

LESSON TITLE:	CLASSROOM RESTART!
BACKGROUND INFORMATION:	
CREATED BY:	JULI WESTRICH, 2023 TEACHER ON THE TRAIL™
GRADE LEVEL/ SUBJECT:	K-5: LIBRARY/ SEL/ CR-SE/COMMUNITY BUILDING/ CLASSROOM EXPECTATIONS
ESSENTIAL QUESTION:	HOW CAN I BE A POSITIVE CLASSROOM CONTRIBUTOR AND SUCCESSFUL LEARNER?
LEARNING OBJECTIVES:	<p>I CAN:</p> <ul style="list-style-type: none"> ● IDENTIFY THE PREVIOUSLY SET CLASSROOM EXPECTATIONS ● PROVIDE EXAMPLES OF HOW THOSE EXPECTATIONS ARE/ ARE NOT BEING MET ● EXPLORE IDEAS TO MODIFY CLASSROOM EXPECTATIONS TO IMPROVE THE ACADEMIC LEARNING ENVIRONMENT ● COLLABORATE TO CREATE AN UPDATED SET OF CLASSROOM NORMS TO BETTER SUPPORT ACADEMIC PURSUITS
STANDARDS ADDRESSED:	<p>LIBRARY STANDARDS: INFORMATION FLUENCY CONTINUUM GRADES K-12</p> <p>STANDARD I – INQUIRY AND DESIGN THINKING: USE INQUIRY AND DESIGN THINKING TO BUILD UNDERSTANDING AND CREATE NEW KNOWLEDGE</p>

***WE ARE THINKERS AND DESIGNERS.**

- 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.
 - SHARES WHAT IS KNOWN ABOUT THE GENERAL TOPIC TO ELICIT AND MAKE CONNECTIONS TO PRIOR KNOWLEDGE
 - RESPONDS TO BACKGROUND INFORMATION (DELIVERED THROUGH VIDEOS, STORIES, TEXTS, DISCUSSIONS) BY RESTATING/RETELLING MAIN IDEAS AND DETAILS ABOUT THE TOPIC
- STANDARD 1.2: INFORMATION-FLUENT LEARNERS EXPERIENCE, EXPERIMENT, AND USE A DESIGN PROCESS TO DISCOVER CREATIVE SOLUTIONS TO AUTHENTIC PROBLEMS, FORM PERSONAL UNDERSTANDINGS, AND PROPOSE ORIGINAL IDEAS.

STANDARD II – MULTIPLE LITERACIES: USE MULTIPLE LITERACIES TO EXPLORE, LEARN, AND EXPRESS IDEAS

***WE ARE READERS, WRITERS, AND CREATORS**

- 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.
 - GATHERS INFORMATION FROM ILLUSTRATIONS AND TEXT FEATURES
- STANDARD 2.2: INFORMATION-FLUENT LEARNERS PRESENT THEIR LEARNING AND IDEAS BY

CONSTRUCTING MESSAGES USING MULTIPLE,
AUTHENTIC FORMATS APPROPRIATE FOR THE
PURPOSE AND AUDIENCE.

**STANDARD IV – PERSONAL GROWTH AND AGENCY:
ENGAGE IN PERSONAL EXPLORATION, SOCIAL AND
EMOTIONAL GROWTH, INDEPENDENT READING AND
LEARNING, AND PERSONAL AGENCY**

***WE ARE CONFIDENT, INDEPENDENT LEARNERS.**

- **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
PERSONALIZED AND INDEPENDENT LEARNING.**
 - **DEVELOPS AND PURSUES PERSONAL CURIOSITY**
- **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.**
 - **ACTIVELY ENGAGES IN CONVERSATIONS WITH
OTHERS IN A RESPECTFUL AND APPROPRIATE
WAY**

