



Theme for the lessons: The Aesthetics of Hockey  
Junior Level

Overall Curriculum Expectations:

**Reading**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

**Writing**

- generate, gather, and organize ideas and information to write for an intended purpose and audience;  
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**Physical Education**

- apply a variety of movement skills in combination and in sequence (locomotion/ travelling, manipulation, and stability) in physical activities (e.g., dance) and formal games (e.g., badminton, soccer);  
- apply the principles of movement while refining movement skills (e.g., dribbling a ball quickly and slowly in basketball).

Computer Technology and Shared Reading

In this lesson, students explore the grace and beauty of motion in hockey. Examining examples from their own experiences and from popular media, students learn about the aesthetic elements of hockey. They then write in reflective journals, view and interpret media, conduct Internet research, possibly take digital photographs, and create original poems.

You will be using the following website to evoke students' responses to movement

<http://kids.yahoo.com/directory/Sports-and-Recreation/Hockey/Pictures/Gretzky--Wayne>

You may want to jot down your own responses so you have some ideas of your own to share.

Prepare materials and space for a class word wall. You may choose to use chart paper or a blackboard.

Students will be creating a collection of images and words having to do with the movement of hockey. To help them, gather sports magazines, books and articles from the newspaper from the sports section; you may also choose to gather a few dictionaries and thesauri for students to use.

Use a laptop and projector for this shared reading activity.

Give each student a copy as well.

**Writing Extension**

Tell students they are going to create a class word wall that describes movement. Explain that this is a collection of words that they can use for inspiration and ideas. (The wall should include words but not definitions.) As you construct the wall with students' suggestions, use questions to help them elaborate their choices and further explore the images they are looking at. For example, if a student suggests the word *fast* you might ask for further elaboration by saying, "Describe what part of his or her body is moving fast."

Ask your class to think about what they have just seen on the websites, magazines and books you shared. What other words can they come up with that might work for the wall? Continue adding words until you feel that there is a wide range of movement described. You can also include your own suggestions.

**Possible Writing Extension**

Ask each student to respond to the following prompts in a writing journal:

- How does it feel to move your body?
- What do you think the phrase *beauty in motion* means?
- What do you think the word *grace* means?
- What sport do you think is the most beautiful to watch? Why?
- If you were a painter, which sport would you like to paint? Why?

Ask for volunteers to share their responses to the journal prompts. The goal of the discussion is to elicit an understanding of how grace, beauty, and aesthetics are expressed through movement.

**Physical Education**

Tell students they that are going to create a classroom Sports/Movement Center that contain examples of bodies in motion. Divide the class into groups of three or four students each. Tell each group that it is responsible for collecting the following:

- Ten pictures of bodies in motion in a variety of athletic activities
- Twenty words that describe movement

Explain to students that they will use a variety of resources to assemble their images and words including pictures they take of each other, websites, and the materials you have assembled.

Bring students outside or to a gymnasium, and provide them with disposable or digital cameras to take photographs of each other as they move. Encourage them to try all different types of movement — playing with balls, climbing on playground equipment, or just running and jumping. Teachers can provide hockey sticks and

Use bright bold colors

Continue to add to the word wall throughout the lesson activities; it will provide a resource for students to use as they write their poems.

Students can also bring in photographs from home or take the cameras home with them. The pictures will need to be developed or printed off.

pucks to help students understand the unique movement of hockey.

Students can also bring in photographs from home or take the cameras home with them. The pictures will need to be developed or printed off before Step four.

Each group should present its collection of images and words for the Sports/Movement Center to the entire class. Add the new words that have been generated to describe movement to the classroom word wall.

You can work with students to determine how they might best present their findings, but some possible ideas for presentations include the following:

- Collages
- Posters
- Slideshows
- Books
- Murals

#### Possible Writing Extension

Tell students that they are going to write and illustrate a poem that shows the grace and beauty of bodies in motion.

Model how to choose a word and work with students to write a poem. You can simply write a word such as *Hockey* on the board, and ask students to brainstorm ideas for a free form poem. You might also choose to begin with a poem that uses a specific format such as a cinquain, which is a five-line poem. If so desired, share the following example with the class:

*Skaters*  
*Graceful, fast*  
*Twirling, gliding, leaping*  
*They dance across the ice*  
*Spinners*

The form of a cinquain poem is as follows:

- Line 1: subject
- Line 2: two describing words
- Line 3: *-ing* words about what the subject does
- Line 4: a sentence about the subject
- Line 5: another name for the subject

When you have finished writing the class poem, talk to students about how you would evaluate it. Questions for discussion include:

- Does the poem make you think of the movement it is describing?
- Does the poem use words that make you think of the sport?
- Can you see the images the poem is describing in your mind's eye?
- Does the poem use creative and appropriate language?

There are several ways you can encourage students' creativity as they begin to write. First, you may wish to have students browse through the Sports/Movement Center collection to get ideas and inspiration. You can also encourage students to use the class word wall as a resource.

**Poem Writing Piece**  
**Junior Level**

CATEGORY	4	3	2	1	0
<b>Ideas</b>	Presents a fresh, original idea Focuses on an idea, feeling, or experience Uses specific, concrete images	Focuses on a single idea. Idea is mostly understandable.	Focuses on a single idea. Idea may be understandable, but still fuzzy	Idea is somewhat clear.	Idea is unclear or unfocused May include random ideas.
<b>Organization</b>	Uses a logical, effective organizational strategy and follows format of each poem exactly. Poem uses form to interpret idea creatively and effectively.	Sequencing is logical The poetry form has been followed with few or no errors.	Sequencing is logical The poetry form has more errors than it should.	Sequencing is evident, but is illogical.	Sequencing is not evident.
<b>Word Choice</b>	Precise, original, fresh words Creates vivid images.	Attempts to use descriptive words to create images Tries to use words for specificity Experiments with new and different words with some success.	Attempts to use descriptive words to create images. Does not experiment with new or different words.	Uses general or ordinary words. Attempts new words with limited success.	General or ordinary words. Includes inappropriate words or limited use of vocabulary.
<b>Presentation</b>	Presentation includes features beyond the assigned requirements which enhance meaning Neat and legible	Assigned format is followed Presentation is neat and legible	Assigned format is mostly followed Presentation is neat and legible	Assigned format is somewhat followed. Presentation is not as neat or legible.	Limited quality of appearance Assigned format not followed

**Writing: Journals**  
**Junior Level**

CATEGORY	4	3	2	1
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.