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Fiction and Nonfiction High Interest/Low Vocabulary Stories Curriculum Map

Interest Level Grade 4 to 8, Reading Level 1.2 to 2.9

Each story is preceded by a Guided Reading Lesson plan. The lessons are formatted using curriculum expectations and allow for before, during and after reading segments. Wherever possible we have included tips for incorporating assistive technology, suggestions for English Language Learners, teaching tips and ways to explore your students multiple intelligence's. Ideas for practice in the different writing styles are included too. Independent practice pages for before, during and after reading help assist you with reading assessments.

Introduction

- At A Glance™
- Teacher Language Assessment Rubric
- Student Self-Assessment Rubric
- Written Response & Oral Response Language Checklist
- Oral Reading Checklist
- Teacher Suggestions
- Individual Response - Before, During & After
- Comprehension Black Line Masters
- Dolch Word Lists

Lesson Titles with Genre and the Reading Level by Grade:

Story One: Brandon's Blog

Genre: Fiction - Recount Writing Grade Level: 1.9

Story Two: What in the World?

Genre: Fiction – Graphic Novel Grade Level: 1.2

Story Three: What We See

Genre: Fiction – Report Grade Level: 1.2

Story Four: New Club

*Genre: Fiction – Narrative & Non-Sequential Text Grade Level: 1.5
(not including poster)*

Story Five: What is Odd?

Genre: Non-Fiction – Report Grade Level: 2.4

(not including “Get The Facts” & Glossary)

Story Six: Missing

Genre: Fiction – Mystery Grade Level: 1.8

Story Seven: Get The Message

Genre: Fiction – Instant Message Style Grade Level: 1.5

Story Eight: Gross or Cool?

Genre: Non-Fiction – Point Form Grade Level: 2.4

Story Nine: Specks

Genre: Fiction – Mystery Grade Level: 2.2

Story Ten: No Way!

Genre: Non-Fiction – Report Grade Level: 2.4

Storey Eleven: A Family Drum

Genre: Fiction – Narrative Grade Level: 2.9

Story Twelve: Dirt Cups

Genre: Fiction – Narrative & Procedural Grade Level: 1.6
(not including recipe)

Story Thirteen: Lions Leap to Victory

Genre: Fiction – Newspaper Report Grade Level: 2.7

Story Fourteen: Hockey Pains

Genre: Fiction – Narrative Grade Level: 1.5

Story Fifteen: Music Is Life

Genre: Non-Fiction – Report Grade Level: 2.3

Story Sixteen: Brandon’s Blog II

Genre: Fiction – Recount Grade Level: 1.7

HOCKEY PAINS

Genre: Fiction - Narrative

Grade Level: 1.3

Materials Needed:

- Story Copy – one for each student
- Vocabulary Cards – can create or have written on a white board

Vocabulary:

Common Sight Words – the, set, was, all, for, had, net, so, they, used, some, rocks, for, he, and, were, on, one, team, game, going, played, hey, call, get, my, name

Challenge Words – pond, other, goal, goalie, gear, since, never, ice, hockey, road, problem, bragged

Proper Nouns – Max, Brandon, Nick, Mark, “Sid the Kid”

Before Reading:

Activating Prior Knowledge:

- Share the following words – skates, pond, ice, helmet, lace, etc. Ask students to predict what they think the story may be about based on the words given to them by you. You might want to take the time to explain how our experiences can often shape our predictions. We bring everything we already know to what we read. (Those familiar with Debbie Miller may want to use the word schema). This means that predictions aren't necessarily right or wrong because our predictions are really about our own background knowledge.

Getting Started:

- Predicting – Tell the students the title of the story is “Hockey Pains” and see if they wish to change their prediction. Tell the students they are going to read a hockey story but it is also about friendship and trying something new.



You may want to explain ice hockey to students who may be unfamiliar with the sport. Vocabulary cards with pictures would be helpful or pictures of kids playing hockey. You may also want to discuss the idea of slang, as one boy uses the expression “sick”

During Reading:

- **Day One** – Monitor and support student fluency.
- **Day Two** – Continue with the above process. Ask students to find out any clues to Nick's background.
- **Day Three** – Continue with the above process. As students read have them think about how they approach learning something new.

