

LESSON TITLE:	INTRODUCING IDITAROD
BACKGROUND INFORMATION:	
CREATED BY:	JULI WESTRICH, 2023 IDITAROD TEACHER ON THE TRAIL™
GRADE LEVEL/ SUBJECT:	KINDERGARTEN – 5TH GRADE LIBRARY
ESSENTIAL QUESTION: LEARNING OBJECTIVES:	<p>HOW CAN I CONNECT REAL LIFE EVENTS TO CLASSROOM LEARNING?</p> <p>I CAN:</p> <ul style="list-style-type: none"> * EXPLAIN THE MAIN DETAILS OF THE IDITAROD DOG SLED RACE * IDENTIFY THE 4 KEY COMPONENTS NEEDED TO RACE * MAKE A CONNECTION BETWEEN THE RACE AND MY CLASSROOM EXPERIENCE THIS SCHOOL YEAR
STANDARDS ADDRESSED:	<p>NYS EMPIRE STATE FLUENCY CONTINUUM – LIBRARY STANDARDS</p> <p>STANDARD 1.1: INFORMATION-FLUENT LEARNERS USE AN INQUIRY PROCESS TO CONNECT TO PRIOR EXPERIENCE AND BACKGROUND KNOWLEDGE, WONDER AND ASK QUESTIONS, INVESTIGATE, CONSTRUCT NEW UNDERSTANDING, EXPRESS LEARNING, AND REFLECT ON THE PROCESS AND PRODUCT OF LEARNING.</p> <p>STANDARD 2.1: INFORMATION-FLUENT LEARNERS USE MULTIMEDIA LITERACY SKILLS AND KNOWLEDGE TO DECONSTRUCT AND LEARN FROM TEXTS IN MULTIPLE FORMATS THROUGH COMPREHENSION, ANALYSIS, INTERPRETATION, AND EVALUATION.</p> <p>STANDARD 3.2: INFORMATION-FLUENT LEARNERS DEMONSTRATE EFFECTIVE COLLABORATION IN THE EXCHANGE OF INFORMATION, IN BOTH THE FACE-TO-FACE AND DIGITAL ENVIRONMENT.</p> <p>STANDARD 4.1: INFORMATION-FLUENT LEARNERS USE INFORMATION AND IDEAS PRESENTED IN ANY FORMAT TO REFLECT ON AND PURSUE PERSONAL INTERESTS, DEVELOP STRENGTHS, AND ENGAGE IN</p>

	<p>PERSONALIZED AND INDEPENDENT LEARNING.</p> <p>STANDARD 4.2: INFORMATION-FLUENT LEARNERS DEVELOP AGENCY (PERSONAL IDENTITY AND CONFIDENCE) TO EXPRESS THEIR IDEAS, RAISE AWARENESS, ADVOCATE FOR CHANGE, AND/OR TAKE SOCIAL ACTION.</p>
<p>MATERIALS NEEDED:</p>	<p>LITERATURE: <i>IF YOU WERE A KID AT THE IDITAROD</i> BY JOSH GREGORY</p> <p>POWERPOINT OF IDITAROD PHOTOS</p> <p>RUN DOG RUN VIDEO CLIPS</p>
<p>PROCEDURE:</p>	
<p>BEFORE TEACHING:</p> <p>ENGAGEMENT: 2-5 MINUTES</p>	<p>READ IDITAROD.EDU WEBPAGE IDITAROD 101 TO FAMILIARIZE YOURSELF WITH THE RACE</p> <p>SET THE INTENTION: ASK STUDENTS "HAVE YOU EVER RUN A RACE?" BRAINSTORM TYPES OF RACES, TOOLS NECESSARY FOR RACES, AND HOW IT FEELS TO FINISH (OR WIN) A RACE.</p>
<p>LESSON: 20-30 MINUTES</p>	<p>INTRODUCE IDITAROD:</p> <ol style="list-style-type: none"> 1. SOME RACES ARE SHORT, SOME ARE VERY LONG – WE ARE GOING TO LEARN ABOUT THE IDITAROD, A VERY LONG, VERY SPECIAL RACE THAT TAKES PLACE ONCE A YEAR IN ALASKA – IT HAS BEEN HAPPENING FOR 50 YEARS! 2. READ: <i>IF YOU WERE A KID AT THE IDITAROD</i> BY JOSH GREGORY. PAGE 5 – INTRODUCTION 3. OPEN KWL CHART IN POWERPOINT OR CREATE ONE YOURSELF ON PAPER/WHITEBOARD/ETC. (SLIDE 7) 4. ASK STUDENTS TO SHARE WHAT THEY KNOW ABOUT IDITAROD AFTER HEARING THIS INTRODUCTION/PRIOR KNOWLEDGE AND LIST THESE IDEAS IN THE K COLUMN. 5. USE THE IMAGES IN THE POWERPOINT TO PROVIDE A FRAME OF REFERENCE FOR WHERE ALASKA IS IN RELATION TO YOUR SCHOOL (SLIDE 2).

