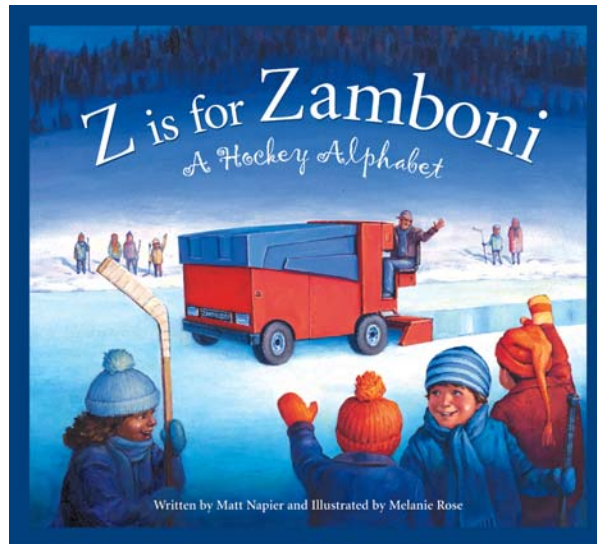


A TEACHER'S GUIDE



Z is for Zamboni: A Hockey Alphabet

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A–Arena

1. Build a diorama of an arena using a shoebox, plasticine, cellophane, aluminum foil, Popsicle sticks, etc.
2. In small groups, use building materials such as Lego or small blocks to construct an arena. Give your arena a name.
3. Measure the area and perimeter of your school gym or community outdoor/indoor arena using: (a) meter sticks; (b) measuring tape, OR
4. In partners, calculate the area and perimeter of your school gym or community arena using: (a) meters; (b) decimeters. Compare the measurements. (You may wish to have your students decide on the best unit of measurement for this activity and have them tell you why they chose the unit.)

A–All-Star Game

1. Fans usually pick the team players for the NHL All-Star game. If you could choose an NHL player for the team, who would you choose and why? Write a well organized paragraph explaining your choice.
2. Narrative writing: Imagine that you were chosen to participate in the NHL All-Star game. How would you feel and why? Write a short story and share it with a friend.
3. As a class or in small groups, make a list of adjectives describing All-Star players and a list of verbs related to All-Star players. Use the words to write descriptive sentences.

B–Bobby Orr & Bobby Hull

1. In your opinion, what do you think makes an NHL player a "most valuable" player? Be sure to support your opinion.
2. As a class or in small groups, find out more about either Bobby Orr or Bobby Hull (where were they from, how did they start their hockey careers, what teams did they play for, where did they end their careers, etc.). Write the facts onto hockey jersey shapes and display in the classroom.

3. Compare Bobby Orr to Bobby Hull. Display your comparisons in a Venn diagram.
4. Story frame: If I were a professional hockey player I would ... The team I would play for would be...I would always try to...I think it would be very exciting to... Draw a picture of yourself as a hockey player.

C–Coach

1. As a class or individually, list all of the important qualities of a hockey coach. Write the qualities onto skate shapes and display.
2. Compare a coach to a teacher. How are they the same and different? Choose an interesting way to display your comparisons.
3. Narrative writing: If you were the coach of a hockey team...

C–Captain

1. In small groups: Choose an NHL team. Research the team's captain using the Internet or other sources. Write a report and share it with the class.
2. Bring in props and make posters related to hockey captains.
3. Create "WANTED" posters looking for an experienced hockey captain to lead your team to victory.
4. As a class, make a list of NHL teams and their captains (you may wish to include coaches on your list as well).
5. Find out the responsibilities of a hockey team captain. Write a paragraph explaining the responsibilities.

D–Defencemen

1. List the responsibilities of a defenceman and a centreman. Compare the responsibilities in a Venn diagram.
2. If you could choose to be a defenceman or a centreman, which would you choose and why?
3. Find out about other hockey positions.
4. Draw a diagram and label the players on an ice rink.

