

★ EDUCATOR GUIDE ★



MILES LEWIS

★ KING OF THE ICE ★



★ BY KELLY STARLING LYONS ★
ILLUSTRATED BY WAYNE SPENCER

ABOUT THIS BOOK

AGES 6–8 ★ FICTION ★ GRADES 1–3

MILES LEWIS is equal parts science, sports, and fun.

He loves rock collecting, building robots, and riding his bike.

In *King of the Ice*, Miles takes on a new challenge . . . ice-skating—and learns about the science and historymakers behind the sport.

VOCABULARY

skating rink	swish
ice hockey	wincing
physics	winking
friction	fluttered
gliding	weeding
traction	mulch
kinetic energy	cul-de-sac
competition	stubborn
pointers	glistening
layup	savory
	beeline

SKILLS

ENGLISH LANGUAGE ARTS

Reading, Writing,
Speaking, & Listening

Drawing Conclusions,
Making Inferences

PHYSICAL SCIENCE

Physics

HISTORY/SOCIAL SCIENCE

Sports History

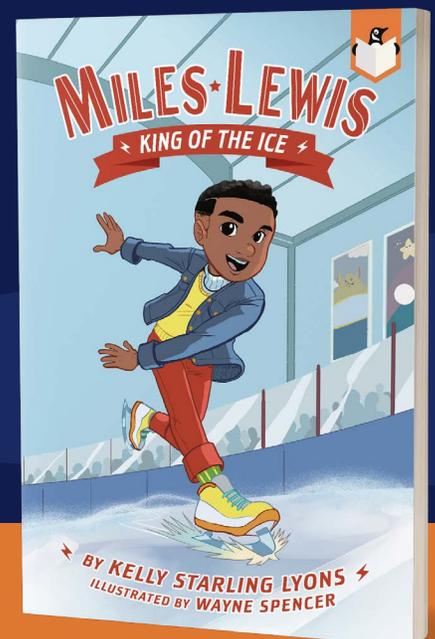
THEMES

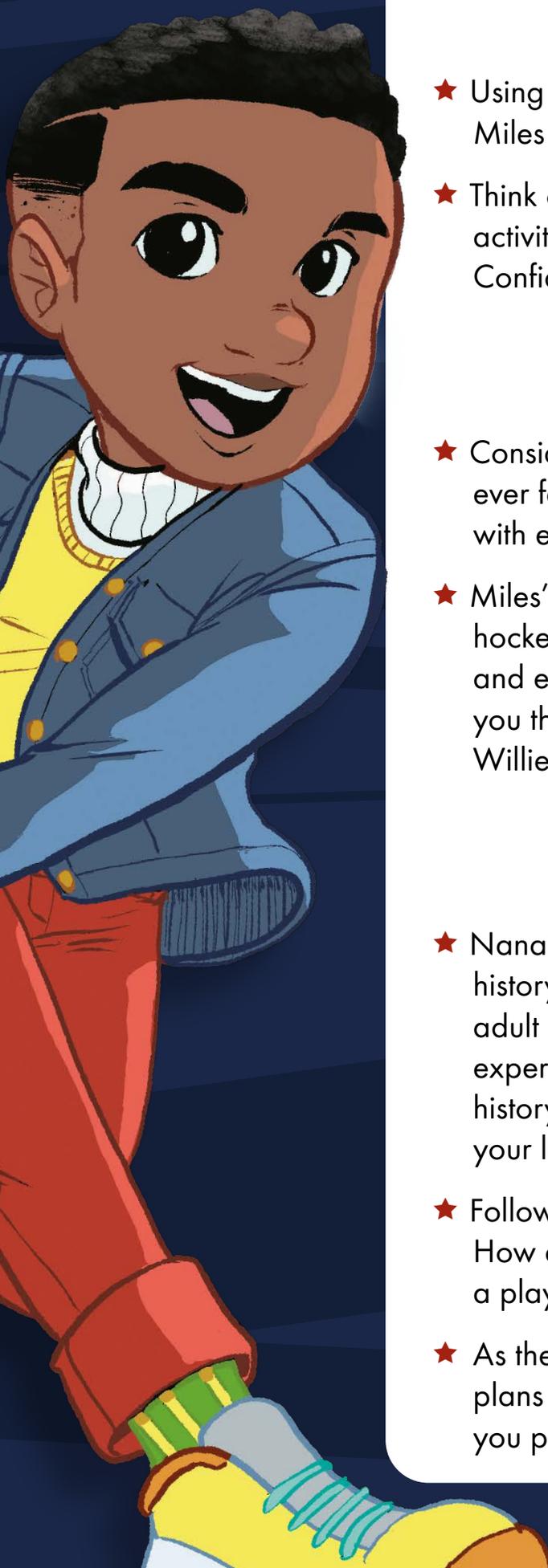
Friendship

Family

Conflict resolution

Facing new
experiences





BEFORE YOU READ

Anticipate and relate . . .

