

# EVERYONE SKATES

By - Jan Wells

Illustrated by - Brock Nicol

Genre - Recount, Explanation

Set 19 - 443 Words

## Building Anticipation - Setting the Context

Have students listen to the music, *The Skaters Waltz*. Find it on the website:

<http://www.fullerswood.fsnet.co.uk/waldteufel.htm>

Brainstorm a list of sports that students associate with the music. Once skating has been identified, talk about other sports that happen on ice. Mention that hockey is a popular sport. Find out what the students know about hockey.

Use a KWL chart to summarize their knowledge and their questions about hockey. Bring out the idea of the NHL (National Hockey League) and the Stanley Cup. Use the sports section of a newspaper to read the standings of the NHL teams. Survey the class for favorite teams. Construct a bar graph. Look for information on figure skating competitions.

## Introduction

Discuss the following phrases: *hockey mad, He shoots! He scores! skating and dancing to the music in the moonlight; spins around the rink*. Tell students they are going to read a story about two boys who love hockey. Have students read to discover how a hockey rink was made. Then have them read to find out why the author called the story, *Everyone Skates*. When you read the title, stress the word *everyone*.

## Discussion - Book Talk

*Right there questions:*

What are the steps in making a rink?

When does Dad spray water on the yard?

Why did he choose that time?

Why couldn't Kevin and his brother sleep that night?

What did they see?

*Think and search questions:*

Why do the boys want Sue on their team?

Why do you think the parents were skating at night?

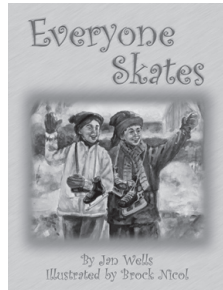
How do you know the rink is for everyone?

*On your own questions:*

Why do you think there needs to be a second layer of water before anyone can skate on the rink?

Why did the author bold the sentences, *He shoots! He scores!*

Can you think of other places and events that are for everyone?



## Creative Response – Independent Practice

*Art*

Have students do a pastel and wash picture of skating or hockey. Using a Venn diagram, brainstorm and categorize action words for hockey and skating. Paste these diagrams beside the paintings.

*Retelling*

Reread pages 4-6. Make a list of the procedural words used to show how something is done, i.e., *first, then, after that, at night* etc. Talk about how procedural words make a retelling clear. Using the sentence beginnings on the reproducible master, have the students retell the procedure for making a rink.

*Research*

Research the rules of hockey and the equipment used. Have students write about one of the positions they would like to play and why?

*Writing Workshop*

Review procedural words. Have students think about something that they do everyday that requires steps. Ask them to use procedural words to explain how to do something. Examples include, make your bed, brush your teeth etc.

## Read Aloud and Poetry Connections

*Come Skating*, poem by Shel Silverstein in *A Light in the Attic*, Harper Collins, 1981.

*Hockey – Basics for Beginners* by Lousie Wark and Scott Ritchie, Kids Can Press, 1994.

*My Leafs Sweater* by Mike Leonetti, Raincoast Books, 1998.

*That's Hockey* by David Bouchard and Dean Griffiths, Odra, 2002.

*The Best Figure Skater in the Whole Wide World* by Linda Bailey, Kids Can Press, 2003.

*The Magic Hockey Stick* by Peter Maloney, Dial Books, 1999.

## Related Website

<http://www.flint.lib.mi.us/fpl/resources/icehockey/sweater/sweater.html>

## Learning about Language – Focused Teaching

High Frequency Words - turns, path, passes, join, hear

Interest Words - hockey, rink, Stanley Cup, puck, goalie, skating, shoots, scores, music, moonlight

Word Families and Letter Clusters - *ump* family: lumps, bumps

Structural Features of Words - Sequential words: first, then, next, after, last, finally - Compound words: everyone, asleep, moonlight, goodbye

Text Features - Bold print: **He shoots! He scores!** - Speech bubble:

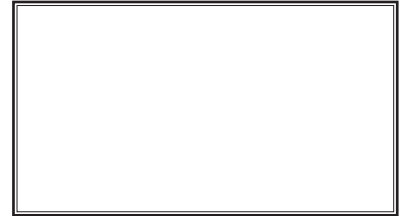
*Hockey is best.*

## Reproducible Master - Everyone Skates

Use the information on pages 4, 5 and 6 to retell how to make a rink.  
Draw a small picture to go with each sentence.

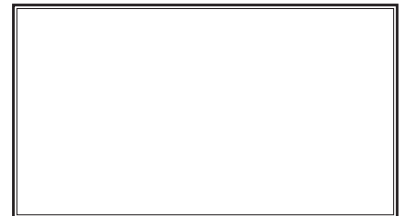
First \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



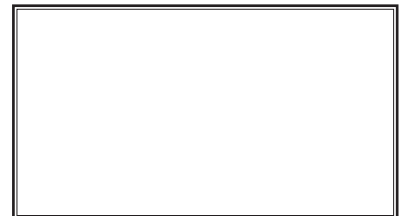
Then \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



After that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



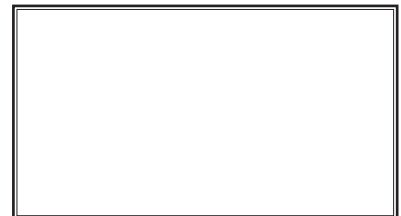
At night \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



In the morning \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



At last \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

