Adult Education Lesson Plan
for
Good Night, Good Knight

Name of Activity: Good Knight Book Quest:
Selecting good books for young children.

Students Participating; size of group: Individuals in small or large groups

Lesson Goal: Learners participate in the group creation of a selection standard for choosing books that young children will enjoy.

Learning Objectives/Skills: The learners will be able to:
a) determine the suitability of a picture book for their families based on selection standards
b) analyze information and reflect on its underlying meaning during the book review process
c) foster the informal education of children through the selection of appropriate books

Environmental Adaptations, Time & Materials Needed:
The following activities can be adapted to different situations. This would be an ideal lesson to do in a local library where learners have access to a number of picture books and can check out books following the session. The activities will take approximately 30 - 40 minutes depending on the students. The following materials will be needed:
- Chart paper or whiteboard with appropriate markers for the instructor to facilitate the discussion
- Markers, pencils, or pens—one per learner
- Good Knight Book Quest worksheet for listing the final book selection criteria—one per learner
- Book: Good Night, Good Knight
- Copies of the Getting Started guide and Baker’s Dozen book selection criteria to use as a resource during discussions and small group work—one per learner
- Children’s picture books, at least one per learner. See Booklists for suggestions,
- Optional: resources that support book selection. See Resources list for suggestions.

Procedure/Description of the Activity:
I. Introduction: Read aloud the book Good Night, Good Knight. When finished, ask the learners if they think that this book is good to read aloud to young children and why. List their responses on the chart paper or whiteboard. Talk about characteristics that Good Night, Good Knight has that make it interesting to listen to for young children, e.g., fun words, simple story, familiar daily routine, or cute pictures. Point out connections with these concepts to any examples from the brainstorming responses on the learners’ list.

2. Pass out copies of the page “Choosing Books Your Child Will Like” from the Getting Started guide. Share with the learners the general principles of choosing books that children will like from the Getting Started guide. If appropriate to your learners, use the more detailed Baker’s Dozen selection criteria for choosing books from the Baker’s Dozen.

3. Ask the learners to compare the Good Night, Good Knight book to the Getting Started guide and the Baker’s Dozen selection criteria. (If using the Baker’s Dozen Selection criteria, focus only on the second and third points as the first point relates to recently published books for the Baker’s Dozen list). List learner responses on the chart paper or whiteboard such as “lots of good pictures to look at or talk about” from the Getting Started guide or “print that is easy to read” from the Baker’s Dozen selection criteria. Tie into the discussion any elements from the step one brainstorming list that are examples of qualities to look for in good books for young children.

4. Create a class criteria or standards list for selecting picture books on the chart paper or whiteboard.
Stimulate reflection by asking questions such as, “What is important to your family?” “Does your family have any special interests?” “What kind of art work and colors appeal to members of your family?” “How wiggly do your children get at story time?” “How large should the print be?” Consider the issues on text, print, illustrations, read aloud qualities, and appeal to family interests. Guide the process to keep the list simple and provide clear examples of specific criteria that help tell the story or stories about families. Instructors can incorporate current language arts goals in the formation of the criteria list such as grammar, punctuation, and vocabulary.

5. Provide each learner with a picture book to review based on the class selection criteria. Divide the class into small groups of twos or threes. Ask each learner to read the book and then compare it to the class selection standards. Have learners share their thoughts on the book with their small group partners. As you monitor the small groups, generate discussion by asking questions like “Would this book be a good choice for children based on the class selection criteria? Why or why not.” “Would this be a good book for your family? Why or why not.”

6. In a large group discussion, ask the learners to share their opinions of the book they reviewed. Ask learners if there are any changes that they would make based on the review exercise. Probe by asking questions like “Are there any changes to the class selection criteria that you would like to make for your individual use?” “If yes, what would the change be and why would you make those changes?” “Would you change or add criteria based on family interests?”