- ★ Using the book's title and cover for clues, how does Miles seem to feel about his ice-skating challenge?
- ★ Think of a time when you tried a new sport or activity. How did you feel? Excited? Nervous? Confident? Describe your experience.

AS YOU READ

Peruse and muse . . .

- ★ Consider the "bet" between Miles and RJ. Have you ever felt that you and a friend were in competition with each other? How did you address the situation?
- ★ Miles's dad mentions Willie O'Ree, the first Black hockey player in the National Hockey League (NHL), and encourages Miles to learn about him. Why do you think Dad felt it was important for Miles to know Willie O'Ree's history?

AFTER YOU READ

Reflect and connect . . .

- ★ Nana's had many life experiences. Think about the history she's shared with Miles. Is there an older adult or family member who's shared their youthful experiences with you? Discuss a memorable event or history shared by the older adult/family member in your life.
- ★ Follow Dad's advice and research Willie O'Ree. How did O'Ree contribute to the game of hockey as a player and later, after his playing career ended?
- ★ As the family is leaving the rink, Miles announces his plans to take hockey lessons. What adventures can you predict for Miles on the ice?

PHYSICAL SCIENCE: PHYSICS

Miss Taylor reviews Newton's first law of motion with the class and asks the how it relates to skating.

FIRST LAW OF MOTION, ALSO KNOWN AS THE LAW OF INERTIA

"An object at rest stays at rest and an object in motion stays in motion with the same speed and in the same direction unless acted upon by an unbalanced force."

- ★ How would you describe the connection between Newton's first law and skating? What is your hypothesis?

SECOND LAW OF MOTION

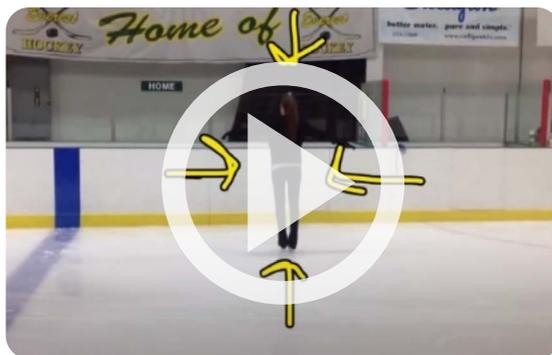
"The greater the mass of an object, the more force it will take to accelerate the object."

THIRD LAW OF MOTION

"For every action, there is an equal and opposite reaction."



PHYSICAL SCIENCE: PHYSICS



From Educating On Edge, teacher Heather Johnson describes Newton's three laws of motion as demonstrated by her students on ice skates. Watch "[Newton's Three Laws of Motion](#)" from Educating on Edge.



Sometimes scientists have differing opinions on why a phenomenon occurs. This segment from National Geographic introduces the friction theory of ice-skating. Watch "[The Science Behind Ice-Skating: I Didn't Know That.](#)" At the end, the presenters make a few interesting statements: It's possible that a combination of friction and pressure are responsible for a skater's ability to move across the ice and that the surface of ice and its properties may contribute to movement too.

- ★ The class field trip explores the connection between ice-skating and physics. Miles, his family, and his friends are involved in other sports, too. Identify these sports in *King of the Ice* and describe their connections to physics.

LANGUAGE ARTS

READING COMPREHENSION

Think about the author's use of words and phrases in *King of the Ice*. Here are a few examples:

**"We smell like outside."
(p. 19)**

"RJ came over to me with his hand raised to give me some love." (p. 34)

"Why are you being such a hater?" (p. 45)

- ★ Why did the author Kelly Starling Lyons include words and phrases like these in the text? Feel free to search and find more. How do they contribute to the story?
- ★ Compare and contrast the adventures of characters in *King of the Ice*. For example, how does RJ experience the ice-skating challenge compared with Miles? (You may have to make inferences or draw conclusions to develop RJ's point of view.)

WRITING

King of the Ice is the first of many adventures for Miles, his friends and family.

- ★ Write a review of this book, summarizing the story and including your favorite parts.
- ★ Take a look at the sneak peak of *Miles Lewis: Whiz Kid*, and then write an interesting concluding statement or inviting question to interest others in reading both of Miles's books!

Miles researches ice hockey player Willie O'Ree and learns | about his contributions to the game and beyond.

- ★ Think of your favorite sport, hobby, or, perhaps, a sport you play or would like to learn.
- ★ Who are the pioneers or the "famous firsts" that you admire or respect?
- ★ How did they "change the game"?
- ★ Research and write a biography of the person or people.

SOCIAL-EMOTIONAL LEARNING

In *King of the Ice*, Miles and his friends face challenges as they work together in class and outside of school.

- ★ How does Miles feel about learning to ice-skate?
- ★ When RJ challenges Miles to a bet about falling, does this motivate Miles? Discourage him? Or stir up other feelings?
- ★ How do Miles and RJ navigate and address the competition in their relationship?

At home, Miles worries about Nana moving out.

They spend so much time together and share their love of gardening and fitness. Families can be made of many members: Miles's family is multigenerational. In spite of the "clues" Miles thought he'd found, he misunderstood Nana's actions. The thought of Nana moving out brought Miles to tears.

- ★ How did this misunderstanding happen?
- ★ What could have prevented it from occurring in the first place?

For elementary students, social-emotional learning includes the tasks of:

- ★ forming friendships with another person
- ★ demonstrating self-control and showing emotions appropriately within the peer group
- ★ developing stable peer group relationships
- ★ solving "social difficulties" or conflicts with flexibility or a variety of solutions.

VIDEO LEARNING

SEL 101:

What are the core competencies and key settings?

SOCIAL-EMOTIONAL LEARNING

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
accurately recognizing internal emotions, thoughts, and values and how they influence behavior	successfully regulating emotions, thoughts, and behaviors in different situations	demonstrating and practicing perspective-taking and empathizing with others	creating and maintaining healthy relationships	making ethical, constructive decisions with a realistic understanding of consequences

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-Taking
- Empathy
- Appreciating Diversity
- Respect for Others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social Engagement
- Relationship Building
- Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying Problems
- Analyzing Situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical Responsibility



For more information about social-emotional learning and the Collaborative for Academic, Social, and Emotional Learning, visit casel.org.

COMMON CORE STANDARDS

ENGLISH LANGUAGE ARTS — READING & LITERATURE

CCSS.ELA-LITERACY.RL.1.1	CCSS.ELA-LITERACY.RL.2.1	CCSS.ELA-LITERACY.RL.3.1
CCSS.ELA-LITERACY.RL.1.2	CCSS.ELA-LITERACY.RL.2.2	CCSS.ELA-LITERACY.RL.3.2
CCSS.ELA-LITERACY.RL.1.3	CCSS.ELA-LITERACY.RL.2.3	CCSS.ELA-LITERACY.RL.3.3
CCSS.ELA-LITERACY.RL.1.4	CCSS.ELA-LITERACY.RL.2.5	CCSS.ELA-LITERACY.RL.3.4
CCSS.ELA-LITERACY.RL.1.6	CCSS.ELA-LITERACY.RL.2.6	CCSS.ELA-LITERACY.RL.3.5
CCSS.ELA-LITERACY.RL.1.7	CCSS.ELA-LITERACY.RL.2.7	CCSS.ELA-LITERACY.RL.3.6
CCSS.ELA-LITERACY.RL.1.9		CCSS.ELA-LITERACY.RL.3.9

ENGLISH LANGUAGE ARTS — WRITING

CCSS.ELA-LITERACY.W.1.1	CCSS.ELA-LITERACY.W.2.1	CCSS.ELA-LITERACY.W.3.1
CCSS.ELA-LITERACY.W.1.2	CCSS.ELA-LITERACY.W.2.2	CCSS.ELA-LITERACY.W.3.2
CCSS.ELA-LITERACY.W.1.3	CCSS.ELA-LITERACY.W.2.3	CCSS.ELA-LITERACY.W.3.3
CCSS.ELA-LITERACY.W.1.5	CCSS.ELA-LITERACY.W.2.5	CCSS.ELA-LITERACY.W.3.4
CCSS.ELA-LITERACY.W.1.6	CCSS.ELA-LITERACY.W.2.6	CCSS.ELA-LITERACY.W.3.5
CCSS.ELA-LITERACY.W.1.7	CCSS.ELA-LITERACY.W.2.7	CCSS.ELA-LITERACY.W.3.6
CCSS.ELA-LITERACY.W.1.8	CCSS.ELA-LITERACY.W.2.8	CCSS.ELA-LITERACY.W.3.7
		CCSS.ELA-LITERACY.W.3.8

ENGLISH LANGUAGE ARTS — SPEAKING & LISTENING

CCSS.ELA-LITERACY.SL.1.1	CCSS.ELA-LITERACY.SL.2.1	CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.1.2	CCSS.ELA-LITERACY.SL.2.2	CCSS.ELA-LITERACY.SL.3.2
CCSS.ELA-LITERACY.SL.1.3	CCSS.ELA-LITERACY.SL.2.3	CCSS.ELA-LITERACY.SL.3.3
CCSS.ELA-LITERACY.SL.1.4	CCSS.ELA-LITERACY.SL.2.4	CCSS.ELA-LITERACY.SL.3.4
CCSS.ELA-LITERACY.SL.1.5	CCSS.ELA-LITERACY.SL.2.5	CCSS.ELA-LITERACY.SL.3.5
CCSS.ELA-LITERACY.SL.1.6	CCSS.ELA-LITERACY.SL.2.6	CCSS.ELA-LITERACY.SL.3.6
		CCSS.ELA-LITERACY.SL.3.7
		CCSS.ELA-LITERACY.SL.3.8

NEXT GENERATION SCIENCE STANDARDS

K-PS2-1, 2	FORCES AND INTERACTIONS: PUSHES AND PULLS
3-PS2-1	MOTION AND STABILITY: FORCES AND INTERACTIONS

HISTORY/SOCIAL SCIENCE STANDARDS

K–5 History/Social Studies standards are integrated into the K–5 Reading standards.

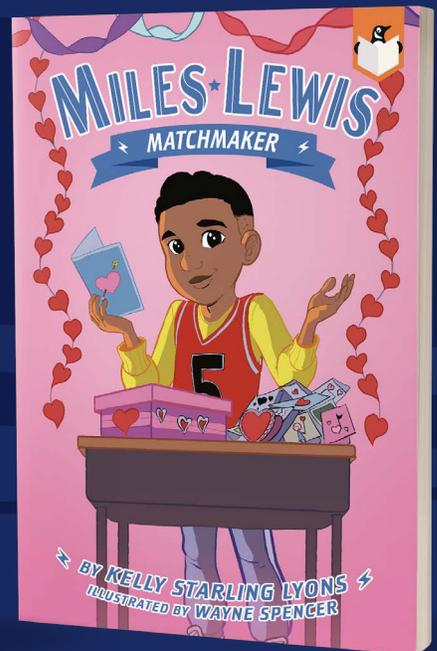
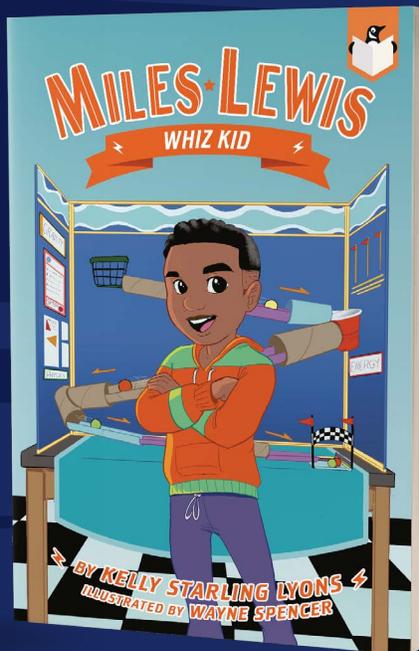
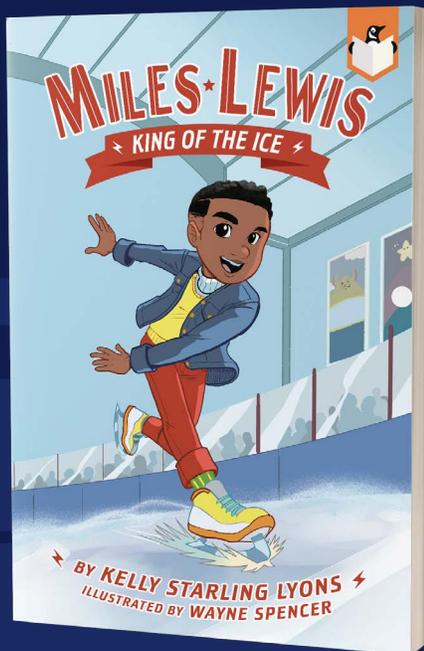
For reading and responding to the biographies of historically significant figures, see:

ENGLISH LANGUAGE ARTS - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.1.1	CCSS.ELA-LITERACY.RI.2.1	CCSS.ELA-LITERACY.RI.3.1
CCSS.ELA-LITERACY.RI.1.2	CCSS.ELA-LITERACY.RI.2.2	CCSS.ELA-LITERACY.RI.3.2
CCSS.ELA-LITERACY.RI.1.3	CCSS.ELA-LITERACY.RI.2.3	CCSS.ELA-LITERACY.RI.3.3

Don't miss MILES★LEWIS

The new series from the creator of the Jada Jones series!



Praise for the series!

★ "Another great addition to this **heartwarming series** that introduces young readers to STEM activities along with a lesson about giving back to one's community."

—School Library Journal,
starred review for Matchmaker

"A thoughtful protagonist makes his series debut; sports lovers and the athletic-averse alike will be charmed."

—Kirkus Reviews on King of the Ice

"An honest, inspiring STEM-focused story starring an incredibly relatable future scientist."

—Kirkus Reviews on Whiz Kid

