

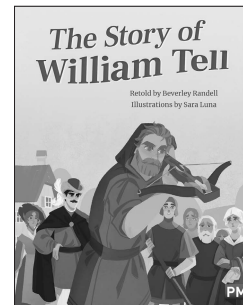
# The Story of William Tell

PM Level 24

Silver

**Text Type** Narrative

**Running Words** 1014



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about what they know about life in medieval times. Ask questions about topics such as technology, houses and transport to prompt their thinking.
- Ensure that students understand the basic structure of a narrative in terms of an orientation, complication and resolution.

### Orientation to the Text

- William Tell was known for his accurate archery skills. When he refused to bow down before the governor's hat, the governor decided to test William's skill by forcing him to shoot an apple off the top of his son's head. William soon learned that the governor could not be trusted.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

archer, arrows, champion, contests, courage, practised, prisoner, respect, soldiers

#### Content Words

bowstring, crossbow, dungeon, foreign, furious, governor, pedlar, quiver, seize, Switzerland

### Decoding

- Discuss the base of *governor* with students. Ask, *What does 'govern' mean? How does it help you to know what a governor is?* Ask students to think of any other words they know with the same base.
- Guide students to reread when what they have read does not make sense or does not match the text.
- Look at the word *foreign* with students. Ask, *What is the tricky part of this word? How might you remember it?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What can you tell about when this story is set from looking at the front cover? What clues did you use?*
- Read pages 2–3 together and discuss words that students may not be familiar with, such as *archer* and *pedlar*. Ask, *How is knowing the story is set about 700 years ago important to your understanding of it? What do you know about where the story is set from these pages?*

- Continue to page 5 and invite students to tell you the important events in the story so far. Ask, *How do you know which information in a story is important?*
- Read page 6 together. Ask, *What information on this page tells you that the story is set in the distant past?* Encourage students to use the pictures as well as the words to analyse the setting of the story.
- Read to page 10 with students. Ask, *Do you think William will hit the target? What important information from earlier in the text helps you to know this?*
- Continue to page 13. Ask, *How would the events on pages 12–13 have been different if the story were set today?*
- Read to the end of the story with students and invite them to summarise it in their own words. Ask, *How did you know which information was important? How did you know what to leave out of your summary?*
- Revisit the time and place that the story is set in with students. Ask, *What did you find interesting about the setting? What would you like to learn more about?*

### Comprehension

- How did the governor convince William Tell to shoot the apple off his son's head? (*Literal*)
- Why do you think Walter volunteered to stand against the tree without being tied up? (*Inferential*)
- How is the story of William Tell still relevant today? (*Applied Knowledge*)

### Follow-up Activities

- Read another account of the legend of William Tell with students. Talk about the similarities between the two accounts and why they might differ in some details. Invite students to share which they preferred and why.
- Play the Finale of the 'William Tell Overture' by Rossini for students. Invite students to close their eyes as they listen to the music and allow them to share what they visualise. Discuss how the piece of music relates to the story of William Tell and how the composer portrayed events using music.
- Organise students in three groups and ask them to complete a Y-chart to show what it looked like, sounded like and felt like to be there when William Tell shot the arrow off Walter's head. Ask one group to complete it from the perspective of William, one from Walter's and one from the governor's point of view. Discuss the different experiences of each of the characters during the same event.

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## Learning Intentions

- We are learning to summarise what we read.
- We are learning to identify and describe the setting in a narrative.

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## Success Criteria

- I can retell what I have read using my own words.
- I can identify the important information in what I have read.
- I can use information from the text to describe and discuss where and when the story is set.
- I can explain why the setting of the story is important.

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## Guided Reading Notes

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