



Classroom Lesson Plan for

Sir Kaye the Boy Knight Book Two: The Lost Castle Treasure

by Don M. Winn

Part One • Chapters 1–11

Theme: Ways to Show Emotion when Writing

Reading Comprehension Game

Split the class into two teams and keep score on the board, or don't have teams and offer individual students a prize (piece of candy, sticker, etc.) when he or she gets a trivia question right.

- What do Kaye and Reggie call Alfred? *Old Stone Face*
- What does Kaye think prevents him back from being a truly good knight? *The other knights hate him.*
- How does Kaye think he can get everyone at the castle to stop hating him? *By completing a quest*
- Who is Beau? *The duke, Queen Vianne's nephew*
- Who is Oriana? *Beau's Goshawk / Falcon / Bird*
- What skill does Oriana have? *Hunting*
- Who is Nicolette? *Queen Vianne's lady in waiting*
- Who is Alchir? *Reggie, Kaye, and Beau's tutor*
- What does Reggie do to get out of meeting the tutor after dinner? *Pretends to still be hungry*
- What is Kaye's quest? *To find the hidden treasure*
- What does Melchor say Reggie is like? *a dog's tail*
- What are spooks? *ghosts*
- Why is one of the kitchen boys called Tom Spot? *he has freckles*
- Who is the cook? *Abelard*
- How many boys work in the kitchen? *three*
- Which of the boys does not believe in spooks? *Kaye*
- Where do the boys have their lessons? *the library*

Introduction to a Main Theme: Ways to Show Emotion when Writing

Introduce the class to the idea that there are many ways to show emotion without outright saying "I feel happy!" or "I feel sad!" To first illustrate this, have a few volunteer students come to the front of the room to do an acting exercise. Ask the first child to show the class that he or she is excited without using any words. Typical responses will be to jump up and down, clap hands, etc. Then, challenge the next student to show that he or she is excited without words, but in a different way than the first student. See how many different students can come up with different ways to express excitement.

Use examples from chapters 1-11 to reinforce this idea. Read the following passages and having the children decide what emotion is being described. Some of the passages could be a mix of multiple emotions, so there is no one correct answer. Additionally, have the students open to the passages and read along. This will help with reading and reference skills as well as quickly provide context for each segment.

- Page 15: "Kaye. Look, I said, croaking like an old frog. I pointed at the thing swaying gently on its string... This time my voice came out high and squeaky, '...it's too dangerous. Someone wants you dead!'"
Most will probably answer FEAR.
- Page 29: "I felt like a mace had smashed into my chest. I couldn't breathe. My knees stopped working and I sat down hard on the bed behind me."
Defeat, Stress, Sadness, Confusion, etc.
- Page 47: "I was alone in the dark with nothing but dust rabbits to protect me from groaning spooks and phantom footprints. I needed to get out of there! I ran wildly back through the dark, away from the spooks and down toward humans—any humans."

Fear, Startled, Nervous, etc.

- Page 48: “I lay there a moment, wide-eyed, red-faced, and panting.”

Tired, Afraid, etc.

- Page 51: “Just then a gust of wind flapped the open door sharply against the wall with a bang. The boys jumped and yelled.”

Startled, Scared, etc.

- Page 64: “Someone had put some parchment and quills in the middle of the table. My stomach hurt when I saw that...”

Dread, Disgust, etc.

Introduce Vocabulary for Entire Book:

Either for homework while reading the story, or in class, have each student find one word they do not know in the story and look it up in the dictionary. Use the words and definitions found by the student to create a vocabulary list for all the kids to reference and study as they finish reading the book. OR provide the following list of words for students to look up the definitions of. The following definitions are from the Merriam-Webster Dictionary.

Quiver: (n.) a case for carrying or holding arrows

Prey: (n.) an animal that is hunted or killed by another animal for food

Jumpy: (adj.) very nervous : easily frightened

Humiliate: (v.) to make someone feel very ashamed or foolish

Gravel: (n.) small pieces of rock

Gauntlet: (n.) a glove worn with medieval armor to protect the hand

Stench: (n.) a very bad smell

Logic: (n.) a proper or reasonable way of thinking about or understanding something

Part Two • Chapters 11–22

Theme: Improving Your Writing—Expressing Character Emotions

Reading Comprehension Game

Like lesson one, create a game to test students on reading comprehension by asking trivia questions.

- Who did Beau write his letter to? *Oriana/his bird*
- Where did Reggie run away to? *The mews*
- What does Reggie keep in his pocket? *A green bead*
- What did the spook fix in the night? *Embert’s shirt*
- What is the topic of the book Reggie reads in the library? *Sir Gregory*
- What does the spook leave behind for Embert and then Reggie? *a treat—a sticky honey candy*
- Why doesn’t Kaye want anyone’s help finding the treasure? *He wants to prove that he is a good knight*
- What does Kaye cut his hands on? *broken glass*
- Who helps mend Kaye’s hands? *Nicolette*
- Who finds the hollow spot in the wall? *Tom Spot and Reggie*

Introduction to a Main Theme: Expressing Character Emotions in Writing

Begin by reminding the class that there are many ways to show emotions besides outright saying how you feel. This time, start with reading passages from the selected chapters and having the class guess what emotion is being expressed.

- Page 65: “My stomach felt even worse—like a giant hand had grabbed my guts and started squeezing.”
Sad, Surprised, Shocked, etc. This one might be a giveaway if students read the line below
- Page 67: “I jumped to my feet and glared at Alchir. ‘You’re just like every other tutor I’ve ever had. They laugh at me and then leave because I’m stupid. I’m sick of it. This time, I’m leaving first.’ I ran out of the library as fast as I could.”
Frustration, Anger, etc.
- Page 114: “I turned around and walked back, clenching my jaw to stop my teeth from dancing against each other. Tom followed a long way behind me, which helped me feel a little more brave, although my knees still quivered like custard.”
Afraid, Nervous, etc.

Activity:

Create strips of papers with different emotions fear, happiness, excitement, sadness, etc. and have each student draw one out of a bowl. Then, instruct the children to write a few sentences that express that emotion without using the word. After everyone is finished, call on volunteers to read their writing to the class and have the other students guess what emotion is being described.

Vocabulary Activity:

Have students select 1-3 words (depending on time restraints) from the vocabulary list, and ask them to write original sentences using the words. Then, ask students to share their sentences (preferably one for each vocabulary word) with the rest of the class, either by writing it on the board or reading it out loud.

Reading Comprehension Questions:

- Who does Reggie run into on his way to the mews? *Milo*
- Name three things that the boys see in the small home they find in the cave.
Answers will vary, allow three different students to answer.
- What do the boys use to see inside in the cave? *candles/torches*
- Who is the King’s “Silent Arrow?” *Delilah/His Falcon*
- What poisoned the King? *the candles*
- Where did Reggie and Beau find Kaye when he went missing? *tied up in the cave*
- Who gets stuck in the rocks in the cave? *Reggie*
- Who ends up being the spook? *Agnes*

Introduction to a Main Theme: Final Reaction to the Book

Start by asking the class what they thought of the end of the book.

- What were their favorite parts?
- Did it end the way they thought?
- Who were their favorite characters, and why?

Activity:

For the final exercise focusing on different ways to express emotion. Have the class maybe in groups or pairs find an example of when an emotion is described in Chapters 23-33. Then decide what emotion is being described and share the passage with the class.

Vocabulary Activity:

Use the vocabulary sentences created by students in the previous class to create a fill-in-the-blank game, by either reading the sentence out loud, leaving out the vocab word, or creating a worksheet. Be sure to include a word bank of the vocabulary words either on the board or on the worksheet.