanding.

We marked the first 11 pages of our book *The Kids Book of Canada's Railway* as being the first quadrant of the book.

Today, you are all going to begin reading quadrant 1 of your book club book. When you read quadrant 1 you will be focused on collecting critical information in the text. You will each be gathering information about the characters, setting, problems, and important events in your book. These are the critical story elements that help us get a book in our heads.

Teach:

Today I am going to remind you...

...that good readers identify important groups of people when reading historical nonfiction. You are each going to make a character list in your book club notebook as you read your assigned pages for today. Your character list will be a tool that you will use while reading this book; it will help you improve your comprehension when you are confused.

You each made a character list when we read the book *Aurore of the Yukon*. Please turn to the character list for *Aurore of the Yukon*. Notice how you wrote the name of each important character and information about him or her on the list.

Guided Practice—Work Time:

Now turn to page 8 in your book club notebooks. Record the following groups of people in the left column of this chart: Overlanders, Aboriginal people, Newcomers, and The Canadian Pacific Railway. Write “Groups of People” to the left side of the chart.

Today as you read, you will stop each time a new detail is revealed about any of these important groups of people and add this detail to the list. (Remember to assign the appropriate scaffolding to your lowest group[s] if necessary. Some students may need the support of a partner both to read the text and to complete the chart, while others may need to work with a partner only for the charting.) As you are working, if you need help, first ask your assigned partner for help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign students their pages to read, and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

The Kids Book of Canada’s Railway—pp. 4 & 5

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of important groups of people as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

...I want you to think about what the text is telling you about the important groups of people or characters that it mentions, in order to make a character list for monitoring comprehension.

Character List

		CHARACTER	DETAILS
Groups of People	Overlanders	Some of the first settlers to cross Canada by land	
	Aboriginal people	Canada's first inhabitants	
	Newcomers	People from Britain and France Prospectors for the Cariboo goldrush of 1860-1866	
	Canadian Pacific Railway	A private group who would help build the railway	

DAYS 8–9, RETELL SUMMARY WRITING

In this lesson...students will be synthesizing their understanding of the first quadrant of their book club text by writing retell summaries. Students will be using the retell summary frame to organize their writing. Students should be expected to produce quality work.

Learning Targets:

Summarize the text (RI 2)

- Retell summary of the first quadrant

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Retell events from the beginning, middle, and end of text, in sequence

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

Teach:

Today I am going to remind you...

...that good readers write a retell summary of the first quadrant of a book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

You each wrote a retell summary at the end of the first quadrant of the book *Aurore of the Yukon*. Please turn to the retell summary you wrote for *Aurore of the Yukon*. Notice how this piece of writing begins with an introduction and ends with a conclusion. Also notice how the body paragraphs tell only the most important events.

Guided Practice—Work Time:

Now turn to page 14 in your book club notebook. On this page, you will recognize the retell summary frame we used when we read *Aurore of the Yukon*. You will use this same frame to organize your retell summary for your book club book.

(Review the retell summary frame with students.)

Now turn to page 15 in your book club notebook. This is where you will write your retell summary for your book club book. You will use the summary frame to organize your writing. You may also use the entries in your notebook as tools. The problems list on page 11 and the important events list on pages 12 and 13 will be especially helpful to you.

You will each be completing your retell summary independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track. You will have two days for this assignment.

(Assign each group their C. I. A. meeting date, and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers summarize as they read? How did doing this help you or challenge you as a reader today?

Discuss: What do you predict will happen next in the book?
(Give students time to write their thinking in the stem provided on page 19 of the book club notebook.)

Link:

Today and every day when you read...

...I want you to think about the important events. Doing this will help you keep the story in your heads.

The Kids Book of Canada's Railway Retell Summary Sample

The first quadrant of the book *The Kids Book of Canada's Railway*, by Deborah Hodge, tells about how the Canadian Pacific Railway worked with the Dominion of Canada to build a transcontinental railway from Montreal to Vancouver.

In 1860, politicians in eastern Canada became afraid that the United States would claim the land in the northwest. They made a plan to unite the colonies of New Brunswick, Nova Scotia, Ontario, and Quebec. On July 1, 1867, the colonies joined to form the Dominion of Canada, and Sir John A. Macdonald became the first prime minister.

Next, Sir John A. Macdonald came up with a plan to build a transcontinental railway that would link the eastern part of Canada to the west. He wanted to fill the land with settlers and farms. But the project would be really expensive, so he hired a private group called the Canadian Pacific Railway to help.

In 1871, survey crews began searching for the safest, least expensive, and most direct route for the railway. In 1881, the final route was chosen and construction began. First, navvies cut trees and cleared a wide path. At the same time, bridge builders constructed bridges and trestles across rivers and canyons. Blasting crews used dynamite to tunnel through rock. Next, grading crews leveled the roadbed, and track-layers laid down wooden ties. Steel rails were laid down and spikes were hammered in place. Finally, spaces between the ties were filled with gravel.

As you can see, it was a lot of hard work to build the transcontinental railway!



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said that surveyors died in fires, drowned, were injured, and got sick.

I made a prediction. I think a lot of people probably died while building the railway because building railways is dangerous work!.

Book Club Meeting 1

In this book club meeting...students will be responding to questions about the characters, setting, problems, and main events revealed in quadrant 1 of their book club book. Students will use the charts in their book club notebooks to aid their discussion. Throughout the discussion, students should each share and respond to thinking.

Learning Targets:

Summarize the text (RI 2)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Prepare for collaboration with others (SL 1)

Express ideas and respond to others' ideas clearly and persuasively (SL 1)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

Teach:

Today I am going to remind you...

...that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each

1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:

- I agree with you because...
- I disagree with you because...

Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)



The Kids Book of Canada's Railway

Open up to the character list on page 8 of your book club notebooks.

Discuss: How do you think the Aboriginal people may have felt about the building of the transcontinental railroad? How do you think the Overlanders and newcomers may have felt about the building of the transcontinental railroad?

Open up to the problems list on page 11 of your book club notebooks.

Discuss: Politicians in eastern Canada were afraid that the United States would claim the unsettled land in the north and the west. How did they solve this problem? Do you think this was a good solution? Why or why not?

Discuss: Sir John A. Macdonald, the prime minister of Canada, wanted to settle the land between the east and the west. How did he decide to solve this problem? Do you think this was a good solution? Why or why not?

Open up to setting map on page 10 of your book club notebooks.

Circle the five provinces that made up the Dominion of Canada in 1871 (New Brunswick, Nova Scotia, Ontario, Quebec, and British Columbia).

Now draw the route for the transcontinental railway. Use the map on page 8 of the text as a reference.

Open up to the important events list on page 13 of your book club notebooks.

Discuss: What challenges do you think the Canadian Pacific Railway faced as they built the transcontinental railroad?

Open your book to page 11. Follow along with me as I read the section titled "Raising a Telegraph Pole."

Discuss: How do you think the telegraph changed the way of life for early Canadians?

Time for questions:

Do any of you have any questions at this point in the book that you would like the group to answer or help you with?

(Allow time for students to ask their questions, if any. Encourage group members to respond to the questions. Step in to answer questions only when group members are unable to.)

Share-out:

Now you are each going to have an opportunity to share the prediction you prepared on page 19 of your book club notebook. Please turn to your prediction now.

(Allow each student a chance to share his or her prediction-writing stem. Ask a student to respond to another student before sharing his or her own thinking.)

