

Lesson Title:	<p>“What are They Pulling?” Writing A Personal Narrative Inspired by Iditarod Musher Libby Riddles</p>
Background Information	
Created By:	Kate Newmyer, Seabrook, TX, 2024 Teacher on the Trail™
Grade Level/ Subject:	K-12 English Language Arts--Writing
Learning Objectives/ Essential Questions:	<p>Essential Questions</p> <ul style="list-style-type: none"> ○ Why and how do Iditarod racers write about their own stories? ○ How can we use these personal narratives to inspire us to write about our own lives? <p>Content Learning Objectives</p> <p>I can</p> <ul style="list-style-type: none"> ○ Identify events and big ideas or themes from a memoir or excerpt ○ Evaluate author’s craft, including order of events, narrator’s thoughts and feelings, descriptions that include sensory and figurative language, and a theme or lessons learned. ○ Apply writer’s craft using a writer’s process to tell my own story. <p>Language Objectives</p> <p>I can</p> <ul style="list-style-type: none"> ○ Identify the details and elements of writer’s craft in the memoirs with my speaking partner (listening, speaking). ○ Explain the details that matter to my story using a graphic organizer or drawing and share with my writing partner (writing, speaking, listening). <p>SEL Objectives</p> <p>I can</p> <ul style="list-style-type: none"> ○ Participate with partner and class discussions. ○ Celebrate others’ life events and writing efforts.
Standards Addressed	<p>Reading</p> <p>Texas Essential Knowledge and Skills (TEKS), English Language Arts Strand 5. <i>The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</i></p> <p>Writing</p> <p>Texas Essential Knowledge and Skills (TEKS), English Language Arts Strand 6. <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i></p>

Materials Needed:	<ol style="list-style-type: none"> 1. Mentor Text: <u>Storm Run</u> by Libby Riddles and Shannon Cartwright 2. Copies or digital files of the excerpt you are using. Suggested excerpts: <ul style="list-style-type: none"> pp. 2-3 “Hook” story pp. 6-10, learning to live in Alaska pp. 11-15, running the first race pp. 19-22, the start of the 1985 Iditarod pp. 31-32, snowstorm pp. 41-45, winning the race 3. Plot mountain or bubble map graphic organizer—examples included <p>Student materials</p> <ul style="list-style-type: none"> ○ Notebooks & pencils, including a dedicated place to brainstorm ideas <p>Before the lesson:</p> <ul style="list-style-type: none"> ○ Give background knowledge about sled dogs and the Iditarod. ○ Select one or more excerpts. <p>Optional:</p> <p>Use the following mentor texts for lower or upper grades: <u>Togo & Balto: The Dogs Who Saved a Town</u> by Jodi Parachini for K-3. This book tells the story of Togo and Balto from their point of view in alternating segments. <u>Born to Mush</u> by Dallas Seavey for grades 9-12. Dallas Seavey is the youngest to win the Iditarod and his memoir would be more relatable for high school students because the events take place during this time in his life.</p>
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Procedure