5. Look through the sports sections of some newspapers. Find photographs or words related to different hockey positions. Make a collage and display it.

E–Equipment

1. As a class or in small groups, list all of the hockey equipment used by a team. Compare the equipment to that used by a baseball team. Display it in a chart. Discuss the differences.
2. Future hockey equipment: Invent a new pair of hockey skates, face mask, puck, or stick. Explain why your new piece of equipment is superior to what exists now.
3. Create your new equipment using small boxes, pipe cleaners, paper scraps, wool, plasticine, cotton balls, found objects, etc.
4. Create an advertisement for a newspaper telling about your newly created hockey equipment. Tell why someone would want to purchase your equipment, its cost, where and when it is available.
5. Use magazines to make hockey equipment collages.
6. Create an ad for a newspaper informing readers of the sale of a pair of used hockey skates or other used hockey equipment.
7. Make a display of hockey equipment. Label and state the purpose of each piece of equipment.

F–Forward

1. Find out more about the forward position in hockey. Share the information with the class.
2. Explain the responsibilities of a forward, both centreman and wingers.
3. Brainstorm and list words to describe forwards as a class. Display the words on hockey stick shapes.
4. If you had the opportunity to play centreman or winger on a hockey team, which would you choose and why? Share your ideas with a partner.
5. Write acrostic poems about the centreman or wingers.

G–Gretzky

1. Think of a list of questions you would want to ask Wayne Gretzky if you met him. Do this in small groups and share your questions with the class.
2. Use the Internet to find out more about Wayne Gretzky. Make a time line outlining Gretzky's hockey career.
3. On a map of North America, show: (a) where Gretzky was born, (b) all the places he played professional hockey with the NHL, (c) where he lives now. Include a legend with your map.
4. Collect posters of Wayne Gretzky and display them in the classroom.
5. Think of other words that have a similar meaning to "greatest". Use a thesaurus to help. Write the words onto skate shapes and display them.
6. Using magazines and newspapers, create a "character collage" of Gretzky, using pictures, symbols, and words.
7. Do you think Wayne Gretzky is the "greatest" hockey player of them all? Why or why not?
8. Write letters to Gretzky.
9. What do you think a hockey player needs to do in order to become "great"?

H–Hall of Fame

1. If possible, visit the Hockey Hall of Fame in Toronto or research it on the Internet.
2. Create a bird's eye view of the interior of the Hall of Fame.
3. Create a model of the Hall of Fame as a class using boxes, tubes, bristol board, cardboard, and other found objects.
4. What would one find in the Hall of Fame? Make a list as a class.

5. If you could nominate an NHL player to the Hall of Fame, who would you chose and why?
6. Create a classroom "Hall of Fame." Nominate each member of the class for something positive that contributes to learning and/or favourable social interactions. Make certificates or awards. Display the certificates or awards on a bulletin board.

I-Ice

1. Brainstorm a list of ice surfaces as a class. Sort the surfaces and find those that could be used for a game of hockey.
2. Design your own ice rink. Make a plan on paper. Think about dimensions, shape, surface, lines, nets, observation areas, etc.
3. Using graph paper, draw simple diagrams of (a) an NHL rink, (b) an international rink. Be sure to include dimensions and label your rink as either NHL or international. Then (a) find the area of each, (b) find the perimeter of each. Compare your measurements.
4. Make models of an ice rink using found objects or building materials (e.g., Lego). Remember, your ice rink can be on a pond in the woods, a homemade backyard rink, or in a building.
5. Make a list of verbs related to actions one could do on the ice.
6. Do a variety of experiments with water and ice. Some simple experiments may include the following: (a) Place some ice cubes in a bowl and ask students to observe them over time. Focus on how easily water changes from a solid to a liquid and how the temperature indoors influences the change. (b) Fill a plastic cup to the brim with ice cubes. Let the ice cubes melt over time. The cubes become water. How does the amount of space the water takes up in the cup compare to the full cup of ice cubes? Explain the difference (i.e., ice shrinks as it melts). (c) Find two different coloured markers and a strip of paper towel. Make scribble marks at one end of the paper towel. Place the paper towel in a clear plastic cup. Add just enough water to cover the scribbles. Illustrate the experiment and guess what you think may happen to the scribbles over time. Leave the cup overnight. Observe and illustrate your findings the next day. Discuss as a class what happened (water rises up the paper and carries ink with it. One colour of ink soaks into water faster than the other so it is carried up sooner). Try other colours or three colours at a time.

