



Lesson Plan Summary

Magic Tree House #2: The Knight at Dawn

Focus Question:

What was it like to live in a castle during the Middle Ages?

DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Create an accurate model of a castle.
 - Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
 - Comprehend new vocabulary.
 - Examine how authors use certain words and styles to involve readers in the plot.
 - Analyze informational texts for additional research.
 - Compare and contrast two fairy tales.
 - Identify and explain difference between facts and opinions.
 - Decode homographs using context clues.
 - Write a story about what the knight did after he rescued Jack and Annie.
 - Take notes on research.
 - Present projects to class and explain how students connected to the text.
 - Organize and present a living medieval castle exhibit.
 - Weigh items to see if they are the same mass as the knight's helmet (40 lbs).
 - Measure the length of the largest and smallest suits of armor in the world.
 - Conduct an experiment to analyze what happens to objects' weights when they are dry and when they are wet.
 - Visit an interactive map of a castle.
 - Explain how life was different in the Middle Ages.
- Identify changes in armor over time.

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Creative responses to texts

READING:

- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices.
- Analyze the effect of author's craft on literature.
- Make connections between works of literature.
- Differentiate between facts and opinions.
- Use context clues to gather information.

WRITING:

- Text types and purposes

SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

MATH:

- Measure mass using a scale.
- Measure lengths in inches and feet.

SCIENCE:

- Analyze differences in an object's dry and wet weights.

SOCIAL STUDIES:

- Map skills
- Cultural changes over time
- Changing technology

2-CS812



Cross-Curriculum Lesson Plan Magic Tree House #2: The Knight at Dawn

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or interactive white board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- Chart paper for pre-reading knights and castles chart

Procedures:

1. Introduce The Knight at Dawn by asking students to brainstorm everything they know about knights and castles. Record on chart paper to refer to at the end of the unit.
2. Suggested activities to use with certain chapters:
 - Chapter 3: Read about the parts of a castle at this site: http://www.castles.org/Kids_Section/Castle_Story/parts.htm. Or, if you have an interactive white board, you can “visit” a castle and click on its parts to learn more at this site: <http://www.kidsonthenet.com/castle/view.html>.
 - Chapter 4: On an interactive white board, visit http://downloads.bbc.co.uk/schools/primaryhistory/lesson_plans/anglo-saxon/normans_lp_hoh_feasting.pdf and scroll down to page 4. (If you do not have an interactive white board, you can print this page as well.) Discuss the feast scene as a class. What observations can students make? (Note: this site includes other ideas for expansion if time and interest allow in your classroom.)
 - Chapter 5: Look at the pictures in the accompanying materials of different examples of armor displayed in the Tower of London.
3. Choose a project from the Project Menu:
 - Write a story about what you think the knight did after he rescued Jack and Annie. Include lots of details and descriptive words!
 - Create a 3D model of a castle. Don't forget some of the things Jack and Annie saw, like the moat and drawbridge!
 - Read any two fairy tales that have a castle in them. Create a Venn diagram comparing and contrasting the different stories, including the use and appearance of castles in the stories.
4. As an entire class, create your own living medieval castle exhibit. Detailed directions are included later in this document.

5. Extensions:

- ELA:
 - In Chapter 1, Jack tells Annie, “I’m just writing the facts. The stuff we know for sure.” Use the lesson “Just the Facts” in the “Extensions” portion of this packet to explore the differences between facts and opinions.
 - Some words (like wind, lead, tear, close, and read) have multiple pronunciations—and multiple meanings—even though they are spelled exactly the same! Use the lesson “Can You Wind the Wind?” in the “Extensions” portion of this packet to use context clues to figure out the pronunciation and meaning of these words in different sentences.
- Math: Several topics from this book lend themselves to a study of measurement.
 - In the book, Jack learns that the helmet weighs 40 pounds. Bring a scale to class and ask students to find things around the classroom that they think weigh 40 pounds. Weigh them to test predictions. Were students accurate?
 - In the Chapter 5 Extension in the Accompanying Materials, there is a picture of the largest and one of the smallest suits of armor in the world. Go outside to a sidewalk with chalk and a yardstick. First, measure and mark the height of the smallest suit (37 inches). Then, measure and mark the height of the tallest suit of armor (6 feet, 8 inches). How do they compare? Allow students to lie beside each line to get a feel for how they would size up in the suits of armor.
- Science: In Chapter 8, Jack is having a hard time staying afloat because his wet backpack, shoes, and clothes are heavy. Use the lesson “Weight—It’s All Wet!” in the “Extensions” portion of this packet to allow students to experiment with the effects water has on the weight of the objects Jack was carrying and wearing.



Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Mystery of the Tree House” cluster includes Dinosaurs Before Dark, The Knight at Dawn, Mummies in the Morning, and Pirates Past Noon. In these books, Jack and Annie are trying to discover what the mysterious “M” means on the items they find during their journeys.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create a Living Medieval Castle Exhibit

For this whole-class project, you will do research to create your own living medieval castle exhibit. Small groups will be responsible for researching and creating an interactive presentation about various elements of medieval castle culture. Invite parents and other classes to tour the “castle” when the exhibits are complete! *(Note: The lesson will likely take more than one day to complete. You may pace your progress according to the needs of your students.)*

Materials:

- Knights and castles pre-reading chart from the beginning of the unit
- Copies of the Knights and Castles Fact Tracker for each student or small group
- Medieval Research and Planning sheet for each student
- Materials for exhibit creation (construction paper, bulletin board paper, aluminum foil, etc., as groups request)

Procedures:

1. Brainstorm: After reading the book, what new things have you learned about castles and life in a castle? (Re-visit the pre-reading chart to see what they thought before reading.) Did anything surprise you as you read The Knight at Dawn? What do you think daily life in a castle would be like?
2. Explain that the author also wrote a non-fiction guide that has lots of facts about castle life. Students will work in small groups to become an expert in the content of one chapter. Once groups have finished their research, they will design and create an interactive “exhibit” to represent the learning in their chapter. For example, they may wish to dress up like people in the castle, decorate an area of the classroom, or create a poster about some facts they learned.
3. Assign one small group to each chapter 1-9 (you will read chapter 10 as a class later). Allow students to read in their groups and fill out their Medieval Research and Planning Sheet. Circulate as students work to supervise their progress and thought processes.
4. When students are done working in their small groups, regroup as a whole class and read chapter 10. Then, invite small groups to share something from their research that they found interesting.
5. Allow students to return to small groups to begin the exhibit phase of the project. They will need to determine the nature of their exhibit (dressing up, etc.) and how they will represent facts from their reading in their exhibit.
6. After students are done planning their exhibits, let the creation ensue!
7. When all groups have finalized their exhibits, allow each small group to present to the class.
8. Invite parents and other classes to tour your exhibit!
9. A rubric for evaluation is included in the Accompanying Materials.

Extensions:

Just the Facts

Materials:

- A shoe
- “Fact or Opinion?” cards for each small group

Procedure:

1. Take off your shoe and show it to the class. What are some observations they can make? Record on the board.
2. Once all observations are recorded, discuss them. Does everyone agree that the item is a shoe? That it is a certain color? What about if it looks pretty or ugly? Usually we don't all agree about pretty or ugly, but we do all agree it is a shoe. A fact is a proven piece of information about an object, whereas an opinion is how we feel about an object.
3. Assign students to small groups to sort “Fact or Opinion?” cards into their appropriate groups. Don't give away answers as groups are working, but do question their thinking!
4. Once groups are done working, compare work as a class. Allow peers to correct each other by sharing their thinking and defending their rationale behind each card's placement.
5. As a closing activity, challenge each student to come up with a fact and an opinion. The teacher may choose to pick an object for the class to work with or to allow the students to pick their own topics.

Fact or Opinion?

Note: These cards are sorted by facts (left column) and opinions (right column). Be sure to cut them apart and scramble them before giving them to small groups! Multiple copies are provided to save paper.

The medallion had a letter M on it.	The medallion was the most beautiful thing ever.
Knights wore armor.	Knights are scary.
Moats are bodies of water that surround a castle.	I want a moat around my house.
They didn't have flashlights in the Middle Ages.	I would not want to live without electricity.

The medallion had a letter M on it.	The medallion was the most beautiful thing ever.
Knights wore armor.	Knights are scary.
Moats are bodies of water that surround a castle.	I want a moat around my house.
They didn't have flashlights in the Middle Ages.	I would not want to live without electricity.

Can You Wind the Wind?

