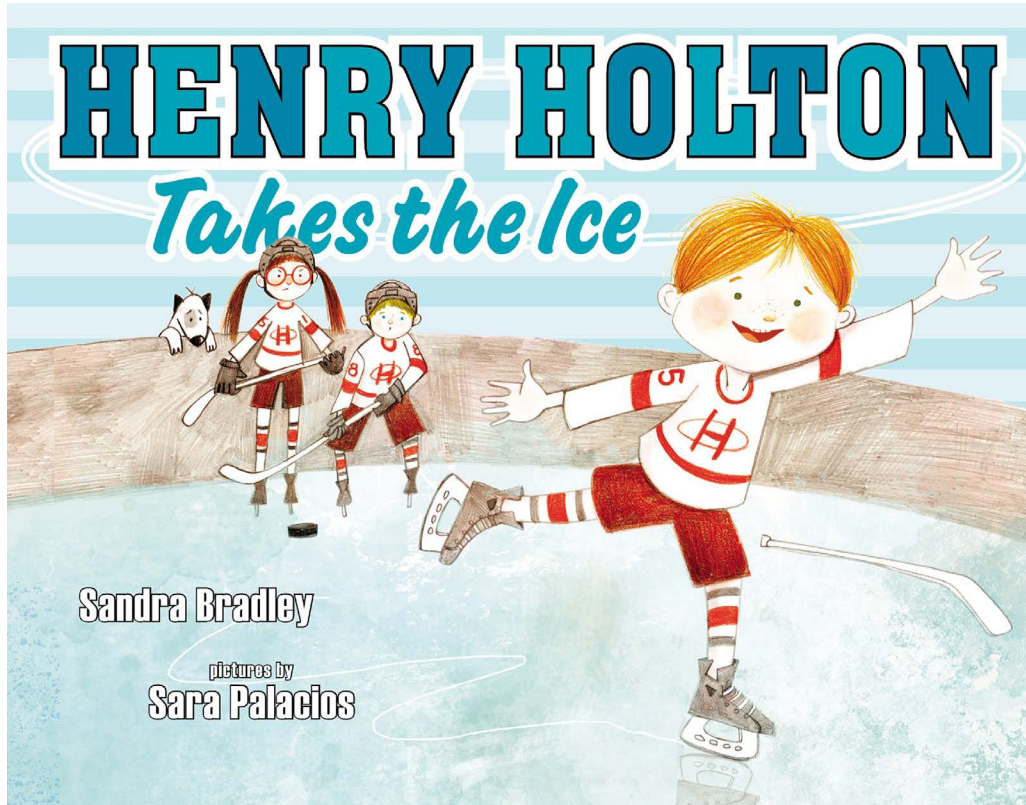


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

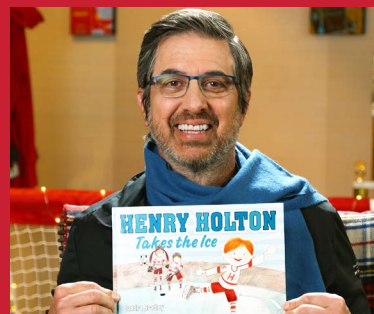
SUGGESTED GRADE LEVEL: 1ST - 2ND



HENRY HOLTON TAKES THE ICE

WRITTEN BY SANDRA BRADLEY
ILLUSTRATED BY SARA PALACIOS

Watch Ray Romano
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Henry Holton’s whole family is hockey mad. Everyone, that is, except Henry. When he holds a hockey stick, Henry becomes a menace to the game—and an embarrassment to his sports-minded family. It’s not until he sees his first ice dancing performance that Henry realizes there’s something he can do on the ice that *doesn’t* involve boarding and body checking. Henry is ready to hang up his gear and try on some figure skates, but first he has to convince his hockey-obsessed family to let him follow his own path.

THEMES IN THE STORY

Individuality, Hockey, Ice dancing, Diversity and inclusion, Challenging gender stereotypes

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. (*Standards listed below are for 1st and 2nd grade but can be adapted to kindergarten or 3rd grade standards.*)

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background for students by discussing the following with students:

- The game of hockey and other sports played on ice
- **Introduce the story, *Henry Holton Takes the Ice*:** Explain that the story is about a hockey-obsessed family. When someone is obsessed about something it means that it is all they think about. Allow time for students to share ideas about how their own family might be considered “obsessed” with something.
- Predict what the story might be about.

DURING VIEWING

Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts. Suggestions:

- Check predictions, adjust, and make new predictions.
- Use context clues to explain the meaning of hockey terms as they are presented in the story: *MVP, Hockey Mad, biscuit, boarding, body check, cross check, five hole, left/right wing, lumber*
- Focus on characters’ actions and words to learn about how the characters are feeling.

