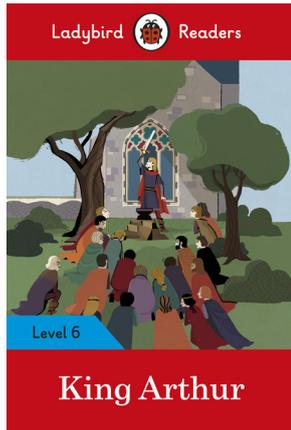


### Lesson Plan



When Arthur pulls the sword from the stone he becomes king. He and his knights must fight battles and protect Camelot.

CEFR Level A2+

YLE Flyers

Text type: traditional tale

Word count: 1,800

Lexile measure: 640L

## Lesson objectives

### Vocabulary focus

Adjectives: *brave, equal, handsome, quiet, regular, round, weak, wise, worried*

Knights: *helmet, joust, tournament*

Adverbs: *bravely, easily, carefully, immediately, loudly, quickly, quietly, slowly, suddenly, well*

People: *enemy, guard, knight, Saxons, stepsister, wizard*

Verbs: *attack, defeat, defend, discuss, duel, fall in love, kneel, practice, protect, recognize, trust, whisper*

General: *ally, battle, castle, champion, crown, feast, kingdom, lake, magic (n), peace, promise (n), spell, storm, sword, toward*

### Grammar focus

Adjectives and adverbs

### Reading skills

Vocabulary development

### Cross-curricular connections

History (King Arthur, knights)

IT (online research)

### Resources

Reader

Activity Book

Audio download (UK/US) tracks 1, 2, 3

Flashcard download 1–9

### Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and

the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Show the children the cover and title of the Reader and ask: *Do you think this story happens in the past or the present?* Point to the clothes and establish that it is in the past. Point to the title, and introduce the man holding the sword as Arthur. Explain that King Arthur was a legendary British leader who gathered together a company of brave knights, and established the famous Round Table at his castle in Camelot. The Knights of the Round Table had many adventures and performed acts of chivalry such as fighting dragons and rescuing ladies in distress. Ask the children if they have seen any films about King Arthur and his knights.

Read out or play the recordings of the Contents and Characters pages (Audio track 1) and ask the children to follow in their Reader. Ask questions, for example: *How many chapters are there? Ask: Which chapters are about people? Which are about places or things?* Go over the characters and where appropriate, help the children match them to the chapter

headings. Ask more questions, for example: *Who is wearing a crown?* Teach *wizard* and *knight*, and ask: *Who is a wizard/knight, do you think?*

Contents		Characters		
Characters	5			
CHAPTER ONE	The Old King Dies 7			
CHAPTER TWO	Do Uther and Igraine Have a Son? 10			
CHAPTER THREE	Sir Ector Arrives 14			
CHAPTER FOUR	The Sword in the Stone 18			
CHAPTER FIVE	Arthur is King 22			
CHAPTER SIX	Camelot—A New Castle 26			
CHAPTER SEVEN	Arthur and Guinevere 31			
CHAPTER EIGHT	The Round Table 35			
CHAPTER NINE	Lancelot 38			
CHAPTER TEN	The Lady of the Lake 43			
CHAPTER ELEVEN	Excalibur 46			
Activities	50			
Project	62			
Glossary	63			

*bravely*. Award points to the first child to find the adjective or adverb, and tell you which character or event it describes. Award extra points if the children can give you the corresponding adjective/adverb.



## During reading

Read out or play the recordings of Chapters 1–6 (Audio track 1) and ask the children to follow in their Reader. Check the children’s understanding of the main characters and events. Choose different pictures, and encourage the children to describe the characters. Elicit as much vocabulary as possible. For example, after Chapter 1, show them the picture on page 9 and ask: *Who are these people? Are they old or young? How are they feeling?* Display some adjectives, for example, *weak, sad, wise* and ask the children to match an adjective to each character.



Read out or play the recording of Chapters 7–11 (Audio track 1) and ask the children to follow in their books. Display some adjectives and adverbs from the story, for example, *brave, carefully*. Ask the children to find a page or pages where they occur, or a picture which illustrates the adjective or adverb. For example, the picture on 29 illustrates

## After reading

Organize a spelling competition. This can be done with the whole group or in teams. Display a word from the story, but with the letters jumbled up. Ask a child to say the word, then spell it out loud. Award points for correct answers. Ask children to select words for other members of the class to unjumble and award more points. Alternatively, play a game of Hangman, based on vocabulary from the story. Talk about the story and ask: *Do you like this story? Do you think it is exciting? Would you like to be a knight at King Arthur’s castle in Camelot? Why/why not?*

The children can do the following activities to focus on the main events in the story.

- Reader activities: 4, 6, 8 (Audio track 2), 11, 12, 13, 15, 16, 17, 18 (Audio track 3), 20

## Differentiation

### Extra support

Choose one or more pictures from the story which show a variety of characters or vocabulary items, and help the children to label them with as many words as possible. For example, the pictures on pages 21, 27, or 45.



### Extension

Fast-finishers can choose a historical or legendary character from their own country and do online research. For example, they can find out when they lived, their achievements, and any other interesting information. They can present their person to the other children.