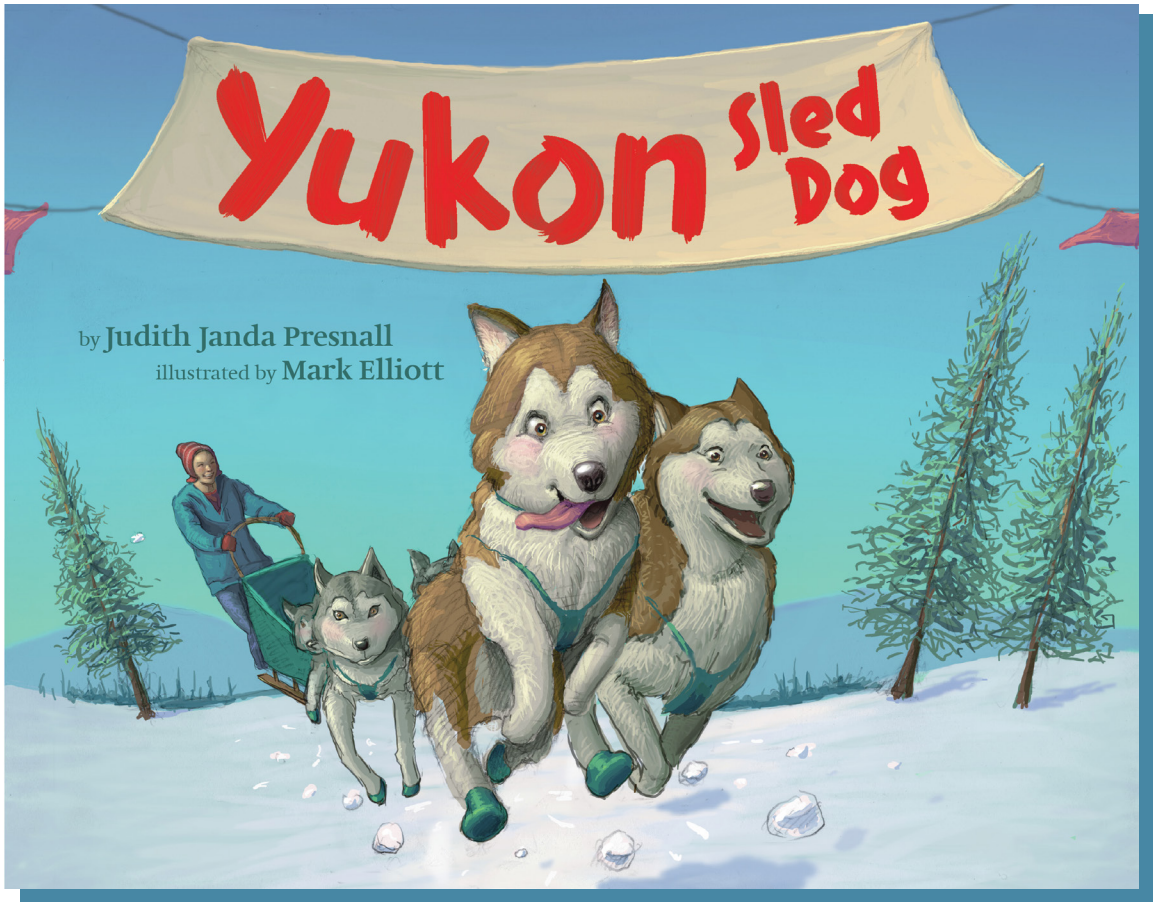


Classroom Guide

Yukon: Sled Dog is a story about a tough little dog in a tough environment. Yukon is the only female puppy in her litter, and she is going to show everyone that she has what it takes to lead the team. Yukon and her brothers are trained to be sled dogs by Roberta, who teaches them how to pull ice sleds in the snow. The dogs work hard and train in very difficult conditions. Yukon proves she is the best sled dog in the litter when she leads the team in their first race.

In *Yukon,* Presnall shows how hard work pays off and how it takes a special combination of strength, obedience, and endurance to be a great sled dog. *Yukon* allows students to explore an environment and a subject they may not be familiar with. Working dogs have been a part of humanity since prehistory. Many children have been exposed to dogs, but *Yukon* explores another side of man's best friend.

