## L Is For Iditarod:  An Alphabet Riddle

**Developed by:  Linda Fenton**

**Discipline / Subject:  Reading/Language Arts**

**Topic:  Using the Alphabet to find Iditarod words and meanings.**

**Grade Level: 2nd, 3rd, 4th**

**Resources / References / Materials Teacher Needs:**

*Q Is For Duck:  An Alphabet Guessing Game* **by Mary Elting & Michael Folsom**
**Alphabet Template (see below)**
**Books about Iditarod, Alaska, Sled Dogs**

**Lesson Summary:**

**Students will work with a small group and whole class to create an Alphabet riddle based on the book Q Is For Duck using Iditarod words.**

**This lesson is used to help introduce the Iditarod.  Students are learning the vocabulary of the race to use throughout the many lessons on the Iditarod.**

**Standard's Addressed: (Local, State, or National)**

**1.  Common Core Standard English/Language Arts:**

4.  **Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

5.  **Demonstrate understanding of word relationships and nuances in word meanings.**

**Vocabulary Acquisition and Use**

4.  **Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**
    d.  **Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

| Learning Objectives: | Method of assessment for learning |
|---|---|
| 1. **Learn the language of the Iditarod.**<br><br>2. **Learn new words and meanings.** | **Teacher observation. Students should know meanings of words before submitting them as possibility for use in the final product.** |

**Procedural Activities**

1. Read the book *Q Is For Duck: An Alphabet Guessing Game* by Mary Elting & Michael Folsom. (By the letter D, students will be predicting the word that will match the letter.)

2. Explain to students we will be creating a similar book using Iditarod words. Pass out Alphabet worksheet (see attached) and demonstrate with the letter A.
   Example:
   A is for Forty-Nine. Why? Because Alaska is the forty-ninth state.

3. Have students work in small groups to use books to find a match for their letter.

4. After a letter is filled out, they bring it to the teacher who asks them to explain the word or words they used. If it is satisfactory, give them another letter. This is a great time for the teacher to determine if students understand the concept and the words they are using.

5. As students turn in sheets that are correctly done, the teacher can post them on Interactive White Board or easel paper to post for the rest of the class to see.

6. This procedure may take a few sessions to get through the entire alphabet.

7. Once completed, students can choose a letter and make a final copy page with an illustration. This can be done on paper or Power Point/MediaBlender/Smart Board

8. Bind final pages together to create a classroom book. If using technology, link pages together.

**Materials Students Need:**

Alphabet Template
Dictionary
Books about Alaska, Iditarod, Dogs, etc.
Crayons, colored pencils and paper and/or computer access with PowerPoint, MediaBlender, SmartTech, or other creativity software.

**Technology Utilized to Enhance Learning:**
**Interactive White Board can be used to post student work. An Elmo can be used to share the book. Neither of these is a must for this lesson.**

**Can also use PowerPoint, MediaBlender, SmartTech or other creativity software for sharing.**

**This is an example of a project that can be done with paper, pencil & crayons.**

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**Other Information:**
**I personally also use this for my Trail Mail Project. I type all the statements onto one page and add all other information needed for the project. (See attached)**

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**Modifications for Special Learners/ Enrichment Opportunities:**

**Students work in groups to help struggling classmates. Students don't have their vocabulary word OK'd until everyone in the group knows what it means. I have CDS students in my class who are successful with this project because of the teamwork.**