AFTER VIEWING – CHARACTERS CHANGE

Standards: CCSS.RL.1.3, CCSS.RL.2.3

Objective: Students will identify actions and/or words of a character to determine how a character changes from the beginning to the end of a story.

Materials: Characters Change Graphic Organizer ( [Google It!](#))
Character Anchor Chart (see below)

Teacher Prep:

Write the following questions on chart paper:

- What is the character doing?
- What is the character saying?
- What do these details tell me about the character at different points in the story?

Procedure:

- Step 1: Explain that many times characters change in a story, just like people. Share a real-life example of this.
- Step 2: Instruct students on how good readers understand how a character may change from the beginning to the end of a story. Display the chart and explain.
- Step 3: Have students work with a partner to discuss Henry Holton and his family at the beginning of the story. How did they feel about hockey? How do you know? How did they feel about Henry wanting to figure skate? How do you know? Use the chart to guide students.
- Step 4: Bring the class back together to discuss. If using an organizer, model how to complete.
- Step 5: Have students listen to the story again to see how the characters changed at the end of the story using the chart as a guide.
- Step 6: Have students work with a partner to discuss the following: Did Henry’s family change their opinion about Henry and figure skating?
- Step 7: Bring class together to discuss.
- Step 8: Review with students that whenever they read, they should pay close attention to the things a character says and does to help determine if the character has changed.

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.1.3, CCSS.RL.2.1, CCSS.RL.2.3

Objective: Students will answer the prompt using at least two details from the text to support the response.

Reading Prompt: How is Henry like the other members of his family? How are members of this family different from each other? Use details from the story to support your response.

WRITING – OPINION

Standards: CCSS.W.1.1, CCSS.W.2.1

Objective: Students will write a short opinion paragraph stating their opinion, supplying reasons, and provide a concluding sentence using grade appropriate sentence structure and spelling.

Writing Prompt: Henry’s sister told Henry, “Ice dancing is for girls,” but lots of boys like ice dancing. Do you think that anyone can participate in ice dancing?

Materials: Opinion Writing worksheet (*see page 8*)
Writing tools

Procedure:

- Step 1: Remind students that Henry’s sister told Henry that “Ice dancing is for girls.”
- Step 2: Have students share their opinions. (Think-Pair-Share Strategy works well here)
- Step 3: State objective. Review or teach opinion writing.
- Step 4: Distribute organizer and have students begin prewriting.
- Step 5: Continue to use the writing process to complete writing piece.

Extend It: Hold a debate for students to present their ideas.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE/MATH

OBJECTIVE —

Science: Scientific Experiment - *What slides farthest on ice?*

Math: Measure Distance

MATERIALS —

Rectangular baking pan (1 per group)

Items to experiment with: felt, metal bottle cap, plastic bottle cap, rock, popsicle stick

Tape measure

Duct tape (bright colors works best)

Recording Sheet – (*see page 9*) (1 per student)

Teacher Prep:

Prepare ice rink by taping lines on bottom of pan to resemble a hockey rink: Center line, square at each end for goals (place about 1 inch from side of pan). Make tape narrower by cutting in half. Fill pan with water and freeze.

PROCEDURE —

Step 1: Distribute materials to each group.

Step 2: Explain that students will be conducting an experiment to see which object will slide the farthest on ice.

Step 3: Distribute Recording Sheet and discuss experiment.

Step 4: Make and record predictions on sheet.

Step 5: Perform the experiment as directed:

- Use index finger to push each object across the ice.
- Measure distance and record on worksheet.

Step 6: Discuss results.


Step 7: Write conclusion.

The Science: The items that are smooth and light have less friction and will slide more quickly across ice. Items that are rough create more friction resulting in slower movement.

Extension Activity: Let the students play hockey using the ice pan rink, penny, and popsicle stick. You can even turn this into an experiment: How much time will it take for the ice to become too slushy for the “puck” to slide?

PHYSICAL EDUCATION/TECHNOLOGY

There are several kinds of hockey: field hockey, ice hockey, street hockey, etc.

1. Use the internet to research two or three variations of the sport. Use a Venn diagram ( **Google It!**) to compare/contrast the rules.
2. Discuss the rules – how they are alike and different.
3. Practice the rules by playing the games. Assign students to be “referees” to ensure that the correct rules are being followed.

SOCIAL STUDIES – FAMILIES

OBJECTIVE —

Students identify unique qualities of their family and learn/practice acceptance of all families.