After Reading:

- **Day One** – Discuss use of slang, i.e. “Nick the Sick.” What other words can you think of that mean the same thing?
- **Day Two** – Determine if students note the comments about road hockey and city boy.
- **Day Three** – Responding to the text – Discuss the concept of “You make your own fun,” OR “Your attitude is key” and how it relates to the story.



Have students discuss the most popular sports in their country of origin. This could allow for a discussion of the popularity of other sports in other countries.

HOCKEY PAINS



Reader's Response: The character, _____, is like _____ because ...



Focus Question: "You make your own fun." Do you agree or disagree with this statement? Use your own ideas and information from the story OR Do you think that "Hockey Pains" is an appropriate title for this piece? Explain using your own ideas and information from the text.

Verbal/Linguistic	Visual/Spatial	Musical/Rhythmic	Intrapersonal
Write a script for a hockey play.	Create a collage of hockey images.	Create a cheer for your favorite team/player.	Who is your favorite player? Tell the reasons why.
Logical/Mathematical	Bodily/Kinesthetic	Interpersonal	Naturalist
Review hockey stats of your favorite player and look for a pattern OR Use the stats of your favorite players to illustrate why they are your favorite.	Create some warm-up exercises for a hockey player. Explain why those exercises help the player.	Find out the favorite teams and/or players of your classmates and why. Prepare a report with graph(s).	Think of ways that hockey equipment can be recycled into new uses.

Narrative	Procedural	Recount
Write a story about a magic hockey stick.	Write the steps for scoring a goal.	Write about a time you and your friends had a funny event happen
Report	Persuasive	Explanatory
Write about your favorite hockey team or player.	Write a letter to your parents persuading them to take you to see a hockey game with your favorite team.	Write an explanatory piece on how ice freezes or a related hockey item OR Explain why hockey is so popular in Canada.



Hockey Pains

The pond was all set for the game. Max had the only net so they used some rocks for the other goal. Mark had on his goalie gear. He and Max were on one team. Brandon and Nick were the other team. Since Nick had never played ice hockey, they were going to teach him the game.

"Hey, I played road hockey. I bet I can play this no problem." Nick bragged. "You had better call me 'Nick the Sick'. Get it? Like 'Sid the Kid' but with my name."

"Yeah, we get it. You are sick but not in the cool way." Brandon joked. "It takes a long time to get good at skating. You will be lucky to stand up at first." Brandon showed Nick how to lace up the skates that he had borrowed from him. "Don't forget your helmet. You can really get hurt in hockey."



Nick headed to the pond. "You guys will be the ones getting hurt..." Nick started to say as he put one skate onto the ice. His foot shot out from under him and he went right down on the ice. He sat there stunned for a minute. Then he grinned. "Can you hand me my helmet, please? I don't want to get hurt." Everyone laughed along with Nick.

Max skated over to help Nick up. "Just move your feet slowly. You can use your stick to help at first." He showed Nick how to move around the pond. Nick tried to copy what Max was doing. He lasted about three minutes before he fell back down.

"I think I will play goalie. Then I won't have to skate as much." Nick said.

Hockey Pains

"You could always just lie on the ice. That might stop a few shots." Brandon laughed.

"That is not a bad idea," said Nick as he moved slowly to his end. "You might want to take it easy on me at first."

"What? Nick the Sick can take a few falls." Max grinned. "I know that you are a wimpy city boy but anyone can learn."

"Just for that, I will try my best to fall on top of you when I go down." Nick said.

"Now that is sick," laughed Max.

Max and Brandon skated to the middle of the pond to face off. Brandon got the puck and the game was on. He skated to Nick's end and shot the puck. Nick tried to move. He jumped in the way of the puck. One leg shot out and hit the puck just before Nick fell down. The puck flew across the pond and went right past Mark.



"I want a re-play on that one," yelled Mark.

Nick called out, "I want a re-play, too. My face was on the ice. What happened?"

Max and Brandon were laughing so hard that they could not talk. After the game though, they told the story over and over again.

HOCKEY PAINS

Running Record Recording Sheet

Name: _____ Date: _____

	Errors	Self Correct	Omissions/ Insertions	Other
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HOCKEY PAINS

In The Text

Why was Nick having problems on the pond?

Evaluation

Which character is the most like you? Why? Do you think you could learn anything from this character? Why or Why not?

Your Thoughts

Using your own ideas and information from the story, do you agree with the idea that you make your own fun?

Word Study Choices

Wimpy

Game

Team

Lace

Puck



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