The Bruins I.C.E. School

Lesson 1: Hockey -- The Basics
Lesson 2: The Bruins in Action
Lesson 3: Perspectives in Hockey
Lesson 4: Accuracy in Reporting
Lesson 5: MVP
Lesson 6: Bruins Hall of Fame
Lesson 1: Hockey -- The Basics

Concept/Topic to Teach: Reading Non-fiction and Informational Texts

Standards Addressed: Reading (Informational Text) Grade 6
6.RIT.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RIT.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
6.RIT.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

General Goal(s) – Expected Outcome
Students will show understanding of the rules and roles of hockey.

Specific Objectives:
• Students will be able to create meaning from informational texts by applying their understanding in the construction of a classroom hockey rink.
• Students will describe the different roles of players on a hockey team.

Required Materials:
• Hockey stick
• Hockey puck
• Orange cones
• Measuring tape
• Markers, chart paper, tape
• Informational texts

Introduction
The teacher will introduce the topic of hockey. Using chart paper, they will activate prior knowledge by having students brainstorm what they already know about the sport. Then, in partners, the students will discuss what they know about hockey and later share out loud with the class. The teacher will record these concepts on the chart paper.

Modeling/Explanation
• After completing the brainstorm, the teacher will explain the objectives of the lesson: “students will be reading an informational text about hockey and applying what they learn by constructing a classroom hockey rink.”
• Model for students how they can code the informational text as they read to identify the most important pieces of information.
• Create a “coding key” on chart paper that students can reference as they read independently.
Independent Practice
- Break the class into partnerships.
- Each group will read the text and code independently.
- When finished reading, partnerships will discuss what they read and compare codes. If they have time, students will draw a picture of what they think is a standard hockey rink.

Differentiated Instruction:
Adaptations (For Students with Learning Disabilities)
Adjust the complexity of texts for different leveled readers

Extensions (For Gifted Students)
Students who finish their reading early can write “Hockus” (haikus about hockey).

Check for Understanding
As a class, students will work collaboratively to measure out and create a classroom hockey rink. They will use their informational texts as a guide to design the boundaries, lines and goals.

Closure/Wrap-Up
In review of their reading, students will “shout out” the different roles of players on a hockey team. As the teacher records these positions on chart paper, volunteers will place themselves in the correct position on the classroom rink.

Evaluation
- Participation in classroom discussions.
- Coded informational texts.
- Application of understanding through participation in rink design.
Lesson 2: The Bruins in Action

Concept/Topic to Teach: Reading for Meaning, Research Methods

Standards Addressed: Reading: Informational Text
6.RIT.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RIT.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

General Goal(s) – Expected Outcome
Students will be able to effectively identify the important information in a non-fiction text.

Specific Objectives:
• Students will identify important information in a non-fiction text by coding their findings
• Students will take accurate and efficient notes on informational texts
• Students will properly cite research sources

Required Materials:
• Biographical texts about Bruins players (downloaded from the Boston Bruins website)
• Student Internet access for research
• Video clip of a Bruins game (downloaded from the Boston Bruins website)

Introduction
Show students a short clip of a Bruins game.

Modeling/Explanation
• Inform students that they will each be researching one player in this particular game and writing the story of the game from their player’s perspective.
• Remind students of the classroom coding system that will be used as students first read the informational text.

Independent Practice
• Students will each be given a player on the Bruins team and at least one biography to use for research.
• Students will independently read, code, and take notes on their player.
Differentiated Instruction:

Adaptations (For Students with Learning Disabilities)
Assign players based on the appropriateness of the texts they’ll be reading.

Extensions (For Gifted Students)
Students who complete their research early can write “Hockus” about their player.

Check for Understanding
- The teacher will circulate around the room to assist students, reminding them to reference the coding chart and evaluate note-taking.

Closure/Wrap-Up
- Using a “whip around” model, students will each share one interesting fact that they learned about their player.

Evaluation
- Quality and accuracy of notes
- Proper use of coding system
Lesson 3: Perspectives in Hockey

Concept/Topic to Teach: Applying Research to Inform Writing

Standards Addressed: Writing
6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
6.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research

General Goal(s) – Expected Outcome
Students will use factual research to inform a piece of narrative writing

Specific Objectives:
- Students will observe a Bruins hockey game
- Students will reference research notes to create a narrative of the hockey game from the player’s perspective.

Required Materials:
- Student research notes
- Video clip of a Bruins game (downloaded from the Boston Bruins website)
- A timeline of the game, identifying major events including goals, checks, etc.

Introduction
Show the Bruins Championship DVD or a clip from a Bruins game for review.

