

# DOGHOUSE DESIGN

**Developed by:**

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**Discipline / Subject:**

Language Arts

**Topic:**

Expository/Explanatory/Informational writing

**Grade Level:**

2<sup>nd</sup> grade – 4<sup>th</sup> grade – can be adapted to other grade levels

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

1. Building materials to make doghouses: graham crackers, white icing, pretzel sticks or non-food items such as cardboard, straws, craft sticks
2. Toy dogs for the top
3. Anchor chart paper
4. <http://www.quickrubric.com> to create an assessment for student writing

**Lesson Summary:**

Students will research doghouse design and function, create a mind-map with a web-based program or app, and write a research paper to share their learning.

## **Standards Addressed:**

### **Common Core State Standards – CCSS**

#### **CCSS.ELA-LITERACY.W.2.2**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### **CCSS.ELA-LITERACY.W.3.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### **CCSS.ELA-LITERACY.W.4.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### **Texas State Standards – TEKS**

#### **Grade 2:**

(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) Write brief compositions about topics of interest to the student

#### **Grade 3:**

(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) Create brief compositions that:

(i) Establish a central idea in a topic sentence;

(ii) Include supporting sentences with simple facts, details, and explanations; and

(iii) Contain a concluding statement

#### **Grade 4:**

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) Create brief compositions that:

(i) Establish a central idea in a topic sentence;

(ii) Include supporting sentences with simple facts, details, and explanations; and

(iii) Contain a concluding statement

### **Alaska State Standards – Language Arts**

#### **Grade 2:**

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.

#### **Grade 3 and 4:**

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about doghouse design from Matt Failor's information and the Iditarod site.</li> <li>2. Students will create a doghouse using materials and create a mind-map with a photo of their creation</li> <li>3. Students will write a research report about doghouse design</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teachers can create a rubric using for evaluating the research report by using:   <a href="http://www.quickrubric.com">http://www.quickrubric.com</a> </li> </ol>
<p><b>Procedural Activities</b></p> <ol style="list-style-type: none"> <li>1. Share musher Matt Failor's doghouse information with students as a whole group.</li> <li>2. Create an anchor chart together with the details and information learned from the Teacher on the Trail post.</li> <li>3. Students will then be given food or household materials to create their own doghouse based upon Matt Failor's information.</li> <li>4. Students will create a doghouse that can fit the dog inside and on top of the roof.</li> <li>5. When completed, students should take a photo of doghouse for a mind-map application.</li> <li>6. Student will put the photo into a web-based application or app such as Canva, Popplet or Explain Everything to create a mind-map.</li> <li>7. Students will label their doghouses with facts learned from musher Matt Failor.</li> <li>8. Students will take their labeled photo and then create a research paragraph on paper or on the computer or tablet.</li> <li>9. The teacher will create a rubric to assess the research paragraph.</li> </ol>	
<p><b>Materials Students Need:</b></p> <ol style="list-style-type: none"> <li>1. Materials to build their doghouse, including a toy dog for the top</li> <li>2. STEM challenge sheet to design their doghouses first before creating them</li> <li>3. Tablet to take a photo of their doghouse and put it into an application to create a mind-map</li> </ol>	

**Technology Utilized to Enhance Learning:**

1. Computer or tablet

<http://iditarod.com/hands-on-learning-at-michigan-symposium-by-terrie-hanke/>

<http://www.17th-dog.com/#17thdog>

<https://www.canva.com>

<http://popplet.com>

<http://explaineverything.com>

<http://www.quickrubric.com>

**Other Information:**

The mind-map can be created on poster board or paper instead of a digital application.

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

Partner students to create a mind-map together or write the research paper together as a class.

**Enrichment:**

Build a real doghouse using plywood and the design from [www.iditarod.com](http://www.iditarod.com) and then use it to hold books about the Iditarod for the classroom or library. The house can be put on wheels to visit other classrooms.