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Prince & Knight

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Diverse Families Children’s Literature Lesson Plan
by Natasha Vinson

<https://stars.library.ucf.edu/diversefamilies/1353/>

<p>Lesson Title</p> <ul style="list-style-type: none"> ● Include the name, author/illustrator of the book 	<p>Book: <i>Prince & Knight</i> Author: Daniel Haack Illustrator: Stevie Lewis</p>
<p>Content Area(s) and Grade Level(s)</p>	<ul style="list-style-type: none"> ● Content Area: Acceptance, Community, Unconditional Love, LGBTQ+ ● Grade Level: First
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> ● Bulleted or numbered format ● Write out what you expected students to learn ● Begin objectives with <i>The Student will...</i> 	<ul style="list-style-type: none"> ● Students will learn respect, acceptance and kindness toward all people and animals. ● Students will strategize effective ways to welcome all people and how to solve conflicts in fair and just ways. ● Students will compare life in the present to the life of a Prince and Knight in the past. ● Students will be able to describe the major events and characters in the story with detail. ● Students will compare and contrast the events of the characters in the story in order to understand perspective and kindness.
<p>Florida Standards:</p> <ul style="list-style-type: none"> ● Bulleted or numbered format ● Write out FL Standards code and verbiage that correlate to your lesson objectives ● All standards must have aligned objectives 	<p><i>NCSS:</i></p> <ul style="list-style-type: none"> ● SS.1.C.2.4: Show respect and kindness to people and animals. ● SS.1.C.3.1: Explain how decisions can be made or how conflicts might be resolved in fair and just ways. ● SS.1.A.2.2: Compare life now with life in the past. <p><i>LAFS:</i></p> <ul style="list-style-type: none"> ● LAFS.1.RL.1.3: Describe characters, settings, and major events in a story, using key details. ● LAFS.1.RL.3.9: Compare and contrast the adventures and experiences of characters in stories.



	<ul style="list-style-type: none"> ● LAFS.1.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<p>Assessment:</p> <ul style="list-style-type: none"> ● Bullet/Explain what you will ask students to do to determine if they have learned what you stated in lesson objectives (progress monitoring) ● The more authentic the assessment is, the better 	<ul style="list-style-type: none"> ● Summative Assessment: Place students in groups of two. Ask them to think of a situation in which you might need to show extra kindness to another person. This person has a secret. They’ve finally told you. Write a situation in which the other person shows exceptional kindness. Work on this together. Use what you’ve learned about unkind comments and situations. Enhance capacity for monitoring progress (6.4) Facilitate personal coping skills and strategies (9.2) ● Formative Assessment: Their kindness projects can be used as formative assessments too. Try and use your best understanding of the English language as you write your situations. However, the formative assessment is their presentation to the class. This can be done in a skit or however the student feels the most comfortable. Have students explain why they chose to act the way they did. Develop self-assessment and reflection (9.3)
<p>Motivating Activity & Anticipatory Set/Access Prior Knowledge:</p> <ul style="list-style-type: none"> ● You should include an activity to get students motivated and curious about what you’ll have them learning, you also need to find out what they already know about the topic 	<p>CONSIDERING THIS LESSON COULD BE CONSIDERED CONTROVERSIAL: <i>Approve the lesson through the school admin and the parents of the students before implementing the lesson.</i></p> <ul style="list-style-type: none"> - <i>Motivating Activity:</i> Take a piece of paper, some crayons or colored pencils and draw your prince or princess. What do you think they’ll look like? Is it a boy or is it a girl? Assure that no one feels judged or discriminated for their drawing. Ensure everyone keeps an open mind during the activity. Provide students with a template (<i>provided at the bottom of the lesson plan</i>). They can create use both templates or just one.



That is up to them. Offer ways of customizing the display of information (1.1) Guide information processing and visualization (3.3) Enhance capacity for monitoring progress (6.4) 46. Use discovery learning activities (hands-on-activities). (ESOL)

- *Prior Knowledge:* How does a Prince become a King? Do they have to marry a princess? Optimize relevance, value, and authenticity (7.2)
- *Guiding Questions:*
 - Have you ever been afraid to tell someone something because you're scared, they won't be your friend anymore?
 - How did your friend react?
 - If it was good, how did it feel?
 - If it was bad, what did you do after?
 - Do you think we should be able to love whomever we want to?
 - Does it matter if it's a boy or a girl if we're happy?

Procedures:

- Bulleted or numbered format
- Explain step-by-step what you and the students will do during lesson to accomplish stated objectives
- If applicable, include all elements of an effective read aloud
- Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s)
- Include UDL principles and EL strategies as they occur in context

Closure:

- Explain what you will ask students to for to know they understand the "big picture" of the lesson; how will you allow students to wrap up the lesson in their own brains?

- Before you begin reading, ask students to think about what the title might tell us about the story. Ask them to think about how everyone in the story might react as we read. Ask students to think about how the town treats the prince and the knight. Inform the students the story is about kindness, acceptance and request. Activate or supply background knowledge (3.1) 16. Integrate speaking, listening, reading and writing activities. (ESOL)
- *Why is it two guys?* The author was explaining that it doesn't matter who you fall in love with, but sometimes, you just know. It doesn't matter if it's a boy or a girl.
- *Where is the princess?* The prince didn't want to marry any of the princesses. His parents were okay with that.