7. Find out how the ice is maintained in NHL arenas. What do you think might happen if the ice surfaces of arenas were not maintained well?

J–Jersey

1. Design a new logo and a new colour scheme for your favourite NHL hockey team.
2. Make your own jersey: Have each member of the class bring in a plain, long-sleeved T-shirt that can be utilized as a hockey jersey. Encourage students to think about school colours or their favourite colours as a basis for his/her jersey's colour scheme. Plan logos on paper first. Use fabric paints and markers to make designs on shirts.
3. Have a game of floor hockey in the school gym. Wear the jerseys you made in number 2.
4. Give each student two blank outlines of hockey jerseys. Have students create a new jersey for a hockey team, one for home games and one for those played away.
5. As a class, make a list of other words for jersey.
6. Collect and make a display of different NHL jerseys. Have students write about their favourite jersey on hockey jersey shapes.
7. Why do you think the style of jerseys has changed so much over the years?
8. What are the purposes of a hockey jersey? Make a list as a class.

K–King Clancy

1. Use the Internet to find out more about Francis "King" Clancy. Make a time line of his hockey career as a class.
2. List all of the trophies Clancy won.
3. Why was Francis Clancy referred to as "King Clancy"?
4. Compare Clancy to Gretzky.
5. Why is Clancy in the Hall of Fame?

6. Find out who has won the King Clancy Memorial Trophy over the past 10 years.
7. Make a "Did you know..." booklet about King Clancy as a class.

L–Lord Stanley Cup

1. Symmetrical art activity: Reproduce a copy of the Stanley Cup on paper. Give half of the drawing to each student and have him/her draw in the other half.
2. Divide the class into small groups. Have each group design a new Stanley Cup.
3. As a class, create a time line of the NHL teams who have won the Stanley Cup.
4. The Stanley Cup: (a) what is the origin of its name? (b) what is it used for? (c) describe what the cup looks like, (d) tell where you would most likely find it, (e) draw a picture of the cup.

M–Mario Lemieux

1. Why do you think Mario Lemieux was nicknamed "magnificent"?
2. List other words that have a similar meaning to magnificent. Use a thesaurus to help. Display words on hockey helmet shapes.
3. How many trophies and/or awards did Lemieux win? Graph your findings.
4. Why did Mario Lemieux leave hockey in 1997 and return in 2000?
5. Write poems about Mario Lemieux.
6. Gather facts about Lemieux. Compare him to Wayne Gretzky. Focus on their similarities.

N–Numbers

1. Create a number collage using magazines, newspapers, etc.
2. Discuss the importance of numbers in sports as a class, focusing on hockey.

3. Why do hockey players wear numbers on their jerseys? What if two players on the same team had the same number?
4. Why did Wayne Gretzky wear the number 99? Will any other NHL player wear the number 99? Why or why not?
5. What made Gordie Howe a famous NHL player?
6. If you could be a NHL player, what number would you choose to wear and why?
7. What qualities would you look for in a hockey hero? Make a list on chart paper in small groups.

0–Original Six

1. Make a bulletin board display of the Original Six. Use posters, newspaper clippings, etc.
2. Create a class trivia book that includes facts and questions about the Original Six.
3. Divide the class into six teams. Each team will: (a) come up with a team name, (b) design a team jersey, (c) assign playing positions to each member of the team, (d) write a team chant or song.
4. Using the six class teams, play a tournament of hockey. Design a set of rules before starting.

