The Bruins I.C.E. School

Lesson 1: Boston Bruins Acrostic Poem

Lesson 2: Boston Bruins Sentence Scramble

Lesson 3: How Many Words Can You Make?

Lesson 4: Boston Bruins Sentence Editing

Lesson 5: If I Were A Boston Bruins Hockey Player

Worksheets Are Included With Each Lesson
Please see each lesson for frameworks applied to that lesson
Lesson 1: Boston Bruins Acrostic Poem

Concept/Topic to Teach: Poetry
This lesson should be completed over 2 to 3 days

Standards Addressed:
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

General Goal(s) – Expected Outcome:
After listening to a story related to skating and hockey, students will write an acrostic poem based on the Boston Bruins.

Specific Objectives:
• Students will be able to stick to a topic while writing
• Students will be able to list hockey vocabulary with teacher’s help
• Students will be able to identify various story elements
• Students will be able to identify an acrostic poem

Technology Integration:
Teacher can have Bruins Website available for vocabulary

Required Materials: Book:
• Molly Gets Mad, By Suzy Kline (G.P. Putnam’s Sons)
• Chart Paper or white board, markers
• Individual poem worksheet for each student
• Pencil

Introduction:
Day 1: The teacher holds up a copy of the book and asks students to predict what they think the story is about. After students make predictions, the teacher asks students what they know about hockey, skating, and jealousy. The teacher records key phrases on the board for later reference. The teacher may need to provide examples of jealousy to students. The teacher then reads chapters one through four aloud. When finished, quickly review characters, setting, beginning, middle and end of the story.
Day 2: Review chapters one through four of the story. Beginning at chapter five, the teacher will finish reading *Molly Gets Mad* aloud. The teacher should pay particular attention to chapter six, specifically when the story introduces an acrostic poem. The teacher should tell students to look closely at the illustrations in that chapter and think about the word *acrostic*. The teacher tells students they will revisit that word later. Once the story is completed, the teacher will briefly review the story elements with the students. Attention is then focused on the chart or white board. The teacher writes the word *acrostic* on the board and explains that this is one way a poem can be written. Refer back to the book and reread the two acrostic poems included in the text. Explain the importance of staying on topic throughout the poem. The teacher then writes the word *Hockey* on the board using the acrostic format and asks the class to contribute words or phrases to each letter to create a class acrostic poem. The class reads the poem together aloud once it is completed.

Day 3: The teacher refers back to the story *Molly Gets Mad* and asks students to recall events from the story. S/he then asks students to recall the definition of an acrostic poem. The teacher explains that now, the students will complete their own acrostic poem based on the Boston Bruins hockey team. Before students work independently, the class should refer to charts previously constructed in lesson one (Day 1). The teacher asks students to brainstorm other Bruins/hockey related words they may need for their poem. The teacher lists these words on another chart/board. A worksheet is then handed out and students' work independently with teacher/peer help if needed. Once all poems are completed, have each student share his or her poem with the class.

**Modeling/Explanation:**
Discussed above in lesson plan sequence.

**Independent Practice:**
- Students will work independently on their acrostic worksheet.
- Students may refer to charts and Bruin’s books and/or website for additional words or phrases.

**Differentiated Instruction:**

**Adaptations (For Students With Learning Disabilities):**
- The teacher may scribe for students if needed.
- The teacher may need to write a word list at the top of the worksheet for the students.
- A computer or tape recorder can be used for student dictation.
- Students may also need to provide illustrations to represent each letter on the worksheet.
Extensions (For Gifted Students):
- The students can write additional acrostic poems.
- The students should be encouraged to write their poem using one continuous sentence or thought.

Closure/Wrap-Up:
The teacher provides time for students to share their poems with one another. S/he also encourages students to use this type of poetry on topics of their choice in their own daily writing.

Evaluation:
The teacher reads each poem to be sure students stayed on topic and followed the acrostic poem format.
Boston Bruins Acrostic Poem

Directions: Think about the lessons we learned from Molly Gets Mad and acrostic poetry. Now it’s your turn to try it out! Using words or phrases from the charts, your memory, and the Bruins materials, create your own acrostic poem. Remember to stick to your topic and try your best!

B _______________________________________
O _______________________________________
S _______________________________________
T _________________________________
O _______________________________________
N _______________________________________
B _______________________________________
R _______________________________________
U _______________________________________
I _______________________________________
N _______________________________________
S _______________________________________
Lesson 2: Boston Bruins Sentence Scramble

Concept/Topic to Teach: Reading Comprehension Conventions of English Grammar and Usage

Standards Addressed:
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

General Goal(s) – Expected Outcome:
Given a set of scrambled words, students will order them correctly into complete sentences that make sense.

Specific Objectives:
• Students will read words correctly.
• Students will understand sentences begin with a capital letter.
• Students will understand that a group of words is not a true sentence unless it makes sense.

Technology Integration:
The teacher can post these sentences on Smartboard if available and complete as a class.

