

Knock, Knock by Daniel Beatty





Detailed Lesson Plan

1. Overview

Explore themes of **loss, resilience, identity, and agency** through Daniel Beatty’s spoken-word poem “**Knock Knock.**” Students move from **literal** → **inferential** → **evaluative** comprehension while practicing metacognitive reflection and collaborative discussion.

DIMP Routines: *Domino Discover*, *Look & Listen*, *FQA*, and *One Mic* provide accessibility, relevance, and rigor—perfect for 16-year-old incarcerated males (mixed 5th-9th grade levels) with minimal technology.

2. Pre-Reading (15 min) – Domino Discover

 Time	 Grouping	 Materials	 Purpose
0–2 m	Whole class	Title only	Spark curiosity, activate schema
2–5 m	Pairs	Mini-whiteboards	Brainstorm family meanings of “knock knock”
5–10 m	Whole	Chart paper	Compile ideas → belonging
10–15 m	Solo	Notebook	Quick-write a guiding question

Teacher Cue: “When you hear *Knock Knock*, what feelings or memories show up? 15-second think, then turn-and-talk.”

Differentiation: Pair stronger + decoding readers; quieter students can write instead of speak.

3. During-Reading (40 min)

Chunk 1 (lines 1-10) – Look & Listen

- Teacher read-aloud; groups restate in plain language.
- CFU prompts: *Who is knocking? What does it show?*

- Supports: large-font handout; extension—note repetition as motif.

Chunk 2 (lines 11-25) – FQA

- List **Facts**, turn one into a **Why/How Question**, craft an **Answer**.
- Scaffold frames (“I think ... because ...”) for emerging writers; extension—connect to systemic justice issues.

Chunk 3 (lines 26-end) – One Mic

- Each student selects a powerful line; group chooses one to share.
- Guiding probe: “*What does ‘knock for yourself’ mean?*”
- Supports: pre-chosen quotes for anyone who needs them; extension—analyze rhetorical devices.

4. Post-Reading (25 min)

One-Minute Paper (5 m) – “What does *knock for yourself* mean to you right now?”





- Option to draw for non-writers; extension—connect to generational legacy.

Fishbowl Discussion (20 m)

1. How did the father’s absence shape opportunity and strength?
2. How does the message apply to your future after release?
 - Inner–outer circle rotation; sentence starters for support, evaluative follow-ups for extension.

Closure Cue: “We traced memory → meaning → self-determination. Tomorrow we’ll craft *your* spoken-word pieces.”

5. Assessment & Differentiation

 Objective	 Evidence	 Reteach	 Extension
Literal → inferential theme	FQA notes, shares	Simplified paraphrase reread	Write alternate ending letter
Personal connection	One-Minute reflections	Sentence starters, 1-on-1	Expand into full poem
Mentor-text craft	Fishbowl citations	Graphic organizer + model poem	Draft spoken-word stanza

6. Teacher Prep

- Print poem in 3 chunks (large type).
- Post anchor charts of routines + icons.
- Prep color index cards (FQA) & sentence-starter handouts.
- Arrange 3-seat clusters; clear space for fishbowl.

7. DIMP Glossary

- **Look & Listen:** Think-aloud while teacher listens.
- **FQA:** *Fact* → *Question* → *Answer* elaboration.
- **One Mic:** One voice at a time for equity.
- **Domino Discover:** Rapid reactions to surface background knowledge.







8. Tone & Management Tips









- Validate emotion: “This poem can hit deep—thank you for sharing.”
- Use wait-time; offer stretch/breath breaks.
- Keep transitions predictable and positive.

9. Why It Works

- **ABC+M Motivation:** Belonging, autonomy, competence, meaning.
- **WERMS Cycle:** Working memory → elaboration → retrieval → metacognition.
- **Adjustable Common Instruction:** Same goal, layered supports.
- **SHOp Adjustments:** Supports • Helper structures • Options.

Below are **purposeful guiding questions** you can weave into each routine. They move students from surface-level observation toward deep personal insight, while remaining concise enough to post on the board or read aloud.

