

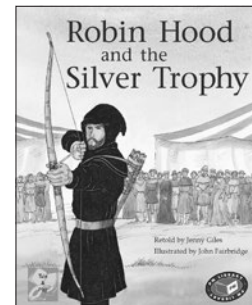
Robin Hood and the Silver Trophy

PM Level 24

Silver

Text Type Narrative

Running Words 1225/950



Preparing for Guided Reading

Orientation to the text

- Examine the trophies that your school presents to students each year. Discuss what the trophies represent and what the students need to achieve in order to 'win' them. Talk about the hard work and practice required to become a skilled expert in a particular field or event.

Prior knowledge

- Discuss the sport of archery and the equipment required to participate. Ask students who have participated in archery to talk about the rules of competition.

Building the Balanced Reader

Vocabulary

Key vocabulary

certain, contest, disappeared, disguise, further, persuade, practised, pure, resist, warming, wealthy

Content Words

advice, archery, captured, deafening, finalists, messengers, milling, mingled, outlaws, outwitted, peasants, punished, quiver, recognise, sheriff, snatched, soldier, stag, steadied, surging, thickets

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

- Explain to students that this tale is most probably based on true stories of a yeoman turned outlaw, Robin Hood, who lived in Barnsdale Forest (adjoining Sherwood) early in the 14th century. Have students predict what the tale will be about by examining the cover illustration and reading the title. Examine the illustrations in the book briefly to establish the story setting.
- Look at the illustration on p. 5 and ask students to predict reasons why the outlaws wore green and brown costumes, and used bows and arrows. Invite students to read p. 4 independently to

confirm or re-evaluate their ideas. Discuss the sport of archery. Have students share any knowledge they may have on this sport. Invite them to imagine that they are the sheriff and have them devise a plan to capture the outlaws.

- Ask students to read pp. 8–9 in order to find out the names of the other outlaws and to establish if the sheriff's plan is working so far. Talk about how Robin's friends respond to the news of the contest. Discuss the meanings of the words *contest, persuade, advice, fair competition, disguise*.
- Explore the visual information on pp. 10–13. Ask students to:
 - discuss the detail of the costumes and the organisation of the contest
 - predict how Robin Hood will infiltrate the contest
 - read independently and then discuss their predictions
 - talk about the excitement that the two finalists must have felt.
- Have students read pp. 14–17 silently to find out what happens. In pairs, have each students describe to their partner the events and the outcome of the competition.

Comprehension

- Why was Robin Hood famous throughout the land? (*Literal*)
- Why were the outlaws' green suits difficult to see in the forest? (*Inferential*)
- What is the moral to this story? (*Applied Knowledge*)

Follow-up activities

- Gather other stories about Robin Hood. Find books, poetic ballads and videos about the famous outlaw. Through reading and viewing, encourage students to build up and write a detailed character sketch of Robin Hood.
- Have students choose a scene from the story and recreate it as diorama. They will need a shoebox, paints or crayons and card in order to make three-dimensional stand-up figures and scenery.

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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 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