Pre-reading Questions

1. **Do you have a pet?**
2. **Does your pet have a job?**
3. **What is a sled?**
4. **Can animals be trained to do jobs?**
5. **Can dogs understand humans?**
6. **What animals can learn tricks?**
7. **What is a litter?**
8. **Have you ever been in a race?**
9. **How do you prepare for a race?**
10. **What is a musher?**

The questions above will set the stage for reading *Yukon: Sled Dog* and introduce your students to some of the concepts in the book.

Alaska Background Discussion:

CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.SL.1.4
CCSS.ELA-Literacy.SL.2.1 CCSS.ELA-Literacy.SL.2.4
CCSS.ELA-Literacy.SL.3.1 CCSS.ELA-Literacy.SL.3.4

Use the questions above to introduce the students to background information on sled dogs, Alaska, and the Iditarod Trail Race.

Key Points:

- Discuss the difference between pets and working animals. Link to a student-friendly website on working animals:

  http://www.sphumane.com/wp-content/uploads/Working-Animals.pdf

- Compare the climate and weather of Alaska to where you live. Links to info on Alaska:

  http://www.alaska.gov/

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

- Compare animals that live in Alaska to the animals where you live. Link to a website about the wildlife of Alaska:

  http://www.alaskawildlife.org/animals/more-animals/

- Compare dog sled races and the Iditarod to sports that are popular where you live. Link to more information on the Iditarod:

  http://iditarod.com/

Pre-reading Geography Lesson:

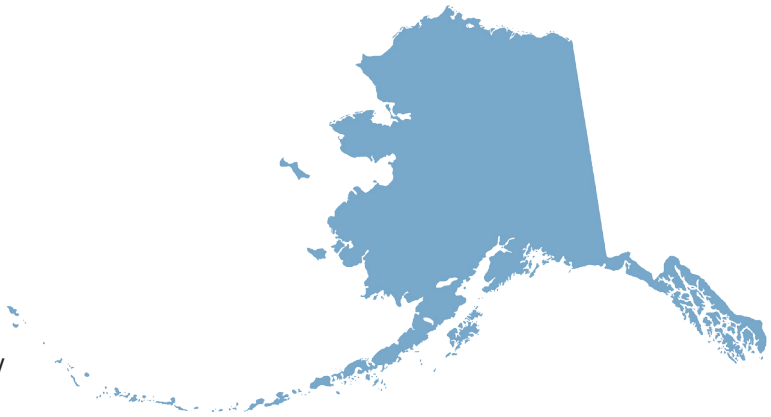
CCSS.ELA-Literacy.RI.1.6 CCSS.ELA-Literacy.RI.2.10
CCSS.Math.Content.2.MD.A.1 CCSS.Math.Content.3.MD.B.4

Have your students familiarize themselves with Alaska and the Iditarod with a map lesson.

1. Use a North American map to lead the students in finding the location of both your class and Alaska.
2. Have them complete a blank physical map of North America with the following:
   a. Bodies of water
   b. Mountains
   c. Neighboring countries
   d. Cities – Your city, capitols and start and stop point of the Iditarod.

   Printable map of North America:
   http://www.eduplace.com/ss/maps/pdf/n_america_nl.pdf
3. Have your students measure the size of Alaska and compare it to both the size of your state and the US as a whole.

   Printable maps of the US:
   http://www.eduplace.com/ss/maps/usa.html



Post-reading Geography Wrap-up:

CCSS.ELA-Literacy.W.1.3 CCSS.ELA-Literacy.W.2.3
CCSS.ELA-Literacy.W.3.3

1. Discuss the length of the Iditarod Race (1049 miles in 10 to 17 days).
2. Use a modern map to show possible locations 1049 miles away from your classroom.
3. Discuss some of the physical barriers that would affect travelling that distance on foot.
4. Writing exercise:
   a. Each student will write three journal entries about the race.
   b. The first will be the beginning of the race.
   c. The second will be the middle of the race.
   d. The final entry will be the end of the race.

Dog Sled Art/Dough Lesson:

CCSS.Math.Content.1.NBT.A.1 CCSS.Math.Content.2.NBT.A.3 CCSS.Math.Content.3.MD.A.2

Students will create their own three-dimensional dog sled with their classroom-made dough.

