

CREATE A KENNEL WEB PAGE

Developed by:

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Discipline / Subject:

Language Arts and Art

Topic:

Reading informational text and writing a narrative

Grade Level:

4th grade – can be adapted for other grade levels

Resources / References / Materials Teacher Needs:

1. <http://iditarod.com/race/2016/mushers/>
2. <https://www.canva.com>

Lesson Summary:

Students will research mushers who have a kennel on the Iditarod site. They will research kennel websites and notice the unique style of writing on the “about” pages or home page. They will pretend to have their own kennel, and create a name, and design a logo for it. They will write an “about” page for their kennel.

Standards Addressed:

Common Core State Standards – CCSS

<http://www.corestandards.org/ELA-Literacy/RI/4/>

Craft and Structure:

CCSS.ELA-LITERACY.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Texas State Standards – TEKS

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

Alaska State Standards – Language Arts

https://education.alaska.gov/akstandards/standards/akstandards_elaandmath_080812.pdf

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

8. Explain how an author uses reasons and evidence to support particular points in a text.

3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

Learning Objectives:

1. Students will research the Iditarod musher profiles and the kennels that some mushers have on www.iditarod.com
2. They will make an anchor chart of the type of writing and information they read on the web sites.
3. They will create their own “about” page for a pretend kennel.
4. They will use art design to create a kennel logo and brand name.

Assessment:

1. The teacher will assess that students used information from the anchor chart created by the class as their mentor text for this project.
2. The teacher can create a rubric for the writing expectations: <http://www.quickrubric.com>

Procedural Activities

1. The teacher will share the www.iditarod.com musher profile section with the class.
2. Together, the teacher will guide the students to find mushers who have a kennel. If they do, the link will be found next to the musher’s profile picture.
3. The class will research the kennel home pages and “about” pages.
4. The teacher will make an anchor chart with the “noticings” that students make. What style of writing is this? What do mushers share on their kennel pages?
5. The class should look at the kennel brand or logo. Make inferences about why the musher has that particular brand design, and why the kennel is named what it is. Is it for personal reasons? Is it named after a particular dog?
6. The teacher can help the class find that information – which can be located in different places on the sites.
 1. Students will then create their own kennel brand by going to <https://www.canva.com>
7. They can then save or download the image, and add it to a document. That document page will be a pretend web page.
8. Students will use the anchor chart of ideas and write their own kennel story. They will describe why they named the kennel what they did, and why they designed the logo for the kennel the way they did.
9. The teacher can print them out for a bulletin board display, or post them digitally on the teacher web page.

Materials Students Need:

1. Computer or tablets

Technology Utilized to Enhance Learning:

2. <http://iditarod.com/race/2016/mushers/>
3. <https://www.canva.com>

Other Information:

Students can create their brand design by hand with art materials instead of a digital project.

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

The teacher should share the musher kennel sites with the student and class together. They should make an anchor chart of “noticings” that the students can refer to for help and ideas. The teacher can also create a template for students to fill in about their kennels.

Enrichment:

Students can create an actual pretend web page for their kennels, with more tabs and information about the Iditarod and their pretend mushing careers. They can use a free website builder called www.weebly.com