Materials:

- Board
- Paper for students

Procedure:

1. On the board, write these words: wind, lead, tear, close, and read. As students to copy the words and write what they mean on their paper. Don't let their neighbors see their work!
2. When students are done working, ask them to compare their work with a neighbor. Then, discuss as a class. Did we all have the same definitions? Why or why not?
3. On the count of three, have the whole class pronounce the words together. (*Be ready to say the less common variant of each word as the teacher-modeler!*) Did we all pronounce the words the same way? Why or why not?
4. Explain that these 5 words are homographs. "Homo" means same, and "graph" means write. So, they are words that are written the same way, but they are pronounced differently and have different meanings.
5. Go through each word and create a motion for each. So, wind (as in the force of nature) might be blowing air over your hand, but wind (as in to wrap around) might be to circle one's hands around each other.
6. Display the following sentences on the board. When you get to the underlined word, skip it and finish reading the sentence. Then, allow students to show you the motion for the word they think fills the blank correctly. Re-read the sentence with the word to see if they got it right!
 - The wind was blowing so hard that it knocked over the chair.
 - To make the toy car go, I had to wind it up.
 - Martin Luther King, Jr., was a man who helped lead the Civil Rights Movement.
 - You can't do your homework unless you have lead in your pencil.
 - As the little girl watched her mother leave, a tear slipped down her cheek.
 - My dog grabbed my homework with his teeth, which made it tear!
 - Please close the door when you leave.
 - I was so close to hitting that ball.
 - I read that book last week.
 - Let's read the newspaper today.
7. Discuss: how did students know which word filled in the blank? (*They read around it or used context clues.*) How can these skills help us to be better readers if we get to a word we don't know?



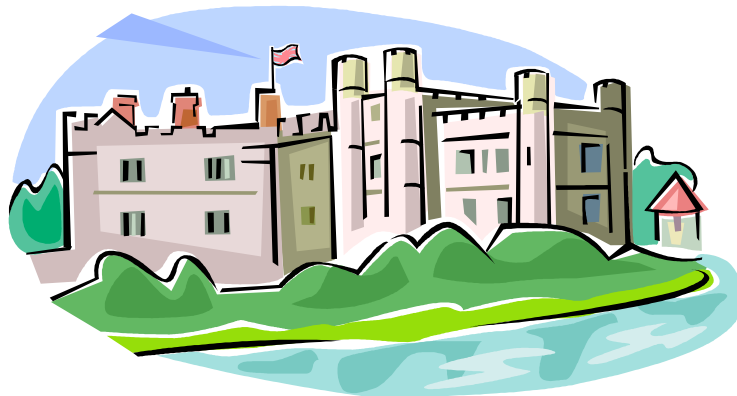
Weight—It's All Wet!

Materials:

- Scale
- Backpack (empty)
- Shirt and pants
- Shoes
- Bucket of water (large enough to submerge each item listed above)
- Science journals

Procedure:

1. Ask the students: If we want to know how heavy something is, what should we do? Review use of a scale.
2. Next, ask students to recall what Jack was wearing and carrying in Chapter 8: clothes, shoes, and a backpack. Why was he having such difficulty staying afloat? What did the water do to these items?
3. Explain that to understand what Jack encountered, we are going to do an experiment today. Show the backpack, shoes, and shirt and pants. Explain that we will pretend today that these are the same items Jack had with him in the moat.
4. We want to know how much each item weighs before it is wet. As a class, weigh each item. For accuracy, repeat each weighing trial 3 times. Were the results consistent? Why or why not? Record the weight of each item in students' science notebooks.
5. Next, make a prediction. What will happen when we get each item wet? Allow students time to record their predictions in the science notebooks. Encourage them to make specific predictions about how much each item will weigh when wet.
6. Once predictions are made, test! Get each item wet and weigh it. (Note: If using an electric scale, you may wish to put wet items in a plastic bag before weighing them.) Record the results in students' science notebooks. How did the results compare to their predictions?
7. After the experiment is over, reflect. How did this experience help us understand how Jack was feeling in the moat? Have you ever had similar experiences with wet clothing?



The Knight at Dawn Unit: Accompanying Materials

Chapter 5 Extension: Armor



Photo credit: Melissa Summer

The helmet on the left is called a close helmet. They were popular in England in the late 15th and 16th centuries. It fully covers the head and allows the wearer to see out of small slits in the visor. This type of visor is known as a “sparrow’s beak.” The helmet on the right is an example of embossed armor from the Italian Renaissance. It was part of an open-faced helmet.

Class Discussion Questions: How are the helmets the same? Different? Which one would be easier to see out of? Which one would you rather wear in battle and why?



Photo credit: Melissa Summer

The armor on the left is one of the smallest in the world. It was built for a boy who was 37 inches tall. The armor on the right is in the Guinness Book of World Records as the tallest armor in the world. It is 6 feet, 8 inches tall.