Dough Materials (per batch/color):

2 cups all-purpose flour

2 tablespoons vegetable oil

½ cup salt

2 tablespoons cream of tartar

1 ½ cups boiling water

A few drops of food coloring

1 mixing bowl

1 large spoon

1 measuring cup

Recipe Directions:

1. Have students measure out and mix the flour, salt, cream of tartar, and oil in the bowl (for younger grades mark and label whole numbers and halves on your measuring cup).
2. You will add the boiling water.
3. Stir continuously until the dough becomes sticky.
4. Let students add the food coloring (a few drops in each batch).
5. Allow dough to cool (3 - 4 minutes).
6. Remove dough from bowl and knead it for a couple of minutes until it is no longer sticky, adding flour if necessary.
7. Store dough in a plastic container or plastic ziplock bag.

After making your dough and letting it cool, provide the students with a variety of craft materials and help them make a sled and a dog. I recommend popsicle sticks and toothpicks to help keep the sleds stay together. Place the sleds in a safe warm location and let them harden overnight.

My Pet Brainstorming/Writing Lesson:

CCSS.ELA-Literacy.W.1.2 CCSS.ELA-Literacy.W.2.2 CCSS.ELA-Literacy.W.3.2

Students will write about a pet they have, have had in the past, or would like to have one day. Give each student two sheets of paper, one for drawing and one for writing. Have each student draw a picture of their pet using crayons, colored pencils and/or markers. Each student will pair up with another student and brainstorm for words to describe their pet. Each student must come up with 5 -7 descriptive words which they will write down around the picture of their pet. Using their descriptive words, each student will write a paragraph about their pet.

Which is warmer?

CCSS.ELA-Literacy.W.1.8 CCSS.Math.Content.1.MD.C.4
CCSS.ELA-Literacy.W.2.8 CCSS.ELA-Literacy.RI.2.3
CCSS.ELA-Literacy.W.3.8 CCSS.ELA-Literacy.RI.3.3

Students will examine three different materials (cotton, polyester, and wool) to determine which would keep them warmer in the snow. Students will conduct an organized experiment using socks, ice, and a timer to evaluate which material will keep them the warmest.

Materials (per group):

3 small ziplock baggies

Ice cubes (Please ensure the ice cubes are uniform and stay in a cooler or freezer until it is time for the experiment.)

3 socks; 1 cotton, 1 polyester, and 1 wool (or alternative materials)

1 stopwatch

1 experiment handout per group member (see below)

Procedure:

1. Split the students up into groups of 3-5.
2. Give each student an experiment handout.
3. Have each student take turns feeling the socks and putting them on their hands.
4. Each student will then create a hypothesis of which sock they think will be the warmest.
5. Students will take a turn placing an ice cube in a ziplock bag.
   a. They will place their bagged ice cube into the sock and hold it in their hand.
   b. Another student will start and stop the stopwatch.
   c. The student will hold the sock with the ice firmly and call out stop when they feel the ice melt completely.
   d. Each student will record the time it took their ice to melt.
6. Students will continue the experiment until each has completed a round with each sock.
7. Students will compare their information and then write a summary and a conclusion to their experiment.

Which is Warmer?

My hypothesis

Student Name:	Melt Time-Cotton	Melt Time-Polyester	Melt Time-Wool

Summary:

Conclusion:

Common Core State Standards connections for *Yukon: Sled Dog* and Classroom Guide:

Grade One Standards

CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which the students name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.3 Write narratives in which the students recount two or more appropriately sequenced events; include some details regarding what happened; use temporal words to signal event order; and provide some sense of closure.

CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points: how many in each category, and how many more or less are in one category than in another.

CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Grade Two Standards

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which the students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.2.3 Write narratives in which the students recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.Math.Content.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.Math.Content.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Grade Three Standards

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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.Math.Content.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

CCSS.Math.Content.3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

This guide was created by Chris Valcarcel, Educational Consultant, and Jennifer Messinger, Graphic Designer.

Free Kids' Activity Guide with a crossword and maze also available on Amazon.com: **http://amzn.to/177RGQ6**

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