



**4<sup>TH</sup>**  
**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><b>Levels of Meaning</b> 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><b>Structure</b> 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><b>Language Conventionalilty and Clarity</b> Historical language and vocabulary add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p><b>Knowledge Demands</b> 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><b>READER TASK CONSIDERATIONS</b></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>

## DAY 4, SETTING MAP

**In this lesson...** you will remind students that good readers focus on the setting as they read the first quadrant of the text.

To prepare for this lesson, make copies of the map titled “Dominion of Canada in 1870,” which can be found below and is also available at [http://edmaps.com/assets/images/canada\\_1870.gif](http://edmaps.com/assets/images/canada_1870.gif). Have your students glue or tape this map into their book club notebooks on page 10.

### **Learning Targets:**

Read closely to monitor comprehension (RI 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RI 3)

- Setting

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

Gather and categorize information through note taking (W 8)

### **Connect:**

*We have been learning...*

... that good readers identify important groups of people when reading historical nonfiction.

### **Teach:**

*Today I am going to remind you...*

...that good readers pay attention to the setting of the story.

## **Guided Practice—Work Time:**

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting and use a map of Canada in 1870 to help you visualize that setting. Add written notes to this map as you read. (Hand out the map titled “Dominion of Canada in 1870” and have students glue or tape this map into their book club notebooks on page 10. Have students write “Setting Map” above the top of the map.)

(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. Then 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*—Reread pp. 4 & 5.

## **Share-out:**

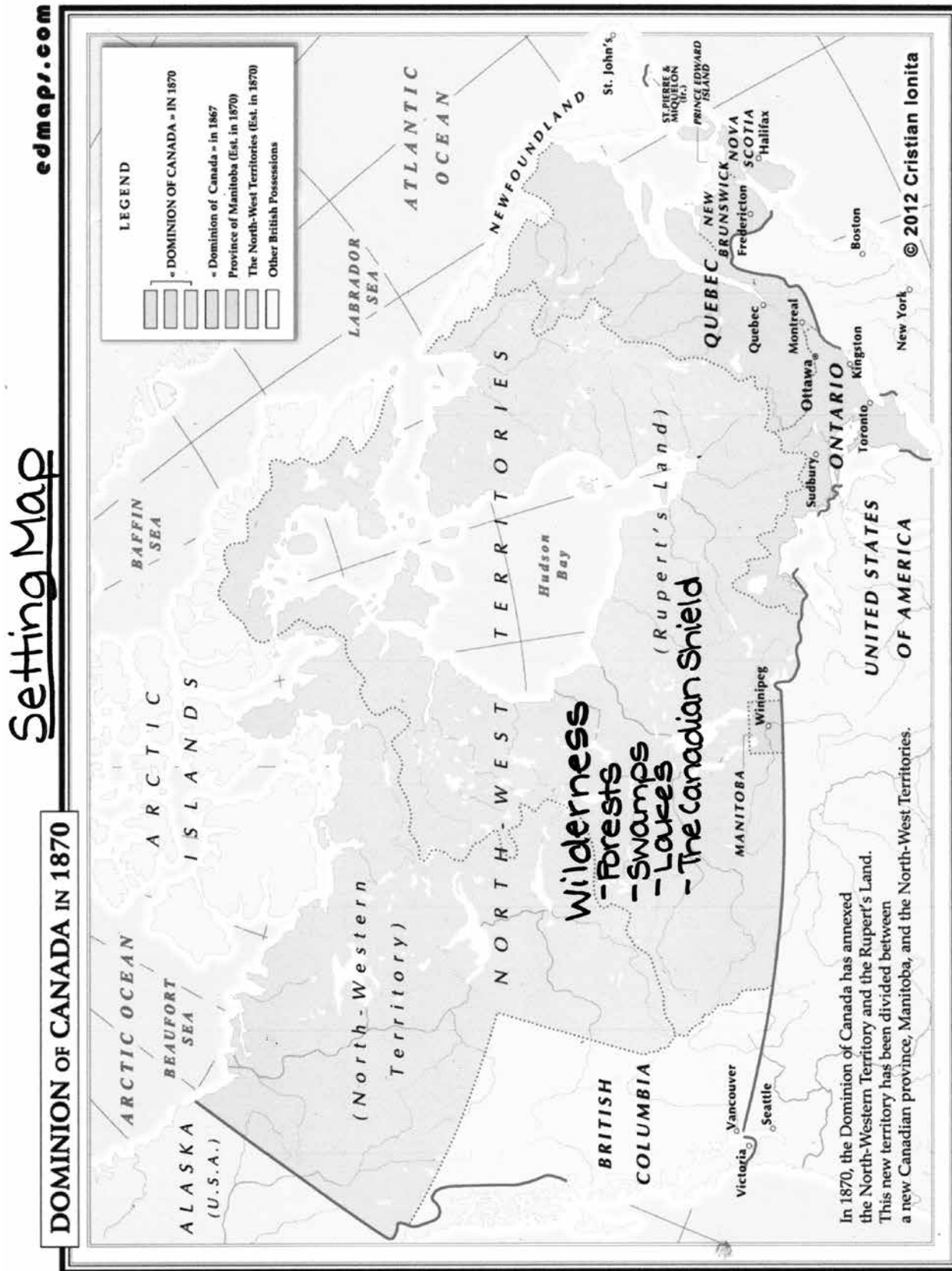
(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

