Unit 2/Week 3

Title: Iditarod Dream

Suggested Time: 3 days (30 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.8, SL.5.1, SL.5.3, RF.5.4, L.5.4, L.5.5, L.5.6, W.5.9

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Even hard tasks can be successfully accomplished with determination, training, and team work.

Synopsis

Dusty Whittemore faces several challenges and below-freezing weather during the Junior Iditarod race in Alaska. He is an experienced racer and knows his dogs well. He uses what he knows about their personalities to his advantage during the arduous race. At the halfway point, after seven hours of racing, he has a significant lead and is able to care for his dogs before the next leg of the race. Two tangles, a snowmobile collision, and a run-in with a moose are no match for the skill of Dusty and his dog sled team. They cross the finish line first, a sweet victory that will replace the disappointment of coming in fourth the year before.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What has Dusty changed from last year to ensure that he will do better in this year’s race? (page 188) | He has gotten rid of his glasses and replaced them with contact lenses (the glasses were coated with ice and he couldn’t see the trail last year). He also has the best dog team he has ever had which will hopefully help him stay on course and not get lost like he did last year. |
| The author calls one of Dusty’s **competitors**, or someone else trying to win the race, “the favorite to win this year.” What does that mean? (page 188) | This competitor, Andy Willis, is generally expected to win the race.  |
| Why is number 6 a good position for Dusty to begin the race in? Use the last few sentences on page 188 and the sentences at the top of page 189 to help you answer this question.  | This position places Dusty only eight minutes behind the lead racer and lets Dusty start in front of nine other racers. (Racers start two minutes apart. There isn’t a number one position, so two minutes times four racers in front of Dusty equals eight minutes. There are 15 racers, so he will be ahead of nine of them.) |
| About how long is the Jr. Iditarod race? How do you know? (page 189) | It is about 158 miles. The text says the race runs 79 miles to Yentna Station, the halfway point. Two times 79 is 158. |
| On page 190, the author uses many words and phrases to show how *tremendously powerful* the small dogs are. What are some of these words and phrases?  | Dusty has to walk each dog from the truck with its front paws off the ground because with all four legs on the ground, they could pull Dusty off his feet. From the picture – it looks like this teenager is good-sized, larger than the dogs. Even when the dogs are “hooked up” to the sled, their excitement makes it difficult to keep them in place – all hands need to be holding them. Dusty’s mother rides on the sled with him to the starting line and keeps her foot on the breaks to help control the sled. Dusty “flies from the start” when the handlers step away after the announcers said, “Go!”  |
|  **On edge** is a phrase that means nervous or tense. What are some of the obstacles on the trail, and why is Dusty *on edge* about them? (page 191) | Snowmobiles use the same trail. Dusty has to cross four roads within 10 miles and the roads are slick. If the team gets hung up or must quickly stop because of one of these obstacles, he or the dogs could get injured, and he could fall behind and lose the race. |
| At the bottom of the first column on page 191, the dog sled was going too fast and crashed into a tree. What does the author mean when he said, “Dusty **stops dead** and can’t believe he didn’t break the sled?” | It means that he was going very fast and after hitting the tree, came to a complete stop. |
| How does crashing into a tree become a positive experience for Dusty? (page 191) | It reminds him to slow down and get control. He then establishes a strong, steady pace and is able to take the lead. |
| How does Dusty help out the dog team on page 191? | He runs alongside the sled when they go up hills. He jumps from the left runner to the right one to steer the sled around tight corners. |
| The dogs run into two snowmobiles and almost a third one on the narrow path on the last paragraph on page 191. How does this **collision**, or crash, upset Dusty’s progress?  | The dogs are stopped on the path and unable to pass so they spin and run in circles, tangling their lines. It takes Dusty five minutes for him to straighten them out and get underway. They almost run into a third snowmobile which causes the lead dogs to “stop dead” and the other dogs pile into them, tangling up their lines again. Dusty is worried that another racer will catch up with him. |
| After the collision with the snowmobile, Dusty sees moose tracks in the snow and his fears “mushroom.” What does this mean? (page 192) | It means he got really worried and his fears multiplied because running into a moose is the musher’s worst nightmare. The moose can attack the dogs (thinking they are wolves) and kill several of them before the musher can frighten the moose away. |
| To get **tangled** means to get twisted around something. Why is a **tangle** a musher’s second worst nightmare, according to the author on page 192? | Getting tangled is the second worst nightmare because the dogs could be injured or strangled when the lines, or ropes, wrap around them. |
| Dusty was *on edge* on the narrow forest trail but feels “relaxed and at home” in the open meadow. Why has Dusty’s mood changed? What from the text tells you that? (pages 192-193)Teacher may want to talk about the phrase “at home.” | On the narrow forest trail, there were many obstacles (and potential obstacles), such as snowmobiles and moose. He had also gotten tangled up twice and thought that others were going to catch up to him. In the open meadow, he can relax and take a break. It is a flat part of the route. He chooses the correct path (where he had gotten lost the year before) and notices that he has a large lead in front of the other competitors – he can see five miles behind him and there isn’t even one racer in sight. |
| On page 193, Dusty reaches a checkpoint and checks on the dogs. Why does he decide to take Annie off the lead? Was the replacement dog a good decision? Why or why not? | Annie kept looking back while running and seemed nervous. He thought that she was still upset from the encounter with the snowmobile. He puts a young dog, Jazz, in her place. He is inexperienced and in a short while, he has to replace him with another dog, Bettie. It isn’t until he replaces Jazz that they are running well as a team again. |
| What in the text tells you that Dusty is sensitive to his dogs and their needs? (pages 192-193)  | During the break at the lake, he greets all the dogs and checks their feet for injuries. He gives them snacks to maintain their energy. He puts booties on their feet to protect them as they run. He changes Annie at the checkpoint because she seems nervous – and then changes Jazz because he is inexperienced. |
| At the halfway point, Dusty has little time to relax because he has several “dog chores.” What are the chores? (page 194) | He ties the sled to a small tree and makes a straw bed for the dogs. Then he fires up his stove to melt snow for water and pours the warm water over the frozen meat to prepare the dogs’ food. After dinner, he checks the dogs’ feet and treats their injuries.  |
| How does the Jr. Iditarod protect the racers and the dog teams? (page 189, 193) | There are rules about carrying emergency food and giving the dogs a certain amount of food during the rest break. Racers must rest their teams and remain at the halfway point for ten hours. |
| What is the **rule of the wilderness** and why is it important? (page 195) | The rule of the wilderness is that everyone helps each other – even though they are competitors. At the halfway point, Dusty doesn’t rest and helps the other competitors build a fire because of the harsh conditions. |
| Why does Dusty leave the halfway point in the dark to finish the last leg of the race? How does he feel about it? (page 195) | Because Dusty has reached the halfway point first, he gets to leave first. He will have to remain there for 10 hours (Jr. Iditarod rule) before finishing the race. He isn’t happy about leaving at 3:30 a.m. because he doesn’t like racing at night – he can’t see the trail markers or nearby moose. He places his trust in his dogs and they become his “only eyes.” |
| When Dusty comes in first place, far ahead of all other competitors, rumors fly that he has mistreated his dogs. How do you know that he has not mistreated them? (page 196)Teacher might want to talk about the phrase “rumors fly.” | When everyone at the finish line looked at the dogs, they saw that the dogs were still strong – barking, jumping, and eager to run further. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | p. 186 – competitors p. 191 – on edge, stops dead, tangle, collision | p. 189 – windswept, swamps, handlersp. 191 – runner, spectators, blind cornerp. 192 – musher, barren, franticallyp. 193 – tributaryp. 194 – bale of strawp. 194 - straggle |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | p. 190 – tremendously powerfulp. 192 – fears mushroomp. 193 – rule of the wilderness | p. 188 – headquarters, headed for victory, position, slotp. 189 – requiredp. 190 –strainingp. 191 – route, pace, overtakesp. 192 – meadow, delay, stranglep. 193 – encounter, inexperienced, eagerp. 194 – ointmentp. 196 - mistreated |

Culminating Task

* It took teamwork, determination, and training to win the Jr. Iditarod. Find three examples in the text of how Dusty’s training has helped him to win the race.

Answer: He knows how to take care of his dogs – he knows how to care for their injuries, prepare their food/water and bedding, and he knows which dogs are best suited for specific tasks (running the trail at night). He looks for signs that they are tired or nervous so that he can rest them or switch their positions in the pack. He knows the trails better and which parts might give him a problem. He also makes sure he has all of the equipment handy. He knows when to help the team (running beside the sled uphill and placing his weight on the right/left runners around curves).

* It took teamwork, determination, and training to win the Jr. Iditarod. How did Dusty show determination throughout the race? Find three examples from the text.

Answer: Dusty overcomes two tangled lines after crashing with the tree and the snowmobile. He changes out the lead dogs (twice) when he notices that they are upset or not leading well. When they stop for the break, he checks the dogs’ feet for injuries. He determines they can continue because they look fresh and are still eager to run. He chooses the right path where he got lost the year before. He puts his trust in the dog sled team when they have to mush at night, even though he is very uncomfortable racing in the dark.

Additional Tasks

* Have you ever accomplished something that was hard to do? What steps did you take to prepare? What training helped you accomplish your task? How was this accomplishment similar or different from Dusty’s?

Answer: Answers may vary.

* On page 191, Dusty and the dog sled come around a *blind corner* and hit two stopped snowmobiles on the narrow path. What does *blind corner* mean? Why was this a good phrase to describe this situation?

Answer: Blind corner is a corner that cannot be seen around. This is a good phrase to describe this situation because Dusty is already on edge about the many obstacles on the narrow trail – so he is ready for anything although he doesn’t know what might await him around that corner.

Note to Teacher

* The questions are designed to not only guide students through the story sequentially, but also to build up to the culminating activity.
* The teacher may want to talk about the phrase “at home,” “rumors fly,” “blind corner,” and other idiomatic phrases.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.