Class Discussion Questions: How are the suits of armor the same? Different? How do you think it would feel to wear the armor?



Photo credit: Melissa Summer

This armor belonged to King James II and was made in 1686. It was made by the last working armorer in London. Armor became less popular as guns were used more in fighting. Instead of a helmet, the armor includes a face guard to show that the wearer was important.

Class Discussion Questions: Why would armor not be helpful in gunfire? Why would it be helpful in a sword fight?

Name: _____ Date: _____

The Knight at Dawn Reading Guide

Chapter 1: The Dark Woods

Words to Know

- Pteranodon

Words in Parts

- medallion

Vocabulary Words

- crept

1. **Predict:** Jack has some strange things happen to him yesterday. What do you think happened? _____

2. Of Jack's list, write the 3 things you find the strangest. (p. 2) _____

3. What does Annie remind Jack that they found on their last adventure? (p. 3) _____

4. What are the only things Jack is writing in his notebook and why? (p. 4) _____

5. Why does Annie want to go to the tree house so early in the morning? (p. 4) _____

6. **Author's Craft:** The author helps you feel like you are there with Jack and Annie by describing the sounds they hear in the early morning. What are they? (p. 6) _____

7. **Text-to-Self:** Do you think you are more like Jack or Annie? Why? _____

Chapter 2: Leaving Again

Words to Know

- scattered
- whinny

Words in Parts

- Tyrannosaurus
- neighing

Vocabulary Words

- dawn
- armor

1. Who is in the tree house when Annie gets there? (p. 10) _____
2. What convinced Jack to go in the tree house instead of going back home? (p. 10) _____

3. What is Annie's favorite book? (p. 11) _____
4. What does Annie wish? (p. 12) _____
5. Write the example of onomatopoeia on page 12. _____
6. What made that strange sound? (p. 12) _____

7. Why does Jack want to go back home? (p. 14) _____
8. Why does Jack not go home? (p. 16) _____

Chapter 3: Across the Bridge

Words to Know

- moat
- hawk

Words in Parts

- drawbridge
- windmill

Vocabulary Words

- leather
- feast

1. Where does Annie think the bridge goes? (p. 17) _____
2. According to the book, what is the knight doing? (p. 18) _____

3. What comparison did Jack make to the weight of the helmet? (p. 18) _____

4. What is a moat? (p. 19) _____
5. What was the little house that Annie saw? (p. 21) _____
6. What surprising animal was on the feast's menu? (p. 23) _____

Chapter 4: Into the Castle

Words to Know

- entrance

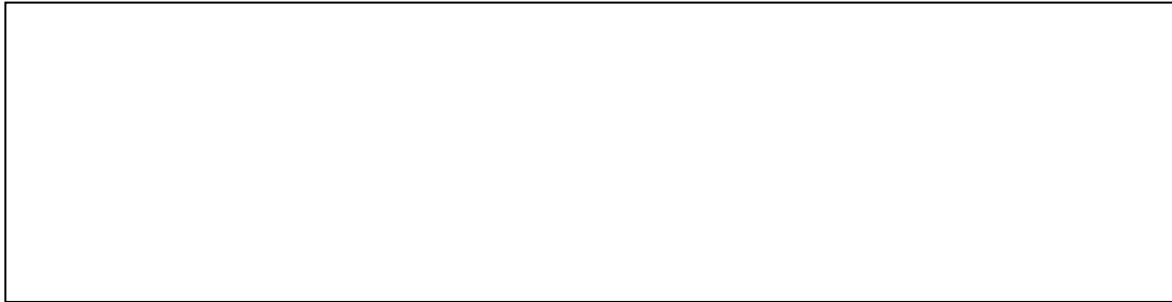
Words in Parts

- courtyard
- cobblestones

Vocabulary Words

- art (Old English)
- thou

1. What fancy word did the guard use to stop Jack? (p. 25) _____
2. **Infer:** Why do you think torches lit the courtyard? (p. 25) _____
3. What is Annie trying to find? (p. 26) _____
4. Draw the scene in the Great Hall as it is described on page 27.



5. What does Annie notice is unusual about the people's manners in the Great Hall? (p. 27) _____
6. What do you think "Who art thou?" means in today's English? (p. 28) _____

Chapter 5: Trapped

Words to Know

- suit

Words in Parts

- armory

Vocabulary Words

- stumbled

1. What did Jack and Annie find in the dark, cold room? (p. 30) _____
2. Why aren't the knights moving? (p. 32) _____
3. What is an armory? (p. 32) _____
4. What did Jack want to try before they hid? (p. 33) _____
5. What was the effect of Jack's trying to take off his helmet? (p. 33) _____

Chapter 6: Ta-da!