Required Materials:
• Copies of Scrambled Sentences Worksheet for each student
• Pencils

Introduction:
The teacher will write a simple scrambled sentence on the board. For example:
won Bruins Cup. The Boston Stanley the

The teacher asks students to read the sentence and determine if it makes sense. Asks students what needs to be done in order for the sentence to make sense. Remind students about capitalization, punctuation and comprehension. Ask students “Do you understand what this sentence is telling you?”
Modeling/Explanation:
The teacher explains to students what a sentence needs in order for people to read it correctly and understand its message. The teacher tells students that a group of words does not make a sentence unless the sentence starts with a capital letter, has ending punctuation and is understood. The teacher then tells students they will be given a worksheet with many scrambled sentences (or post the worksheet on Smartboard). The teacher tells students they will be reading the words, thinking about the sentence meaning, then putting the words in correct order to make a meaningful, complete sentence.

Independent Practice:
Students complete worksheet independently.

Differentiated Instruction:
Adaptations:
- Students may work in pairs.
- The teacher can read sentences out loud.
- The teacher can start the sentence for the student.
- Lesson can be done as a whole class.

Extensions:
- Encourage students to make up their own sentences based on the Bruins.
- Have students share their mixed-up sentences with another student.

Closure/Wrap-up:
Collect worksheets from students upon completion. Review the purpose of the lesson.

Evaluation:
Read each student’s sentences. Determine if the students are able to understand how to construct a meaningful sentence. Re-teach concepts if needed with students who are not understanding.
Boston Bruins Sentence Scramble

Directions: Read the words in the sentences below. Rearrange the words so the sentences make sense. Be sure to start each sentence with a capital letter and end it with a punctuation mark. Rewrite the sentence correctly on the line below.

1. Mascot Bear The Bruins The Blades Is

2. A The Boston Colors Black Are Jersey Bruin On Gold And

3. Exciting Watching Game Bruins Play The Boston Very A Is

4. During Bruins The Hockey Skate Game Fast A Very

5. Hockey Enjoy Many See Play Going To Families Bruin’s The
Blades the bear is the Bruin’s mascot.

Black and gold are the colors on a Boston Bruin jersey.

Watching the Boston Bruins play a game is very exciting.

The Bruins skate very fast during a hockey game.

Many families enjoy going to see the Bruins play hockey.

Extra Sentences if Needed and Wanted:

Do you think you would like to see the Boston Bruins play?

Hockey players need a helmet, hockey stick, puck, and skates to play hockey.

The Boston Bruins play ice hockey at the TD Garden in Boston.

The Boston Bruins won the Stanley Cup in the year 2011.
Lesson 3 - How Many Words Can You Make?

Concept/Topic To Teach: Vocabulary

Standards Addressed:
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

General Goal(s):
Using a group of related words students will create smaller, familiar words they can read.

Required Materials:
- Worksheet
- Pencil
- Magnetic letters – optional
- Post – It Notes – optional

Introduction:
The teacher introduces the lesson by reminding students the definition of high frequency words. The teacher asks students to name several words. Example: come, have, see, friend, here, school, has, boy, girl, am, it.

Modeling/Explanation:
The teacher distributes the worksheet and asks students to read the title of the worksheet: The Boston Bruins: Stanley Cup Champions 2011. The teacher then asks students if they can find any smaller words in the title. Examples: an, up, I, am, champ, in, on, he.

Independent Practice:
The teacher then instructs students to complete the worksheet independently. Students can use magnetic letters or Post – It Notes if helpful.

Differentiated Instruction:
Adaptations (For Students With Learning Disabilities):
- The teacher can work with small groups of students using magnetic letters.
- Students can work with a partner.
- High frequency word lists can be provided for students.

Extensions (For Gifted Students):
Encourage students to create words using four or more letters.
Closure/Wrap-Up:
When most students complete the worksheet, ask for volunteers to say the words they created. Start with one-letter words, then two-letter words and so on. Create lists to post as future references for students.

Evaluation:
The teacher reviews the student worksheets for correct spelling. S/he also asks students to read random words from their word lists to check for accuracy.
How Many Words Can You Make?

Directions: Think about all the words you can read and write! Try to think about those words you use most often: The High-Frequency Words like can, help, mom. See how many of those words you can find in the phrase below. Write those words below.

Boston Bruins: Stanley Cup Champions 2011

2- letter Words

3- letter Words

4- letter words

5- letter words

6- letter words

7- letter words

8 or more letters!
Lesson 4: Boston Bruins Sentence Editing

Concept/Topic To Teach:
Students will edit sentences using correct capitalization and punctuation.

Standards Addressed:
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

General Goal:
Students will recognize and correct errors in a series of sentences.

Required Materials:
• Boston Bruin’s Sentence Editing Worksheet
• Pencils
• Picture book

Introduction:
The teacher begins the lesson by reading a very short picture book without stopping at punctuation.

