

Lesson Plan



Guy of Gisbourne and the Sheriff of Nottingham made a plan to arrest Robin Hood. What happened when Robin and his outlaws heard about the plan?

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 1,523

Lexile measure: 550L

Lesson objectives

Vocabulary focus

People: *archer, guest, liar, Norman, outlaw, potter, priest, Saxon, sheriff, spy, squire*

Places: *camp, forest, inn, market square*

Weapons: *arrow, bow, stick, sword*

Adjectives: *enormous, frightened, guilty, proud*

General: *archery, arrest (v), cart, competition, hood, pot, rule, shoot, stocks*

Grammar focus

Past simple

Conjunctions

Reading skills

Identifying a sequence of events

Cross-curricular connections

Art (draw a picture of a hero)

History (characters from the past)

IT (online research)

Science (forest environment)

Social Studies (outlaws)

Resources

Reader

Audio download (UK/US) tracks 1–14

Flashcard download 1–13

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 of the Reader, but hide the title. Ask:

Where is this man? What is he doing?

Point to his clothes and ask:

Do you think this story takes place in the past or the present?

Reveal the title and introduce the man as Robin Hood. Ask:

Have you seen any films about Robin Hood or read any stories about him?

Establish that Robin Hood was a much loved and very famous hero in English folklore. He was an outlaw and a highly skilled archer and swordsman who lived in Sherwood Forest with his group of followers. According to legend, he stole from the rich and gave to the poor. His arch-enemy was the Sheriff of Nottingham, who Guy of Gisbourne works for.

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. Ask questions, for example:

How many chapters are there? Which chapter is about a plan?

Ask them to look at the pictures on page 5. Explain that in English history, the Normans conquered the Saxons. Robin Hood is a Saxon so the Saxons are the ‘good guys’ and the Normans are the ‘bad guys’. Divide the class into two teams. Each team takes it in turns to ask the other team questions, for example:

Is Richard Malbete a Saxon? Who is Robert?

Give points for correct answers.



Contents		Characters	
Characters	5	SAXONS	
CHAPTER ONE A Message	6	Robin Hood	Little John
CHAPTER TWO Robin is Attacked	10	Michael	
CHAPTER THREE Richard Malbete	14	Ralph	Tut
CHAPTER FOUR A Plan	18	NORMANS	
CHAPTER FIVE The Dinner	21	the Sheriff of Nottingham	Margaret, the sheriff's wife
CHAPTER SIX The Patter Loses	24	Gay of Gisbourne	
CHAPTER SEVEN Into Sherwood Forest	29	Richard Malbete	Timothy
CHAPTER EIGHT Normans and Saxons	32	Deven	Robert, a squire
CHAPTER NINE Gisbourne is Waiting	37	Robert	priest
CHAPTER TEN Back to Sherwood	41		
CHAPTER ELEVEN Robin Escapes!	44		
Activities	48		
Projects	60		
Glossary	62		

During reading

Read out or play the recordings of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check their understanding of the sequence of events and practice using the past simple. For example:

What did King Richard’s letter warn Robin about? Who attacked him the next day? Why did Robin decide to go to Nottingham? What happened next?

Read out or play Chapters 7–11 (Audio tracks 8–12). Show the children Reader page 45 and ask: *What happened after the archery competition? Who tried to arrest Robin? How did Robin escape?* Encourage the children to answer using the past simple. Make sure they understand the ending of the story. Ask: *Where did Robin go? Why did Gisbourne’s men stop chasing Robin?*

After reading

Ask the children what they can remember about the story. Encourage them to tell you what the main events are, and use conjunctions to connect the events. Display some useful conjunctions to help them, for example: *because, so, then, when*. Hold up the Flashcards as clues to help them remember what characters did, and let them look through the Reader again if necessary. Divide the class into two teams – Saxons and Normans – and play a game of *Guess who*. A person from each team chooses a character and describes him or her to the other team. For example:

I am a very big man. I was carrying a letter to the Sheriff of Nottingham but I lost it.

(Richard Malbete). Award points for correct answers.

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

- Reader activities: 2, 3, 4, 9, 13, 14, 19, 20, 21

Discuss Robin Hood with the children. Ask: *Would you like Robin Hood as your friend? What good qualities does he have?* (kind, brave, strong)

Differentiation

Extra support

Before the children do the Reader activities, reveal Flashcards 1–13 gradually one by one. Ask: *Is this person a Saxon or a Norman?* Elicit what the character does in the story. If time allows, show different pages in the story, for example, page 11, and ask the children to identify the characters.



Extension

Fast-finishers can think about someone in their own country's history who is a famous hero, according to legend or in real life. They can find out some interesting facts online about that person, write a short text and draw a picture.