P–Puck

1. Invent a new puck. Include a coloured sketch of your newly invented puck.
2. Why is a puck used in hockey and not a ball?
3. Discuss the importance of a puck in the game of hockey as a class.

P–Penalty and Penalty Box

1. Why are penalty boxes needed in hockey?
2. Make a list of all hockey penalties as a class. Tell why the penalties are given.

3. Imagine hockey without any penalties. What would the game be like? How would it be different from hockey played today?
4. Do you think that violence should be banned from hockey? Why or why not?
5. How is a hockey team affected when a member is given a penalty?

Q–Quebec

1. Learn more about Quebec. Show its location on a map of Canada and discuss your findings with the class.
2. On a map of Quebec, locate and mark the arena in which the Montreal Canadiens play hockey. Find out the name of the arena and other interesting facts.
3. Learn more about the Montreal Canadiens. Bring in newspaper clippings related to the team. Track how well they are playing in the current hockey season. Graph your data.
4. As a class, make a time line showing all of the Stanley Cups the Montreal Canadiens have won.
5. Jean Beliveau and Maurice Richard both played for the Montreal Canadiens. Use the Internet or other sources to find out more about these two hockey players. Present a report to the class using props and drawings. This can be done in small groups.
6. Name and research other Montreal Canadian players, both past and present.
7. Compare the Montreal Canadiens to another NHL team.

R–Referee

1. As a class, list the responsibilities of a hockey referee. Discuss how the players should respect referees.
2. Design a new shirt for the referee to wear. Keep in mind that the referee needs to be easily identified on the ice.

3. Do you think hockey could be played without a referee? Why or why not? Think about the players' obligation to play in a fair and cooperative manner. Could this be done without a referee?
4. Find out how referees train for their job.
5. Bring in newspaper clippings related to referees. Make a class scrapbook.

R–Red Line

1. Draw a diagram of an NHL hockey rink from a bird's eye view showing the "three zones."
2. What does the red line represent? What is its importance?
3. Create a model of a hockey rink as a class, showing the "three zones." Include hockey players and referees on the ice.

S–Slashing

1. What is slashing?
2. Do you think it is fair for a referee to give a player a penalty for slashing? Why or why not?
3. Draw a picture of a hockey rink. Show the location of the penalty boxes.
4. Compare slashing to tripping. How are they similar and different?

T–Tripping

1. Explain tripping. How do you think a referee determines whether tripping was intentional or not? Discuss in small groups and share your ideas with the class.
2. Discuss the importance of fair play in sports, focusing on hockey.
3. As a class, list the different types of penalties a referee can give a hockey player and why.

4. Divide the class into small groups. Compare violence in hockey to another sport. Discuss whether or not you believe violence in hockey can be avoided. Provide three opinions to the class. Be sure to support your opinions using examples from hockey games. Have a debate.

U–Team USA

1. Read about the "Miracle on Ice" in Z is for Zamboni. Why do you think this moment in hockey was referred to as a "miracle"? Do you agree or disagree with this opinion? Why or why not?
2. Research more about Team USA. Collect data showing the number of gold, silver, and bronze medals the team has won. Graph your findings as a class.
3. Draw a hockey player wearing a Team USA uniform. Label the uniform and equipment.
4. Design a new logo to be worn on the jerseys of Team USA.
5. Compare Team USA to Team Canada.

V–Vezina

1. How and why do you think the criteria for awarding the Vezina trophy to an outstanding NHL goalie changed after the 1981-82 hockey season?
2. What qualities would you look for in someone if you were considering awarding a trophy for outstanding achievement? Make a list as a class or in small groups.
3. Find out who was awarded the Vezina trophy from 1981-82 to the present date. List the name of the goaltender and the name of his NHL team. Make a time line as a class.
4. Find out more about the goaltender position. What are the responsibilities of this player? Find the names of five NHL goalies. In small groups, research one NHL goalie.
5. Draw a picture of a goaltender using markers, pencil crayons, crayons, or pastels. Include all of the important equipment worn by the goaltender. Label the equipment.