7. Pass out copies of the Good Knight Book Quest worksheet and pencils. Tell the learners that they can write down their own copies of the class selection criteria to use when they choose books for their children to read. Prompt learners to individualize the standards list for their families based on the earlier discussion as well as the special interests of their families.

8. Wrap-up: Congratulate learners on their work. Ask learners to share what they think worked well with the selection standards activity. Encourage learners to go to their local libraries and use their selection criteria to find books to check out.

9. Optional Extension Activity: Review different resources that promote the selection of good reading material for children such as websites, booklists, and book reviews; see Resources for suggestions. Other extension activities could include: a field trip to the local library to select books, having a librarian visit to discuss book selection, or a discussion on the addition of books to the family literacy program’s collection.
Assessment:

For Informal Assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Participant’s Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) determines the suitability of a picture book for their family reading based on selection standards or criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) analyzes information and reflects on its underlying meaning during the book selection process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) fosters the informal education of children through the selection of appropriate books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the Activity:

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Compare environmental print materials found in the home to the selection criteria. Think about how these materials can support children’s early learning. Extend the idea by making a homemade book from materials found around the home.

Watch a children’s television program, video or DVD with your child. Create a standards selection list for good visual media for your family. What elements would you include and why? Compare your book selection list to your media selection list; what is the same and what is different.

Literacy Area(s)* Addressed (check all that apply):

- [X] The Power and Pleasure of Literacy
- [ ] Phonological Awareness
- [ ] Letters and Words
- [ ] Building Knowledge & Comprehension
- [ ] Fluency
- [X] The Literate Environment
- [ ] Phonemic Awareness
- [ ] Vocabulary
- [ ] Reading Comprehension
- [ ] Knowledge of Print
- [ ] Language Development
- [X] Types of Text
- [ ] Multiple Literacy
- [X] Motivation
* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*
On a quest for good books
Early Childhood Education Lesson Plan
for
Good Night, Good Knight

Name of Activity: Good Knight Alphabet Quest

Students Participating: size of group: Small groups of 4 or 5 children (ideally) or larger with a leader for each group

Lesson Goal: Using a selection of favorite books, learners will go on a scavenger hunt for words that begin with the first letter of their name.

Learning Objectives/Skills: The learners will be able to:

a) learn new words when they are found in favorite books
b) pay attention to specific letters during their alphabet quest
c) look at a variety of fiction and nonfiction books during their alphabet quest
d) print some letters or words for others to read during their alphabet quest

Environmental Adaptations, Time & Materials Needed:
The following activities can be adapted to almost any environment. Children will need a comfortable area for exploring books and a flat surface for writing. The activities will take approximately 25 – 30 minutes depending on students. The following materials will be needed:

- A selection of favorite books—at least one book per child including both fiction and nonfiction.
- Letter name pattern page, one per child
- Colored pencils for the children to share
- Small self-stick notes—1” x 2”, one per child, so they can save their book page
- Book: Good Night, Good Knight
- Optional: Good Knight Book Cover, see resources for home made books

Procedure/Description of the Activity:

1. Read Good Night, Good Knight aloud to the children. Talk about knights and how knights go on quests. Talk about the Good Knight. Did he go on a quest? What was his quest? Explain how the children will be on a quest for special words that begin with the first letter in each child’s name.

2. Model for the children how to look for words using your own name. Demonstrate how to write the word on the pattern page. “My name is Hannah. The first letter in my name is H.” Review the sound the letter makes and point out special characteristics like upper or lower case. “Look, here’s the Good Knight’s horse. Horse begins with the letter H. See here’s a lower case h – h-o-r-s-e -- horse. Now I’m going to write the letter “h” on my page. And look at this empty space. I can draw a picture of a horse here.”

3. Ask the children what the first letters in their names are and praise their responses. Encourage children to look for their own first letters of their name words in various books. Guide children to pick words that they can easily illustrate. Place small self-stick notes to mark the pages where children find their special words. Praise the children for finding words. Note when there may be special cases of name letters hiding in the middle or end of words; for example, Xavier and Xing might have to use a word like “box” that has the letter at the end of the word. Teachers can help children locate hard to find letters by previewing the book selection for them.