<p>MATERIALS NEEDED:</p>	<ol style="list-style-type: none"> 1. CLASSROOM EXPECTATIONS (FROM SEPTEMBER) 2. CHART PAPER & MARKERS 3. PHOTOS/VIDEOS OF CEREMONIAL START AND WILLOW RESTART TO COMPARE/CONTRAST
<p>PROCEDURE:</p>	
<p>BEFORE TEACHING:</p>	<ul style="list-style-type: none"> ● REVISIT CLASSROOM EXPECTATIONS ● EVALUATE WHAT IS/ISN'T WORKING IN THE CLASSROOM COMMUNITY ● DETERMINE AREAS FOR IMPROVEMENT ● CONSIDER WHERE YOU WILL GUIDE STUDENT THINKING, BUT BE OPEN TO SURPRISES BASED ON THEIR PERCEPTION OF THE CLASS DYNAMICS ● FAMILIARIZE YOURSELF WITH CEREMONIAL START/RESTART <p>HTTPS://IDITAROD.COM/ZUMA/CEREMONIAL-START-5/ HTTPS://IDITAROD.COM/ZUMA/CEREMONIAL-START-VS-RESTART/</p>

ENGAGEMENT:
15 MINUTES

DID YOU KNOW THAT THE IDITAROD HAS TWO DIFFERENT STARTS?!?!?

THERE IS THE CEREMONIAL START – WHICH IS ALWAYS ON THE FIRST SATURDAY IN MARCH. THIS TAKES PLACE IN ANCHORAGE, A CITY.

THE OTHER START IS THE RESTART – WHICH HAPPENS THE NEXT DAY. THIS TAKES PLACE IN WILLOW, ALASKA.

LESSON:
GRADE LEVEL
DEPENDENT –
30 MINUTE/
MULTI-DAY
INVESTIGATIONS

WHY DOES THE IDITAROD HAVE 2 STARTS, AND HOW ARE THEY DIFFERENT OR THE SAME?

1. DRAW A LINE DOWN THE CENTER OF THE CHART PAPER
2. PUT CEREMONIAL START ON ONE SIDE AND RESTART ON THE OTHER SIDE.
3. DEPENDING ON GROUP SIZE, TIME, AND GOALS YOU CAN DIVIDE STUDENTS INTO GROUPS TO RESEARCH THE 2 STARTS – LOOK AT VIDEOS, PHOTOGRAPHS, AND READ ARTICLES. THIS CAN ALSO BE DONE AS A WHOLE CLASS DISCUSSION OF IMAGES ON THE SCREEN.

CLICK THE LINK BELOW FOR A VIDEO OF THE 50TH CEREMONIAL START.

[HTTPS://IDITAROD.COM/VIDEO/IDITAROD-50-CEREMONIAL-START-REPLAY/](https://iditarod.com/video/iditarod-50-ceremonial-start-replay/)

CLICK THE LINK BELOW FOR A PHOTO GALLERY OF THE 2022 RESTART BY PHOTOGRAPHER DAVE POYZER.

[HTTPS://IDITAROD.COM/PHOTO/MARCH-6TH-2022-RESTART-IN-WILLOW-DAVE-POYZER/](https://iditarod.com/photo/march-6th-2022-restart-in-willow-dave-poyzer/)

