

BCSCR



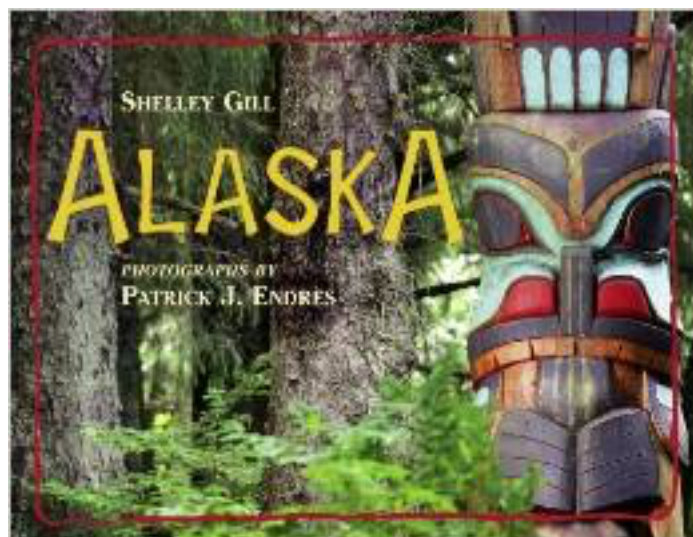
Building Communities that  
Support Children's Reading

Texas

# ALASKA

By Shelly Gill

RL 5.6



**5th Grade – Informational Book**

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The Three Rivers Education Foundation  
<http://threeriverseducationfoundation.org>  
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BCSCR



Building Communities that Support Children's Reading

The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

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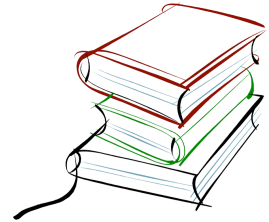
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<b>4th</b>	<b>Blast into the Past - Fiction</b>	<b>Blast into the Past - Informational</b>
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
<b>5th</b>		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am Civil War
5.6	Julie of the Wolves	Alaska
<b>6th</b>		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles

<b>4th</b>	<b>Exciting Excursions - Fiction</b>	<b>Exciting Excursions - Informational</b>
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
<b>5th</b>		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
<b>6th</b>		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map

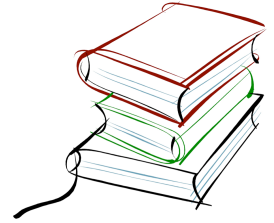
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# Synopsis

## ALASKA



If you've never been to Alaska, then you don't know what you've been missing. Explosive volcanoes, extreme climates, massive mountains, shimmering northern lights, and dog-mushing races are just some of the sights you'll find in the union's largest state. Cheechakos (outsiders) are welcome, as this book blending poetry and humor. Come explore our 49th state's history, culture, wildlife, and geography.

# Vocabulary

## ALASKA



**Collide** - to hit something or each other with strong force : to crash together or to crash into something

**Molecules** – the smallest possible amount of a particular substance that has all the characteristics of that substance

**Electrons** - a very small particle of matter that has a negative charge of electricity and that travels around the nucleus of an atom

**Protons** - a very small particle of matter that is part of the nucleus of an atom and that has a positive electrical charge

**Spindly**- long and thin and usually weak

**Fjords** - narrow part of the ocean between cliffs or steep hills or mountains

**Receding** - to move away gradually; to become smaller or weaker

**Lured** - to cause or persuade (a person or an animal) to go somewhere or to do something by offering some pleasure or gain

