

THE HOCKEY GAME

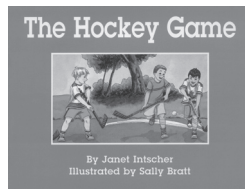
Written by - Janet Intscher

Illustrated by - Sally Bratt

Set 7 – 119 words

Building Anticipation – Setting the Context

Engage the children in a discussion on playing hockey at their house, rather than on ice. Talk about safe places to play and safe equipment to use. Let children talk about their favorite hockey teams to build excitement about the story. Ensure that the conversation includes some hockey terms like *shot*, *scored*, *goal*, and *net*.



Introduction

Introduce the book by showing the cover and saying: *This book is called 'The Hockey Game'. Nick and Tom play hockey with their friends in the driveway.* Give each child a book. The children can locate familiar words to build their confidence for reading.

Have the children turn to pages 2 and 4. Talk about the equipment that is used in hockey and build interest by looking at the team shirts in the illustration. Have children locate the words *shot*, *goal*, and *scored* on pages 8 and 10 after predicting initial and final consonants or blends. The children can confirm their predictions by checking the text.

After a few moments for an independent book walk, ask children to read the text independently to find out who won the game. Observe the children as they read and see what strategies they are using. This observation will help you place each child in an appropriate group.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask: *Who won the game?* Have the children refer back to the text on page 15 and 16 and ask: *How can both Tom and Nick say, 'I did!'* Ask the children to explain how this can happen. *How do you think Tom and Nick feel after the game?*

Responding Creatively – Independent Practice

Children can:

- make a hockey dictionary using words from the book and other terms they know.
- make a poster advertising an upcoming hockey game that can be held during physical education or play time. Include the names of the teams, the date, the time, and the place.
- with a partner, talk about the way the game is played. If the children have seen a procedural text modeled in the classroom, they could write the procedures for playing hockey.
- use the venn diagram on the reproducible master to compare street hockey to ice hockey.

Read Aloud Connections

No Girls Allowed, by Stan and Jan Berenstain, Random House, 1986.

Horris and Morris but Mostly Dolores, By James Howe, Atheneum Books, 1999.

Learning About Language - Focused Teaching		
High Frequency Words	it's, was, who, out <i>Hb</i> - hockey, he	Place these and other known high frequency words on word cards in the pocket chart. Children sort the words by length.
Letters and Letter Clusters	<i>w</i> - was, went <i>st</i> - stick <i>sb</i> - shot Nick, lick, sick, brick, Dick, pick	Find a letter or blend children need to learn and brainstorm a chart of words that begin that way.
Onset and Rimes and Word Families	<i>ck</i> - Nick	Use movable letters to make new words from the rime <i>ick</i> . Record the words made.
Word Endings	<i>ed</i> - picked	Select a word ending. Find words that feature that ending and write them in a list.
Compound Words		Review familiar concepts.
Contractions	it's	Read around the room to find this word.
Text Features	Bold font - I	Demonstrate to children how to read expressively emphasizing the bolded text. Encourage children to read with expression independently.
Poetry Links	<i>It's - My Shadow</i>	Feature this poem for shared reading. Have children mask all the high frequency words they know. The high frequency word shown is found in the book as well as the poem.

Venn Diagram

Compare and discuss the things you need to play street hockey and ice hockey.

