

# World Read Aloud Day

February 16, 2017

**Developed by:**

Annie Kelley—2017 Iditarod Teacher on the Trail™

**Discipline / Subject:**

**Language Arts— Reading and Writing**

**Topic:**

Students can celebrate World Read Aloud Day by enjoying an Iditarod books, and creating their own “quilt” square, along with a short writing piece.

**Grade Level:**

Intermediate Grades—3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>

Easily adapted for Pre-K-2 & 6-8 (see modifications)

**Resources / References / Materials Teacher Needs:****World Read Aloud Day Website:**

<http://www.litworld.org/wrad/>

**Books:**

**Pre-K to 2<sup>nd</sup> Grade:** Kiana’s Iditarod by Shelly Gill

Dogteam by Gary Paulsen

**3<sup>rd</sup> to 5<sup>th</sup> Grade:** Hide Away Husky by Lisa McCue

**6<sup>th</sup> to 8<sup>th</sup> Grade:** Granite by Susan Butcher and David Monson

**Non-Fiction:** Arctic Lights, Arctic Nights by Debbie Miller

For more book suggestions please visit the Iditarod Edu website:

<http://iditarod.com/edu/iditarod-books/>

**Quilt and Writing Handouts****8-Traits of Iditarod:**

<http://iditarod.com/edu/category/8-traits-of-iditarod/>

## **Lesson Summary**

In this lesson students will celebrate World Read Aloud Day by listening to an Iditarod themed book. Students will begin by learning about the 8 traits of Iditarod and then relate the traits to what they have read/listened to. Students will create their own "quilt" square and complete a short writing piece.

## **Standards Addressed: Common Core State Standards**

### CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

## **Learning Objectives:**

1. Students will analyze a character from the story and determine which trait of Iditarod they have exhibited.
2. Students will describe and write about the chosen character in light of the character trait exhibited.
3. Students will visualize a character/scene from the story.

## **Assessment:**

Students will visualize a character/scene from the story and write a descriptive piece to go along with their drawing.

**Procedural Activities**

- 1.) Choose a story to read your class. Become familiar with it before reading it aloud. Explain that your class will be celebrating World Read Aloud Day.
- 2.) Discuss the 8 traits of Iditarod: Innovation, Diligence, Integrity, Team Work, Attitude, Respect, Optimism, Determination. Have students think about these 8-traits while reading the story—for younger grades have them focus on one trait that you select.
- 3.) Read the story.
- 4.) Discuss with your class what traits they saw in the characters in the story. Students will then create their own "quilt" square highlighting one of the traits. The quilt square should include an illustration (visualization of the story), along with the trait.
- 5.) Students will also write a description of their quilt square, along with describing the character in the story and why they chose the trait.
- 6.) You can then create a quilt by putting all the quilt squares together.

**Materials Students Need:**  
**Quilt and Writing Handouts**  
**Iditarod Themed Stories**

**Technology Utilized to Enhance Learning:**

**World Read Aloud Day:**  
<http://www.litworld.org/wrad/>

**Modifications for Special Learners/ Enrichment Opportunities:**

1. Younger grade teachers can have students simply create an illustration based off of the story they read.
2. Upper grades can connect the story to other text they have read. They can also create a comic strip of the story to work on summarization and sequencing.