TEACHER RESEARCH —

To try to avoid any awkward moments, research educational resources around different kinds of families, such as foster/adoption, LGBTQ, single parent, stepfamilies, and guardianship, and be sensitive and conscious of all different types of families.

MATERIALS —

Art paper
Art supplies
Yarn

Teacher Prep:

Make a large circle labeled: *Families are Unique*

PROCEDURE —

- Step 1:** Discuss Henry’s family: Who made up the family? What did they like to do? How do you know they cared about each other?
- Step 2:** Explain to students that everybody’s family is special and unique. Give an example using your own family pointing, out any differences and similarities to the Holton family. Note to students that some children have a mom and a dad. Some might have one parent. Some have two moms or two dads or a grandparent. Have students think about their own family and share how it is unique and different from the Holton family.
- Step 3:** Call on students to share thoughts about their family.
- Step 4:** Discuss the importance of family and ask students to share why their family is important to them.
- Step 5:** Remind students that hockey was something that the Holton family enjoyed. Ask students to think about what their family enjoys doing together and discuss.
- Step 6:** Lead students to an understanding that although families may look very different from each other, all families care about each other.
- Step 7:** Tell students they are going to draw their family doing something that is important to them.
- Step 8:** Display the pictures on a wall or bulletin board. In the center, put a circle labeled “Families are Unique.” Display student pictures around the circle. Use yarn to connect the students’ pictures to the center circle.

SOCIAL STUDIES – GENDER ROLES

TEACHER RESEARCH —

Common Sense Education[®], a non-profit for parents and teachers, has a resource that we like with a few simple age-appropriate tips on speaking about gender stereotypes. Additionally, please find educational resources to research “gender creative” and “non-binary” identities.

MATERIALS —

3 column chart:

FEMALE MALE EVERYONE

Word Cards:

Prepare cards with ideas/activities usually associated with gender. Examples: blue, pink, sports, glitter, LEGOs, dolls, unicorns, cheerleading, ballet, doctor, nurse, teacher, police officer, firefighter, cooking, cars, construction worker

PROCEDURE —

- Step 1:** Remind students that Henry Holton’s sister thought that ice dancing was for girls. Tell students that you have some more ideas and activities that many people associate with being male or female. Show each term and have students tell which column to put the word under. If students can’t agree – the word card goes under EVERYONE.
- Step 2:** Discuss responses: Is it true that these are just boys’ (male) or girls’ (female) things?
- Step 3:** Explain gender roles and stereotyping. Gender roles are ideas or behaviors that are associated with being a boy (male) or girl (female). Stereotyping is when we believe a simple idea about a large group of people. So, when we think of something as being a girl (female) or boy (male) thing, we are stereotyping people according to their gender. This is called gender stereotyping. Please give an example of something you personally like which doesn’t stereotypically match your gender to help open up the conversation for students who don’t identify with gender stereotypes.
- Step 4:** Ask students if they believe that we all fit totally into gender stereotypes and discuss. Lead students to the understanding that each person is unique. What we like isn’t based on gender, but rather on talents and interests a person has.
- Step 5:** Discuss why gender stereotyping might be harmful. (People can’t be themselves, it can make people stop doing an activity that they really like and want to do, etc.)
- Step 6:** Refer back to the chart and ask students how they would change things on the chart.
- Step 7:** Have students form a circle. Tell them to think of something they like that is often associated with the opposite gender. Take turns sharing responses.

Name: _____



Opinion Writing

Do you think that anyone can participate in ice dancing?

Beginning Sentence

State your opinion. **Circle one.**

I think anyone can participate in ice dancing.

I agree with Henry Holton's sister that ice dancing is only for girls.

Middle Sentences

Give your reason(s)

Closing Sentence

State your opinion. **Circle one.**

That is why I think anyone can participate in ice dancing.

That is why I agree with Henry Holton's sister that ice dancing is only for girls.

Publish Your Work

Put it all together!

Name: _____

Recording Sheet

What will slide the farthest on ice?

Metal bottle cap, Plastic cap, Felt, Rock, Popsicle stick, Penny

Make a prediction

Write which object above you think will slide the farthest on ice and explain why. Which item will hardly slide at all? Explain.

I think _____ will slide the farthest because

_____.

I think _____ will hardly slide at all.

Conduct the experiment

1. Place the metal bottle cap behind the “goal” making sure it is touching the side.
2. Use you index finger to push the item gently.
3. Measure and record the distance in the chart.
4. Repeat procedure for each object.

Item	Distance
Metal bottle cap	
Plastic cap	
Felt	
Rock	
Popsicle stick	
Penny	

Conclusion

Was your prediction correct? What did you learn from the experiment?

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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