Lesson Segment	Routine & Icon	Insightful Guiding Questions
<p> Pre-Reading <i>Domino</i> <i>Discover</i></p>		<p>1. “When you hear the words ‘Knock Knock,’ what’s the very first image or memory that pops into your mind?” 2. “Who usually does the knocking in your experience—someone coming in or someone wanting out—and why might that matter in a poem?” 3. “If a door could talk, what story might it tell about the people on either side?”</p>
<p> During Reading – Chunk 1 (lines 1–10) <i>Look & Listen</i></p>		<p>1. “What do we learn about the relationship between father and son before any words are spoken?” 2. “Why do you think the poet repeats the phrase ‘Knock Knock’—what feeling does that rhythm create?” 3. “How does this opening morning scene set us up for either comfort or tension later?”</p>
<p> During Reading – Chunk 2 (lines 11–25) <i>F-Q-A</i></p>		<p>1. Fact Prompt: “List one concrete action or event you notice.” 2. Why/How Prompt: “Why might the father ‘never knock again’? What unseen forces could stop a loving ritual?” 3. Answer Prompt: “How does the boy process the silence—through anger,</p>

		acceptance, or something
 During Reading – Chunk 3 (lines 26–end) <i>One Mic</i>		<ol style="list-style-type: none"> 1. “Which single line feels like advice you’d keep in your pocket—why that one?” 2. “What does the father actually mean by ‘knock for yourself’—is he giving permission, a challenge, or both?” 3. “How does the poet flip a painful absence into a call for personal agency?”
 One-Minute Paper		<ol style="list-style-type: none"> 1. “Where in your life do you need to ‘knock for yourself’ the loudest right now?” 2. “What door—literal or metaphorical—are you determined to open next year?”
 Fishbowl Discussion		<ol style="list-style-type: none"> 1. “How can a parent’s absence shape both obstacles and unexpected strengths?” 2. “In what ways does this poem challenge the idea that you’re ‘stuck’ where you start?” 3. “If the poet were sitting in this circle, what question about hope or freedom would you ask him?”
 Crafting Your Voice		<ol style="list-style-type: none"> 1. “Choose one obstacle you’ve faced—what sound (a knock, a buzz, a bang) best symbolizes it?” 2. “If you wrote a one-line message to your future self, what

		action-word would you repeat for power?” ³ . “How can you turn a moment of silence in your life into a line that speaks loudly for others?”
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Feel free to spotlight just one or two questions per section, or hand students the full list as choice prompts to support differentiation.

Here are expanded explanations of the five DIMP routines from *Differentiated Instruction Made Practical*, tailored to your classroom context:

1. Domino Discover

This **partner-based learning routine** gets students teaching each other. Each student is assigned a different problem or question from a shared worksheet. Student A explains their solution to Student B (the “teacher” role), then they switch. The teacher listens, asks clarifying questions, and checks for understanding.

- **Why it works:** Builds confidence and verbal fluency while strengthening peer-to-peer relationships. Especially effective in secure facilities where trust and self-expression are vital.
- **Differentiation:** You can assign easier or more scaffolded prompts to learners with lower reading levels while maintaining the same objective.

2. Look and Listen

This routine uses **direct instruction followed by silent observation**. The teacher presents key content or a model (e.g., vocabulary, image, or diagram) while students listen and watch quietly. Then, they respond to a prompt that requires them to recall and apply what they observed.

- **Why it works:** Reduces pressure on reluctant readers or those with low stamina. Ensures that all students have access to essential background knowledge.
- **Differentiation:** Use visuals, gestures, or repetition for students with decoding challenges. Allow advanced students to add details or infer meaning.

3. FQA (Fact–Question–Answer)

In **small groups**, students first share a fact from the text, then work together to turn it into a “how” or “why” question. Each group member answers that question using their own words and experiences.

- **Why it works:** Boosts memory and understanding through elaboration. Encourages personal connections with content, increasing engagement and relevance.
- **Differentiation:** Students can “Add or Repeat” others’ ideas if they struggle to generate their own, which reduces anxiety and supports participation.

4. **One Mic**

A **whole-class routine** that enforces respectful listening: only one person talks at a time. The speaker holds a visible object (the “mic”), and everyone else listens without interrupting.

- **Why it works:** Builds trust and classroom culture. Encourages turn-taking, active listening, and voice development—critical for justice-involved youth.
- **Differentiation:** Sentence starters and posted prompts can support students with language or confidence challenges.

5. **Fishbowl**

A **modeling-and-observation routine:** a small group performs a task or discussion in the center of the room, while others watch silently. Afterward, observers reflect on what they noticed and learned.

- **Why it works:** Gives reluctant or developing learners a clear model of expectations. Promotes metacognition by asking students to reflect on effective strategies.
- **Differentiation:** Assign stronger readers or speakers to the initial “bowl” and use scaffolded observation forms to guide note-taking for others.

Let me know if you’d like these turned into a quick-reference poster or job aids for classroom use.