

# LESSON PLAN

## GOOD NIGHT, KNIGHT

An I Like to Read® Book, Level F

written and illustrated by Betsy Lewin

*Knight and Horse adventure to find the golden cookies. Where will they find them?*

**Learning Objectives:** Read text with purpose and understanding, summarize, and identify the sequence of events. Read new vocabulary words in and out of context. Identify homophones and onomatopoeia.

**Guided Reading Level:** F

**Grade level equivalent:** Grade 1

**Interest Level:** Pre-K-3

### Instructional Standards

**Reading Literature:** RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7,9

**Reading Foundation Skills:** RF.K-1.1,2,3,4

**Writing:** W.K-1.1,3,6,8

**Speaking and Listening:** SL.K-1.1,2,4,5,6

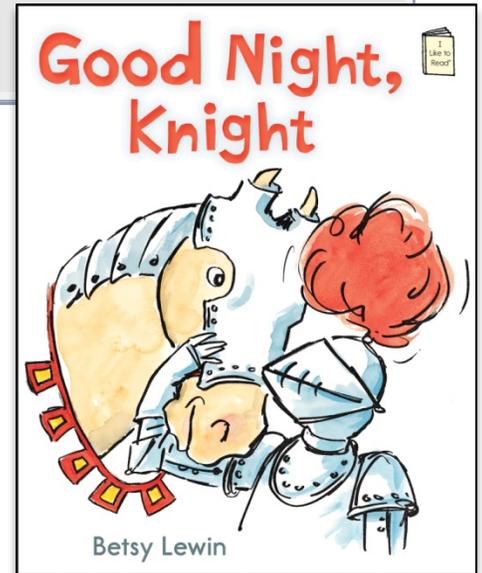
**Language:** L.K-1.1,2,4,5,6

### BEFORE READING

1. Read the title and discuss the front and back cover illustrations.
2. What do the title and cover illustrations tell us about the book?
3. Describe the relationship between a knight and his horse. Where do they live? What is their job?
4. Discuss the words on the back cover. They usually give us a hint about what we will be reading about.
5. What is the knight looking for on the back cover? How do you know?
6. Why are the cookies “golden”?
7. Write **knight** and **night** on the board.
8. What is a “knight”? What is “night”?
9. Ask students to read the words and describe the differences and similarities of the two words.
10. Write **homophone** on the board. A **homophone** is a word that has the same sound as another word but is spelled differently and has a different meaning. **Knight** and **night** are homophones.
11. Invite students to think of other homophones: **to, two, too / stare, stair / sea, see**, and create a chart.
12. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)? Why?
13. Read the name of the author/illustrator. Discuss each role.
14. Display *You Can Do It!* and *Thumpy Feet*, written by Betsy Lewin. Discuss with the students that Betsy Lewin has written and illustrated other books. Allow students who have read the books to share experiences briefly.

### Word Work:

1. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>. Invite students to read along with you as you flash the cards.
2. Write the vocabulary words on the board: **night, knight, horse, sleep, sleepy, dream, golden, cookies, wake, woke, climbed, clank, whoa, clip-clop, bushes, trotted, looked, water, apple, find, stopped.**



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3. Find all of the action words/verbs: **sleep, dream, wake, woke, climbed, trotted, looked, find, stopped.** Identify the verbs in past tense.
4. Read the book to find out where Knight and Horse find the golden cookies.

### DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and think about what the characters are saying and how they are acting and feeling.
3. Point out the thought bubbles (dreams).
4. Think about word meaning. Discuss strategies you use when you come to a word that you do not know or understand.
5. Where does the author use repeated words and phrases?
6. Predict what will happen in the story as you read.
7. What is the sequence of events?
8. How do the illustrations and words help us understand what the story is about?
9. What do the illustrations tell us that the words do not?
10. Look at the facial expressions and body language of the characters. How do the punctuation marks (period, commas, exclamation points, and quotation marks) help us know what the characters are saying and feeling?
11. Have the students read the book independently.
12. Where and when does the story take place (setting)?
13. Who is the main character in the story? Explain.
14. What do the thought bubbles mean in the story?
15. Why does Knight begin looking for cookies?
16. Where is Knight looking for the golden cookies?
17. What is Knight's problem in the story? His solution?
18. What words and phrases are repeated in the story?
19. How does the author use pictures and details to develop the setting, plot, and characters in the story? Why is there a lightbulb over Knight's head? What does that mean?
20. How does she use sound words to enhance meaning?
21. Where does Knight find the cookies?
22. What happens at the end of the story?

### AFTER READING

1. Summarize the book. Tell what happened in your own words, leaving out details.
2. Why is the book *Good Night, Knight* considered fantasy or fiction?
3. Where did you think Knight and Horse were going to find the golden cookies?
4. What do you think will happen next? Write an ending and draw a picture.
5. Using what you know about the story elements (setting, events, and the characters), answer the questions. Prove your answer using the book. Decide if you found the answers using the illustrations or the words.
  - Do Knight and Horse live in a castle?
  - What do Knight and Horse like to do?
  - Why do you think Knight is tired?
  - What do Knight and Horse dream about?
  - When does Horse clip-clop?
  - What sound does Knight make when he gets on Horse?
  - Where does Knight look first? Last?
  - Why does Knight fall off Horse?
  - Why does he make a clank-clank sound?



- When does Knight wake up Horse? When does Horse wake up Knight?
- What is the relationship between Knight and Horse?

6. Find the words with the same sounds and different meanings (homophones). Draw a line to match them.

- |         |          |
|---------|----------|
| • night | • know   |
| • bye   | • new    |
| • be    | • by     |
| • ate   | • eight  |
| • son   | • bee    |
| • won   | • see    |
| • sea   | • sun    |
| • I     | • one    |
| • no    | • knight |
| • knew  | • eye    |

*Guide written by Marla Conn, reading/literacy specialist and educational consultant*

3.18



Name \_\_\_\_\_

Grade \_\_\_\_\_

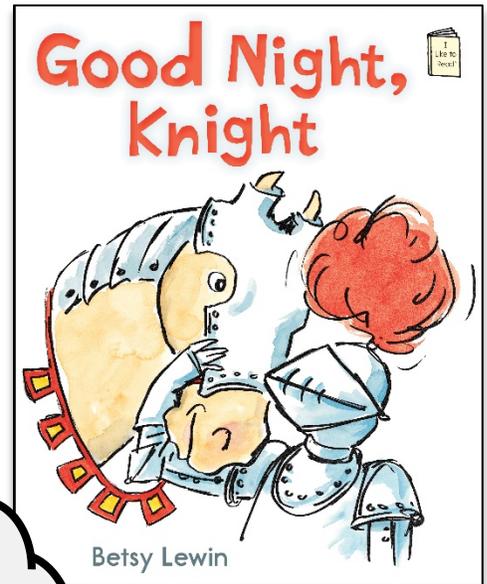
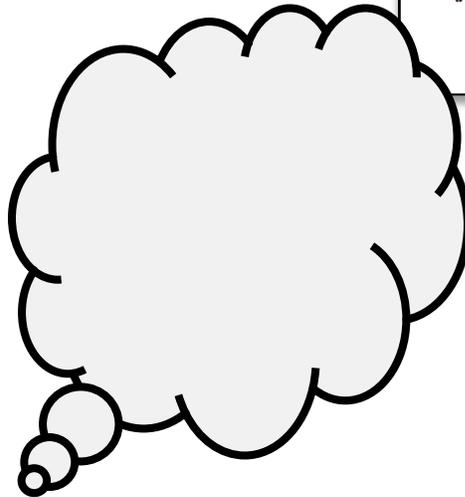
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## ACTIVITY SHEET

Draw a picture of yourself under the thought bubble. What is your dream?



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