

THE NIGHT THEY STOLE THE STANLEY CUP: A Novel Study

UNIT OVERVIEW

This novel, by Canadian author Roy MacGregor, is sure to be a success with students. The story involves a local hockey team as they follow a trail of intrigue and mischief. A student booklet provides a backbone for the novel study and insures student comprehension as well as building vocabulary and language skills. Related activities are suggested which add variety and meaning to the workbook-style questions in the booklet. Great for the entire class, small groups or individually. This current, humorous novel deals with mature themes in a way that kids can relate to. "The Night They Stole the Stanley Cup" is sure to score with students.

TEACHER STUFF

The unit has been designed using an "outcome-based learning" approach. Included are:

Part I - Essential Learner Outcomes - general goals and objectives

Part II - Specific Program Outcomes - student objectives outlined in behavioral terms

Part III - Student Evaluation

Part IV - Suggested Activities/Topics - A variety of activities, instructional strategies, resources are suggested

Part V - Culminating Activities

Part VI -Extension Activities

Part VII - Discussion Questions and Answers - A series of questions requiring answers in full sentences to be used as a basis for discussion or for students to answer in their notebooks.

Part VIII - Student Activity Booklet - Answer Key

STUDENT STUFF - Booklet

A copy of the booklet is given to each student (photocopied) to be completed and marked on an ongoing basis. The booklets can be bound with plastic coils or simply stapled. Using thicker paper for the cover (which can be coloured as the teacher reads the book outloud) and collecting the booklets, rather than letting students keep them in their desks, will help increase the life of the booklets.

One preferred strategy is to have students pre-read the novel on their own and then to have the teacher read the novel outloud once the unit is formally started. Some students will choose to read along while others simply listen. The pace of activities, questions and marking is left to the discretion of the teacher. The discussion questions focus on higher level questions while the booklet deals with more knowledge-based information. Wherever possible, students should be encouraged to write answers in full sentences.

6. Why had the Screech Owls come to Toronto? /2

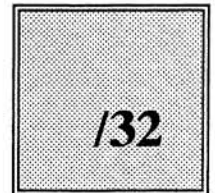
7. What was in the freezer compartment? /2

8. Find the similes on pages 9 & 10. (A simile is a comparison using "like" or "as")

p.9

p.10

/4



CHAPTERS 13/14



Title: _____ /2

1. Who did Travis notice in front of the Zanzibar?

_____ /2

2. Who did Travis and Nish take to catch the robbers? /2

3. Sneaking things back that you've stolen is called

_____ shoplifting. /2

4. Liz told Travis the score 3-2 (p.72) and that made him happy. Recall the 2 teams that played. (Hint ch.12)

_____ and _____. /2

5. Travis and his teammates were excited they were in the finals but the coaches looked

(simile) _____ /2

6. If they left the hotel at night where did the coach give them permission to shop?

_____ /2

6. What is the simile on p. 100? /2

7. What were the six words Andy boomed over the loudspeaker to the crooks? /2

8. Tell what these 12 words are on page 103.

turned, he, sign, fire, two, showed, security, it, looked, found, guards, they /24

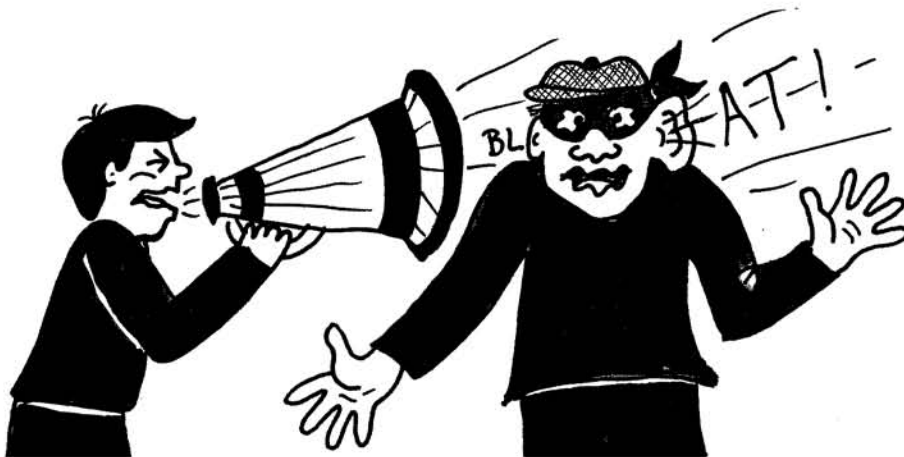
nouns

pronouns

verbs

adjectives

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



/40