**Folly** - the lack of good sense or judgment; a foolish act or idea : foolish behavior

**Scoffing** - to laugh at and talk about someone or something in a way that shows disapproval and a lack of respect

**Migrate** - to move from one area to another at different times of the year

Name: \_\_\_\_\_



# Notepad

## ALASKA

**Areas**

**Notes**

Land Forms	
Animals	
Seasons	

Living in Alaska	
Cheechako Tips	



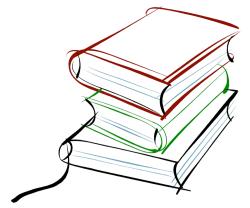
# High Level Questions

## ALASKA

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. What would you recommend visiting first when going to Alaska?
2. How would you justify oil production in Alaska?
3. What would happen if the seasons never changed in Alaska?
4. Why do you think the purchase of Alaska was called “Seward’s Folly”?
5. Compare the people of your state to the people of Alaska.
6. What kind of activities would you do during the months the sun never comes up?
7. Imagine you have moved to Alaska. Defend your choice of living in a rural isolated area or an urban area.
8. Which photograph in the book made the greatest impression on you and why?
9. Compare summer where you live to summer in Alaska.
10. What questions would you ask an Alaskan Native?





# Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

# Choice Board

## ALASKA



<p>Chorally read through the poem with another person. Summarize the main ideas.</p>	<p>Create a Venn Diagram comparing characteristics discussed in the book Alaska to what Julie of the Wolves experienced.</p>	<p>Create a poster explaining the differences between Alaska and your state, drawing on information from multiple sources.</p>
<p>Create a brochure to encourage others to visit Alaska.</p>	<p>Write down segments of poems from both Alaska and Julie of the Wolves. Which do you like better and why?</p>	<p>Use other resources to help solve the problems on the attached Real Life Math table.</p>
<p>Create a PowerPoint about the Cheechako tips.</p>	<p>Write a paragraph discussing how the use of photographs complimented Alaska and why there were no photographs in Julie of the Wolves.</p>	<p>Interview 3 people outside school about what they know concerning the Exxon Valdez. Present your findings in an oral presentation to members of the class.</p>

# Real Life Math

## ALASKA



Problem to Solve	My Answer	Resources I Used
<p>Choose a location in Alaska and a day of the year. How many hours of daylight are there? What is the difference between there and where you live on the same day?</p>		
<p>Choose one of the types of whales found near Alaska. What do they weigh in pounds and in kilograms? Compare that weight to the weight of a car your family owns.</p>		
<p>Compare the size of Alaska with your state. How many times larger is Alaska?</p>		
<p>What is the time difference between Juneau, Alaska and where you live? How long would it take you to fly there?</p>		

# Choice Board

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# Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.

# RAFT Matrix

## ALASKA



Role	Audience	Format	Topic
William Seward	Government	Speech	Why buy Alaska from Russia
Gold miner	Mother	Letter	What life is like in Alaska
Alaska Native	School children	Song	Our traditions
Alaskan Huskie	Alaskan Animal	Cartoon with 4 sections	How my life is different from yours



# RAFT Matrix Rubric

**STUDENT NAME:** \_\_\_\_\_ **NOVEL:** \_\_\_\_\_

**Accuracy** 5 4 3 2 1  
Information is accurate and supported with specific details from the novel.

Comments:

**Role** 5 4 3 2 1  
The writing is credible in the role assigned.

Comments:

**Format** 5 4 3 2 1  
The proper format was used.

Comments:

**Conventions** 5 4 3 2 1  
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

**Creativity** 5 4 3 2 1  
Writing shows imagination and originality.

Comments:

Assessment Guide  
5 = Above and Beyond  
4 = Meeting Standard  
3 = Working to Standard  
2 = Developing  
1 = Incomplete

# RAFT Matrix



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Role	Audience	Format	Topic





# College & Career Readiness

## ALASKA

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

### **Kid friendly writing rubrics and checklists Grades 3-6**

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

### **Background on Iditarod**

<http://iditarod.com/race/2015/mushers>

<http://iditarod.com/teachers/students/>

[http://teacher.scholastic.com/activities/iditarod/activities/index.asp?article=be\\_a\\_musher](http://teacher.scholastic.com/activities/iditarod/activities/index.asp?article=be_a_musher)

