



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 1,009

Book Summary

Every year, hockey fans from around the world anticipate the battle for hockey's greatest prize: the Stanley Cup. The road to the Stanley Cup is long and difficult but is well worth it for fans and players alike. The Stanley Cup has a long-standing tradition rooted in Lord Stanley of Preston's inspiration upon seeing his first hockey game in 1889. For more than a century, players have skated, scored, saved, checked, and fought for the chance to win this beloved prize.

Book and lesson also available at Levels U and X.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions
- Identify author's purpose
- Identify titles as proper nouns
- Homophones

Materials

Green text indicates resources that are available on the website.

- Book—*The Stanley Cup: Hockey's Greatest Prize* (copy for each student)
- Chalkboard or dry-erase board
- Poster paper
- KWLS / ask and answer questions, proper nouns: names of titles, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: **defense** (n.), **goalie** (n.), **period** (n.), **playoff** (n.), **puck** (n.), **season** (n.)

Enrichment: **conference** (n.), **quarterfinals** (n.), **semifinals** (n.)

Before Reading

Build Background

- Ask students to name professional sports and record their responses on the board. Point out that a professional sport is one in which the players are paid to play and make a living this way. Ask students to name professional sports teams in your area. Explain that many big cities have several professional sports teams. Discuss with students why cities have professional teams.

Lesson Plan *(continued)*

The Stanley Cup: Hockey's Greatest Prize

- Write the word *season* on the board and read it aloud to students. Invite students to share what they know about the word *season* as it relates to sports. Explain to students that many sports are only played during a certain part of the year. For example, professional baseball is played from the spring through the summer and into the fall. Ask students to share what they know about various sports and the duration of the season. Point out that many seasons end with teams competing to see who is the best. Explain to students that they will be reading a book about the Stanley Cup: a prize earned by the best hockey team at the end of the season.
- Create a KWLS chart on the board and hand out the [KWLS / ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic.
- Discuss with students what they already know about hockey and the Stanley Cup. Record this information in the *K* section of the chart on the board. Have students complete the same section on their worksheet.
- Ask students what they would like to know about the Stanley Cup. Have them fill in the *W* section of their worksheet. Write their questions on the class chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers help themselves to understand what they are reading by asking questions before and during reading and by searching for answers while they read. Discuss with students how interacting with the text by asking and answering questions will help them understand, enjoy, and remember what they read.
- Model how to ask questions:
Think-aloud: When I read a book, I am constantly asking questions as I read. Even before I start the book, questions come to mind that I want the book to answer. The cover of the book and the table of contents provide clues about the text and help me to form questions even before I begin reading. As I look at the cover of this book and the table of contents, I have several questions that come to mind such as Who is Lord Stanley? What is the Legend of the Octopus? Why did Coach Lester fill in for an injured goalie? I will record these questions in the W section of the chart. As I read, I will look for answers to these questions. I will record the answers I find in the L section of the chart.
- Have students look at the other section titles. Have them write any questions they have on the basis of the cover and table of contents in the *W* section of their KWLS / ask-and-answer-questions worksheet.
- Have students preview the rest of the book, looking at the photographs and diagrams. Invite students to read through the glossary. Have them add any additional questions they might have on their worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Review or explain that an author has a purpose, or a reason, for writing a book. The author's purpose can be to inform, entertain, or persuade the reader. Write the words *inform*, *entertain*, and *persuade* on the board.

- Explain that to *inform* means to give the reader information about a topic. To *entertain* means to amuse the reader, and to *persuade* means to convince the reader to feel or act a certain way. Point out that readers can determine the author's purpose by considering how they are affected by the text.
- Encourage students to give examples of their own writing where they have informed, entertained, or persuaded the reader. Point out that writers most often have more than one of these three purposes for writing and sometimes have all three. Explain to students that writers provide clues to readers that will help them figure out the author's purpose.
- Read page 4 aloud to students. Model how to identify the author's purpose.
Think-aloud: *When authors write, they have a reason, or a purpose, for writing their book. They want to inform us, entertain us, or persuade us. After reading page 4, I think the author of this book wants readers to learn facts and information about the Stanley Cup and is doing so in an entertaining manner. I think the author's purpose for writing is both to entertain and to inform. Sometimes authors write for all three purposes, so I will keep reading to see if he also wants to persuade us.*

