

\_\_\_ People of the Iditarod \_\_\_\_\_  
(Title of Lesson)

**Developed by: Liz Feller**

**Discipline / Subject:**

ELA

**Topic:**

Questioning the Text

**Grade Level:**

3-5

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

**Materials and Equipment:**

Stephanie Harvey: Lesson 7 of Stephanie Harvey "Questioning the Text"

Coding the Text bookmark: ? for I wonder. , I don't understand, This puzzles me, or I have a question.

Notice and Note: Tough Questions

**Resource: The Comprehension Toolkit : Ask questions Strategy 3 cluster**

**Technology Resources Needed:**

Internet access, computers (desktop or laptop)

**Background/Preparation:**

The teacher will need to prepare a list of Iditarod's notable people, websites and texts of Iditarod people appropriate to the age group. (There should be more people available to choose from than there are students.)

The teacher will want to preview any websites students will be using for research, and link them directly onto a webpage or online tool such as [Trackstar](#). This website is a free resource for instructors to organize and annotate Web sites for use in lessons.

**Lesson Summary:**

Students develop an understanding of what it means to be a notable person by investigating notable people of the Iditarod. Students will read biographies with a focus on finding answers to open ended questioning. Students should be able to relay the person's achievements/life accomplishments, challenges and other information that the student researched about. Students research variety of notable Iditarod competitors using teacher-selected websites and Internet databases. They will either print or record information on various individuals. The teacher will help students locate a relevant biography on their reading level. Students read their biography and gather important facts about their person. Students use the answers to these written questions to complete about their person.

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

1. W.3.8 recall information from experiences or gather information from print and digital source; take brief notes on sources and sort evidence into provided categories.

Knowledge: recognize print and digital sources, gather information from print and digital sources, and provide brief notes from sources.

Reasoning: Sort evidence from sources into provided categories

Learner outcomes: third grade students are required to research a topic on their own.

Locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher.

Students know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources such as graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.

2. L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

3. Social studies standards:

- Social Studies Content Standard 4 - Time, Continuity, and Change  
Performance Level Descriptors

a) identify different social groups and their interactions;

b) identify how an event could change the future;

c) identify tools and technology

- Social Studies Content Standard 6 -Technology, Literacy, and Global Connections  
Performance Level Descriptors

a) Choose an appropriate inquiry process to locate information from a variety of sources;

b) Use digital tools to research, design, and present social studies concepts.

c) Explain the differences between primary and secondary sources.

4. National Core Arts Standards:

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.

[nationalartsstandards.org](http://nationalartsstandards.org)

**Learning Objectives:**

1. Students will understand that being notable means solving a problem in a new way.

Students will understand that notability can come in various forms and can be shown in many types of work.

2. Students will know... (knowledge)

Students will know how to ask and answer questions to understand the text.

Students will know that when questions are in their mind they can gather text clues to answer questions.

Student will know that the answers to their questions can be found by rereading, reading on, and inferring.

Students will know that they can investigate outside the text to find answers to questions.

Students will know how to choose online sources and how to select the information they need from each source.

Students will know how to link the new information they learn online with offline sources such as graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.

3. Students will be able to ... (action)

*Ask and answer questions by gathering text clues, rereading, reading on, inferring, and investigating outside the text.*

*Research and interpret information about notable people in the twentieth century time period.*

*Explain the reasons why their chosen notable person can be described as notable.*

**Assessment:**

Method of assessment for learning

Formative Assessment:

Using the question frame starter organizer students will develop questions for their chosen person.

In groups students will create a found poem based off of multiple reading of definition of notability. The found poems will be displayed throughout the unit.

## Procedural Activities

### 1. Day 1

**Hook** - I will dress and perform as Libby Riddles. As students enter the room They will see I have dressed up as Libby Riddles. I will introduce myself as Libby the first woman to win the Iditarod in 1985. I will talk as though I am Libby performing a biographical monologue for my students. I will then ask the students what they learned about my performance and what kind of processes I had to go through to develop my performance.

This will lead into a class discussion about the Notability of people throughout the history of the Iditarod.

**Activity:** Students will be given multiple definitions of notability. In small groups they will create a found poem and share their poems. Poems will be displayed throughout this unit.

**Conclusion:** As we progress we will be reading biographies of notable people from the Iditarod. You will have an opportunity to focus on note taking of important information in the text. You will note key events that occur in the subject life.

Generate a list of key questions; considering Who, Where, when, why, and what.

### 2. Day 2

#### **Materials:**

Stephanie Harvey: Lesson 7 of Stephanie Harvey "Questioning the Text"

Coding the Text bookmark: ? for I wonder. , I don't understand, This puzzles me, or I have a question.

Notice and Note: Tough Questions

#### **Resource: The Comprehension Toolkit : Ask questions Strategy 3 cluster**

Our goals will be the following:

We want to be able to ask questions as we read and understand that good readers question the text.

As readers we need to stop and notice when our questions are answered.

As readers we want to recognize that not all of our question are answered when we read.

