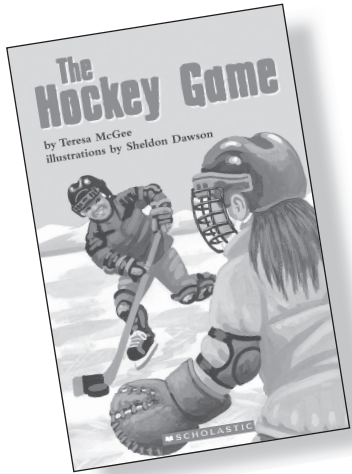


# The Hockey Game



*Written by Teresa McGee*

*Illustrated by Sheldon Dawson*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** D

**Summary:** A boy and girl enjoy playing hockey together. Tom likes to skate and shoot the puck, while Nina likes to play in net and stop the puck.

**Word Count:** 50

**High-frequency Words:** *and, I, in, it, like, play, the, to*

## Text Supports

- ▶ repetitive language
- ▶ illustrations highly supportive of text

## Possible Text Challenges

- ▶ dialogue (quotation marks)
- ▶ challenging vocabulary (*hurray*)

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ inferring

### Working with Words

- ▶ using picture and context cues to predict unfamiliar words
- ▶ using beginning sounds to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ synthesize: summarize to provide a brief account of the story
- ▶ make inferences
- ▶ use picture cues to predict unfamiliar words
- ▶ use beginning sounds to read unfamiliar words

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### **Activating and Building Prior Knowledge**

#### **Predicting**

Show students the front and back covers of the book. Ask, *What do you think the story is about?* Record students' responses on chart paper or the chalkboard, using one or two words for each idea. Read the title and the author and illustrator's names.

#### **Making connections: text to self**

Engage students in a discussion about playing hockey. Ask, *Do any of you play hockey? Tell us about it.* Ask how they feel when they play hockey. As they share their answers, write a list of the feelings they mention. It may be helpful to some students for you to include simple sketches beside these words, e.g., a smiling face beside the word *happy*.

#### **Inferring/visual literacy**

Turn over the book and read the text on the back cover. Draw students' attention to the illustrations there and ask, *What do these pictures look like?* If students don't have any idea, ask, *Has anyone ever seen a hockey card?* If possible, have some hockey cards available for students to look at. Then discuss how the pictures on the back cover have been framed to look like hockey cards. Say, *I wonder why Tom and Nina have their pictures on hockey cards.*

#### **ESL Note:**

Some students may be unfamiliar with the vocabulary associated with the game of hockey. Make a copy of the picture on pages 2–3. Label each of the items: *net, stick, puck, skates, helmet, gloves, and pads*. On small cards, make a second set of these words. Students match the cards to the labels on the picture.

### **Overcoming Text Challenges**

#### **Word solving and building**

Distribute copies of the book to students and take a picture walk through the pages. Discuss what is happening in each picture. Tell students that, as they read, they can look at the illustrations to help them solve words and understand what is happening in the story.

Ask, *What might Tom say when he scores a goal?* When students tell what they think Tom might say, point to the word *hurray* on page 11 and model how to use letter cues across the word to solve it. Reinforce to students that this strategy is one way to approach unknown words. Tell them that they made a prediction based on the context, and then they figured out if they were correct by checking the letter cues.

#### **Print concepts**

Draw students' attention to the quotation marks on pages 9, 11, and 12. Discuss the purpose of this punctuation.

### **Setting a Purpose**

#### **Synthesizing**

Say, *When you're done reading, I want you to be able to tell me what the book is about.*



## DURING READING

Observe and listen to students as they read. Take the time to hear one or two pages read individually by each child. Note any problem-solving strategies they use or areas that give them difficulty. Prompt them by reminding them of reading strategies, e.g., *What would make sense here? Do the pictures give you a clue?*

If students finish reading before others, ask them to reread the story and draw a picture of themselves or their friends playing hockey.



## AFTER READING

### Predicting/synthesizing

After students have finished reading, engage them in a discussion about what happened in the book. Refer students to the notes you made earlier about what they thought the subject of the story would be. Ask, *Did the pictures on the front and back covers help us to predict what the book would be about? Did the title?*

### Inferring/making connections: comparing

Ask, *How did Tom and Nina feel when they played hockey? Did they enjoy their game?* With students, compare what they say about Tom and Nina's feelings to the list you made earlier about students' feelings when they play hockey.

### Word solving and building

Discuss any words that posed problems for students. Ask them what they did to solve these words.

Praise the strategies that you observed in action, e.g., *I liked the way Amir figured out the word net. He looked at the picture and thought about the first letter, "n". He thought about what would make sense, sound right, and begin with the letter "n". That's something that good readers do.*

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### Synthesizing/sequencing

#### **What Happened in the Story**

Give students copies of the BLM and have them summarize the story by drawing a picture in each of the four boxes to show the events of the story. Encourage them to write about their pictures.

#### **Action Words**

With students, find the action words in the book: *play, shoot, skate, stop, and like*. Record these words on chart paper or the chalkboard. Give students examples of other ways to use these words in a sentence. Then invite students to think of their own sentences that include these words. Students can share their sentences orally with a partner.

# What Happened in the Story

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

1.

2.

3.

4.