6. Compare the equipment worn by a hockey goalie to a centreman or defenceman. Why are there differences? Discuss as a class.

W–Wickenheiser

1. Imagine you are a sports reporter. You are about to interview Hayley Wickenheiser. With a partner, think of 10 interesting questions you could ask her and imagine how she would respond to the questions. Write out the questions and responses as an interview. Role-play your interview for the class.
2. Think of five interesting questions you would like to ask Hayley Wickenheiser. List the questions as a class. Try to use the question words when, how, can, did, and where in your questions.
3. Create advertisements showing Wickenheiser as one of women's hockey's all-time greatest players.
4. Make a list of other women in hockey.
5. Make a storyboard showing Wickenheiser's professional hockey career.
6. Compare Wickenheiser to Granato. Show your comparisons on a Venn diagram.
7. Find out more about the Canadian women's hockey team. Use the Internet to help you.

X–Interference

1. Why do referees need to use gestures, not words, during a hockey game? Discuss as a class.
2. Do referees in other sports use gestures too? Compare to hockey gestures.
3. In small groups, list other referee signals used in hockey.
4. Think of times you use gestures and share with the class.
5. Divide the class into two groups. Play a game of charades using the different signals used by hockey referees.

6. When would a referee call interference against a hockey player? Make a list as a class.
7. Draw a picture of a referee making the interference signal.

Y–Two Glorious Years

1. Find out more about the Summit Series and the Salt Lake City Games. Why were these two years considered to be "glorious" for Canadian hockey?
2. Compare the Summit Series to the Salt Lake City Games. Chart your comparisons as a class.
3. Do you think the "loonie" beneath the ice surface had anything to do with the Canadian hockey teams winning the gold at Salt Lake City? Why or why not? Define superstitions as a class. Discuss superstitions students have of their own and those related to the game of hockey (e.g., wearing the same shirt; putting on socks in a certain order; tapping the ice three times; wearing lucky clothing).
4. Imagine you were a player on Team Canada when the gold was won in Salt Lake City. Describe how you felt and write a short story. Share your story with the class.
5. Find out the names of the players who played in the Summit Series and the Salt Lake City games. List them as a class.
6. List other words that have a similar meaning to "glorious." Write the words onto "loonie" shapes and display them in the classroom.

Z–Zamboni

1. Why is it necessary to have a Zamboni machine to clean the ice after a hockey game?
2. Draw a picture of a Zamboni machine or create one out of small boxes, tubes, and other materials.
3. Design a new model for a Zamboni machine. Write about your new machine and give it a new name.

4. Write simple rhyming poems about a Zamboni machine onto Zamboni machine shapes. Share your poems with the class.
5. As a class, list verbs that tell of the actions of a Zamboni machine. Make a separate list of adjectives that describe a Zamboni machine. Have students use the words to create detailed and descriptive sentences about a Zamboni machine.
6. In small groups, have students create a tableaux of a Zamboni machine or other machines that could clean the surface of an ice rink.

Activities for the overall use of the book

1. Create your own hockey alphabet book. Use the list of "A few other hockey terms" listed at the back of *Z is for Zamboni* to help you get started. Add other hockey terms, players, or team names to your own book.
2. On a map of North America, show all of the NHL teams. Include a legend with your map.
3. Make a class NHL trivia book or a class Team Canada trivia book. Use the information you learned from *Z is for Zamboni* plus the Internet to help you come up with trivia questions and answers.
4. Hockey is a very popular winter sport in Canada and the USA. Find out where else in the world hockey is played.
5. Hang posters of different NHL teams and players in the classroom.
6. Invite students to bring in collections of hockey cards. Compare collections in small groups.
7. Design your own hockey card.
8. Bring in newspaper clippings of your local and favourite NHL teams.