4. Point to the words the children find and talk about the word; for example, is the word a thing, an action, a person, a place, etc.? Talk about the sound that their letter makes. Is it also the same sound that the child’s
name starts with? If it is appropriate to the children’s development tell the children that alliteration refers to words that start with the same sounds such as “water” and “Walter” or “cave” and “Cathy”.

5. Encourage the children to write the letters down on their name pattern pages and draw pictures of the words. Note: younger children may need assistance in copying or may need you to print the letter for them. If appropriate to the child’s development, encourage each child to write his or her name or first letter word on the page as well. While the children are drawing, talk about the words they have found and how a knight might use the word; for example, “What might a knight do with a horse? Can you think of a sentence with a knight and horse in it?”

6. Wrap up: let each child share the word that he or she found, the pattern page picture, and the book in which the word was found. Optional: Introduce the song Good Night Lullaby which will be used during the Parent-Child Interactive Literacy Lesson.

7. Extension variation: During another session or spread over several sessions, find words in favorite books for the remaining letters in the alphabet. Have the class create a knight alphabet book by compiling and binding all the letter pattern pages and add the special Good Knight Book Cover. Read the alphabet book together. Let children take turns taking the co-authored book home. If possible, create colored copies so each child can have their own copy of the book.
**Assessment:**

For Informal Assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Participant’s Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) learns new words as they are found in books with a knight theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) pays attention to specific letters during their alphabet quest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) looks at a variety of fiction and nonfiction books with a knights or medieval theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) prints some letters or words for others to read during their alphabet quest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reflect on the Activity:**

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

**Transfer Home Ideas:** Give children a letter quest pattern page to take home, so they can go on a “first letter of my name quest” using the [environmental print](#) found in their home.

**Literacy Area(s)* Addressed** (check all that apply):

- [x] The Power and Pleasure of Literacy
- [x] Phonological Awareness
- [x] Letters and Words
- [x] Building Knowledge & Comprehension
- [ ] Fluency
- [x] The Literate Environment
- [x] Phonemic Awareness
- [x] Vocabulary
- [x] Reading Comprehension
- [x] Multiple Literacy
- [ ] Language Development
- [ ] Types of Text
- [ ] Knowledge of Print
- [ ] Motivation

* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*
A Good Knight's ABC Book

Written and Illustrated by
**Put Together Your Own Book!**

1. Start by getting some sheets of construction paper or posterboard, and use a hole punch to punch holes along the edges of the sheets of paper.

2. Next, put hole reinforcers around the holes you've just punched. So they won't tear when the pages are turned.

3. Now, put the loose-leaf book rings through the holes. These will keep the pages together.

4. That's it! Now you're ready to decorate the book. Take a look at the drawing below for some examples and suggestions.

5. Here's a sample page from a book that you might use to tell about the places in your town or neighborhood. In this example, it's a bakery.

- Here is a business card from the bakery that was glued into the book.
- Here's a newspaper ad for the bakery that was cut out and glued into the book.
- We go to this bakery. Grandma likes the coffee there.
- Here's a drawing of the bakery. This part you can do for yourself!
- Maybe you'd like to write something about the places you choose, too.
Good Night Lullaby
(Based on the tune *Good Night Ladies*)
Personalize the song by changing the name dragons
to Good Knight, children, or your child’s name.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to say good night.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to drink your water.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to read your story.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to sing your song.

You can also personalize the song’s bedtime routine by adding
verses with a different last line. Here are some suggestions:

…It’s time to brush your teeth.  …It’s time to hug your teddy.
…It’s time to wear pajamas.  …It’s time to get in bed.
Parenting Education Lesson Plan
for
Good Night, Good Knight

Name of Activity: Good Knight Quest for Reading Fun

Students Participating: size of group: Family members in any size group. These activities can also be done during a home visit.

