

## Student Trail Reporters

**Developed by:** Jim Deprez

**Discipline / Subject:** ELA

- writing
- reading
- speaking

**Topic:** Student news reporters from the trail

**Grade Level:** 3-8

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

- internet access
- <https://iditarod.com/>
- Iditarod Insider Subscription (recommended)
- familiarity with iMovie or similar program
- smartboard/tv/projection screen/backdrop (optional)
- microphone prop (optional)
- tripod (optional)

**Lesson Summary:**

- Students will take on the role of an Iditarod Insider trail reporter to give other students updates about the checkpoints, weather and current happenings in the race.

**Standards Addressed: (Local, State, or National)**

Ohio Writing Standards - Grade 3:

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
  - b. Develop the topic with facts, definitions, and details.
  - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

- W.3.7 Conduct short research projects that build knowledge about a topic.
- Ohio Speaking and Listening Standards - Grade 3
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
  - SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
  - SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Learning objectives:**

1. Students will conduct research to learn about this year's Iditarod
  - Students will research the standings in the race, current checkpoints, leaders, and other race information to include in an oral report.
  - Students will create a presentation to be recorded with iMovie/Clips or a similar application

**Assessment:**

- Final production will be evaluated for fluency and content
- Research can be checked for breadth and depth

**Procedural Activities**

1. Begin by showing the class some of the Iditarod Insider interviews conducted by Greg Heister, Bruce Lee and Liz Raines.
2. Discuss the information that was presented in each and how they could find similar information themselves.
3. Show students what it will look like with them as the reporter including where they would stand, what they will talk about and how it will work
4. Have students pick checkpoints/days they want to become the reporters from the trail.
5. Students conduct research to find the weather in (or near) that checkpoint using the weather link from the iditarod website  
<https://iditarod.com/race/weather/>
6. Students use Iditarod.com to see the current standings found here:  
<https://iditarod.com/race/2021/standings/> or according to the GPS tracker if an Insider subscription has been purchased.
7. Students also check the "Press and Media Center" for the status updates on any mushers that may have scratched or any changes to the race.  
<https://iditarod.com/press-media/>
8. Have students conduct further research to include in their reporting (see extension ideas below for ideas)
9. Create quick cue cards for students to read
10. Begin recording!

11. Have students decide what the introduction and closing slides/videos could be for each daily production
12. Older students may want to take the role of multimedia design, technology support and editing.

**Materials Students Need:**

- Paper
- Pencils
- iPad/Chromebook or similar device
- Internet access
- iMovie, clips, or similar video recording device
- Photospeak app or similar app

**Technology Utilized to Enhance Learning:**

- [www.iditarod.com](http://www.iditarod.com) website
- iMovie or similar application/program
- Iditarod Insider subscription

**Other Information: N/A**

**Modifications for special learners/ Enrichment Opportunities**

- For struggling readers/learners, have them do an abridged version of the report and just include less information.
- Enrichment opportunities include adding more information for students to include in their reporting (ex. # of dogs on some of the teams, terrain or trail conditions, history of checkpoints or other information).
- For older students, have them do the video editing and tech part of the production.

Notes: