

The Great One Visits Our School

Yesterday was the most tremendous, joyful and enjoyable day for the community of our school, when the greatest hockey player “Wayne Gretzky” sacrificed his valuable time and paid a long visit to the school. Mr. Gretzky said he always wanted to visit a Canadian high school with the children who have a passion for sports, and he especially wants to meet the students who share a passion for hockey as well as to encourage them. Mr. Gretzky first started his day by singing Canada’s national anthem with the students. He read the morning prayer, and spent hours visiting classrooms and programs around the school.

The famous hockey star first started by touring around the school and viewing pictures, medals, and trophies of our finest athletes. He also toured around the facilities outside the school. Mr. Gretzky was surprised and well pleased with the athletic spirit around the school, that he said “This reminds me of the fun that my team had when we won the gold medal at the 2002 Olympics.” Then the tour continued inside the school in the gym and the weight room, where the “Great one” met some students playing games and doing weight training. He chatted with them and played basketball as well. He met with the hockey team and other sports teams and he also met the cheerleaders and encouraged them with other female athletes. He promoted the young athletes by sponsoring them with hockey jerseys.

Next, Mr. Gretzky visited the school cafeteria. Mr. Gretzky, who is a very successful businessman and who also has his own line of clothing and owns a restaurant went in the lunch room and happily ate lunch with the students. He told them that food and nutrition are the greatest energy in human body.

The last stop of the school tour was to the parenting class, where he participated in discussing the important values of parenting with the students. “I never had the opportunity to take parenting classes when I was in school, because they never existed,” said Mr. Gretzky. He also said, “Parenting is very important because it gets you ready for real life responsibilities especially if you are planning to build a family in the future. A grade nine student asked, “What mostly encouraged you to play hockey and to become a professional player?” His response was “My family encouraged me, especially my father. He built an ice rink in my backyard for me to practice”. He also gave me the advice for my success, which was “always play your best” and “stay in school”.

Most of the students questions were: “How old were you when you started playing hockey?” He said, “When I was four years old”. “Would you expect your children to become hockey players as well?” “No, not necessary but I want them to have a healthy life style and be good athletes. “What skills do you need to be a good hockey player?” He said “you need discipline and lots of practice.”

A grade nine student thanked Mr. Gretzky for taking time to visit our school and expressed how we all felt. We are very proud of our school and wish Mr. Gretzky could come and visit us again.

Teacher’s Notes

Knowledge/Understanding

- The student demonstrates thorough knowledge of linguistic forms in English. He or she constructs long sentences well (e.g., “Mr. Gretzky, who is a very successful businessman and who also has his own line of clothing and owns a restaurant went in the lunchroom and happily ate lunch with the students.”). He or she also uses common tenses, adjectives, conjunctions, and prepositions accurately in almost all instances.
- The student uses language conventions such as spelling and punctuation with a high degree of accuracy throughout, despite making a few errors in usage (e.g., “food and nutrition are the greatest energy in human body”).

Thinking/Inquiry

- The student includes facts from the informational text that are highly appropriate (e.g., “This reminds me of the fun that my team had when we won the gold medal at the 2002 Olympics.”).
- The student includes areas and activities that are highly appropriate (e.g., Gretzky eats lunch with students in the cafeteria, and talks to them about food and nutrition).

Communication

- The student provides a highly credible purpose for the visit (i.e., Gretzky wants to meet with students who have a passion for sport, particularly with students who play hockey).
- The student includes highly interesting details about the interaction between the visitor and the students (e.g., Gretzky’s meeting with the female athletes, and the interest he takes in the student athletes’ pictures, medals, and trophies).
- The student provides a highly effective conclusion for the article. He or she has one student thank the visitor on behalf of the entire student body, and also expresses pride in his or her school and the wish of the students for another visit from Gretzky.

LEVEL 4

Application

- The student creates a highly effective article. He or she skilfully incorporates factual information into a fictional context, and provides many details that enhance that context. Direct quotations are also used very effectively (e.g., “I never had the opportunity to take parenting classes when I was in school, because they never existed.”). The structure of the article is flawed, however, in that the second last paragraph is packed with questions and answers that are not anchored to the narrative context.

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high degree of achievement of the expectations in all four categories of knowledge and skills.

The student creates a well-thought-out article. He or she combines fact and fiction imaginatively, and includes ideas that heighten interest.

Next Steps

In order to improve his or her performance, the student needs to:

- structure the article to incorporate the questions and answers in the second last paragraph more effectively (e.g., by placing them at appropriate points throughout the text);
- read aloud more to increase familiarity with English idioms;
- edit work more carefully to eliminate spelling and punctuation errors.