6. USE ALASKA MAP (SLIDE 3) TO SHOW CITIES OF ALASKA HIGHLIGHTING ANCHORAGE (CEREMONIAL START)/NOME (FINISH).
7. ASK STUDENTS TO SHARE WHAT THEY WONDER ABOUT THE IDITAROD. WHAT QUESTIONS DO THEY HAVE?
8. READ PAGES 6-27 OF *IF YOU WERE A KID AT THE IDITAROD*. THIS TEXT HAS A "STORY" OF MAGGIE AND ALEX LEARNING ABOUT THE IDITAROD.
SUGGESTION: K-1 READ **ONLY** THE STORY TEXT, 2-5 ADD THE "INFORMATION BOXES" ON EACH PAGE TO EXTEND THE NON-FICTION CONTENT. (NOTE: SOME OF THE INFO ISN'T UPDATED, EX. PG 11 - AN IDITAROD TEAM CAN NOW HAVE A MAX 14 DOGS)
9. RETURN TO POWERPOINT - IDITAROD RACE MAP. (SLIDE 4)
10. REVISIT THE WONDER COLUMN OF YOUR CHART. DID YOU DISCOVER THE ANSWERS TO SOME OF YOUR QUESTIONS?
11. WHAT NEW WONDERS DOES THE CLASS HAVE? ADD THEM TO THE CHART.
12. SHARE A SHORT IDITAROD VIDEO (EX. RUN DOG RUN INTERIOR, 1 MIN 55SEC)

CONCLUSION:
5-7 MINUTES

1. SO WHAT? WE LIVE (INSERT YOUR SCHOOL DISTRICT HERE), SO WHAT DOES THE IDITAROD IN ALASKA HAVE TO DO WITH OUR CLASSROOM? CAN WE MAKE ANY CONNECTIONS TO OUR SCHOOL-YEAR JOURNEY? HOW IS OUR SCHOOL-YEAR SIMILAR OR DIFFERENT FROM THE IDITAROD JOURNEY? (MAKE ANOTHER CHART IF TIME PERMITS) (SLIDE 5)
2. LIST THE KEY PARTICIPANTS - MUSER, DOGS, SLED, SNOW. CAN EACH OF THOSE THINGS REPRESENT US THIS YEAR? WHO IS THE MUSER? (TEACHER) WHO IS THE DOG TEAM? (STUDENTS) WHAT IS THE SLED? (LEARNING) WHAT IS THE SNOW? (UNEXPECTED CHALLENGES) (SLIDE 6)
3. SHARE WITH STUDENTS THAT THROUGHOUT THE YEAR WE WILL LEARN MORE ABOUT THE RACE, THE HISTORY OF THE SPORT, AND THE IMPORTANT SKILLS AND QUALITIES MUSHERS AND DOGS NEED TO SUCCEED.

ASSESSMENT:	<ol style="list-style-type: none"> 1. OBSERVATION OF STUDENT ENGAGEMENT 2. PARTICIPATION IN SHARE-OUT CHART CREATION
NOTES:	
ENRICHMENT/ REINFORCEMENT SUGGESTIONS:	<p>ASSESSMENT: CHALLENGE EACH STUDENT TO LIST ONE ESSENTIAL COMPONENT OF THE IDITAROD THEY THINK IS MOST IMPORTANT – DOGS, MUSHER, SNOW, SLED, – AS AN “EXIT TICKET”. KEEP TRACK OF THIS LIST AND ALLOW STUDENTS TO “CHANGE” THEIR COMPONENTS DURING FUTURE LESSONS AS THEY LEARN MORE. THIS ENCOURAGES CRITICAL THINKING AS THEY TAKE IN NEW INFORMATION. (THERE IS NO “RIGHT” ANSWER. YOU NEED ALL 4 TO RUN THE IDITAROD!)</p>
OTHER:	<p>ALTERNATIVE TEXT: <i>KIANA'S IDITAROD</i> BY SHELLEY GILL.</p>