4. ADD NOTICINGS AND WONDERINGS TO THE CHART.

5. MAKE NOTE OF THINGS LIKE THE DRAG SLED, IDITARIDER, AND THE OPPORTUNITY FOR MUSHERS TO PRACTICE STARTING A RACE.
6. ON ANOTHER PIECE OF CHART PAPER LIST THE WAYS THE IDITAROD CEREMONIAL START HELPS MUSHERS TO BE MORE SUCCESSFUL. EX. CHANCE TO SEE FRIENDS AND FAMILY, OPPORTUNITY TO CELEBRATE WITH THE COMMUNITY, ABLE TO SEE HOW DOGS DO IN STRANGE SITUATIONS, PRACTICE WITH THE TEAM.
7. POSE THE ESSENTIAL QUESTIONS IN RELATION TO IDITAROD AND YOUR CLASSROOM: HOW DOES HAVING A RESTART HELP MUSHERS BE MORE SUCCESSFUL? HOW CAN A CLASSROOM RESTART HELP US IMPROVE OUR LEARNING ENVIRONMENT? HOW CAN IT MAKE ME A MORE POSITIVE CONTRIBUTOR AND SUCCESSFUL LEARNER?
8. REVISIT CLASSROOM EXPECTATIONS THROUGH THE LENS OF IDITAROD RESTART. FOR EXAMPLE:
"IN SEPTEMBER WE WERE STARTING A NEW YEAR, PUMPED, EXCITED, READY TO TAKE ON A NEW GRADE AND TACKLE CHALLENGES. SIMILAR TO THE CEREMONIAL START. ALSO, LIKE MUSHERS AT THE CEREMONIAL START WE HAD THINGS TO LEARN FROM OUR FIRST RUN TOGETHER.
SOME THINGS WORKED, SOME DIDN'T. IT IS TIME FOR OUR CLASSROOM RESTART. LET'S LOOK AT OUR EXPECTATIONS AND DISCUSS WHAT IS WORKING, WHAT ISN'T, WHAT WE NEED TO CHANGE, ADD, OR EVEN ELIMINATE TO MAKE SURE THAT FROM NOW UNTIL THE END OF SCHOOL WE CAN BE FOCUSED LEARNERS, REACHING OUR GOALS – JUST LIKE THE MUSHERS AT THE RESTART ARE FOCUSED ON REACHING NOME."

	<p>9. EXAMINE EACH CLASSROOM EXPECTATION AND ALLOW TIME FOR CONVERSATION, DISCUSSION AND REWORDING. A SUGGESTION WOULD BE TO START THIS LESSON ON A MONDAY CIRCLE MEETING, AND THEN CONTINUE IT EACH DAY UNTIL THE LIST IS COMPLETED (SPENDING 15-30 MINUTES EACH DAY).</p>
<p>CONCLUSION:</p>	<p>1. READ THROUGH THE RESTART CLASSROOM EXPECTATIONS TO CONCLUDE THE DISCUSSIONS AND SET THE TONE FOR FUTURE LEARNING FROM NOW TO THE END OF THE YEAR.</p>
<p>ASSESSMENT:</p>	<ol style="list-style-type: none"> 1. STUDENT ENGAGEMENT WITH DISCUSSIONS 2. STUDENT CREATION OF AN UPDATED "RESTART" EXPECTATIONS DOCUMENT 3. STUDENT BUY-IN AND ABILITY TO MEET THE EXPECTATIONS
<p>ENRICHMENT/ SUGGESTIONS:</p>	<p>STUDENTS CAN DEVELOP A RESTART PLAN FOR OTHER AREAS OF THEIR SCHOOL EXPERIENCE. REVISIT RULES, BEHAVIORS, AND EXPECTATIONS IN THE LUNCHROOM, ON THE PLAYGROUND, AND AT SPECIAL AREA CLASSES. IF A CLASS APPROACHED ME WITH A RESTART PLAN FOR THEIR LIBRARY SPECIAL – MAYBE REQUESTING MORE BOOK CHECKOUTS BECAUSE THEY’VE PROVEN THEMSELVES RESPONSIBLE THUS FAR – I WOULD DEFINITELY BE OPEN TO IT!</p>

OTHER:

WHAT BOOK DID YOU READ FOR THE BEGINNING OF THE SCHOOL YEAR? MAYBE IT WAS OUR CLASS IS A FAMILY OR A LETTER FROM YOUR TEACHER ON THE FIRST DAY OF SCHOOL, BOTH BY SHANNON OLSEN, OR ALL ARE WELCOME BY ALEXANDRA PENFOLD. TRY RE-READING THEM NOW THAT IT IS HALFWAY THROUGH THE YEAR. IT IS OKAY TO REREAD THESE STORIES AND DISCUSS WHETHER OR NOT THE PROMISE OF SEPTEMBER IS BEING FULFILLED. IS IT TIME TO RESTART SO YOU CAN FINISH STRONG?