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| **Subject:** | Social Studies |
| **Title:** | Hockey Community Helpers |
| **Grade Level:** | 2 |
| **Purpose:** | * To examine another community in Canada and identify the differences and similarities between that community and their own. * Identify similarities in hockey in both communities, and the individuals who make hockey possible in each community. |
| **Curricular**  **Connections:** | |  | | --- | | **Appreciate the physical and human geography of the communities studied:**   * + appreciate how a community’s physical geography shapes identity   + appreciate the diversity and vastness of Canada’s land and peoples   + demonstrate care and concern for the environment | |
| **Materials:** | * Map of Canada * images of landmarks in the community students will compare * chart paper or board to brainstorm vocabulary * chart paper to create Venn diagram for both communities * lift-a-flap hand out * scissors; stapler; interlined paper for writing sentences as an extension |
| **Activity:** | 1. Introduce hockey theme through story, poem or picture of community students will study. 2. Ask Students about:  * the similarities and differences between their community and the community being studied * the boys and girls in the compared community; identify what their hobbies, interests, and activities are * belonging to a team, and what does being on a team entail  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. Determine if the same type of people are essential in both communities to make hockey happen. 3. Distribute lift-a-flap worksheet. 4. Identify the nouns and verbs in each sentence. Students fill in the missing vowels. Teacher may prompt students. 5. Students cut along the solid lines, taking care not to cut through the top of each flap. Teacher staples the books along the top. 6. Teacher reads sentences aloud and students follow text and repeat sentences. 7. Students make real or silly sentences by lifting the flaps in various sequences. |
| **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 read a sentence and have their partner move their pages to corresponding sentences. |
| **Assessment:** | **Does the student:**   * participate in discussion * make their booklet independently * follow the text as it is read * identify missing vowels * understand the difference between a noun and a verb * read sentences fluently * attend to writing conventions in 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=1.7  The coach | shows | a play. |
| http://cdn.agilitycms.com/hockey-canada/National-Championships/Women/National-Midget/2014/lacey_senuk_640original_143508.jpg  The referee | drops | a puck. |
| http://www.hockeycanada.ca/multimedia/kids/games/images/dl_sm_wallpaper_3.gif  The goalie | stops | a shot. |
| http://thumbs.dreamstime.com/z/canada-sport-fan-flag-18940659.jpg  The fan | cheers | a team. |

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| https://fbcdn-profile-a.akamaihd.net/hprofile-ak-frc3/t5/373012_325465194971_545176894_n.jpgThe pl\_y\_r | \_\_\_\_\_\_\_s | a goal. |
| http://ts4.mm.bing.net/th?id=HN.608017831363543706&pid=1.7  The c\_ \_ch | \_\_\_\_\_\_\_s | a play. |
| http://cdn.agilitycms.com/hockey-canada/National-Championships/Women/National-Midget/2014/lacey_senuk_640original_143508.jpg  The r\_f\_r\_ \_ | \_\_\_\_\_\_\_s | a puck. |
| http://www.hockeycanada.ca/multimedia/kids/games/images/dl_sm_wallpaper_3.gif  The g\_ \_l\_ \_ | \_\_\_\_\_\_\_s | a shot. |
| http://thumbs.dreamstime.com/z/canada-sport-fan-flag-18940659.jpg  The fan | \_\_\_\_\_\_\_s | a team. |