Lesson Goal: Participants will learn how emphasizing specific words with their voices and asking simple questions makes reading with their children a more enjoyable shared experience.

Learning Objectives/Skills: The learners will be able to:

a) use vocal expression to encourage active story listening

b) direct children’s ears to particular words and sounds by asking “W” questions

c) make reading together fun.

Environmental Adaptations, Time & Materials Needed:

The following activity can be adapted to different situations. This activity can be conducted in a home or group setting. Participants will need a space for reading and writing; otherwise no particular room arrangements are required. The activities will take approximately 25-30 minutes depending on students.

The following materials will be needed:

- 5 copies of the book: Good Night, Good Knight, one book per small group of 2-3 learners
- One roll 3M Post-it note re-adjustable low stick tape
- 22 (8.5” x 11”) overhead transparency sheets cut in half
- One water based fine line transparency marker per small group
  Using water based markers will allow for repeated use of the overhead transparencies for other exercises
- Pencils or colored pencils, one per learner
- Chart paper or whiteboard with appropriate markers for facilitating large group discussion
- One pad of small self-stick notes 3” x 3” or smaller, 3 or 4 note sheets per learner
- Good Knight bookmark pattern, one bookmark per learner

Procedure/Description of the Activity:

1. Preparation: The leader should practice reading the book aloud so that the rhythm flows easily and words are properly emphasized. In addition, prepare the books for the activity by placing the overhead transparency sheets on the pages in the Good Night, Good Knight books in the following sections:

- 1st book: pages 5 – 9
- 2nd book: pages 10-14
- 3rd book: pages 15 -23
- 4th book: pages 24 – 33
- 5th book: pages 34 - 48

If needed, secure the overhead transparencies with the re-adjustable low stick tape, which will not damage the book’s pages and can be removed after the exercise. Preparing the books ahead of time with the overhead transparencies will save instruction time.

2. Introduction: Model by reading Good Night, Good Knight with drama and vocal expression, emphasizing specific words: for example, “In the kingdom there was a Good Knight.” When finished, ask the learners if they noticed that you used special emphasis and expression on particular words. List their responses on the chart paper or whiteboard. Discuss why this is a good technique for reading aloud. Probe by asking questions such as, “Why do you think you remember ____?” “What is a fun word you remember from the
book?” Affirm learners’ ideas and encourage them to consider how the technique helps children:
   a. Listening attentively (through enjoyment, surprise, humor), and
   b. Actively engaged in the story (as they join in).

3. Discuss why certain words are good to emphasize:
   a. The sound or rhythm of the words “night and knight; clippety-clop and thud; crumbly tumblly and tall wall; and deep dark”; or
   b. That the word choice has a key story concept, new vocabulary, or literary language “Methinks” or “Away!”

4. Divide the class into 5 small groups of 2 – 3 learners per group. Pass out a copy of the book Good Night, Good Knight prepared with the overhead transparencies, and a marker for each small group. Ask the learners to find and underline words in their sections that could be emphasized for vocal expression. Prompt learners with questions such as, “What words would be more interesting if they were read loudly or whispered, if read quickly or very slowly?” Encourage the learners to enjoy saying various words with drama and emphasis. “Isn’t it fun to say clippety-clop, clippety-clop?” As you circulate among groups, remind the learners that children will enjoy listening to both the words and the tone of the reader’s voice.

5. Summarize that vocal expression keeps children listening attentively and with enjoyment. Point out that another attention technique they can use during reading is to ask children questions. Note that questions that begin with a “W” are always good ones to use. As a large group, brainstorm on the chart paper or whiteboard simple questions starting with “W” (who, what, where, or why) that can be used to draw the children’s attention to the particular words or sounds that the adult reader will be emphasizing; for example, “Listen carefully to find out: Who watches from a crumbly tumblly tower on a tall wall?” “What kind of wall did the Good Knight watch from?” “What sound did the horse’s hooves make?” “Where were the dragons sleeping?” “Why did the first dragon roar?”

