

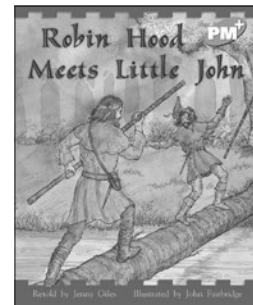
Robin Hood Meets Little John

PM Level 24

Silver

Text Type Narrative

Running Words 899



Preparing for Guided Reading

Orientation to the text

- Invite students who are familiar with stories of Robin Hood to retell them in their own words.

Prior knowledge

- The legend of Robin Hood is part fact and part fiction. Robin Hood lived in Barnsdale Forest (adjoining Sherwood) early in the 14th century. His exploits were described in popular ballads of which the meeting with John Little is one.

Building the Balanced Reader

Vocabulary

Key vocabulary

approaching, continued, furious, managed, neither, pleasure, powerful, stranger, throughout

Content Words

celebrate, challenged, declared, determined, fearless, longbow, outlaws, pace, regained, sheriff, soldiers, staff, staggered

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and discuss the cover illustration. Establish the setting for the story. Explain that the Robin Hood stories were based upon part fact and part fiction. Agree upon a shared understanding of the word *outlaw*.
- Read the title of the first chapter. Recall the Sheriff of Nottingham. Develop an awareness of the poverty and restrictions placed upon the peasants during this time.
- Read the title of the second chapter. Discuss the meaning of the word *challenge*. Examine the illustrations and introduce into the discussion unfamiliar vocabulary, e.g. *staff, pace, longbow*.

- Read the title of the third chapter. Discuss the illustrations and recall reasons why Robin Hood and his band of merry men were known far and wide.
- List words that begin with the prefix *out*: *outdoors, outback, outcome*; and words that end with the suffix *out*: *hideout, lookout*.
- Discuss adding suffixes to the root word to make new words, e.g. *lead, leader, leadership*.
- Revise more difficult blends: *stranger, stream, strong*.

Comprehension

- What did the sheriff do that indicated he was a cruel man? (*Literal*)
- Why did Robin Hood chuckle when he learned John Little's name? (*Inferential*)
- Why did the stranger have a better chance of winning the contest? (*Applied Knowledge*)

Follow-up activities

- Create a 'Wanted' poster for Robin Hood.
- Read and share other stories about Robin Hood.
- Provide shoeboxes, card, crayons and paints for students to make a diorama of the events in the story.
- Study the illustrations in the book. Draw a similar background on a long sheet of paper. Write about the main events and paste these onto the background in sequential order.

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Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text based and offer potential solutions to the problem that occurs in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up