Introduce the Vocabulary

- Write the following story-critical words on the board: *defense, puck, playoff, period*. Write each of the words listed on the board on separate sheets of poster paper and hang the posters in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the chart paper. Rotate the groups and have them repeat the process with the remaining words.
- Have students work with their groups to locate the words in the book. Remind students that in this book, as in many nonfiction texts, the vocabulary words are in boldface print. Invite students to observe the photograph or text feature on the same page as the vocabulary word and read the sentence containing the word. Have groups create a definition for each word on the basis of its content.
- Review all four words as a class. Read the students' definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

Set the Purpose

- Have students read to learn more about the Stanley Cup. Remind students to consider the author's purpose for writing as they read the book.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Remind them to look for information about the Stanley Cup that will answer the questions on their KWLS / ask-and-answer-questions worksheet. Encourage those who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their worksheet that were answered and write any new questions that were generated.

- Model answering questions using details from the text to complete the *L* section of the KWLS chart. **Think-aloud:** *As I read the first sections of the book, I was sure to pause and see whether I came across any answers to the questions I recorded in the *W* section of the KWLS chart. I wanted to know about Lord Stanley and how he is connected to the Stanley Cup. I learned that Lord Stanley was the Governor General of Canada from 1888 to 1893. In 1889, he saw his first hockey game and fell in love with the sport. He decided to create a trophy that would be given to the top team. The cup was made in 1892. The Stanley Cup is named after Lord Stanley. I will record this information in the *L* section of the KWLS chart. I also wanted to know about the Legend of the Octopus and why Coach Lester filled in for a goalie on his team. So far, I have not found the answers to these questions. As I read, I will keep these questions in mind and look for answers. A new question I have from reading pages 4 through 6 is Which team has won the Stanley Cup the most? I will record this question in the *W* section of the chart and look for an answer as I continue to read. Creating new questions as I read helps me understand and stay engaged with what I am reading.*
- Have students write answers to the questions they circled on their worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Invite students to record any new questions in the *W* section of their worksheet. Have them share these questions with the class.
- Review the three purposes an author can have for writing a book. Remind students that to determine the author's purpose, they need to examine the details of the book and consider the effect they have on the reader. Have students discuss with a partner the details they learned from pages 4 through 6.
- Invite students to consider and to discuss the author's purpose. Remind them that an author may have more than one purpose for writing. Point out that they will need to read the entire book to fully understand the author's purpose but that it is important to pause while reading to consider the purpose.
- **Check for understanding:** Have students read pages 7 through 12. Have them write any answers they found while reading in the *L* section of their worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 7 through 12. Write shared responses on the class KWLS chart.
- Have students share new information and details from the text that support their thoughts about the author's purpose. Invite students to state whether they think the author is writing to inform, persuade, or entertain the reader. Be sure students can use evidence from the text to support their response.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS / ask-and-answer-questions worksheet questions and to think about examples that are evidence of the author's purpose. Encourage them to add new questions they might have to their worksheet as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Discussion:** Discuss with students how stopping to ask and answer questions while reading helps them to understand and remember the text.

- **Think-aloud:** *After reading the book, it is time for me to review all of the questions I formulated while reading and to consider whether I have found answers to these questions. I learned that in 1928 during a Stanley Cup final game, the New York goalie was injured and there was no one to take his place. Coach Lester Patrick had never played goalie before but stepped in and took the injured goalie's place. During the game, he only let in one goal. I will record this information in the L section of the KWLS chart. I also wanted to know about the Legend of the Octopus. I learned that in 1952 during a Detroit Red Wings game, a couple of fans threw a dead octopus onto the ice to represent the eight wins Detroit would need to win the Stanley Cup. Detroit ended up winning that year, and so the octopus was seen as good luck. Now, the Detroit Red Wings start every home game with an inflatable octopus out on the ice. I will record this information on my chart. Finally, I wanted to know which team has won the Stanley Cup the most. I did not find the answer to my question in this book, so I will record it in the S section of my chart because it is information I would still like to know.*
- Ask students to share questions they added to their KWLS / ask-and-answer-questions worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the L section of their worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm to think of other sources they might use to locate additional information to answer their questions. Invite students to fill in the S section of their worksheet with information they would still like to know about the Stanley Cup.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share additional details about hockey and the Stanley Cup from the book. Ask them to consider the effect these details had on them as readers when considering the author's purpose. Have students discuss with a partner the author's purpose for writing this book. Remind students that an author may have more than one purpose for writing.
- Ask students to share examples of places in the text where they were informed and places where they were entertained. Point out that an author often uses particular word choice or style to make the writing entertaining. Ask students to identify examples of the author's writing that are entertaining.
- **Enduring understanding:** How is the Stanley Cup similar to prizes won in other professional sports? How is it different?

