

Vocabulary Handbook

Aurore of the Yukon

by Keith Halliday

Name: _____

	WORD PART	MEANING	PART OF SPEECH
a-	prefix	from, away	
-able	suffix	able to, can be done	adjective
ad-	prefix	to, toward	
-age	suffix		noun
-al	suffix		noun or adjective
-ant	suffix	person who	noun
ap-	prefix	to, toward	
apt	root	fitted to, joined	
-ate	suffix		adjective
capt (cap, ceit, cept)	root	catch, seize, take hold of	
ceit (cap, capt, cept)	root	catch, seize, take hold of	
com-	prefix	together, with	
con-	prefix	with	
cour (cor, cord)	root	heart	
cur	root	to give attention to, to take care of	
de-	prefix	not; away from	
dign	root	worthy of respect or honor	
dis-	prefix	separate; not	
dit	root	give	
-dom	suffix		noun
domit	root	tame, subdued	
dur (dura, duro)	root	hard, tough, lasting	
-ed	suffix		past tense verb adjective
-ede	suffix		noun
-eer	suffix	someone who	noun
emi (ami, amic)	root	friend	
en-	prefix	inward; to cause to be; not	
-er	suffix	someone who	noun
-ess	suffix	female	noun
ex-	prefix	out, out from, away	
fac	root	to make, to do, to cause	
fer	root	to carry, to bring	
flux	root	flow, smooth movement	

forc (fort)	root	power, strength	
fortun (fortu)	root	luck	
-ful	suffix	full of	adjective
-fy	suffix	make, do, cause	verb
harmon	root	fitting together, agreement	
honor (hono, honest)	root	honor, honesty	
-ia	suffix		noun
-ible	suffix	able to, can be done	adjective
-ic	suffix		adjective
-ice	suffix		noun
im- (in-)	prefix	in, into, inside; not	
in- (im-)	prefix	in, into, inside; not	
-ing	suffix		present tense verb
inter-	prefix	between, among, together	
-ious	suffix		adjective
ir-	prefix	not	
-ish	suffix	characteristic of, like	adjective
-ism	suffix	belief in, practice of	noun
-ist	suffix	someone who believes in	noun
-ity	suffix		noun
-ive	suffix		adjective
-less	suffix	lacking, without	adjective
memor	root	remember	
-ment	suffix		noun
migr	root	to move, wander	
mis-	prefix	bad, harsh, wrong	
mis	root	send, to cause to go	
motive (mot, mov)	root	move, motion	
nat	root	born, birth	
-ness	suffix		noun
not	root	to know, notice, recognize	
of- (ob-)	prefix	toward, before	
omen (omin)	root	foreboding, believed to indicate evil	
optim	root	best, exceptionally good	
-or	suffix	someone who	noun

ordi	root	to begin; order	
-ous	suffix		adjective
pact (pac, peac, peas)	root	peace, eased anger	
pari	root	to come into sight, visible	
pass	root	feeling	
pedi (ped, pio)	root	foot	
pio (ped, pedi)	root	foot	
point	root	punch, pierce, point, sting	
posit	root	placement, positioning	
prim (prin)	root	first, chief	
prin (prim)	root	first, chief	
pro-	prefix	before, place before	
prov	root	upright, good, honest	
quest	root	to seek, to ask	
re-	prefix	again	
-s	suffix	more than one	plural noun
sacr (sacro)	root	sacred, holy, religious	
silen	root	absence of sound, quiet	
-sion	suffix		noun
sol (soli)	root	alone, only	
spir (spira)	root	breath of life, spirit, soul	
spons	root	promise	
talis (teleo)	combining form	end, result, fulfillment	
tempt	root	to influence, to test	
tense	root	stretched, strained, taut	
termin	root	end, last, final	
-tion	suffix		noun
tra (treat)	root	draw together	
treacher	root	deceiver, trickster	
tyrann	root	absolute ruler, oppressor	
un-	prefix	not	
uni	root	one, single	
val (valid, vail, vale)	root	to be worth, to be strong	
vance	root	move forward	
vers	root	bend, turn	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

inspired

Context:

“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.” (blurb)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

invented

Context:

“This book is fiction. Aurore and her part in the story are invented.” (p. 115)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

notorious

Context:

“...[Aurore] knows notorious Alaskan bandit Soapy Smith is about to find out everything.” (blurb)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

widowed

Context:

“I should have been more thoughtful about Maman’s feelings. After all, Papa had just died.”
(widowed is inferred on p. 2)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

irreversible

Context:

“I think Papa took care of the money. Before he died, that is. I guess Papa had a good job at the Railway and got paid well every week. But now that would stop.” (irreversible is inferred on p. 2)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

retrace

Context:

“Ever since I found Aurore’s story, [grandma’s] had a new burst of energy. Today she came up with the idea that we should retrace Aurore’s footsteps to learn about the family history.” (p. 4)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

interfere

Context:

“Maman would never listen to me, since she thinks that children shouldn’t interfere in important things like train tickets. It was very annoying seeing the adults mess it all up again and again.” (p. 8)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“I guess we did look pretty funny. A nice lady in a proper dress with an eight year old girl and a small boy with a wooden sword dressed in a French sailor outfit.”
(p. 15)

“Maman didn’t think our cabin-mates were very proper. Or the other passengers. Or the crew. Or even the Captain, whose crumpled uniform didn’t look half as important as the conductor of the train.” (improper is inferred on p. 13)

Target Words:

proper vs. improper

What it is...

What it is...

I’ll remember this word by:

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I’ll remember this word by:

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Vocabulary: Making Connections

Target Word:

bustle

Context:

“There were people running all over the place. There were dogs everywhere.
The noise and the bustle were amazing.” (p. 15)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

lawless

Context:

“The Juneau newspaper says Skagway is the most lawless town in Alaska!” (p. 36)

“We don’t have the Mounted Police here like they do in Canada. The nearest police are one hundred miles away in Juneau. We have to fix this ourselves.” (lawless is inferred on p. 33)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

swindler

Context:

“I forgot to ask Maman what a ‘con man’ was. I don’t think she would have known. Anyway, we found out for ourselves soon enough.” (swindler is inferred on p. 25)

“The wire coming out of [Soapy Smith’s] telegraph office doesn’t go to Seattle or Vancouver, it’s just tied to a stump down by the water.” (swindler is inferred on p. 29)

“Soapy wasn’t really interested in law and order, of course. It was just one of his many tricks.” (swindler is inferred on p. 31)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

reinforcements

Context:

“ ‘They want to kill you!’ I said. Mr. Reid didn’t say anything for a long time. I couldn’t tell if he was worried or just thinking. ‘Bill, go to the dock and tell everybody you see. I’ve got to get some reinforcements.’ ” (p. 38)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

primordial

Context:

“Think of a dog leaving the big city and coming to Alaska. A dog would change right away. Why, it’s the law of club and fang up here. The very heart of the primordial.” (p. 23)

“Alaska feels like that [primordial], as if it is the place where things are still wild, like they were everywhere before people came.” (p. 23)

“She even had a necklace that her husband had made for her out of 10,000 year old Mammoth ivory. Do you know what that is? It means it is the tusk of an Alaskan elephant that lived before the big Ice Age over 10,000 years ago!” (primordial is inferred on p. 45)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

constable

Context:

“Another policeman in a red uniform came out and squinted into the howling wind. Skookum seemed to know him and called him ‘Constable.’ ” (p. 61)

“The Constable and the other policeman in the room burst out laughing. ‘You know why there are no Soapy Smiths in the Yukon? If you steal, cheat or rob, [the superintendent] has one of us arrest you right away.’ ” (p. 64)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

unrealistic

Context:

“You probably guessed already, but Uncle Thibault’s place wasn’t what a normal person would call a ranch. Where we saw a cabin with a broken roof, he saw The Guest House. Where we saw the creek, he saw ‘The Goldmine.’ He couldn’t see today. Only the future. And not what was really going to happen, but what he wanted to happen.” (unrealistic is inferred on p. 83)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

dignified

Context:

“ ‘Madame,’ [Percy] said to Maman. ‘I do not believe it is dignified for a woman to travel the Chilkoot Trail unaccompanied, especially with impressionable minors.’ ” (p. 52)

“Monsieur, this family will be dignified wherever it goes. And that includes building a new life at our lodge in the Yukon!” (p. 52)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

advancement

Context:

“Throughout history, new inventions and advancements have made it possible for people to create a better life for themselves.” (“The Transcontinental Railways Bring Opportunity,” paragraph 1)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

***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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