



4TH
GRADE

VOLUME 4.5

Historical Fiction
Aurore of the Yukon

Sarah Collinge
with Bethany Robinson

Copyright © 2013 by Read Side by Side

First Printing February 2013
Second Printing February 2018
Third Printing July 2021

ISBN: 978-1-59849-236-1
Library of Congress Control Number: 2013901826

Printed in the United States of America

Design: Soundview Design

All rights reserved. No part of this book may be transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, in part, in any form, without the permission of the author.

Requests for such permissions should be addressed to:



Read Side by Side
2125 196th Street SW, #101
Lynnwood, Washington 98036
425-412-3724
www.readsidebyside.com

Table of Contents

Welcome to the C. I. A. Unit of Study for the book <i>Aurore of the Yukon</i>	5
Get to Know the C. I. A. Approach.....	7
Visualize the Year.....	9
Set Up for Success	11
Prepare a Teacher’s Guide	11
Designate a Daily Read-Aloud Block.....	12
Prepare a Meeting Area.....	13
Get Ready for Turn and Talk	14
Prepare Reader’s Notebooks.....	16
Get Ready for Vocabulary Instruction	17
Locate Multiple Copies of the Text.....	19
Input Daily Lessons Into Your Plan Book.....	19
Prepare for Assessment	20
Alignment to the Common Core State Standards.....	21
<i>Aurore of the Yukon</i> Unit of Study—Distribution of Standards.....	22
<i>Aurore of the Yukon</i> Text Complexity.....	27
French Lexicon for <i>Aurore of the Yukon</i> , provided by Keith Halliday	28
<i>Aurore of the Yukon</i> Scope and Sequence	30
<i>Aurore of the Yukon</i> Stems List	35
Suggestions for Supporting Guided Practice	37
C. I. A. Lesson Plans: <i>Aurore of the Yukon</i>	39
Collect Critical Information	41
Day 1 – Blurb	42
Day 1 – Mark Each Quadrant of the Text	47
Day 2 – Compare Important Information.....	49
Day 3 – Genre.....	55
Day 4 – Character List	59
Day 5 – Problem	64
Day 6 – Setting	69
Day 7 – Important Events	74
Day 8 – Character List	81
Day 9 – Setting	86
Day 10 – Problem	89
Day 11 – Character List	95
Day 12 – Important Events.....	102
Day 13 – Retell Summary Writing	108

Interpret the Text (1)	111
Day 14 – Make Predictions	112
Day 15 – Make Predictions	115
Day 16 – Line of Thinking.....	118
Interpret the Text (2)	125
Day 17 – Collect Evidence	126
Day 18 – Make Predictions	130
Day 19 – Visualize to Make Predictions	135
Day 20 – Turning Point	140
Day 21 – Turning Point Writing.....	144
Apply to Your Life	147
Day 22 – Read-In.....	148
Day 23 – Reflection Writing: Synthesis Summary	151
Day 24 – Reflection Writing Part 2: Evaluation.....	154
Day 25 – Outside Text: “The Transcontinental Railways Bring Opportunity”	157
Day 26 – Outside Text: “Trains: Past, Present and Future”	164
Days 27–33 – Formal Writing: Expository Writing	169
References	175
Vocabulary Handbook	177
<i>Aurore of the Yukon</i> Highlighting Directions and Labels for the Instructor’s Book.....	198

Welcome to the C. I. A. Unit of Study for the book *Aurore of the Yukon*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

Aurore of the Yukon is written by Canadian author Keith Halliday. In this first book of the MacBride Museum Yukon Kids Series, Halliday tells the story of a young girl who travels with her family from Montreal to the Yukon Territory during the time of the Klondike Gold Rush. Inspired by the story of his own grandmother, Aline Arbour Cyr, the book is historical fiction. Students who participated in the C. I. A. Unit of Study *Children of the Gold Rush*, 4.1, will use background knowledge of the Klondike Gold Rush to better understand the setting and plot of *Aurore of the Yukon*.

Aurore of the Yukon is a challenging text for fourth-graders because of its structure. The book pretends to be nonfiction, when in fact the book is only inspired by real-life events. Students will have to separate fact from fiction as they read. In addition, the book weaves the historical plot with a modern-day diary. Throughout the unit of study, students will analyze why Keith Halliday chose to include this modern-day story.