#### **Lesson:**

Explain the questioning strategy:

Questioning is the strategy that propels readers on. Thinking about questions helps readers understand what they read and pushes their thinking further. Active readers wonder about all sort of things as they read. They ask questions to learn new information, to clarify confusion, and

to understand the text. Certain genres prompt more questions than others. Nonfiction fill us with wonder about the real world. We teach students to think about the questions they have as they read, to search for answers, and to recognize that some questions are answered in the text and some are not. Asking questions helps readers monitor their comprehension and think more deeply about their reading.

**Connect and Engage:**

I want to share a personal story with you before we begin our lesson today and it is about questions. When I was growing up and was going to school at your age, I didn't know that as a reader I could actually have my own questions about what I was reading. I thought that the teacher was the one who asked the questions and we as the readers were supposed to be the ones answering them. How do you feel about that? Talk to your neighbor about whether or not you have questions in your head as you read or if you think you are supposed to answer the questions that the teachers ask.

I was like many of you. I did have questions, but I ignored them. But what I want you to know is that your questions are important, and actually the most important. In fact the most important questions are the readers' question. To be really great readers, we need to be asking a lot of questions.

Do you think I had to ask questions when I was preparing for my performance for you yesterday?

I did. When you are an active reader you will wonder about what is going to happen, or about the content, what a word might mean. What are some things you wonder about when you read? Are you ever confused and wonder about the confusion? When we merge our thinking with the text, we often have questions. As you connect to the text you will find you have questions. So let's focus on this questioning strategy.

Today, I am going to show you the question I have when I read. Some may be answered in the text and some may not. As I read, I will notice when my questions are answered because those answered questions give me new information and help me better understand what I read. But I also know that some of the most interesting questions are the unanswered ones. Unanswered questions are best to talk about later. As I read today, I want you to notice what I am doing to comprehend what I read and how my questions help me understand.

**Model/activity:** As I read the title of this book, *The Mary Celeste*, I already have a question. What is the mystery? As a matter of fact, it was that question that made me want to read the book. If I didn't wonder about what was on the front cover, I probably wouldn't have picked up the book. So I am going to write my question on my Key Question graphic organizer. I bet as I continue to read I will find the answer to the question.

Lead group to focus on questions that start with the key words: Who, What, When, Where, and why in order to keep their questions interesting and specific as well as "thick"

Read page by page, as reading occurs add questions to the organizer. If questions are answered fill in accordingly.

Look back and find that some were not answered, So now I will look back in the text and look for some clues in the text and see if we can answer any of my questions. Do not finish reading the book.

Have students share a few additional questions they may have. Continue reading to see if their questions are answered.

Read on as students can jot down questions on post it notes and add those questions to anchor chart. If the question is answered draw a line under the question and answer the question.

After reading the book have students share in groups any other questions that they may have had and share if they were answered or not.

### **Conclusion:**

Great work today, we learned that good, active readers ask questions about all sorts of things as they read. Then they think about ways to answer those questions. We discovered that some questions are answered directly in the text and some are not. Those unanswered questions are part of what makes reading interesting. This helps us to talk to each other about our unanswered questions to get a better understanding of the story or topic. Don't forget some of the ways we discovered to answer our questions; we can reread, check the pictures, check the dictionary, or ask a friend. All of these strategies can help us when we are trying to answer our questions.

Thank you all for working so hard today. What I would like you to do before tomorrow is to practice what we learned here today on your own or independently. So when you are reading on your own later this week, I want you to think about how asking questions helps you understand what you read. Think about the questions you have, paying attention to whether or not they are answered. Jot them down on sticky notes. If you find an answer to your question, draw a line and write the answer under the question. When you finish your reading, place your sticky notes in your notebook and write the name of the website or text at the top of the page, so we will know where these questions and answers came from. I will collect these tomorrow to review how you are doing with questioning.

### **3. Day 3**

Read to Discover Answers:

**Resource:** The Comprehension Toolkit: Ask questions Strategy 3 cluster.

**Hook:**



Today we are going to focus on asking authentic questions as we read. The key being “*as we read.*” (Write this statement on the board). Authentic questions are those questions that we really wonder about and don’t know the answer to so we find out!

We will be reading about a topic that you all be reading about independently. As readers we will have questions before we start to read too. I will tell you right now a little about what we are going to read about today. We are going to read about Rick Swenson who was also another notable person of the Iditarod. Rick was 42 years old, Rick has won the Iditarod five times. Some of you may know a little about Rick Swenson. Turn and talk for a moment and share something you know, or maybe something you wonder about this person.

I heard many of you talking about what you already know, or asking questions about him. This is great- as you know it makes a lot of sense to think about what we know or before we begin reading. We also ask questions before reading, too. Let’s hold this thinking for a minute and brainstorm what we might do to answer some of our questions. Turn and talk about any ideas you have for what we do when we try to answer a questions. Who has an idea?

Example answers: You can look in a book to find the answer. You can read on and find the answer to our question.