Modeling/Explanation
Explain to students that they will apply their research from the previous lesson to write a play-by-play narrative of the game from their player’s perspective.

Independent Practice
- Students will organize their ideas and factual information using an outline or graphic organizer.
- Students will use their organizers, research notes and facts about the Bruins game to write a narrative about the game from their player’s perspective.

Differentiated Instruction:
Adaptations (For Students with Learning Disabilities)
Provide graphic organizers for students to pre-plan their writing.
Check for Understanding
The teacher will circulate to assist students with their organization and ensure that they are aligning their writing with the game timeline.

Closure/Wrap-Up
Students will place themselves along the game timeline at the climax of their narrative

Evaluation
Through assessment of independent writing, evaluate each student for incorporation of research and attention to timeline.
Lesson 4: Accuracy in Reporting

Concept/Topic to Teach: Revision and Editing

Standards Addressed: Writing
6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
6.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

General Goal(s) – Expected Outcome
Students will edit and revise their perspective narrative writing.

Specific Objectives:
• Students will give and receive specific feedback from peers about the perspective narrative writing.
• Students will apply peer feedback to edit and revise their own writing.

Required Materials:
• Student research notes
• Video clip of a Bruins game (downloaded from the Boston Bruins website)
• Student perspective narratives

Introduction
• Show a Bruins hockey clip for a review

Modeling/Explanation
• Explain to students that they will be working in small groups to critique each narrative. They are looking for quality writing as well as making sure that the facts in each narrative are aligned with facts from the actual Bruins game. Model for students a successful critique, making note of specific feedback that helps a writer improve his/her work.
Independent Practice
- Break students into small groups of four or five.
- Students will work in small groups to constructively critique each narrative.

Check for Understanding
Teacher will circulate among groups to ensure that feedback is specific and purposeful.

Closure/Wrap-Up
When the group critique is finished, students will independently make revisions to their own narratives.

Evaluation
- Observation of the critique sessions
- How students apply constructive feedback in the revision and editing process
Lesson 5: MVP

Concept/Topic to Teach: Using Evidence to Support an Argument

Standards Addressed: Writing
6.W.1: Write arguments to support claims with clear reasons and relevant evidence.  
6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  
6.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

General Goal(s) – Expected Outcome
Students will write a persuasive letter arguing why their player should be considered MVP of the hockey game.

Specific Objectives:
• Students will reference research notes, perspective writing, the hockey game clip and informational texts to create a persuasive argument.  
• Students will apply evidence to support their argument in a persuasive letter.

Required Materials:
• Student research notes  
• Video clip of a Bruins game (downloaded from the Boston Bruins website)  
• Student perspective narratives

Introduction
• Show the Bruins Championship DVD, or a clip from a Bruins game for a review  
• In new groups, have students share one paragraph of their perspective narrative

Modeling/Explanation
• Explain to students that they have been selected by the Hockey Hall of Fame to determine the Most Valuable Player of their Bruins game.  
• Show students an example of the persuasive letter they must write to the judges of the Hockey Hall of Fame to convince them that their player should be MVP.

Independent Practice
Using evidence from their research, narrative, and the game itself, students will write a persuasive letter to the judges.
Check for Understanding
Circulate around the classroom to assist students in organizing their ideas

Closure/Wrap-Up
Students will share their persuasive letter with a partner.

Evaluation
Appropriate use of research and notes as supportive evidence, using appropriate organization and style in a persuasive letter.
Lesson 6: Bruins Hall of Fame

Concept/Topic to Teach: The Art of Persuasion

Standards Addressed: Speaking and Listening, Reading: Informational Text
6.SL.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
6.RIT.9: Compare and contrast one author’s presentation of events with that of another.

General Goal(s) – Expected Outcome
Students will combine their products from the unit to persuade schoolmates to elect their player as MVP of the game.

Specific Objectives:
• Students will work as a class to create a Bruins Hall of Fame to exhibit their writing and research.
• Students from other classes will come to read the persuasive work and vote on the player they deem most eligible for MVP.

Required Materials:
• Perspective Narratives
• Persuasive MVP Letters
• Hockus
• MVP ballot

Introduction
Students will set up their products around the room, creating a Bruins Hall of Fame.

Modeling/Explanation
When guests have arrived, the teacher will explain the rules of the election: Students must carefully read each piece of writing. Their vote should be based on the quality and persuasiveness of the writing and not on preconceived opinions of specific players.

Independent Practice
Students circulate the Hall of Fame, reading work and filling out their ballots.

Check for Understanding
Teachers will circulate to ensure that work is being carefully read and ballots are properly filled out.

Closure/Wrap-Up
After tallying the votes, the MVP will be announced.