Aurore's journey to the Yukon Territory at the end of the 1800s would not have been possible without the advancement of the railroad. At the completion of the unit, students will conduct a formal writing project in which they study the advancement of the railroad from past to present to future. Teachers might choose to pre-teach this topic during the social studies block, to better prepare students for this writing project. Study of the geography of Canada and the history of the railroad would certainly add depth to this unit of study, but is not essential.

Throughout this unit, it will be really important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. A map of the route Aurore's family took is given in this unit (Day 7). I suggest making an enlarged copy of this map and displaying it in your meeting area throughout the unit. In addition, I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with events from this unit of study: the building of the first transcontinental railroads, the depression, and the Klondike Gold Rush. This will give students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

Remember, the purpose of this unit of study is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Aurore of the Yukon*, to be used as a teacher guide. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content-area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (The vocabulary handbook is also available to download at readsidebyside.com). Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i> If applicable: <i>What is the root? (underline the root)</i> <i>What is the prefix? (circle the prefix)</i> <i>What does the prefix mean?</i> <i>What is the suffix? (box the suffix)</i> <i>What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk: What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i> <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i> *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i> *add accurate examples to the chart</p>
<p>6. Turn and talk: What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i> *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>

Aurore of the Yukon Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning One prominent theme throughout the book is that we all have the power within ourselves to create a better future. Students will learn that advancements lead to greater opportunities for people to fulfill their dreams.</p> <p>Structure This narrative is told chronologically. What makes the structure complex is the genre itself. The book is written as a nonfiction text, when in fact it is historical fiction. The genre historical fiction is a more complex genre than realistic fiction, requiring background knowledge and the ability to distinguish between factual information and fictional story.</p> <p>Aurore’s story includes editor’s notes and footnotes, giving readers additional information related to historical references throughout the story. Some of these notes are fiction, and others are fact. Finally, a modern-day diary is used throughout the book to help readers compare life in the past to life in the present.</p> <p>Cause and effect relationships contribute to the structure of this novel.</p> <p>Language Conventionality and Clarity While English is the primary language in the text, French words and phrases are used throughout the novel. Historical language and dialect add depth to the language of this text.</p> <p>Knowledge Demands Students will need to have a great deal of background knowledge about the time period. Background knowledge needed includes:</p> <ul style="list-style-type: none"> • The ability to visualize the geography of Canada and the Yukon Territory. • Knowledge of the Klondike Gold Rush and its significance. 	<p><i>Aurore of the Yukon</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>

French Lexicon for *Aurore of the Yukon*, provided by Keith Halliday

Canada is a bilingual country where both English and French are spoken. Aurore's home province of Quebec is primarily French-speaking, while the Yukon and Western Canada are primarily English-speaking. At the time, Quebec lumberjacks and river men such as Kip's father were famous for their skills in the forest and on the water.

Many French and English words look similar, but the pronunciation can be quite different. Aurore and Yves would have been able to tell from people's accents whether they were from Quebec or had learned French in an English-speaking school somewhere else.

French word or phrase	How to say it (approximately!)	Explanation
Alouette	Al-oo-ett-uh	Popular French children's song about a bird called an alouette (lark in English)
Bonne anniversaire	Bon ann-ee-vers-air	Happy birthday
C'est fini. Nous rentrons à Montréal.	Say fin-ee. Noo ren-tron a Mon-ray-all ('t' hardly pronounced)	It's over. We're going back to Montreal.
Coueurs du bois	Coor-err du bwah	Famous French-Canadian woodsmen and fur traders
En garde!	On gard!	Traditional warning to opponent in a duel with swords. Taken from <i>The Three Musketeers</i>
Fantastique!	Fan-tas-teek!	Fantastic!
L'heure du dodo!	Lerr doo doh-doh!	Bedtime (used for children)
La cache est vide! Complètement vide! Qu'est-ce que les enfants vont manger cet hiver?	La cash ay veed. Com-plet-men veed! Kes-kuh lay-z-on-fance von mahn-jay set ee-ver?	The cache (or food storage place) is empty! Completely empty! What are the children going to eat this winter?
Ma chouette	Ma shoe-ette ('a' in Ma pronounced the same as in English work 'sack')	My little owl (a common term of endearment for children)
Mais	May	But
Nous allons au Yukon!	Noo-z-all-on oh Yukon!	We are going to the Yukon!