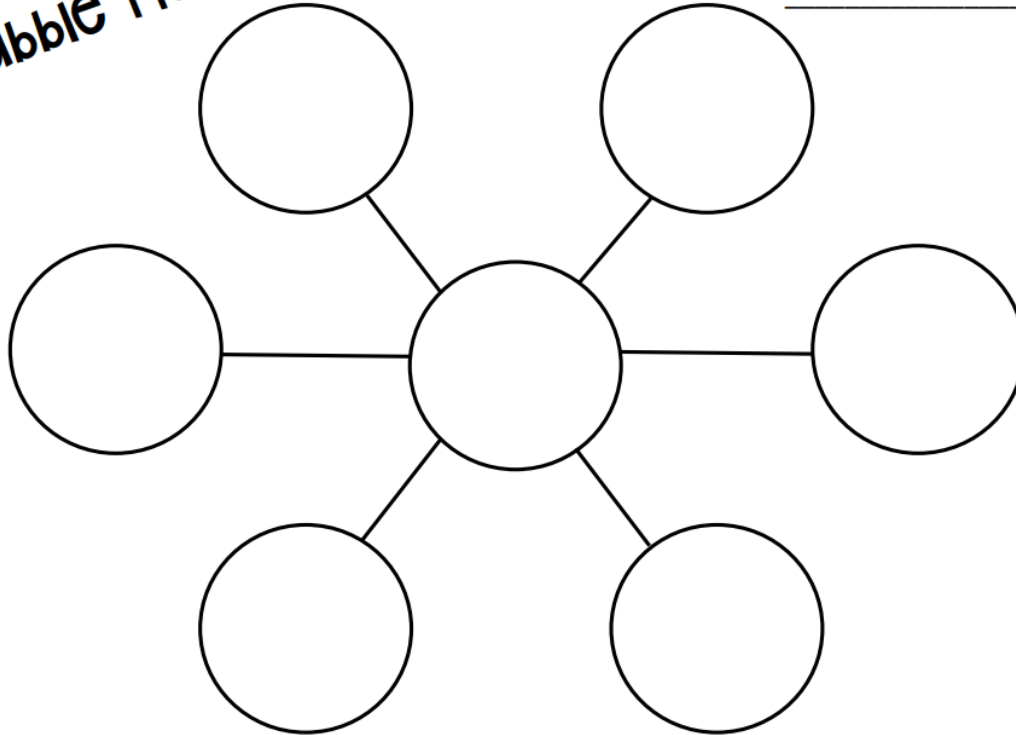
Engagement:	<p>Ask students what moments in their lives stand out to them. You may consider a partner discussion, a class discussion, or other interactive instructional strategy.</p> <p>Show students how to create a Notebook of Ideas, Heart Map or timeline of their life. Examples included below. Give students time to think and fill in moments. Share with their partner or table.</p> <p>Tell students that many Iditarod mushers consider their racing moments and life stories important, so they write their stories for others to learn from and experience. Libby Riddles wanted students to understand her life experiences, so she included text features like photographs, diagrams, and illustrations.</p> <p>Read pp. 4-5 of the story. Ask students to think about the question, What inspired Libby Riddles to become an Iditarod musher?</p> <p>Writing Engagement</p> <p>Use the mentor sentence on page 3 to inspire students to begin their writing.</p> <p><i>“It was this little girl’s dream about living a life surrounded by animals that eventually led me north to Alaska—and to the Iditarod Trail.”</i></p>
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	<p>Student sentence frame:</p> <p>It was my dream of _____ that eventually led me to _____.</p> <p>Model your idea for the students, then have them try writing their own sentence.</p>
<p>Lesson Procedure:</p>	<p>DAY 1</p> <ol style="list-style-type: none"> 1. Read your chosen mentor text excerpt aloud with students following along with their copy. 2. Discuss any words that might be unfamiliar to the students. 3. Ask students to work with a partner to name the events that happened in the story. 4. Have students read the excerpt to themselves. 5. In a whole-group discussion, ask students to notice and circle things the writer did to make the story exciting, interesting, and engaging. Guide student responses to include sensory language (engaging the 5 senses), descriptions of the setting, people and animals, narrator’s thoughts and feelings, figurative language such as metaphors and similes, and a theme or lesson learned. 6. Use an interactive strategy such as Compass Partners or Give One, Get One (described below), to have students share their findings with one another. 7. Students then brainstorm an event in their life they will write about. Use an interactive strategy to have students share their ideas. <p>DAY 2</p> <ol style="list-style-type: none"> 8. Give students a graphic organizer to plan the events in their story. For each event, students include their thoughts and feelings on what is happening. Model your own thinking for the students. <p>DAY 3</p> <ol style="list-style-type: none"> 9. Once their plans are complete, students begin drafting their stories in their notebooks. 10. Use an interactive strategy to have students share their drafts with a partner. Ask students to use sentence stems like, “I like how you...” or, “I am still wondering about...” to elicit more thinking from their writing partner. 11. Have students look back at the excerpt from Storm Run. Ask them to notice again what Libby Riddles did to make her story interesting and informative. Students pick out mentor sentences of their own to use in their writing. <p>DAY 4, optional</p> <ol style="list-style-type: none"> 12. Revise and edit (publish optional) according to your writing conventions learning standards, preferred method, or time constraints.
<p>Conclusion & Reflection:</p>	<p>Writing Celebration—30-45 minutes</p> <ol style="list-style-type: none"> 1. Students lay their writing on their desks. 2. Give students a blank sheet of paper and have them put their name at the top. 3. Students walk silently around the room to read the writing of others. 4. Give students sentence stems to write on their peers’ paper. Suggestions: “I like how Libby Riddles inspired you to write _____.” “I think you did a good job with _____.” 5. When time is up, students return to their desks to reflect on the comments their peers left for them.

	<p>6. In a whole-class discussion, reflect on how Libby Riddles’ story inspired them and what themes or lessons they learned.</p>
<p>Assessment:</p>	<p>Students use the Anchor Chart created on Day 1 of the lesson and evaluate their own writing. Did they use the elements of personal narrative inspired by Libby Riddles’ <u>Storm Run</u> to make their narrative more engaging to the reader?</p> <p>Have students give themselves points for the elements they used.</p>
<p>Notes</p>	
<p>Enrichment/ Reinforcement Suggestions:</p>	<ol style="list-style-type: none"> 1. Students read additional excerpts on their own, noticing the writer’s craft used by Libby Riddles to tell her story, and trying some of these ideas in their own story. 2. Students select additional mentor sentences from the text to use as inspiration. 3. Give students a variety of excerpts and have them compare and contrast with their writing/speaking partners. 4. Students can draw a diagram similar to the one on pp. 12-13 to help inform the reader about their event. 5. Support: work with a writing partner to craft the events in your story.
<p>Other:</p>	<p>Interactive Strategies</p> <ol style="list-style-type: none"> 1. Compass Partners. Students draw a circle (or give them a printed compass page, included) and write N, S, E, W in the correct spots. Then students circulate around the room, finding one partner for each direction. Trade papers and write your name in the same spot. Continue until all students have partners for each direction. Then, during sharing time, ask students to meet with their North, etc., partner. 2. Give One, Get One. Students complete a task that shows their thinking, such as identifying two instances of sensory language in the excerpt. Students then circulate around the room, finding a partner that has a different idea, and trade examples.