Build Skills

Grammar and Mechanics: **Proper nouns: Names of titles**

- Review or explain that a *noun* is a *person, place, or thing*. Write the following sentence on the board: *The winner will play in the National Hockey League playoff finals.* Underline the words *National Hockey League* and have students discuss why *National Hockey League* is capitalized. Point out that it is capitalized because it is the title of a specific league. Explain to students that names of specific people, places, and things are *proper nouns* and therefore should be capitalized.
- Write the following sentence on the board: *Every season, players have one goal in mind: winning the Stanley Cup.* Ask students why *Stanley Cup* is capitalized. Explain or review that this is an example of a proper noun, which names a specific thing and therefore is capitalized. Point out that a common noun for *Stanley Cup* might be *prize*, but because this is the name of a specific prize, it is a proper noun and must be capitalized.



Check for understanding: Have students work with a partner to locate and circle all of the proper nouns that are titles for specific people, places, or things. Have students share their findings with the class.

Lesson Plan *(continued)*

The Stanley Cup: Hockey's Greatest Prize

- **Independent practice:** Introduce, explain, and have students complete the [proper-nouns-names-of-titles worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Homophones**

- Have students turn to page 4 and read the fourth sentence of the paragraph: *He dashes to the blue line and without warning—crack!—blasts the puck into the net.* Write the word *blue* on the board. Ask students to suggest a definition for the word *blue*.
- Write the word *blew* on the board. Ask students how this word is different from the word *blue* (it is spelled differently; it has a different meaning). Explain or review that two words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Have students read the last sentence on page 4 and identify the word *one*. Write the word *one* on the board. Have students suggest a definition for the word *one*. Ask students if they know another word that sounds the same but is spelled differently and has a different meaning from the word *one*. Write the word *won* on the board, and have students offer a definition and use the homophone in a complete sentence.



Check for understanding: Have students turn to page 5 and reread the page. Ask students to locate and circle at least three homophones present on page 8 (*through/threw, four/for, bel/bee, too/two*). Have students turn to a partner and discuss the meaning of each of these words. Then, have students use each homophone in a complete sentence.

- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, have students share their responses.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader asks and answers questions then reflects on the answers while reading.

Extend the Reading

Writing Connection

Review with students the proper format for writing a friendly letter. Inform students that they will be writing a letter to a NHL hockey player. Provide students with a list of players and the position they play. Discuss with students what they might include in their letter including information they gained from the text. Encourage students to include some of the questions from the S section of the KWLS chart. Have students work in small group to brainstorm to generate ideas for their letters. Have each student complete a rough draft and peer edit another student's letter. Once students have completed a final copy, have them share their letter with the class.

Social Studies Connection

Discuss with students that many major cities in the United States and in Canada have a hockey team. Have students read through the text and find the names of as many teams as possible. List these hockey teams on the board and locate each city on a map. Explain to students that they will be working with a partner to research a hockey team. Provide research materials for students including Internet access as well as printed materials. Point out to students that they must include historical information about the team, the names of star players, exciting moments in the history of the team, as well as whether the team has won the Stanley Cup. Have each group create a brief report and a poster including photographs, timelines, and so on. Invite each group to share their findings with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Monitor students to determine if they can

- consistently ask and answer questions to comprehend the text during discussion and on a worksheet;
- accurately identify the author's purpose in text and during discussion;
- correctly identify titles as proper nouns in the text and on a worksheet;
- accurately identify homophones in the text and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**