Rochefort	Rosh-for (do not pronounce ‘r’)	Count Rochefort is a villain in The Three Musketeers
Savez-Vous Planter Les Choux?	Sa-vay voo plant-ay le shoe?	Popular children’s song “Do you know how to plant cauliflowers” (it rhymes in French)
Tu n’es pas ‘la heroine’ de Skagway! Heroine! Plutôt, une petite fille très méchante!	Two nay pas la hair-o-een de Skagway! Ploo-tow, oon pe-teet fee tray may-shant!	She’s not the ‘Heroine of Skagway.’ She’s a very naughty little girl.
Un, deux ... trois!	Unh-duh-twah!	One-two-three!
Aline	Ah-lin (do not pronounce last ‘e’)	A French girl’s name
Aurore	Ah-roar (do not pronounce the ‘e’)	A name that also means “Aurora” as in “Aurora Borealis” or “Northern Lights”
Maman	Mah-man (‘n’ not fully pronounced)	Mom
Papa	Pah-pah	Dad
Papillon	Pa-pee-on (‘a’ in Ma pronounced the same as in English work ‘sack’, and last ‘n’ not fully pronounced)	An unusual name that means “butterfly” in French
Tante Josephine	Tahnt Jo-seh-feen (‘J’ pronounced softly, more like ‘zh’ than English “joe”)	Aunt Josephine
Thibault	Tee-bow	A French family name
Yves	Eev (do not pronounce ‘e’ or ‘s’ at end)	A French boy’s name
Gaspé	Gas-pay	A region of Quebec
Trois Rivières	Twah Riv-ee-ehrz	A town in Quebec
Québec	Kay-beck	French pronunciation of Quebec

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-ALoud
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

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
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: “Musketees 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-ALoud
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	

Aurore of the Yukon Stems List

Day 1 – Blurb

When the blurb said _____, I was thinking _____. This helps me understand _____.

Day 2 – Compare Important Information

When the book said _____, I thought this was important because _____.

This helps me understand _____.

Day 3 – Genre

When the chart said _____, I made a prediction. I think _____.

Day 4 – Character List

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

Day 5 – Problem

When the book said _____, I was thinking this was important because _____.

This makes me think _____.

Day 6 – Setting

The diary/map explains _____. I think this is important because _____.

Day 7 – Important Events

When the book said _____, I was thinking this was important because _____.

This helps me understand _____.

Day 8 – Character List

When the article said _____, I thought this was an important fact because _____.

This helps me understand _____.

Day 9 – Setting

When the book said _____, I visualized _____. This helps me understand _____.

Day 10 – Problem

When the book said _____, I was thinking this was important because _____.

This makes me think _____.

Day 11 – Character List

When the article said _____, I thought this was an important fact because _____.

This helps me understand _____.

Day 12 – Important Events

When the book said _____, I was thinking this was important because _____.

This helps me understand _____.

Day 14 – Make Predictions

When the book said _____, I made a prediction. I was thinking _____.
This makes me think _____.

Day 15 – Make Predictions

When the book said _____, I thought this was an important detail because _____.
This makes me think _____.

Day 16 – Line of Thinking

When the book said _____, I thought this was important. The author might be telling me _____.

Day 17 – Collect Evidence

When the book said _____, I was thinking this was important because _____.
This helps me understand _____.

Day 18 – Make Predictions

When the book said _____, I made a prediction. I think _____.

Day 19 – Visualize to Make Predictions

When the book said _____, I visualized _____. I predict _____.

Day 20 – Turning Point

When the book said _____, I was thinking this was important because _____.
This makes me think _____.

Day 22 – Read In

When the book said _____, I was thinking _____ because _____.

Day 25 – Outside Text

When the article said _____, I thought this was important. This helps me understand _____.

Day 26 – Outside Text

When the article said _____, I thought this was important. This helps me understand _____.

C. I. A. Lesson Plans

Aurore of the Yukon

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

C

Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this section, readers read slowly and often reread in order to monitor their comprehension.



