

Robin Hood



Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file '5.5 Robin Hood' starting with tab a): *Robin Hood, band of Merry Men, John* Little, poor, crook, brags, sprang, strength*, bridge*, rooks, brook, contest, arrow, grunted, gasped, whacked, happened.*
 Note that Challenge Words are marked with an asterisk.
 Display these Red Word Cards in your pocket chart: *your, who, tall, you, of, to, want, they, said, call, all, one, was, are.*

DAY 1

Day 1 timetable

See guidance below for activities in **bold**. See pp.56–58 for other Day 1 activities.

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| a. Daily Speed Sounds Lesson | g. Story Introduction |
| b. Speed Sounds from the Storybook | h. First Read – Children |
| c. Story Green Words | i. Read Aloud – Teacher |
| d. Speedy Green Words (online file 5.5b) | j. Red Rhythms – Spelling Red Words |
| e. Red Word Cards | k. Handwriting |
| f. Partner Practice | |



Story Introduction

Robin Hood lived in the woods with his band of Merry Men. He spent his days robbing from rich people and giving what he stole from them to poor people. The poor people loved him but the rich people thought he was a crook.

One day a man called John Little was bragging to his friends. "I could win any sort of contest with the famous Robin Hood," he boasted. His friends just laughed. Not long after, John Little came face to face with Robin Hood when he was crossing a wooden bridge above a fast-running brook. When Robin tried to pass, John would not let him.

"Let me get past, will you?" Robin asked politely.

"I will not," grunted John.

"I will shoot an arrow at your chest!" Robin told him, taking an arrow from his belt.

But John shook his head. He told Robin Hood they could have a contest, but with sticks, not arrows, to make it a fair fight. "I will set upon you, and I will win!" John bragged.

TTYP: Who do you think won the contest, and why?

Red Rhythms – Spelling Red Words See *Get Writing! Yellow*, p.19.

DAY 2

Day 2 timetable

See guidance below for activities in **bold**. See pp.58–60 for other Day 2 activities.

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| a. Daily Speed Sounds Lesson | f. Second Read – Children |
| b. Speedy Green Words (online file 5.5b) | g. Fred Fingers – Spelling Green Words |
| c. Red Word Cards | h. Red Rhythms |
| d. Partner Practice | i. Hold a Sentence – 1 and 2 |
| e. Jump-in | j. Handwriting |

Fred Fingers – Spelling Green Words See *Get Writing! Book*, p.19.

GW Hold a Sentence – 1 and 2

1) Let me get past!

2) Will you put that arrow back and get a stick?

See *Get Writing!* Book, p.18.

DAY
3

| | | |
|---|---------------------------------|---------------------------------|
| Day 3 timetable See guidance below for activities in bold . See pp.60–61 for other Day 3 activities. | a. Daily Speed Sounds Lesson | e. Questions to Talk About |
| | b. Partner Practice | f. Questions to Read and Answer |
| | c. Think About the Story | g. Build a Sentence |
| | d. Third Read – Children | h. Handwriting |



Think About the Story

p.9 **TOL** about what Robin Hood did for the poor and why the rich thought he was a crook.

TOL about why John Little wanted to have a contest with Robin Hood.

p.10 **TOL** about how John and Robin met. Freeze Frame Robin's expression when he saw the size of John Little.

TTYP: How was he feeling? *Surprised at his size.*

p.11 **TOL** about why John wanted Robin to put down his arrow.

Freeze Frame John's expression.

TTYP: How was he feeling and why? *Determined but jolly. He wanted to test his strength against Robin Hood, but he wasn't a bad man.*

pp.12–13 **TOL** about who won the contest and how they became friends.

p.14 **TOL** about why Robin wanted John to join the Merry Men.

MTYT (with feeling): *"A man who can win a contest with me is a good man to have for a pal."*

p.15 Freeze Frame Robin's expression.

TTYP: How was he feeling and why? *Pleased to have a new friend/Pleased to have more in his band of Merry Men.*

Freeze Frame John's expression.

TTYP: How was he feeling and why? *Glad to have a new friend/Pleased to be part of the Merry Men.*



GW **Build a Sentence**

Tell children that tomorrow they will write about an argument with someone. Explain that today you are going to help them build up some sentences that could be used in an argument.