6. Ask the learners to select 3 or 4 questions from the brainstorm list that they would like to use with their children. Have the learners write down the questions, one per sheet on the self-stick notes, and then place the note on the appropriate page of the book as a prompt.

7. Divide the class into the small groups again to practice reading the book. Ask groups to share feedback on the reading with each other. Affirm the learners’ efforts in using their question prompts and emphasizing words as they read. Remind the learners that children enjoy drama and silliness during a read-aloud. As you circulate and observe, point out techniques that you think others might like to try such as experimenting with different vocal expressions.

8. Wrap up: Congratulate the learners on their work. Pass out one bookmark per learner and point out that the bookmark gives suggestions for other kinds of questions that help children attend to a story. Tell the learners that they can save on the bookmarks their self-stick note question prompts to use when they read the Good Night, Good Knight book aloud to their children. As a large group, share feedback on what went well with the reading practice. Encourage parents to use vocal expression and “W” questions to make reading fun for their children.

9. Optional extension activities: Review previous shared reading strategies like stick puppets, props, turn-taking, or rhyme and rhythm. Discuss what other things learners can do besides use vocal expression to make reading aloud to their children fun.
Assessment:

For Informal Assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Participant’s Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) uses vocal expression to encourage active story listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) directs children’s ears to particular words and sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) makes reading fun together</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the Activity:

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Repeat the “finding words to emphasize process” with other picture books that are available in the children’s early childhood lesson and/or review the song Good Night Lullaby which will be used during the Parent-Child Interactive Literacy lesson.

Literacy Area(s)* Addressed (check all that apply):

- [x] The Power and Pleasure of Literacy
- [x] Phonological Awareness
- [ ] Letters and Words
- [ ] Building Knowledge & Comprehension
- [x] Fluency
- [ ] The Literate Environment
- [ ] Phonemic Awareness
- [ ] Vocabulary
- [ ] Reading Comprehension
- [ ] Multiple Literacy
- [ ] Language Development
- [ ] Types of Text
- [ ] Knowledge of Print
- [ ] Motivation

* from National Center for Family Literacy’s Building Strong Readers and Learning to Read and Write
Try to ask your child at least three questions while you read each story. Some kinds of questions to ask your child are:

- Questions about important facts:
  "How many dragons lived in the deep dark cave?"

- Questions about why something is happening:
  "Why was the Good Knight galloping through the King's forest?"

- Questions about what might happen next:
  "Do you think the Good Knight will read a story to the dragon?"

- Questions about what events your child likes in the story:
  "If you were the Knight, would you like to go to the cave every time one of the dragons roared?"

Place self-stick notes here.

Place self-stick notes here.
Try cutting an overhead transparency in half and taping it to a page in the book with low-tack tape. Using a water-based, fine-point transparency marker, you can highlight sections of text without marking the actual book.
Parent Child Interactive Literacy Lesson Plan
for
Good Night, Good Knight

Name of Activity: Good Knight Quest: An Obstacle Course

Students Participating: size of group: Any size group of children and their families appropriate to your learning space

Lesson Goal: Children and their families will engage in an obstacle course that involves integrating various literacy skills with physical movement.

Learning Objectives/Skills: During the obstacle course the adult learners will be able to:

a) encourage children to write a letter at each station.

b) encourage children to read words at the station signs and on the quest checklist.

c) engage children in using story words and ideas from the book Good Night, Good Knight.

d) encourage turn-taking while waiting at the quest stations.

