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| **Subject:** | Social Studies |
| **Title:** | People in My Hockey Community |
| **Grade Level:** | 1 |
| **Purpose:** | * Students will examine how they belong to their community and value how others, as unique individuals, relate to their hockey community.
* Students identify individuals who make hockey possible in the community.
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| **Curricular****Connections:** | * Students will appreciate how belonging to groups and communities enriches an individual’s identity
* Students are to appreciate multiple points of view, languages, cultures and experiences within their groups and communities
* Students demonstrate respect for their individual rights and the rights of others
* Students recognize and respect how the needs of others may be different from their own
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| **Materials:** | * chart paper or board to brainstorm vocabulary
* lift-a-flap hand out
* scissors; stapler
* interlined paper for writing sentences as an extension
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| **Activity:** | 1. Introduce hockey theme through story, poem or picture.
2. Ask Students:
* who belongs to a community
* who belongs to a team
* what community members are necessary for a team to function and the sport to be played.
1. Brainstorm all of the people who make hockey possible in their community. Start with the student as player, and have students think of: parents, siblings, coaches, referees, volunteers, maintenance workers, mascots, etc.
2. Remind them to respect every individual in their community
3. Distribute lift-a-flap worksheet.
4. Students cut along the solid lines, taking care not to cut through the top of each flap. Teacher staples the books along the top.
5. Teacher reads sentences aloud and students follow text and repeat sentences.
6. Students make real or silly sentences by lifting the flaps in various sequences.
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| **Extension:** | 1. Create a large book and laminate it for the class to use throughout the school year.
2. Language Arts: students write real and fantasy sentences on interlined paper using lift-a-flap book.
3. Students share their sentences with classmates.
4. Students make up sentence and have their partner move their pages to corresponding sentences.
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| **Assessment:** |  **Does the student**:* participate in discussion
* make their booklet independently
* follow the text as it is read
* read sentences fluently
* attend to writing conventions for each written sentence
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| https://fbcdn-profile-a.akamaihd.net/hprofile-ak-frc3/t5/373012_325465194971_545176894_n.jpgThe player | scores | a goal. |
| http://ts4.mm.bing.net/th?id=HN.608017831363543706&pid=1.7The coach | shows | a play. |
| http://cdn.agilitycms.com/hockey-canada/National-Championships/Women/National-Midget/2014/lacey_senuk_640original_143508.jpgThe referee | drops | a puck. |
| http://www.hockeycanada.ca/multimedia/kids/games/images/dl_sm_wallpaper_3.gifThe goalie | stops | a shot. |
| http://thumbs.dreamstime.com/z/canada-sport-fan-flag-18940659.jpgThe fan | cheers | a team. |