After finishing this section of the text, readers stop to check their understanding. They write a retell summary of this section of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–13, Chapters 1–4

Mini-Lesson

Vocabulary Routine: *inspired* (L 4, 5)

The base word ‘inspire’ comes from the Latin word ‘inspirare,’ which means *to breathe into*. The suffix ‘ed’ makes this word past tense.

Instructional Read-Aloud

In this blurb...readers learn that Aurore is traveling with her mother and little brother to her uncle’s lodge in the Yukon after her father’s death. As it turns out, they aren’t the only ones headed for the Yukon—thousands of people are flocking to the Klondike hoping to strike it rich in gold. Aurore has to be brave as she gets caught up in a dangerous plot against outlaw Soapy Smith and his notorious gang.

In this lesson...you will be modeling for students how you use clues in the blurb to help you get main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will glue or tape this handout into their reader’s notebooks.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

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 preview the book before they read to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter 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 are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said _____, I was thinking _____. This helps me understand _____.

Listen and follow along while I read the blurb.

Read the entire blurb aloud.

Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to add these names to my handout. I will also add any important information I have learned about each of the characters.

When the blurb said that notorious Alaskan bandit Soapy Smith was about to find out everything, **I was thinking** Soapy Smith must be an important character in this book—the villain. **This helps me understand** that the book will be suspenseful.

Let's record Soapy Smith on the handout as an important character in our story.

(Model adding to the handout.)

Guided Practice:

Who is the main character in the story, and how do you know?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding the main character to the handout.)

Guided Practice:

Who are the other important characters?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding new characters to the handout.)

Guided Practice:

Now let's think about what information we found in the blurb about the setting. Remember, the setting includes both the time and the place of the story.

What is the setting of this story?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding information about the setting to the handout.)

Guided Practice:

We can also use the blurb and the cover to identify the problem in the story.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding the problem to the handout.)

Model:

Based on clues in the blurb, I can infer that this book is historical fiction.

When the blurb said that the story is “inspired by a real girl’s story,” **I was thinking** that the characters and the plot of the story are made up but based on real people and events of the time period. **This helps me understand** that the book is historical fiction.

Guided Practice:

Good readers not only gather key information about the character, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Write a prediction you can make about the story on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading the first chapter, 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.

Notebook Entry #1: Finding Story Elements in the Blurb

Aurore of the Yukon (Blurb, 2006)

“She’s just a girl!” shouted Windy Bill.

When Aurore hears these words, she knows notorious Alaskan bandit Soapy Smith is about to find out everything. How will she get her mother’s money back now? How will she expose Soapy and his gang? How will she escape?

Aurore, her mother, and little brother have set off for Uncle Thibault’s lodge in the Yukon after the death of Aurore’s father, little knowing they are headed for the Klondike Gold Rush and the adventure of a lifetime.

Aurore must dig deeper, think harder and be braver than she ever thought possible. With some help from her Tlingit friend Louise and a Yukon river boy named Kip, she sets off to show Soapy Smith and his gang what a girl can do.

“Well, she outsmarted you!” replied Soapy Smith with a snarl, opening the door to Aurore’s hiding place...

Set in the historic Klondike Gold Rush of 1898, and inspired by a real girl’s story, *Aurore of the Yukon* is an exciting adventure written to both entertain and educate young readers.

Characters:

Setting (place):

Setting (time):

Problem:

Prediction:

DAY 1, MARK EACH QUADRANT OF THE TEXT

Mini-Lesson

In this lesson... you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read.

Learning Target:

Analyze the structure of texts (RL 5)

- how larger portions of the text relate to each other and the whole

Connect:

We have been learning...

...that good readers get ready to read by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

Teach:

Today I am also going to teach you...

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

Model:

First, open up your book to the last page. There are 113 pages in our book, *Aurore of the Yukon*. If we take that number and divide it by 4, we get 28. We are going to divide our book into four quadrants that are each roughly 28 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 30, at the end of chapter 4. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 57. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 87. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

Link:

Today and every day when you read...

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

Mini-Lesson

Vocabulary Routine: *invented* (L 4, 5)

The base word ‘invent’ means *to make up*. The suffix ‘ed’ makes this word past tense.