Words to Know

- mustache
- filthy
- dungeon

Words in Parts

- squinty

Vocabulary Words

- foreigners
- clammy
- quaking

1. Describe the three men and what they were doing. (p. 36) _____
2. Where do Jack and Annie have to go next? (p. 37) _____
3. How does Annie treat the guards? (p. 37) _____
4. Describe the dungeon. (p. 38) _____
5. What do the guards think Jack and Annie were doing wrong? (p. 38) _____
6. How does Annie scare the guards? (p. 39) _____

Chapter 7: A Secret Passage

Words to Know

- barrel
- precipice

Words in Parts

- storeroom
- trapdoor

Vocabulary Words

- ledge

1. **Context Clues:** The last word of the first line on page 42 (“winding”) can be pronounced two ways. How do you know which way is correct? _____

2. What is the example of personification on page 43? _____
3. What types of things are kept in the storeroom? (p. 44) _____
4. Where does the trapdoor go? (p. 44) _____
5. **Predict:** What do you think a precipice is? _____
6. The trap door leads to a _____, which then leads to the _____ of the castle. (p. 46-47)
7. What problem do Jack and Annie face in the tunnel? (p. 46) _____
8. What is the only thing Jack can feel outside? (p. 47) _____
9. **Infer:** By the end of the chapter, what new things have you inferred about a precipice? (p. 48) _____

Chapter 8: The Knight

Words to Know

- visor

Words in Parts

- afloat
- embankment

Vocabulary Words

- flail
- tread (*water*)

1. Why is Jack having a hard time staying afloat? (p. 50) _____

2. Find the onomatopoeia word on page 50. _____
3. Why is Jack concerned when he finds out that Annie is swimming in front of him? (p. 51) _____

4. Why do Jack and Annie still feel trapped, even though they are out of the dungeon? (p. 53) _____

5. What do they see in the moonlight? (p. 55) _____

Chapter 9: Under the Moon

Words to Know

- fumble

Words in Parts

- dismounted

Vocabulary Words

- reins
- cantered

1. What does Annie think about the knight? (p. 56) _____
2. Where does the knight take them? (p. 59) _____
3. Find the example of personification on page 60. _____
4. Why are they unsure if they have the right book to get home? (p. 60-61) _____

Chapter 10: One Mystery Solved

Words to Know

- scooting

Words in Parts

- streetlights

Vocabulary Words

- cozy
- medallion

1. How do Jack and Annie know they are home? (p. 62) _____
2. Why do Jack and Annie hurry home? (p. 62) _____
3. How is their home different from the castle? (p. 64) _____

4. What did Jack find in his backpack? (p. 64) _____
5. What was unusual about this item? (p. 65) _____
6. What did Jack figure out about the mysterious objects? (p. 65) _____

Name: _____ Date: _____

The Knight at Dawn Reading Guide (KEY)

Chapter 1: The Dark Woods

Words to Know

- Pteranodon

Words in Parts

- medallion

Vocabulary Words

- crept

1. **Predict:** Jack has some strange things happen to him yesterday. What do you think happened? _____
2. Of Jack's list, write the 3 things you find the strangest. (p. 2) Any 3 of the following: found tree house in woods, found lots of books in it, pointed to Pteranodon picture in book, made a wish, went to time of dinosaurs, pointed to picture of Frog Creek woods, made a wish, came home to Frog Creek
3. What does Annie remind Jack that they found on their last adventure? (p. 3) They found a medallion with the letter M on it.
4. What are the only things Jack is writing in his notebook and why? (p. 4) He is only writing the facts because they are definitely known and proven.
5. Why does Annie want to go to the tree house so early in the morning? (p. 4) She wants to catch the magic person sleeping.
6. **Author's Craft:** The author helps you feel like you are there with Jack and Annie by describing the sounds they hear in the early morning. What are they? (p. 6) They hear a dog barking and crickets chirping.
7. **Text-to-Self:** Do you think you are more like Jack or Annie? Why? _____

Chapter 2: Leaving Again

Words to Know

- scattered
- whinny

Words in Parts

- Tyrannosaurus
- neighing

Vocabulary Words

- dawn
- armor

1. Who is in the tree house when Annie gets there? (p. 10) No one is in the tree house.
2. What convinced Jack to go in the tree house instead of going back home? (p. 10) He remembered all the books in the tree house.
3. What is Annie's favorite book? (p. 11) Her favorite is a book about knights and castles.
4. What does Annie wish? (p. 12) She wishes to see the knight in the book for real.
5. Write the example of onomatopoeia on page 12. Neeee-hhhh!
6. What made that strange sound? (p. 12) The black horse that was carrying a knight in shining armor neighed.
7. Why does Jack want to go back home? (p. 14) He thinks they need to go home and make a plan.
8. Why does Jack not go home? (p. 16) Annie leaves the tree house to explore, and he can't leave without her.

