

Key Question

Why is the Stanley Cup the greatest prize in hockey?

Vocabulary

Academic vocabulary: *compete (v.), instance (n.), record (n.), series (n.), several (adj.), ultimate (adj.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



Story words

- *check (v.), goalie (n.), playoff (n.), puck (n.), slap shot (n.), sudden death (n.)*

Enrichment words

- *benched (v.), conference (n.), deficit (n.), dynasty (n.), quarterfinals (n.), semifinals (v.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Stanley Cup: Hockey's Greatest Prize*, level X.

Ask and answer questions

Before reading, have students work in small groups to write one question they have about the book, on the basis of the covers, on a sticky note. Write the questions on the board for all the students to see. After reading, allow time for students to tell which of their questions were answered. Invite them to cite the evidence in the book that supports their answers.

Text features: Table of contents

Explain that the table of contents is important to locate the information within the text. Before reading, have students locate the table of contents on page 3. Review the headings listed in the table of contents. Ask students why the headings are listed and what information they might find under each heading. Ask why page numbers are skipped in the table of contents.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Which teams are considered the "Original Six"? (level 1)*
- *Who won the Stanley Cup in 2014? (level 2)*
- *What happens to hockey players who fight during a game? (level 2)*
- *Who holds the record for the oldest player in the Stanley Cup final? (level 2)*
- *What is the legend of the octopus? (level 2)*
- *Why is Wayne Gretzky considered the best hockey player of all time? (level 3)*

Graphic organizer: KWLS / ask and answer questions

Before reading, use the lesson [graphic organizer](#) to have students write what they know and what they want to know about the topic. After reading, have students complete what was learned and what they still want to know about the topic.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: In the first row, write what you already know about hockey and the Stanley Cup. In the second row, write what you would like to learn. As you read, fill in the third row with information you learned from reading the book and the fourth row with that you still want to know.

What I Know

What I Want to Know

What I Learned

What I Still Want to Know