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

## **Link:**

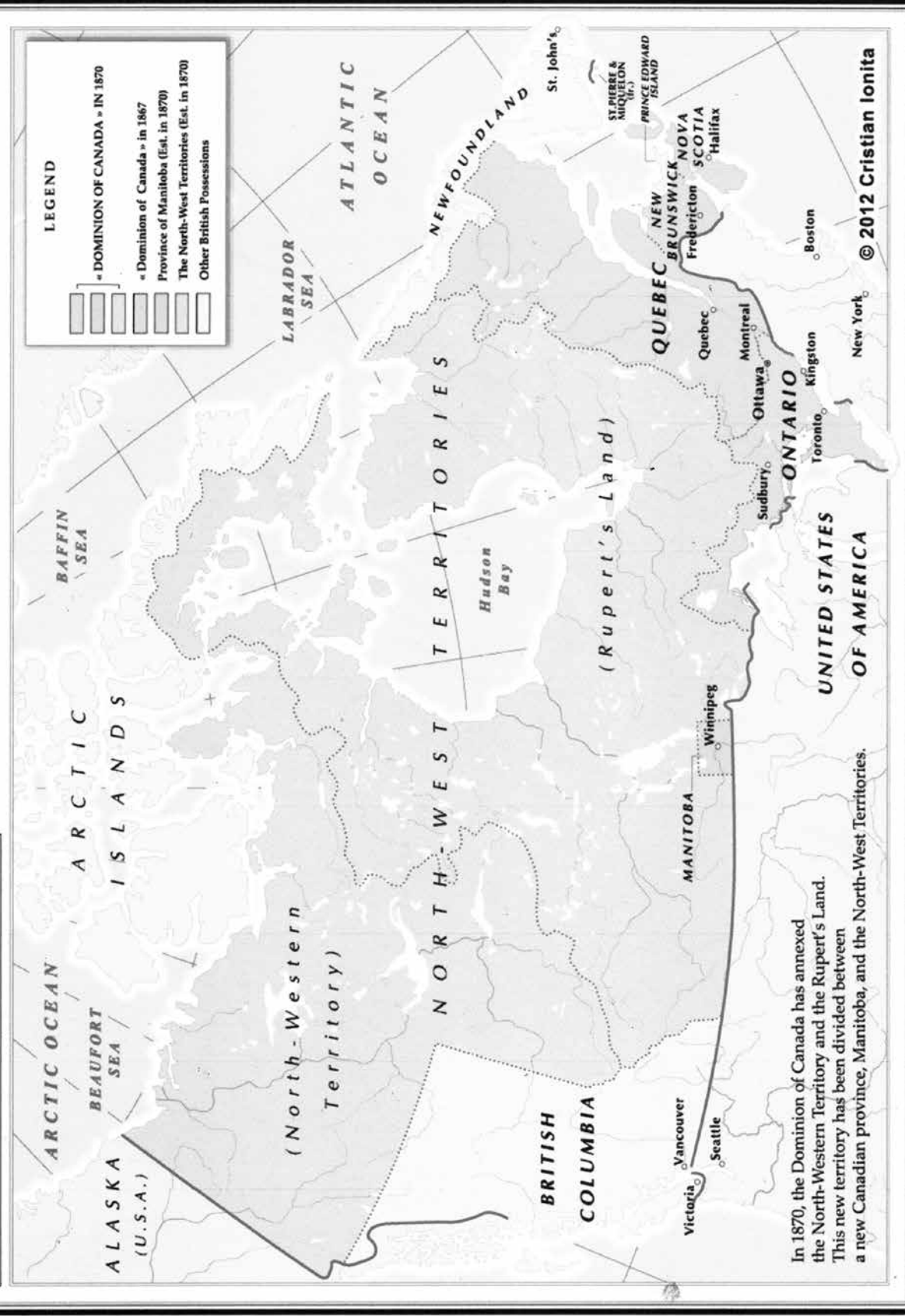
*Today and every day when you read...*

...I want you to think about what you know about important setting clues in order to understand the story better.





**DOMINION OF CANADA IN 1870**



In 1870, the Dominion of Canada has annexed the North-West Territory and the Rupert's Land. This new territory has been divided between a new Canadian province, Manitoba, and the North-West Territories.



# 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.)

**Vocabulary Words from 4.5**  
*Aurore of the Yukon*

inspired	interfere	reinforcements
invented	proper	primordial
notorious	improper	constable
widowed	bustle	unrealistic
irreversible	lawless	dignified
retrace	swindler	advancement

**Vocabulary Words from 4.5**  
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