

# Lesson 46 Read “Cedric the Brave Knight”

## Objective

In this lesson, students read a short story and discuss the types of people who live in castles.

## You Will Need

- Swing into Reading* pages 263–267
- Shipwreck!* book

## Before You Begin

### Preview the Purpose of the Activity Sheet

Today’s short story is set in medieval times. The activity sheet will familiarize your student with the various roles of knights, princesses, pages, and other figures of the time period—all important background knowledge that will aid in reading comprehension.

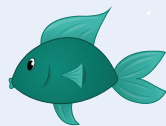
## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Liven up today’s Word Card review with the game “Go Fish.” For instructions, look for this icon in Appendix M.

## New Teaching

### Learn about Castle Characters

“Have you ever visited a castle? In medieval times, many people lived and worked in castles besides the king and queen. Now let’s find out who lived behind those castle walls.”

# New Teaching

(continued)



## Who's in the Castle?

Remove pages 263-266 from the *Swing into Reading* activity book.

Cut the castle doors on the dotted lines so they open. Cut out the character cards and spread them out on the table.

Have your student choose a character, turn the card over, and read the word. If the word is read correctly, the student may place the character in the castle. If the word is not read correctly, the student should place the character back on the table to try again later.

When these cards are flipped over, you may wish to define them for your student:

- knight:** a man who serves the king as a mounted soldier in armor
- page:** a young boy in training to become a knight
- jester:** a clown who works for a king
- maid:** a young, unmarried girl

Continue until all the characters are in the castle.

## Read the Warm-Up Sheet for “Cedric the Brave Knight”



Turn to page 267 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Cedric the Brave Knight.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

## New Teaching

(continued)

Word	Decoding Tips
mew	<i>Mew</i> is one of the sounds a cat makes.
squeaked covered exactly felines excitement selected panicked	Build and decode the base word first and then add the suffix.  Note that in the word <i>panic</i> , <u>c</u> is changed to <u>ck</u> before adding the suffix. This protects the <u>c</u> from the softening effect of the <u>e</u> in <i>ed</i> .
overcome	Follow the Prefixes division rule to separate this word into two recognizable parts: <b>over come</b>
banquet Cedric hidden	Follow the Two Consonant Tiles division rule. All syllables are <b>Closed Syllable</b> types.  <i>Cedric</i> is a boy's name.
armor	Follow the Two Consonant Tiles division rule.  <b>Bossy R Syllable</b> <b>Bossy R Syllable</b> <b>ar</b> <b>mor</b>
deserve reason	Follow the One Consonant Tile, Part 1 division rule.  <b>Open Syllable</b> <b>Bossy R Syllable</b> <b>de</b> <b>serve</b> <b>Vowel Team Syllable</b> <b>Closed Syllable</b> <b>rea</b> <b>son</b>
talon	Follow the One Consonant Tile, Part 2 division rule.  <b>Closed Syllable</b> <b>Closed Syllable</b> <b>tal</b> <b>on</b>
kingdom	Follow the Three Consonant Tiles, Part 2 division rule. Keep phonogram <u>ng</u> together.  <b>Closed Syllable</b> <b>Closed Syllable</b> <b>king</b> <b>dom</b>

## New Teaching

(continued)

Word	Decoding Tips						
bravery	Follow the One Consonant Tile division rule, first Part 1 and then Part 2. <table border="1" data-bbox="743 283 1409 378"><tr><td>Open Syllable</td><td>Bossy R Syllable</td><td>Open Syllable</td></tr><tr><td>bra</td><td>ver</td><td>y</td></tr></table>	Open Syllable	Bossy R Syllable	Open Syllable	bra	ver	y
Open Syllable	Bossy R Syllable	Open Syllable					
bra	ver	y					

### Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the mascot on the Warm-Up Sheet. “A *mascot* is someone or something that is used to represent a group, a sports team, or an organization. For example, Smokey Bear is the mascot of the United States Forest Service. Can you think of any other mascots?”

“Are you afraid of something, like the dark or spiders? Why are you afraid of it?”

“In this next story, the main character is terribly afraid of a particular animal. Let’s find out what it is.”

### Read “Cedric the Brave Knight”

“Turn to page 137 in your reader and read ‘Cedric the Brave Knight’ aloud.”

**After reading:** “The writer shows Cedric’s fear in various ways. Skim the text to find some examples of how Cedric shows his fear.” Guide your student in locating some of the following examples.

**Page 140:** The series of questions in the last paragraph shows Cedric’s anxiety.

**Page 143:** Cedric’s face grows pale when he finds out all knights must look for the cat.

**Page 144:** Cedric sways and almost faints. His voice squeaks.

**Page 145:** Cedric shows anxiety by repeating “Please don’t let it be a cat.” He freezes and squeezes his eyes shut.

## New Teaching

(continued)

**Page 146:** He trembles and has weak knees and shaky hands.

“At which point does Cedric’s attitude toward the cat begin to change?”  
*After he rescues the cat from the hawk. At that point, he realizes that the cat also had great fear. He feels sorry for her.*

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

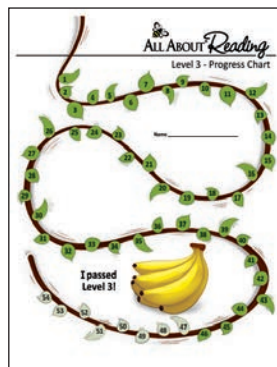
#### **A Picture Is Worth...**

Before, during, or after reading, be sure to take the time to talk about the book’s illustrations. Not only do the illustrations in picture books tell half the story, there are often secondary “silent” stories going on as well.

Have your student point out favorite characters, objects, colors, and recurring elements, or ask him why the artist may have drawn something a certain way.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 46 on the Progress Chart.



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