- *How does the dragon breathe fire?* It's a fairy tale.
- *Why can't he rule on his own?* During this time, these were the rules. The prince had to have someone by his side. **Highlight patterns, critical features, big ideas, and relationships (3.2) Enhance capacity for monitoring progress (6.4)**
- Pre-teach students vocabulary words related to the story. **Clarify vocabulary and symbols (2.1)**
- **Throne:** the seat of the king and queen.
Quest: a long search or adventure for something.
- **Retreat:** to run away from the enemy
Armor: the metal outfits knights wear to protect themselves.
- **Embrace:** to hold someone closely in your arms as a sign of affection.
- **Overwhelmed:** to give too much of something.
- **5. Teach technical vocabulary supporting key concepts. (ESOL)**
- Read *Prince & Knight* by Daniel Haack.
- Pause to ask the students questions and reflect on the book.
- The Prince tells his parents he's "looking for something different in a partner by my side" (Haack 7) and ask the students what they think he means by that. This answer does not have to be correct at this point. It's merely an educated guess. Monitor their comprehension. **Promote understanding across languages (2.4)**
 - What do you think will happen when the Prince and the Knight meet?
 - How would you react if the Prince of your kingdom brought home a Knight to marry?
 - What did you think of the story? What is the moral of the story?
 - **Enhance capacity for monitoring progress (6.4)**
 - Crumpled Heart Activity:



- Ask students if they've noticed either in their school or classroom people being disrespectful because someone's different or excluded because they like different things? Ask them if they've ever seen anyone being bullied. **Support planning and strategy development (6.2) 46. Use discovery learning activities (hands-on-activities). (ESOL)**
 - Ask them to take a minute to think about these things.
 - Say you have a heart that you will crumple a bit each time someone says something that hurts. The heart will represent the student's own hearts and inform them that when someone says something unkind, it makes our heart hurt. **Foster collaboration and community (8.3) Offer ways of customizing the display of information (1.1)**
 - Ask students again "Have you ever heard anyone say unkind things or do unkind things in the classroom or school?" **Remind students not to name anyone specifically! Vary the methods for response and navigation (4.1)**
 - Interact with students as they bring up situations. Ask follow-up questions for clarification or to see how it felt to hear the unkind words directed at either them or the other person. Appreciate them if they say something that potentially could have been difficult. **Foster collaboration and community (8.3)**
 - After students have been able to discuss a number of items, ask



students what could be done to make the situation better?

- **Support decoding of text, mathematical notation, and symbols (2.3)**

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(i) Say that each time someone comes up with an idea, you will smooth out the heart a little while they talk.

(ii) What are some things you could do to help when you've heard or seen something unkind?

(iii) How could you make someone feel welcomed and included again?

(iv) How would you help stop the hurtful teasing or bullying?

Vary the methods for response and navigation (4.1)

(v) **8. Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it. (ESOL)**

- Friendship:

- Ask students to pick a scene in the book to draw. When they choose a drawing, make sure they're picking a scene that explains how the kingdom treats the Prince or the Knight. Ask students to pick a scene that explains when characters use kind words or actions toward another character.

- After they've created their drawing, ask students to explain their picture and why they've chosen that scene.

Foster collaboration and community (8.3)

- After students participate in the crumpled heart activity and a scene to draw, ask students what their understanding of kind words are. Be



sure that students can give you an example of some kind words to say to a friend that might be struggling with something. **Build fluencies with graduated levels of support for practice and performance (5.3)**

- Have students model saying kind words to each other in a sad situation. Before the lesson is over, ensure that students understand the difference between unkind and kind words. Make sure students constantly think about how to be kind to their peers. **Develop self-assessment and reflection (9.3)** **10. Teach think, pair and share strategies in cooperative groups. (ESOL)**
- After the lesson, ask students what their understanding of respect, acceptance and kindness. Ask students what it means to be nice to someone, no matter what their backstory might be. **Foster collaboration and community (8.3)** **Increase mastery-oriented feedback (8.4)** **Build fluencies with graduated levels of support for practice and performance (5.3)**
- **Closure:** After students participate in the crumpled heart activity and a scene to draw in their journals (or give them a blank piece of paper to glue into their journals), ask students what their understanding of kind words are. Be sure that students can give you an example of some kind words to say to a friend that might be struggling with something. Have the students discuss this with their elbow partner before discussing with the class. **Use multiple tools for construction and composition (5.2)** **10. Teach think, pair and share strategies in cooperative groups. (ESOL)**
- Have students model saying kind words to each other in a sad situation. Before the lesson is over, ensure that students understand the difference between unkind and kind words. Make sure students



constantly think about how to be kind to their peers. **Develop self-assessment and reflection (9.3)**

Materials:

- Bulleted or numbered format
- List all materials and texts needed for lesson
- Add additional resources that may be helpful
- If only using portion of a text include page numbers as well
- Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....

- *Prince & Knight*
- Paper
- Crayons
- Colored Pencils
- Paper Heart

Haack, D. (2018). *Prince knight*. New York, NY: Little Bee Books.

https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Words_That_Hurt_Words_That_Heal.pdf

Template For Motivating Activity:

