

# Iditarod Text Features

**Developed By:** Lisa Lange

**Discipline/Subject:** Reading

**Topic:** Nonfiction Text Features

**Grade Level:** Third Grade (Grades 1-2 with modifications)

**Resources/References/Materials Teacher Needs:**

- Nonfiction Text Features Packet
- Construction Paper (12x18)
- Book Snow Dogs! Racers of the North by Ian Whitelaw  
(or another nonfiction Iditarod related book with a variety of text features)

**Lesson Summary:**

Students will use the theme of the Iditarod to create a nonfiction text-feature pamphlet. Students will add different text features to their pamphlets, including photographs, captions, maps, graphs, timelines, glossary, and more. Students will use the internet to research and find the different components to complete each text feature.

**Standards Addressed: (Local, State, or National)**

**CCSS.ELA-LITERACY.RI.3.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**CCSS.ELA-LITERACY.RI.3.5**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CCSS.ELA-LITERACY.RI.3.7**

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CCSS.ELA-LITERACY.W.3.7**

Conduct short research projects that build knowledge about a topic.

**CCSS.MATH.CONTENT.3.MD.B.3**

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

**CCSS.ELA-LITERACY.RI.1.5**

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**CCSS.ELA-LITERACY.RI.2.5**

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

**Learning Objectives:**

1. Students will research the Iditarod to fill in different text features of a pamphlet.
2. Students will write captions for photographs, maps, and diagrams.
3. Students will create a graph representing a piece of data from the Iditarod.
4. Students will use an Iditarod related photograph and add labels to make it a diagram.
5. Students will sequence Iditarod related events onto a timeline.
6. Students will choose five Iditarod related terms and create a glossary.

**Assessment:**

Students have successfully identified and created nonfiction text features. Students have successfully used captions on different text features. Students have created accurate graphs using data from the Iditarod. Students have accurately labeled one photograph creating a diagram. Students have created a timeline placing significant dates in sequential order. Students have correctly identified and defined Iditarod related terms to create a glossary and placed them in alphabetical order.

**Procedural Activities:**

1. Read aloud Snow Dogs! Racers of the North and point out different text features used in the text. Discuss why text features are important and why they help the reader understand the text better.
2. Explain the project to the students. They will be making their own brochure that will include several text features. They will use the internet to do research and find pictures, maps, etc.
3. Once students understand the project, they can begin working. This can be done individually or with a partner, dependent on the teacher's desired outcome.

4. When students find their pictures, they will glue them to the appropriate text feature template and add captions, labels, etc.
5. Once they have all of their text features complete, they will create the layout for their brochure.
6. Give each student or pair of students a sheet of 9x12 construction paper. Have them lay the paper horizontally and fold it one of two ways. They could take the two outside edges and fold them in to meet in the middle, or they could tri-fold it like a typical brochure.
7. Students may organize their text features in any way they wish. Once they have a layout, they can go ahead and glue in their text features.
8. If desired, laminate the finished products to showcase in your classroom library or in the school library.

**Materials Students Need:**

- Copy of Text Feature Templates
- Chromebooks/Laptops/Computers
- Internet Access
- Printer Access
- Construction Paper (12x18)
- Pencils
- Scissors
- Glue

**Technology Used to Enhance Learning:**

- Internet Searches
- Website: [www.iditarod.com](http://www.iditarod.com)

**Other Information:**

- The read aloud is quite a long book so I would choose 3-4 pages with a variety of text features to showcase.
- If computers and a printer aren't available, students could draw their own text features (photograph/illustration, graph, diagram).

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

- If a student will struggle individually on this project, he/she could be paired with another student to work as a team. Another option would be to give them a specific

website to use to find their information rather than doing internet searches, so the amount of information is less overwhelming.

- Students who need enrichment could find and create other text features not included in the packet. (index, table of contents, etc.)