### **Background on Alaska**

<http://alaska.gov/kids/learn/facts.htm>

<http://alaskafacts.facts.co/alaskafunfactsabout/alaskafactsforkids.php>

### **How to Become a Dog Musher**

<http://www.princesslodges.com/blog/index.php/alaska-activities/how-to-train-your-dog-and-musher-for-the-iditarod/>

<http://adventure.howstuffworks.com/5266-cool-jobs-iditarod-musher-video.htm>

### **Video**

<https://www.youtube.com/watch?v=MfDrHd6eijI>

<https://www.youtube.com/watch?v=nRnOoHCwhEY>

# Iditarod Facts

The Iditarod is the world's most famous dog sled race. It is an annual race that starts on the first Saturday of March in Anchorage, Alaska and ends in Nome, Alaska. The annual race crosses the Alaska Range and Kuskokwim Mountains range. See the fact file below for more information about Iditarod.

- The Iditarod is known as the “Last Great Race on Earth.”
- It is a race over 1150 miles of the roughest, most beautiful terrain Mother Nature has to offer.
- It takes place in Alaska with temperatures that reach far below zero, and with winds that can cause a complete loss of visibility. The long hours of darkness and treacherous climbs also make this race very difficult and dangerous.
- In 1925, part of the Iditarod Trail became a life saving highway for Nome, Alaska. The city was stricken with diphtheria and serum had to be brought in. Dog mushers and their faithful hard-driving dogs were the ones to get the medicine through to Nome.
- The race begins in Wasilla, Alaska. The race route is alternated every other year, one year going north through Cripple, Ruby and Galena, the next year south through Iditarod, Shageluk, Anvik. It ends in Nome where a hero's welcome is the custom for racers 1 through 61 who finish.
- The mushers compete for \$69,000 and a new truck.  
Each musher can have 16 dogs that they must care for and feed throughout the race.
- The race lasts between 9 to 15 days. It takes place the first Saturday in March.
- The Iditarod is named after the Iditarod Trail that the race takes place on. Iditarod is an Indian name meaning ‘clear water’.

There are certain pieces of equipment each team must have. The musher must have an arctic parka, a heavy sleeping bag, an ax, snowshoes, musher food, dog food and boots for each dog's feet to protect against cutting ice and hard packed snow injuries. When the mushers pull into each checkpoint at night, the very first thing they do is care for and feed their dogs.

# Career Opportunity – Environmental Scientist



Environmental scientists and specialists analyze samples of air, water, and other substances to identify and assess threats to people and the environment.

## Quick Facts: Environmental Scientists and Specialists

<b>2012 Median Pay</b>	\$63,570 per year \$30.56 per hour
<b>Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	None
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2012</b>	90,000
<b>Job Outlook, 2012-22</b>	15% (Faster than average)
<b>Employment Change, 2012-22</b>	13,200

## What Environmental Scientists and Specialists Do

Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment and human health. They may clean up polluted areas, advise policy makers, or work with industry to reduce waste.

## Work Environment

Environmental scientists and specialists work in offices and laboratories. Some may spend time in the field gathering data and monitoring environmental conditions firsthand. Most environmental scientists and specialists work full time.

## How to Become an Environmental Scientist or Specialist

Environmental scientists and specialists need at least a bachelor's degree in a natural science or science-related field for most entry-level jobs.

## Pay

The median annual wage for environmental scientists and specialists was \$63,570 in May 2012.

## Job Outlook

Employment of environmental scientists and specialists is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists.

# Where in the World?

## Map of 2014 Iditarod Race



## Comparing Alaska to the Lower 48 States



# Research Simulation Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.	The student response demonstrates <b>no comprehension</b> of ideas by providing <b>inaccurate or no</b> analysis and <b>little to no</b> textual evidence.
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear</b> reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</li> <li>is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> coherence, clarity, and cohesion;</li> <li>uses language that demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

# Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• <b>is effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>• demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• <b>lacks</b> coherence, clarity, and cohesion;</li> <li>• use of language demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>