Exactly when we read, we gather more information. Sometimes our questions are answered when we read on, just like when we read the Mary Celeste. Remember how we moved the post it with our questions to the place in the text that answered it? I’ll jot this strategy on our anchor chart. I’ve called it strategies for Answering questions. Does anyone have another suggestion?

We can talk to a friend and share what we know. We can also share background knowledge. We have to think about what we know. We can also get more information from someone who know a little more than we do. Now what should we do if we have a question that we are really wondering about and the book doesn’t say anything about it. Any ideas?

Get another book from the library. Research other sources. Find a text online.

Let’s try using some of the strategies you suggested to answer our questions. I’ll monitor my thinking to keep track of what I understand, or don’t understand. Questions help me do that.

We will keep track of our questions on the board. You also have a copy. In the first column we’ll write our questions, in the second on we will write our answer, and the third column we’ll write the strategy. I will start writing. Be thinking of your questions.

--Demonstrate how to find answers by reading on

That sentence made me stop and wonder. I am wondering. . . I’m going to write down a quick question here. But let’s keep reading to see what happens.

Well that didn’t take long to find that information. Now that I have read on. And I found the information to my question. I will write my answer up here on the board. I will also add that I answered my question by reading on in the text.

--Demonstrate how to answer questions by inferring and margin thinking with clues

I noticed clue words They allowed me to figure out, or infer, the information.

Now let's review the strategies we've used to answer questions. We've read on to find the information in the text, talked with someone, used and shared background knowledge, and used clues from the text to infer our answers. Who has a question we could try.

Student "I'm still wondering. . .

I still don't understand. . . etc.

These are interesting questions! Let's go back and try to answer the question some of you are wondering about: Invite students to practice inferring to answer questions.

**Closure:**

You all have done a thoughtful job of answering your question. Let's review our strategies briefly. Remember to keep looking at our anchor chart to remind you of all the strategies you can use to answer questions. As you discover information about your person you will be able to create your own questions and find answers to them.

**4. Day 4-5:**

**Hook:**

Introduce the students to the collection of articles and biographies in which they will choose from that celebrates the life of a notable person. Today students you will be choosing your notable person from the Iditarod to practice your question asking skills with. I will briefly discuss each person. You will then be able to come up to the front of the classroom and choose your person.

**Lesson/Activity:** Introduce each chosen person briefly and let students choose.

Now that you have your person. Let's get ourselves organized by reviewing our questioning techniques. Each of you will be able to ask questions before you read and during your reading. As these questions come to mind, I want you to jot them down on a sticky note and put the sticky note on that page of your text with your question written out on it and the question mark that symbolizes that you are wondering about. If you find the answer to it, I want you to write the answer onto your sticky note and an exclamation mark which tells me that you are understanding.

**Activity:** Begin reading texts and filling out Questioning Organizer.

**Closure:** Over the next few days you will continue answering your questions and then we will start putting this into the brochure you will be presenting.

**5. Day 6-7**

**Activity:** Give student's time to research any unanswered questions.

#### 6. Day 8

**Activity:** Hand out the brochure template for students to transfer their found information about the person they are researching. When they complete that section, have them complete the "me" portion of their brochure. Explain that the "me" portion of the brochure is to be completed using information about them the student and not their Iditarod person they are researching. This will be used during their presentation when they are asked to compare/contrast themselves to the person they selected to research.

**Closure:** Tomorrow you will be adding portraits of you and the person you have researched as a final piece to your brochure.

#### 7. Day 9

**Activity:** Students complete their brochure adding portraits of their person and themselves to the brochure.

Have students practice their presentation with a partner before closing.

**Closure: Tomorrow we will present.**

#### 8. Day 10

**Activity:** Present brochures.

Ask questions leading the students to compare and contrast themselves to the person they researched.

**Closure:** We now have an excellent collections of a notable person of the Iditarod. You have learned so much about questioning and digging deep. You have shown that you can ask and answer questions by gathering text clues, rereading, reading on, inferring, and investigating outside the text. You have researched and interpreted information about a person and explained reasons why the chosen person can be described as notable. You have even gone so far as to compare/contrast their lives to your own. Excellent job you are well on you way to becoming excellent readers and researchers.

#### **Materials Students Need:**

Questioning Organizer completed by hand by student or if teacher chooses digitally recorded.

Collection of links to websites for research

Access to a collection of articles and biographies on People of the Iditarod

Brochure template

**Technology Utilized to Enhance Learning:**

Websites focused on people of the Iditarod.

Applications such as Word and PowerPoint to use when organizing and presenting information.

OneNote or other sharing site where students can collect and share their progress.

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

Students highlight three to five key events in the person's life. Have students combine multiple questions on one slide. Allow students to create a five slide ppt. with the last slide showing the key events in the person's life. Have students cite their sources properly.

Students can produce their brochures on Word and include additional photos and captions.

**Special Learners:**

Students who are able to complete project steps can be "peer helpers" for those needing assistance. They can collaborate with other students and assist them in deciphering research that is important to that which is not as relevant to this project.

With the assistance of teacher, students can explore websites with audio and visual clips on [Iditarod.com](http://Iditarod.com) Mushers page.