



VICTORY ON ICE THE STANLEY CUP STORY

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TEXT TYPE: Non-fiction: Description—Timeline
GUIDED READING LEVEL: S

SUMMARY: Hockey is an integral component of Canadian culture. The Stanley Cup, one of the most famous and prized awards in professional sports, plays a big part in the obsession with the country's national pastime. A timeline of the trophy's history, along with fascinating facts and interesting anecdotes and rumours about the Cup, are presented in this selection.

TEXT FEATURES

- foldout format
- timeline
- headings
- text boxes
- bullets
- enlarged first letter starting some text sections

VISUAL LITERACY

- photographs
- hockey logos

TEXT SUPPORTS

- timeline's sequential order
- some text is self-contained
- familiar topic to many students

POSSIBLE TEXT CHALLENGES

- text layout
- large amount of information
- letter written by Lord Stanley in 1892 (i.e., writing style and language)

FOCUS COMPREHENSION STRATEGY

- making connections: text to self, text to text, text to world

FURTHER COMPREHENSION STRATEGIES

- sequencing
- self-monitoring
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Graffiti strategy
- discussing with a group
- sharing ideas
- dramatization of Cup moment (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: using context and dictionaries to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- connect information to their own experiences
- connect information to other texts
- connect information to knowledge about the world
- understand the function of a timeline
- check and adjust their own strategy use
- evaluate author's choice of presentation

ASSESSMENT TOOLS

Select from the following:

- Making Connections Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Self, Text to Text, and Text to World

Activate and build prior knowledge

- Begin the session with the Graffiti strategy (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*). Divide students into groups. Give each group a piece of chart paper with a statement or question associated with hockey (e.g., ‘What is the best thing about professional hockey?’ ‘Why is professional hockey so popular in Canada?’). Give groups a set amount of time to brainstorm and record all they know about the topic on the chart paper. When time is up have each group move to the next piece of chart paper. Each group brainstorms and records information on the topic on the chart paper in front of them. Continue rotating groups until each has had an opportunity to work on all topics/questions. Have groups return to the piece of chart paper they started with and do the following: read the information on the chart, group related ideas and delete repeated ones, come to a consensus on the main points related to the topic, and select a group member to share the information with the whole reading group.

ESL NOTE: You may choose to bring in some artifacts or hockey memorabilia, such as photographs, picture and reference materials, and so on. You may also want to further discuss what is meant by ‘professional hockey’ and the Stanley Cup for the benefit of ESL students.

Text Features and Evaluating

Introduce supports and challenges

- Present the front of the text to students and show the title. Unfold the text and ask, *Why do you think the author decided to present the information as a foldout?* Provide students with the opportunity to offer their responses. Ask if they think another form would work better for presenting this information. As a group, discuss the pros and cons of presenting the material in this way.

Sequencing and Text Features

- Ask students, *What is the purpose of a timeline? How does the way it organizes information help us understand the topic?* Provide students with the opportunity to discuss the questions. Ensure that they are aware a timeline is a way to show events or activities as they occurred over a period of time. Inform them that timelines can contain pictures and/or words, dates, they can highlight important events or happenings, and can be organized and presented vertically or horizontally for ease of reference. Ask, *Why do you think the author decided to use a timeline to look at the Cup’s history?*

Self-monitoring and Sequencing

- Although this text is shorter, it contains a large amount of information. Encourage students to share strategies for dealing with large amounts of information in a shorter text like this. Ask, *Is it important to read this text in a particular order? Can we read any sections on their own? Think about what you want to find out and what strategies might help you sort through all of this information.*

Language Predictability

Making Connections: Text to Self, Text to Text, and Text to World

Making Connections: Text to Self, Text to Text, and Text to World

- As a group, read the letter written by Lord Stanley in 1892. Inform students this style of writing was common in formal letters of the time. Highlight the word ‘Dominion.’ Ask students to share strategies to solve the meaning of the word (e.g., considering context or using a dictionary) if they have difficulty recalling its meaning. Do the same for the word ‘elicit.’ Despite the different writing style and word choices, students should understand the message communicated in the letter.

Set a purpose for reading

- Remind students of the connections they made to hockey during the Graffiti activity. Review the types of connections readers can make with a text: text to self, text to text, and text to world. Provide students with sticky notes and ask them to place each of their stickies by an example of a part of the text where they have made a connection as they read. Remind students the connections must be relevant and appropriate (they must help them make sense of the text), and must be labelled according to which type of connection is made.

Provide for early finishers

- Any students who finish early can discuss the connections they made with another early finisher.

DURING READING

Monitor reading

- Assist students requiring help by providing them with appropriate prompts: *Does this section remind you of something you know already? Does this part of the text remind you of something you’ve experienced or seen on TV? Does this remind you of something you’ve read about in another book, magazine, or even a trading card?*

Observe

- Make observations on your assessment tools. (See the Making Connections Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Have students share the connections they made while reading the text with the whole group.

Check on outstanding challenges

- As a group, discuss any challenges students experienced. Your observations will help you work out what some of these challenges are. Ask, *Is the foldout timeline format still a challenge? Is the amount of information presented tricky to navigate?*

Note successful strategy use

- Point out that successful readers sometimes associate information from the text they are reading with personal experience. Explain a successful text connection you observed, e.g., *Ella made a great text to self connection. Under the section '2008' it is stated that Daniel Cleary was the first player from Newfoundland to have his name on the Stanley Cup. Ella was visiting her grandparents in Harbour Grace, Newfoundland and Labrador, when Daniel Cleary brought the Cup back to his home town of Harbour Grace. Ella had her picture taken with Daniel and the Stanley Cup. Ella, what a great story and wonderful example of a text to self connection!*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

- Ask students to write a report about their own connections from the reading. The report should contain three headings: 'The Stanley Cup and Me,' 'The Stanley Cup and Another Text,' and 'The Stanley Cup and the World.' Under each heading students should write two or three paragraphs elaborating on the connections they made while reading the text.
- Ask students to write a brief report on the history of the Stanley Cup. Students should provide at least one rough draft of the report as well. The draft(s) and report should be organized under three headings: 'The 1800s,' 'The 20th Century,' and 'The 21st Century.' Under each heading students should write two or three paragraphs on notable highlights of the Cup's history during that time period.

Artistic

- Ask students to draw a logo to represent the Stanley Cup. Students should think about its history and importance to the game of professional hockey and to hockey fans worldwide when designing the logo.

Oral/dramatic

- Invite students to work in groups and pick a time or event they feel was important in the history of the Stanley Cup. Ask them to write a scene to represent it. They must decide on characters, dialogue, and the nature of the presentation (e.g., comedy, dramatic) to represent their selection. Students can act the scene out for the whole group.

Making Connections: Text to Self, Text to Text, and Text to World

Sequencing

Synthesizing

Synthesizing and Evaluating