Environmental Adaptations, Time & Materials Needed:
The following activities can be adapted to different situations. This activity is best suited for a large open space like a multipurpose room, gym, or outdoor play area. The activities will take approximately 40-75 minutes depending on students. There should be enough activity stations available for the obstacle course to cut down on long wait times. The following materials will be needed:

- Obstacle course equipment. Select sturdy and safe equipment (try it out first) to create an obstacle course. Choose equipment that allows for a variety of physical movements such as climbing, jumping, galloping, balancing, crawling, and moving over, under and around objects. See suggestions for obstacle course stations.
- Printed labels for obstacle course stations.
- Quest checklists—one per child, and extras for adults who might enjoy having their own.
- Pencils, markers, or pens for writing on the Quest maps.
- Masking tape
- Colored pencils or crayons for coloring family stickers.
- Good Knight family crest stickers—one per checklist.
- Book: Good Night, Good Knight.
- Song Sheet: Good Knight Lullaby
- Optional: copies of the featured book for each family to take home
- Optional: small tables or clip boards for children to write on—at least two boards per station
- Optional: pencil holders for extra writing implements at each station
- Optional: materials for children and families to read while they are waiting at the stations: knight-theme books (both fiction and nonfiction), knight-theme poems and songs.

Procedure/Description of the Activity:
I. Preparation of the environment. Set up the obstacle course as activity stations. Place a label at each station that best matches a phrase from the book: “Climb down the very tall tower” for the steps of a step stool, “jump on the horse” for jumping into a hula hoop, “gallop through the king’s forest” for galloping or skipping the length of a jump rope taped to the floor, “climb up the tall wall” for standing on a small step ladder, and “tucked into bed” for crawling into a sleeping bag. Add more stations or duplicates as appropriate for the number of participants.
2. Choose an area in view of the obstacle course for families to gather as they enter. Explain that the children will soon become knights and will follow a quest similar to the Good Knight in the book they are going to hear. Explain that at each station, there will be three activities for the knights to do. These include a label for parents and children to read together, “Let’s see what this says?,” a quest task (e.g., “jump on the horse”) for the children to do, and a special letter for children to write down on their quest checklists. Show families an example of the family crest sticker that they will receive at the end, to show that they have completed the quest. Point out to families that they may do the stations in any order to ease waiting time at stations.

3. Read the story, Good Night, Good Knight. Tell families that they will need to listen to the story very closely because the story gives clues to the different activities they will have to do on their quests. After the story, give each child a quest checklist and a pencil or pen for writing. Point out the activity stations that match the items on the quest checklist. Prompt parents to help their children find and touch the words on the quest checklist and the spaces to write the featured letters. Remind families that they do not need to follow a specific order, but encourage each family to visit each different station at least once in order to fill out the entire quest checklist.

4. Guide families as they engage in the Quest.
   a. Help direct families to less busy stations for better traffic flow.
   b. Affirm families’ efforts to go through all three steps.
   c. Stop some children and ask if you can read their maps to see what they have done. Praise children for their letter writing.
   d. When children have trouble writing, demonstrate ways to support their attempts (make dotted letters, write lightly so the children can write on top of those letters, write the beginning of the word and just ask the children to finish a letter or line.)
   e. For families with very young children, suggest that the parents print the letters, saying them aloud.
   f. Model use of the story words and ideas as children participate and watch their friends participate: “Look at Susie “galloping through the forest.”
   g. Optional: encourage families to use any wait time at an activity station for reading poems or singing songs or decorating their quest checklists.

5. Wrap-up: Call families to the gathering area, and pass out Good Knight family crest stickers to complete the quest checklists. Congratulate the children on completing their quests. Praise children for their writing. Provide colored pencils so the children can add decorations to their quest checklists during the discussion time. Engage the families in a discussion using open-ended questions like “Do you think knights were patient people?” “Why do you think so?” “What was your favorite quest task?” “What did you like about it?” “What did you observe when your child was trying to write?” “How did your child respond when you encouraged him/her to write?” Conclude the session with the song, Good Night Lullaby.
Assessment:

For Informal Assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Participant’s Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) encourages child to write a letter at each station.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) encourages child to read words at the station signs and on the Quest Map.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) engages child in using story words and ideas from the book <em>Good Night, Good Knight.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) encourages turn-taking while waiting at the quest stations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the Activity:

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Send copies of the book home for re-reading. Discuss ways to build an obstacle course and play the Quest game at home.