1. Display the picture of a brother and sister arguing (online file 5.5d). Explain that this brother and sister are always arguing and their dad gets fed up with listening to them. He always hears: *It's not me, it's him* or *It's not me, it's her!* Ask children to repeat these sentences.
2. Take on the role of Dad and ask partners to take on the role of the brother and sister: *What are you two arguing about now?* Draw out responses such as *She/He... took more cake than me/won't take turns with the TV controls/broke her promise/took up too much room on the sofa/pulled a face at me/won't walk to school with me/won't let me play/took my dish/said I was mean.*
3. Model how to build some responses into the sentences, e.g. *It's not me, it's her! She took more cake than me.* Encourage children to add more reasons, e.g. *It's not me, it's her! She took more cake than me and then she pulled a face at me.*
4. Ask partners to decide on their own sentences and to practise saying them until they can remember them. Select a few partners to say their sentences to the group.
5. Ask children to write their own sentences on p.18 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

DAY 4

| | | |
|---|------------------------------|-----------------------------------|
| Day 4 timetable See guidance below for activities in bold . See pp.61–63 for other Day 4 activities. | a. Daily Speed Sounds Lesson | e. Proofread – Spelling |
| | b. Spell Check | f. Proofread – Grammar |
| | c. Grammar | g. Write About Falling Out |
| | d. Embolden | h. Handwriting |



Grammar

1. Tell (or remind) children that a **prefix** is a group of letters that we add to the start of a word to make a new word.
2. Write the word *kind* on the board. Use **MTYT** to say the word, then ask children to **TTYP** to say what it means (*friendly/generous/caring/helpful*). Now write the word *unkind* on the board. Use **MTYT** to say the word, then ask children to **TTYP** to say what that means. Draw out that it means the opposite of *kind*. Point out that adding the prefix *un-* to a word changes it to the opposite meaning, and give a few more examples in sentences, such as: *unwrap, undress*.
3. Ask children to complete the Grammar activity on p.19 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check if they have written the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have added these new words: *unwell, unpacked, unhappy, unlock*.)



Vocabulary

1. Explain that good writers try to develop a wide vocabulary and use a variety of words to make their writing interesting for the reader.
2. On the board write the word *said*. Use **MTYT** to say the word. Ask children to **TTYP** to think of other words that could be used instead of *said*. (Draw out examples such as *bragged/called/shouted/whispered/grunted/yelled/sniggered/cried/giggled*.)
3. Write on the board "*I will win,*" *said John*. Ask children to **TTYP** to decide what you could write instead of *said* in this sentence, e.g. *bragged/boasted/shouted/laughed*. Show how other words bring extra meaning to the sentence, e.g. "*I will win,*" *boasted John* – using *boasted* shows that John is confident and proud.
4. Ask children to turn to the Vocabulary activity on p.19 of their *Get Writing!* Book. Talk through the activity, explaining any words that they are unsure of. Then ask children to complete the activity.
5. Ask children to **TTYP** to check if they have written the same words and if not, to discuss which are correct and why.
6. Tell children the correct responses and explain any difficult points. (Children should have written: *grunted, yelled, giggled, asked*.)



Write About Falling Out

Note that this activity should be started on Day 4 and completed on Day 5.

1. **TOL** about your own experiences of arguing with a brother or sister or friend when you were young. Tell children about the silly things you used to argue about, how sometimes you didn't speak to each other for hours or even days afterwards but how you made up in the end. **TTYP**: What sort of things do you argue about with your brother or sister or friend? How do you make up in the end?
2. Use online file 5.5 (tab g onwards) for this activity. Explain to children that they are going to write a story about arguing with a brother or sister. **TTYP**: What is the name of your brother or sister, in the story? Ask children to turn to p.20 in the *Get Writing!* Book.

3. Ask children the first question: How did the argument begin? Draw out responses and use **MTYT** to create sentences such as *It began when he wanted to use my new football but I said no because I knew he would lose it.* Ask children: What did they do to annoy you? Use **MTYT** to encourage them to build on the first sentence to show how the argument escalated, e.g. *On Monday, he took my football anyway to play with his friends.*
4. Use the online file (tab g) to model how to write the first sentences. **TOL** as you write, and keep re-reading to make sure it makes sense.
5. Hide your writing. Ask children to practise their own sentences aloud with their partner until they can remember them. Select a few partners to say their sentences to the group. Then children can write their own sentences on p.20 of their *Get Writing!* Book. Point out the Useful words on p.20 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) until children have completed their story.

DAY 5

| Day 5 timetable | a. Daily Speed Sounds Lesson | d. Partner Proofread |
|--|---|----------------------|
| See Day 4 for guidance on the activity in bold . See pp.63–64 for other Day 5 activities. | b. Spell Test | e. Words to Keep |
| | c. Write About Falling Out (continued) | f. Linked Text |

**Write About Falling Out (continued)**

On Day 5, children continue the writing activity that they began on Day 4.