

MAX, THE ZAMBONI DRIVER

By - Lise Hawkins and Ivor Sinfield

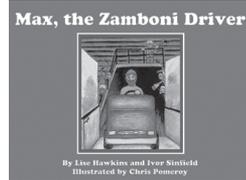
Illustrated by - Chris Pomeroy

Genre - Recount - Procedural

Set 14 - 200 Words

Building Anticipation – Setting the Context

Try to videotape a clip of a Zamboni in action from television hockey or another program on ice sports. Introduce the word *Zamboni* and see if anyone knows what it is. The Zamboni was invented by a man named Max Zamboni, which is how it got its name. It is a machine used to clean the ice on a big skating rink.



Ask students if they have ever gone skating in an arena or big rink. Talk about what happens to the ice after many people have skated on it. Think about a big rink for a hockey game or skating competition and why it's important that the ice is smooth. Ask students if they have ever skated on a frozen lake or pond. *How is it different from skating on a rink?*

Introduction

Tell the children: *This is a story about a man named Max who drives a Zamboni.* Picture walk the entire book to ensure that students understand the concepts and any other unfamiliar technical words. Then state the purpose for reading: *Now read the story yourselves so you can learn about how a Zamboni works.*

Discussion – Book Talk

Together with the students, take time to discuss each step in the process of cleaning a rink. Discuss the process with the students.

Ask: *Why do you think Max has to shave the ice off first? Why does he spray cold water and then hot? What happens to the water when it is sprayed on?*

Three level questions that can be used are as follows. After experiencing three level questioning in set 13, many children will be able to tell you what kind of question it is.

- Find the sentence that tells how the skating rink looks when Max is finished with it.

- Find the sentence that tells how Max knows he will have a big job to do today. Ask students if they can think of a *right there* question.
- Why does Max need to put warm clothes on?
- Why do you think the first job is to shave the ice off the top of the rink?
- What happens when the hot water is sprayed on the rink?
- Why do you think it's important for the ice to be smooth?
- Invite students to think of a *think and search* question. Remind them that these questions often start with why.
- Why do you think Max has an important job?

Creative Response – Independent Practice

Children can:

- write a procedure entitled, *How the Zamboni Works.*
- look up the Zamboni web site to find more facts about Zambonis. www.zamboni.com
- create an invention. The Zamboni was an interesting invention to help clean the ice for skating. Children can make up an invention to help do another job, like cleaning their bedroom.
- look at the compound sentences in the story that use the word *and*. Create some compound sentences like: *Max wakes up and eats his breakfast. Max puts his warm clothes on and walks out to his car.* Use the sentence organizer on the reproducible master.

Read Aloud Connections

Hockey by Laurie Wark and Scot Ritchie, Kids Can Press, 2002.

Sam the Zamboni Man by James Stevenson, Diane Publishing, 1998.

The Magic Hockey Stick by Peter Maloney, Dial Books for Young Readers, 1999.

The Moccasin Goalie by Ray Brownbridge, ORCA, 1995.

Z is for Zamboni: A Hockey Alphabet by Matt M. Naper, Sleeping Bear Press, 2002.

| Learning about Language – Focused Teaching | | |
|--|---|--|
| High Frequency Words | climb, still, clean, starts, off, working | Look on the word wall or in books for these words. |
| Word Families and Letter Clusters | <i>cl</i> blend - clear, clean | Make lists of other words that have the letter <i>l</i> in the initial blend - <i>pl, gl, fl, sl etc.</i> |
| Structural Features of Words | Zamboni - talk about words that come from people's names. | Tell students about words like Braille and sandwich. Invite students to ask their parents about words that come from people's names. |
| Text Features | Compound sentences | There are a number of sentences in the story that combine two ideas with the word <i>and</i> . Find them together. |

Sentence Combining

Join the sentences with the word **and**, **but** or **so** like this.

The children want to skate. The ice is covered with snow.
The children want to skate but the ice is covered with snow.

Max gets up. He eats his breakfast.

It is snowing outside. Max has a big job to do.

The children are waiting. Max has to work fast.

The children are happy. They thank Max.