Chapter 3: Across the Bridge

Words to Know

- moat
- hawk

Words in Parts

- drawbridge
- windmill

Vocabulary Words

- leather
- feast

1. Where does Annie think the bridge goes? (p. 17) She thinks it goes to the castle.
2. According to the book, what is the knight doing? (p. 18) He is going to the castle for a feast. He is wearing armor because he has traveled from far away.
3. What comparison did Jack make to the weight of the helmet? (p. 18) He weighed the same as the helmet when he was 5 years old!
4. What is a moat? (p. 19) It is water surrounding a castle to protect it. You cross it using a drawbridge.
5. What was the little house that Annie saw? (p. 21) It was a hawk house.
6. What surprising animal was on the feast's menu? (p. 23) They had peacocks!

Chapter 4: Into the Castle

Words to Know

- entrance

Words in Parts

- courtyard
- cobblestones

Vocabulary Words

- art (Old English)
- thou

1. What fancy word did the guard use to stop Jack? (p. 25) The guard said, "Halt!"
2. **Infer:** Why do you think torches lit the courtyard? (p. 25) They didn't have electricity back then.
3. What is Annie trying to find? (p. 26) She wants to find the music.
4. Draw the scene in the Great Hall as it is described on page 27.



5. What does Annie notice is unusual about the people's manners in the Great Hall? (p. 27) They are eating with their fingers!
6. What do you think "Who art thou?" means in today's English? (p. 28) It means, "Who are you?"

Chapter 5: Trapped

Words to Know

- suit

Words in Parts

- armory

Vocabulary Words

- stumbled

1. What did Jack and Annie find in the dark, cold room? (p. 30) They found a row of knights!
2. Why aren't the knights moving? (p. 32) It's just their suits.
3. What is an armory? (p. 32) It's a room where weapons and armor are stored.
4. What did Jack want to try before they hid? (p. 33) He wanted to try wearing a helmet.
5. What was the effect of Jack's trying to take off his helmet? (p. 33) He lost his balance and knocked over some of the armor.

Chapter 6: Ta-da!

Words to Know

- mustache
- filthy
- dungeon

Words in Parts

- squinty

Vocabulary Words

- foreigners
- clammy
- quaking

1. Describe the three men and what they were doing. (p. 36) The man with squinty eyes held the torch, the man with a red face held Jack, and the man with a long mustache held Annie.
2. Where do Jack and Annie have to go next? (p. 37) They have to go to the dungeon!
3. How does Annie treat the guards? (p. 37) She calls them names.
4. Describe the dungeon. (p. 38) It was dirty. There were chains on the walls and water dripping from the ceiling.
5. What do the guards think Jack and Annie were doing wrong? (p. 38) They think Jack and Annie are thieves.
6. How does Annie scare the guards? (p. 39) She takes out her "magic wand"—a flashlight.

Chapter 7: A Secret Passage

Words to Know

- barrel
- precipice

Words in Parts

- storeroom
- trapdoor

Vocabulary Words

- ledge

1. **Context Clues:** The last word of the first line on page 42 (“winding”) can be pronounced two ways. How do you know which way is correct? It is talking about the “winding stairs,” so you know it has a long “i” sound because the weather word “wind” doesn’t make sense.
2. What is the example of personification on page 43? The light from the torch is “dancing.”
3. What types of things are kept in the storeroom? (p. 44) They keep sacks of flour and barrels of wine there.
4. Where does the trapdoor go? (p. 44) It goes to a precipice over the moat.
5. **Predict:** What do you think a precipice is?

6. The trap door leads to a tunnel, which then leads to the outside of the castle. (p. 46-47)
7. What problem do Jack and Annie face in the tunnel? (p. 46) The flashlight is starting to die.
8. What is the only thing Jack can feel outside? (p. 47) He can only feel air.
9. **Infer:** By the end of the chapter, what new things have you inferred about a precipice? (p. 48) It must be high, because Jack fell.