Modeling/Explanation:
Once they are done reading, the teacher asks the students what they noticed about the reading. Students should be able to recognize that the story didn’t make sense, was read quickly, and was not enjoyable. The teacher asks students what is needed to correct these mistakes. S/he also asks students to think about the stories they write. S/he asks “What do writers need to do before they publish their work?” Students should respond that they reread their work, correct spelling mistakes and make sure letters are capitalized correctly and that punctuation is used properly.

The teacher then tells the students they will be given a worksheet containing sentences that need to be edited. Students are reminded that all sentences and proper nouns start with a capital letter and all sentences end with some type of punctuation mark. The teacher asks students to give examples of words that need capital letters and types of ending punctuation. The teacher can post these on the board for students to refer to during their independent work. Worksheets are then distributed and students are encouraged to complete them independently.
Differentiated Instruction:
Accommodations (For Students with Learning Disabilities):
- The teacher can work with small groups of students.
- Students can work with a partner.
- The teacher can highlight words that need capitalization and places where end marks should appear.
- End marks can be written at the top of the worksheet for reference.

Extensions (For Gifted Students):
Have the students create a list of words requiring capital letters. Have students create three sentences each; using periods, question marks and exclamation points.

Closure/Wrap-up:
Give students a five-minute warning to finish. Collect papers.

Evaluation:
The teacher corrects student work and re-teaches skills if necessary.
Boston Bruin’s Sentence Editing

Directions: Read each sentence below. Add capital letters and ending punctuation to correct each sentence.

1. the boston bruins won the stanley cup in 2011

2. zdeno chara and brad marchand play hockey for the boston bruins

3. the new england patriots are patrice bergeron’s favorite non-hockey sports team

4. cody payne is the youngest bruin, born on January 14, 1994.

5. andrew ference has a wife named krista, and two daughters named stella and ava

6. did you know the bruins won the cup six times

7. the crowd roared, “hooray” when a goal was scored

8. bruin goalie tuukka rask was born in finland on march 10, 1987

9. the boston bruins play hockey in boston massachusetts at td garden

10. the boston bruins ice girls collect prom dresses for girls to wear to their proms
Lesson 5: If I Were A Boston Bruins Hockey Player

Concept/Topic To Teach:
Students will complete a narrative writing piece based on himself or herself as a Bruin player.

Standards Addressed:
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

General Goal/Objective:
After students brainstorm activities in which the Boston Bruins might participate, students will complete a narrative piece of writing independently.

Required Materials:
• Chart paper
• Writing Paper
• Pencils
• Illustration Tools: crayons, markers, and or colored pencils

Introduction/Explanation:
The teacher begins the lesson by asking students what they know about hockey and the Boston Bruins. S/he lists these on chart paper. The teacher then asks students what they think a Bruins player might do in addition to playing hockey. These ideas, too, are listed on chart paper. As ideas are listed on chart paper, the teacher may want to organize them into categories such as: Home Activities, While Playing a Game, With Friends and Family, Community Activities.

(Some ideas for responses could be: waking up, eating breakfast, going to TD Garden, getting hockey uniform on, stretching out, practicing shooting on goal, posing for pictures with fans, playing a hockey game, winning the Stanley Cup, traveling to other sports arenas, going home to see the family, taking children to school, signing autographs, visiting schools, visiting a hospital, watching a favorite sport, meeting fans, shopping for toys for the Holiday Toy Drive, eating out with other players at a restaurant, listening to music, watching television, watching a replay of a past game, coaching future hockey players, etc.)
The teacher then explains the writing assignment to the students. S/he tells the students they have just been chosen to become a Boston Bruins hockey player. S/he explains they need to imagine themselves taking part in many of the activities they previously listed on the chart paper as well as activities not mentioned. The teacher encourages students to add many details to their story in order to show their understanding of a Bruins player’s life. The teacher also encourages students to remember what goes into a high quality piece of writing: capital letters used correctly, proper punctuation, neat handwriting, “juicy” words, and interesting details. If time permits, have the students illustrate their story.

**Independent Practice:**
Students are given writing paper and proceed to write independently.

**Differentiated Instruction:**
**Accommodations (For Students With Learning Disabilities):**
- The teacher can write for students.
- The teacher can write key phrases from chart on student’s paper to be used as resource.
- Students can illustrate life as a Bruins player.

**Extensions (For Gifted Students):**
Have students write their narratives in a diary or journal format.

**Closure/Wrap-Up:**
Once it appears most students have completed their writing, invite students to share their pieces with one another. The teacher may also wish to bind all stories into a class book for students to read during the school year.

**Evaluation:**
The teacher reads each student’s piece and assesses it according to criteria set up by the teacher and/or the teacher’s school district.
If I Were A Boston Bruins Hockey Player

Directions: Congratulations! You have just been chosen to become a member of The Boston Bruins hockey team! Below, write a story that tells about your life as a player on this amazing team. Don’t forget to add lots of details and do your best work!

When you are done, illustrate your story below or on another piece of paper.

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