Bubble Map

Name: _____



Climax: _____

Name: _____
Date: _____

Rising Action: _____

Falling Action: _____

STORY MOUNTAIN

Setting: _____

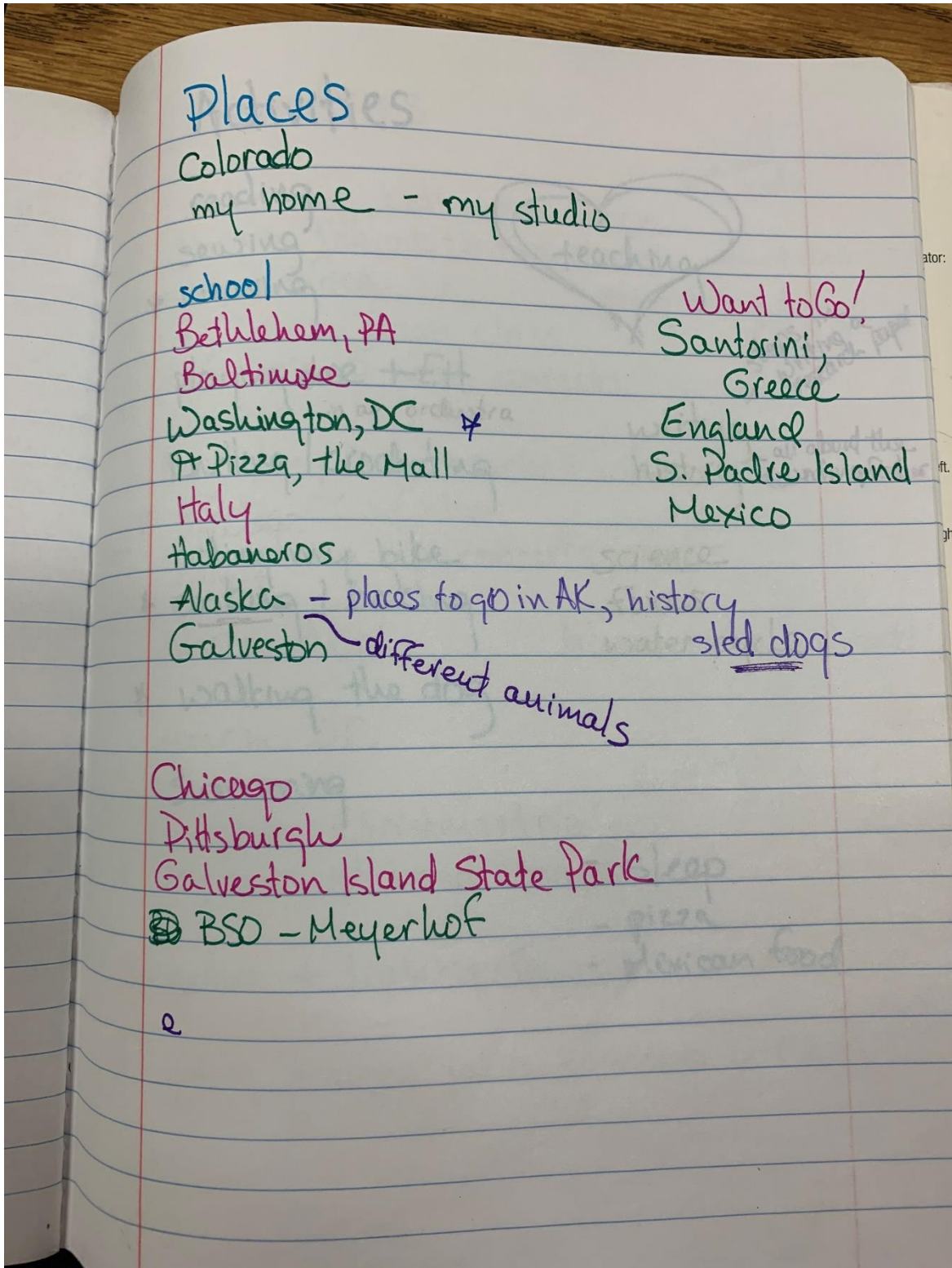
Characters: _____

Conflict: _____

Resolution: _____

Heart Map: Give students a blank heart and have them fill in with words and pictures the events, people, places, and objects that are important to them. Here is my example:

Notebook of Ideas: Students can make lists on separate pages. I use People & Animals, Places, Greatest Moments, Tragedy, Memories, Objects, and Issues. Students add to their lists throughout the year and choose from their ideas when beginning new writing. Here is an example of mine:



Compass Partners