Instructional Read-Aloud

In this lesson...you be modeling how readers compare important information in one section of the text to information in another section of the text in order to consider what is fact and what is fiction. You will demonstrate how readers keep track of important information as they read and use that information to draw a conclusion about the genre of the book.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Character
- Setting
- Plot

Recognize author’s craft (RI 4)

Understand text structure and infer the genre (RI 5)

- Foreword
- About This Book

Gather and categorize information through note taking (W 8)

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 gather important information from the blurb before reading the book, in order to get the story in their heads.

Teach:

Today I am going to teach you...

...that good readers compare important information in one section of the text to important information in another section of the text in order to consider what is fact and what is fiction. Separating fact from fiction will help us draw a conclusion about what genre this book is.

Today we will be comparing important information presented in the foreword to important information presented in the “About This Book” section at the back of the book.

Watch me as I model how I determine which information is most important and record this information on a chart.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was important because _____. This helps me understand _____.

Open up your reader’s notebooks to a clean page. Draw a T-chart in which the left column is slightly larger than the right column. Label the left column “Foreword” and the right column “About This Book”.



Begin reading the foreword on page ix.

Model:



Stop after: “Amazingly, this story is based on her own diary and is written in her own words.” (p. ix)

When the book said that the story is written in the words of Aurore Cossinet, **I thought this was important because** it tells me that this story is a true story about Aurore Cossinet’s life. **This helps me understand** that the book is nonfiction and is an autobiography.

(Model adding this important information to the T-chart.)

Model:



Stop after: “It is an amazing tale of adventure, hardship, tragedy and the joy at beginning a new life in the Yukon.” (p. ix)

When the book said that the story was written for an essay contest and that Aurore won first prize, **I thought this was important because** it tells me that Aurore wrote this story when she was a young girl. **This helps me understand** that the book is a true story of Aurore’s young life.

When the book said that the story was found by Aurore’s great-granddaughter, Aline, **I thought this was important because** Aline is another important character in the story. **This helps me understand** that Aline is the one who discovered the story and helped make it into a book.

(Model adding this important information to the T-chart.)

Guided Practice:



Stop after: “...not to mention her role in the famous Broadway gunfight in Skagway in which Soapy Smith died.” (p. ix)

Aurore had some amazing encounters with famous people from the Gold Rush era.

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding this important information to the T-chart.)

Guided Practice:



Stop after: “Professor H. I. Story, *Whitehorse, Yukon Territory*, 2006” (p. x)

How does Aline’s modern-day story become part of Aurore’s story?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding this important information to the T-chart.)

Stretch It:

Discuss: Based on the information in the foreword, what genre do you think *Aurore of the Yukon* is?

Teach:

Now watch me as I model how I compare important information in the foreword to important information in the “About This Book” section at the back of the book.



Begin reading “About This Book” on page 115.

Model:



Stop after: “But Aurore and her part in the story are invented.” (p. 115)

When the book said that “the story is fiction, but loosely based on a true story and set among true historical events and characters,” **I thought this was important because** it tells me that this story is actually not true. **This helps me understand** that the book is historical fiction, because it is a made-up story based on real events and people from history.

(Model adding this important information to the T-chart.)

When the book said that Aurore’s part in the gunfight between Soapy Smith and Frank Reid was invented, **I thought this was important because** it tells me that Aurore had nothing to do with the gunfight between Soapy Smith and Frank Reid. **This helps me understand** that this part of the story is *fiction*.

(Model adding this information to the T-chart.)

Model:



Stop after: “They struggled with English speaking ticket agents as portrayed in the story, attempting to get tickets on the S.S. Princess Sophia from Skagway.” (p. 115)

When the book said that “some parts of Aurore’s story are based on the real-life story of the author’s grandmother Aline Arbour Cyr, later Aline Taylor,” **I thought this was important because** it tells me that Aurore Cossinet is a fictional character. **This helps me understand** that Aurore never existed but her story is believable because it is based on the life of Aline Arbour Cyr.

(Model adding this important information to the T-chart.)

Model:



Stop after: “Two of their great-grandchildren, Aline and Kieran Halliday, illustrated this book.” (p. 116)

When the book said that “the photos at the end of the book...are from Aline Taylor’s real-life Whitehorse scrapbook,” **I thought this was important because** it tells me that the story is based on real stories and photos from the time period. **This helps me understand** that the story, though fictional, accurately portrays the time period.