Chapter 8: The Knight

Words to Know

- visor

Words in Parts

- afloat
- embankment

Vocabulary Words

- flail
- tread (*water*)

1. Why is Jack having a hard time staying afloat? (p. 50) His backpack, clothes, and shoes are heavy in the water.
2. Find the onomatopoeia word on page 50. Splash!
3. Why is Jack concerned when he finds out that Annie is swimming in front of him? (p. 51) He hears splashes behind him, which means something or someone else is back there!
4. Why do Jack and Annie still feel trapped, even though they are out of the dungeon? (p. 53) The flashlight stopped working, and they can’t see anything in the dark.
5. What do they see in the moonlight? (p. 55) They see a knight and his horse.

Chapter 9: Under the Moon

Words to Know

- fumble

Words in Parts

- dismounted

Vocabulary Words

- reins
- cantered

1. What does Annie think about the knight? (p. 56) She thinks that he wants to help them.
2. Where does the knight take them? (p. 59) He takes them to the tree house.
3. Find the example of personification on page 60. “And a black mist swallowed the land.”
4. Why are they unsure if they have the right book to get home? (p. 60-61) It is dark, so they can’t see the book.

Chapter 10: One Mystery Solved

Words to Know

- scooting

Words in Parts

- streetlights

Vocabulary Words

- cozy
- medallion

1. How do Jack and Annie know they are home? (p. 62) They hear their dog Henry barking.
2. Why do Jack and Annie hurry home? (p. 62) They see lights on at home and know their parents are awake.
3. How is their home different from the castle? (p. 64) Their home is safe, cozy, and friendly, but the castle is dark and cold.
4. What did Jack find in his backpack? (p. 64) He found a blue leather bookmark.
5. What was unusual about this item? (p. 65) It had a fancy letter M on it, like the gold medallion.
6. What did Jack figure out about the mysterious objects? (p. 65) The same person who was in the land of the dinosaurs also owned all the books in the tree house.

Name: _____ Date: _____

PICK A PROJECT!

Now that you've finished reading The Knight at Dawn, pick a project to share with the class. Here are your options:

Read any two fairy tales that have a castle in them. Create a Venn diagram comparing and contrasting the different stories, including the use and appearance of castles in the stories.

Write a story about what you think the knight did after he rescued Jack and Annie. Include lots of details and descriptive words!



Create a 3D model of a castle. Don't forget some of the things Jack and Annie saw, like the moat and drawbridge!

RUBRIC:

	3	2	1
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL: _____ /12= _____

COMMENTS:

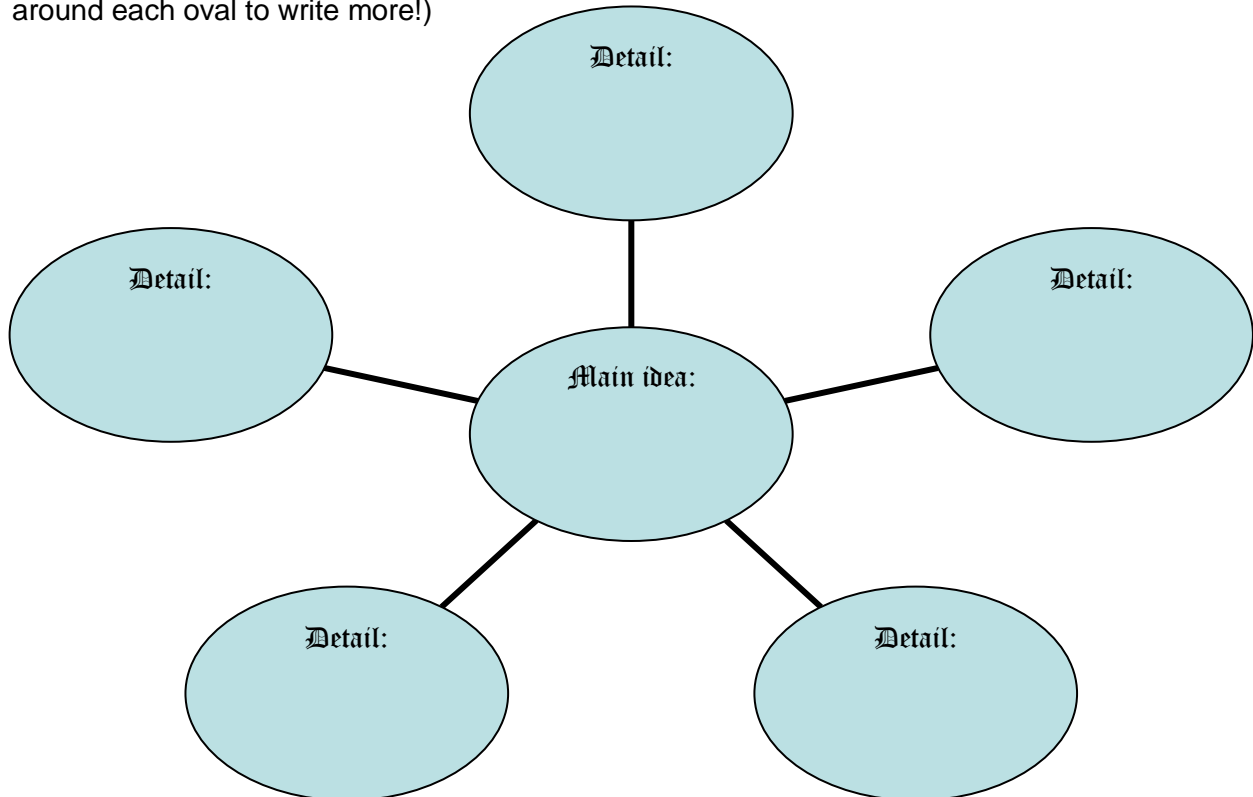
Name: _____ Date: _____

Medieval Research and Planning Sheet



Part 1: Research

- Write the name of the chapter you read. _____
- Summarize the chapter using the main idea and details map below. (Feel free to use the empty space around each oval to write more!)



- After reading this chapter, what additional questions do you have? _____

Part 2: Exhibit Plan

Now, you will work with your group to create your exhibit plan.

- What kind of an exhibit will you create? (*dressing up, making a poster, creating a model, etc.*)

- What materials will you need to create it? _____
- Use the back of this paper to draw a detailed plan to carry out as you create your exhibit. Include facts from your reading. Remember that we want our exhibits to create a “living” castle!

**Student Grading Rubrics for Living Medieval Castle Exhibit: Use these to send grade reports home.
Multiple are on a page to save paper!**

Living Medieval Castle Rubric			
Name: _____		Chapter read: _____	
	3	2	1
Medieval Research	Student focuses on detailed research and fills out entire Part 1 of research sheet.	Student completes some research and fills out most of Part 1 of the research sheet.	Student does not complete research or fill out Part 1 of the research sheet.
Exhibit Planning	Student focuses on details and fills out entire Part 2 of research sheet.	Student completes some of Part 2 of the research sheet.	Student does not complete Part 2 of the research sheet.
Exhibit Creation	Detailed, creative exhibit depicts facts from the reading in a meaningful display.	Exhibit depicts facts from the reading in a meaningful display.	Exhibit is lacking in details and does not include facts from the reading.
Class "Living Castle" Presentation	Student contributes to group presentation and listens to other groups present.	Student participates in group presentation and usually listens to other groups present.	Student does not contribute to group presentation. Disrespectful during others' presentations.
Cooperation	Cooperates with medieval research team throughout the project.	Cooperates with medieval research team for most of the project.	Does not cooperate with medieval research team throughout the project.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____ /18=_____		Comments:	

Living Medieval Castle Rubric			
Name: _____		Chapter read: _____	
	3	2	1
Medieval Research	Student focuses on detailed research and fills out entire Part 1 of research sheet.	Student completes some research and fills out most of Part 1 of the research sheet.	Student does not complete research or fill out Part 1 of the research sheet.
Exhibit Planning	Student focuses on details and fills out entire Part 2 of research sheet.	Student completes some of Part 2 of the research sheet.	Student does not complete Part 2 of the research sheet.
Exhibit Creation	Detailed, creative exhibit depicts facts from the reading in a meaningful display.	Exhibit depicts facts from the reading in a meaningful display.	Exhibit is lacking in details and does not include facts from the reading.
Class "Living Castle" Presentation	Student contributes to group presentation and listens to other groups present.	Student participates in group presentation and usually listens to other groups present.	Student does not contribute to group presentation. Disrespectful during others' presentations.
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Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____ /18=_____		Comments:	

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____ Book Title: The Knight at Dawn

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____ Book Title: The Knight at Dawn

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____ Book Title: The Knight at Dawn

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____ Book Title: The Knight at Dawn

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: The Knight at Dawn

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1