Literacy Area(s)* Addressed (check all that apply):

- The Power and Pleasure of Literacy
- The Literate Environment
- Language Development
- Phonological Awareness
- Phonemic Awareness
- Types of Text
- Letters and Words
- Vocabulary
- Knowledge of Print
- Building Knowledge & Comprehension
- Reading Comprehension
- Motivation
- Fluency
- Multiple Literacy
- Multiple Literacy

* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*
Suggestions for Your Obstacle Course

Select a large space for a setting up your obstacle course like a gym, multipurpose, large classroom, or outdoor yard.

Use a selection of sturdy and safe equipment to create an obstacle course: step stools, chairs, jump ropes, cones, empty trash cans, large empty boxes to crawl through, tunnels, tents, hula hoops, ramps, large blocks, yardsticks, sleeping bags, oversized pajama tops, pillow cases, etc. The equipment should allow for a variety of physical movement including: climbing, jumping, galloping, balancing, and crawling.

Set up the obstacle course as activity stations to perform the specific physical activities. Check all of the equipment for safety.

Tape an obstacle course label to each activity station with the phrase that best fits a type of activity that the knight performed from the book Good Night, Good Knight. Use your creativity and your knowledge of what your families would enjoy doing in planning the activity stations. Here are some ideas to spark your imagination:

1. Crumbly Tumbly Tower – Step up and down a step stool or inverted rocking boat or extra large maple window blocks
2. Very Tall Wall – Climb up and down a sturdy box or climber or 3 step stepladder
3. Jump on Horse – jump up and down through a series of hula hoops set out in a hop scotch pattern or ride a yard stick horse along a length of jump rope
4. King’s Forest – gallop between cones set out in a slalom pattern or along a length of masking tape on the floor in a zigzag pattern
5. Deep Dark Cave – crawl through a large carton or tunnel or tent
6. Tuck into Bed – crawl through a large sleeping bag that is unzipped along the bottom edge so it is like a tunnel or use pillow cases for a sack race type jumping around a baby doll bed
7. Drink Water – carry a 3 oz paper cup of water across a balance beam and drink it at the end (put only a teaspoon or two of water in the cup)
8. Read Story – put on an oversize pajama top and read a story in your book center or provide a rocking chair and some books
9. Sing Song – sing a silly song in your music center while dancing with a bean bag on your head or do a mini marching band parade around a CD/tape player with rhythm instruments
Provide pencils or crayons and a firm writing surface like a table or clipboard so children can write the featured letter on their obstacle course checklists as well as decorate their checklist while they wait for their turn at an activity station.

Decorate your activity stations with flyers or table tents with the knight themed poems and songs that families can read while they wait their turn at an activity station.
Crumbly Tumbly Tower
Deep Dark Cave
Drink Water
Jump on Horse
King's Forest
Read Story
Sing Song
Tuck into Bed
Very Tall Wall
Good Night Lullaby
(Based on the tune Good Night Ladies)
Personalize the song by changing the name dragons
to Good Knight, children, or your child’s name.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to say good night.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to drink your water.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to read your story.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to sing your song.

Good night, dragons,
Good night, dragons,
Good night, dragons,
It’s time to kiss good night.

You can also personalize the song’s bedtime routine by adding
verses with a different last line. Here are some suggestions:

- It’s time to brush your teeth.
- It’s time to hug your teddy.
- It’s time to wear pajamas.
- It’s time to get in bed.
## Quest Checklist

<table>
<thead>
<tr>
<th>Crumbly Tumbly Flower</th>
<th>Very Tall Wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump on Horse</td>
<td>King's Forest</td>
</tr>
<tr>
<td>Deep Dark Cave</td>
<td>Tuck into Bed</td>
</tr>
<tr>
<td>Drink Water</td>
<td>Read Story</td>
</tr>
<tr>
<td>Sing Song</td>
<td></td>
</tr>
</tbody>
</table>

When you're done put your sticker HERE!