(Model adding this important information to the T-chart.)

Stretch It:

Discuss: If Aurore is a fictional character, what other important information on the T-chart is fiction? What information, if any, is fact?

Link:

Today and every day when you read...

...I want you to compare important information as you read and use important information to infer the genre of the book.

The following chart is an example of what your co-created chart *might* look like:

<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">Nonfiction</div> Foreword	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">Historical Fiction</div> About This Book
<ul style="list-style-type: none"> • Written in the words of Aurore Cassinet 	Fiction
<ul style="list-style-type: none"> • Written for an essay contest 	Fiction
<ul style="list-style-type: none"> • The story was found by Aurore's great-granddaughter, Aline 	Fiction
<ul style="list-style-type: none"> • Aurore gave Jack London the idea for <u>Call of the Wild</u> 	Fiction
<ul style="list-style-type: none"> • Aurore played a role in the gunfight in Skagway 	Fiction
<ul style="list-style-type: none"> • The illustrations are drawings from Aurore's scrapbook 	Fiction
<ul style="list-style-type: none"> • Aline retraced her great-grandmother's adventure on the Chilkoot Trail 	Fact

Mini-Lesson

Vocabulary Routine: *notorious* (L 4, 5)

The base word ‘notorious’ means *known widely and usually unfavorably*.

Mini-Lesson

In this lesson... you will be activating students’ background knowledge about the genre historical fiction. For this lesson, I suggest transferring the sample genre chart for historical fiction onto chart paper and posting this in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

Learning Targets:

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RL 5)

- Historical fiction

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 think about story elements before they read a book by looking carefully at the cover and reading the blurb.

Teach:

Today I am going to teach you...

...that good readers also use what they know about the genre to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story.

Yesterday, we learned that the book *Aurore of the Yukon*, while pretending to be a biography, is actually a historical fiction novel. We learned that the main character, Aurore, is a character that has been invented by the author. Today we are going to review the genre historical fiction, which is the true genre of *Aurore of the Yukon*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Aurore of the Yukon*.

Today we will be using this stem for turn and talk:
When the chart said _____, I made a prediction. I think _____.

Model:

When reading historical fiction, you can expect the setting to be a real place that existed during a real time in history. Historical fiction takes place in the past and is focused on a historical event.

When the chart said that the story takes place in a real time and place in history, **I made a prediction. I think** this book will tell about what it was like to live in the Yukon during the time of the Klondike Gold Rush.

Guided Practice:

When reading historical fiction, you can expect the characters to be fictional characters based on people of the story's time period. Therefore, they are believable characters. You can also expect the main character to change over time.

What are you predicting about the main character?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____.

Guided Practice:

When reading historical fiction, you can expect real people from history to also be part of the story. These people are key players—people who have made a difference in the world.

Who are you predicting might be key players?

Turn and talk to your partners using this stem:

When the chart said _____, I made a prediction. I think _____.

Guided Practice:

When reading historical fiction, you can expect the plot of the story to be centered on the events of the time period. The problem will impact the main character.

What are you predicting about the plot?

Turn and talk to your partners using this stem:

When the chart said _____, I made a prediction. I think _____.

Model:

When reading historical fiction, the most important elements to focus on are the main character and the setting. You can expect to think about how the main character responded to the events that occurred during that particular time in history.

When the chart said that the main character will be changed by historical events, **I made a prediction. I think** Aurore will experience hardships as she travels with her family to the Yukon. I also think she will learn to be positive even during times of hardship.

Link:

Today and every day when you read...

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

Genre Chart: Historical Fiction

Setting	A real place that exists or existed in the past. The story is typically attached to a specific event or time in history.
Characters	Fictional characters who are believable in the context of the story's setting. Fictional characters who represent groups of people from history. Key players (real people from history) who are significant to the plot. A main character who changes over time.
Plot	The characters are impacted by actual circumstances and events of the story's setting. The main character changes over time.
Most important story elements	Character Setting
What readers will think about	How does the main character change over time? How does the main character overcome challenges? How do the main character's circumstances impact his or her choices? Which details in the story are facts, and which details in the story are fiction?

Mini-Lesson

Vocabulary Routine: *widowed* (L 4, 5)

The base word ‘widow’ means *a woman whose spouse has died and who has not remarried*. The suffix ‘ed’ makes this word a verb.

Instructional Read-Aloud

In this chapter...we learn that Aurore’s father has recently died and did not have life insurance to provide for their family. Aurore and her brother, Yves, find out that they are going to the Yukon with their mother. Yves is excited, but Aurore is not. Aurore’s mother, Maman, and her aunt, Tante Josephine, are worried about the family’s debt and their mortgage. Since there is a depression going on and the rest of the family can’t help them, they believe the only answer is to go to the Yukon to live on a ranch with Maman’s brother, Thibault.

In this lesson...you will model how good readers keep track of important characters while reading and infer character traits. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Show understanding of story elements (RL 3)

- Character

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

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 think about what they know about the genre, which in this case is historical fiction, to help them understand the story better.

Teach:

Today I am going to teach you...

...that good readers use comprehension strategies to identify important characters and infer character traits. We know that when we read historical fiction, the main characters will be fictional but will be based on people of that time period. You are each going to make a character list in your reader's notebook as we read chapter 1. This character list will focus on listing important characters and information we learn about them. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Watch me as I model how I think about who the important characters are as I'm reading.

Notice how I use clues in the story to help me think about the relationships between these characters and each character's traits.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.

Read the chapter title on page 1: "We leave Montreal and home forever."

The title of this chapter helps me understand that this chapter is going to be about Aurore and her family leaving Montreal. This makes me think that some characters introduced in this chapter may never appear again in the story. We are going to have to determine which characters are most important for our character list.

Read the opening quote on page 1, taken from Aurore's invented diary.

"Why do we have to move to the Yukon? I don't even know where it is!"

This quote helps me understand that Aurore does not want to move to the Yukon.



Begin reading chapter 1 of *Aurore of the Yukon*, starting on page 1.

Model:



Stop after: “That probably sounds funny to you, but it is quite sweet in French.” (p. 1)

In this first part of our story, the author has introduced us to several fictional characters. Please write the words “Fictional Characters” at the top of your character list. Let’s think about the fictional characters we’ve met in this section of the text.

We know that the main character of our story is Aurore and that she is nine years old, based on information in the blurb and the foreword. In this section of the text, we don’t learn any additional information about her. We will need to continue looking for clues about her character as we read on.

(Model adding Aurore to the fictional characters list.)

The author introduced us to several more characters in this section of the text. First, we met Aurore’s mother, who Aurore calls Maman. We know that she speaks French and knows very little English. We also know that she is a widow—her husband, Aurore’s father, recently died.

(Model adding Maman to the fictional characters list.)

We also met Aurore’s brother, Yves, who is six years old.

When the book said that Yves’s prized possessions were his Three Musketeers hat and sword, **I thought this was an important detail because** this tells me that Yves is like a lot of six-year-old boys—he enjoys pretending to be a hero. **This makes me think** that Yves loves adventure.

(Model adding Yves to the fictional characters list.)

Guided Practice:



Stop after: “I must have gasped, since they stopped talking for a moment. I lay totally still, and eventually they started talking again.” (p. 2)

Aurore’s aunt, Tante Josephine, is introduced in this section of the text. What important details did you learn about Tante Josephine?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding this thinking and any other important details to the character list.)

Guided Practice:



Stop after: “I think she was crying too.” (p. 4)

Many of Aurore’s relatives are introduced in this section of the text. The most important relative is Aurore’s uncle Thibault. What important details did you learn about Uncle Thibault?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding Uncle Thibault to the fictional characters list.)

Stretch It:

The author does not reveal very much about the main character, Aurore. Good readers use clues in the text to infer character traits.

Discuss: When Aurore bursts into the room and cries, “It’s not fair,” what did you infer about Aurore’s character?

(Model adding important details to the fictional characters list.)

Link:

Today and every day when you read...

...I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

The following list is a sample showing what your co-created list *might* look like:

Character List

Fictional Characters:

Aurore - 9 years old
Bold

Maman - Aurore's mother
Speaks French
Recently widowed

Yves - Aurore's brother
6 years old
Likes the Three Musketeers

Tante Josephine - Aurore's aunt
Maman's sister
Strict

Uncle Thibault - Aurore's uncle
Maman's brother
Owns a ranch in the
Yukon