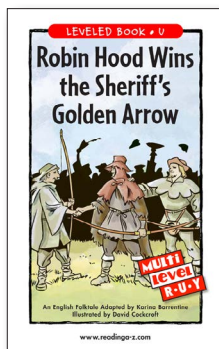


Lesson Plan

Robin Hood Wins the Sheriff's Golden Arrow



About the Book

Text Type: Fiction/Legend Page Count: 16 Word Count: 1,762

Book Summary

In this legend about Robin Hood and his band of Merry Men, the Sheriff of Nottingham sets out to trick and capture the famous thief. Knowing that Robin Hood is the best archer in the kingdom, the Sheriff arranges an archery contest—with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

Book and lesson also available at Levels R and Y.

About the Lesson

Targeted Reading Strategy

- Retell


Objectives

- Use the reading strategy of retelling
- Sequence events
- Identify and understand the use of pronouns
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Robin Hood Wins the Sheriff's Golden Arrow* (copy for each student)
- Chalkboard or dry erase board
- Sticky notes
- Thesauruses
- Sequence events, pronouns, synonyms worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **archers** (n.), **corrupt** (adj.), **cruel** (adj.), **duped** (adj.), **vie** (v.), **warrant** (n.)

Enrichment: *birds of paradise* (n.), **camouflage** (v.), *monks* (n.), *quills* (n.), **scrunched** (adj.), **shaft** (n.)

Before Reading

Build Background

- Supply pictures of medieval times, castles, and people living during that time. Invite students to tell what they know about medieval times.
- Ask students if they have heard of a legendary thief named Robin Hood. If not, tell students that according to legend, Robin Hood lived in England during medieval times. Explain that he supposedly stole from the rich to give to the poor. Some people in England believe Robin Hood was a real man. A bronze statue of him stands near Nottingham Castle. An amusement park in Sherwood Forest, near the city of Nottingham, has rides and shows relating to the theme of Robin Hood and his Merry Men.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book it is and what it might be about.
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Show students the title page. Talk about the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.
Think-aloud: *In Goldilocks and the Three Bears, a young girl walks through the forest. She is tired and hungry, so she decides to stop at the first cottage she sees. When she knocks on the door, nobody answers, so she walks into the front room. She smells the delicious aroma of hot, sweet porridge, which makes her even hungrier. She follows the heavenly scent to the kitchen, where she finds three steaming bowls of porridge. She takes the spoon from the largest bowl, tastes it, and exclaims, "This porridge is too hot!" She moves to the medium-sized bowl, tastes it, and exclaims, "This porridge is too cold!" So she takes the spoon from the smallest bowl, tastes it, and exclaims, "This porridge is just right!" and she gobbles it all up.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on the bottom of pages 6, 9, 12, and 15. Explain that as they read, they should stop at the end of these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that common sequencing words, such as *first, next, then, after that, and finally*, are often used to show the order in which events occur. Write these time-order words on the board.
- Tell students that some writers do not present the events of the story in order. It is then up to the reader to look for these signal words (or time references, such as dates) to help them put the events in the order in which they occurred.
- Model sequencing the main events of the story *Jack and the Beanstalk*. Point to the sequencing words on the board as you read them to students.
Think-aloud: *If I want someone to be able to tell the story of Jack and the Beanstalk, certain events need to be included to tell the story correctly. In this story, the first event that happens is that Jack goes to town to sell his cow. Next, a man gives him magic beans for his cow. Then, the beans grow into a beanstalk that extends into the sky. After that, Jack climbs up the beanstalk and finds a giant's castle. Next, Jack takes some gold coins and climbs down the beanstalk. Then, Jack climbs back up the beanstalk to steal a hen that lays golden eggs and returns home. After that, Jack climbs up the beanstalk and takes a singing harp. The harp wakes up the giant, who follows Jack down the beanstalk. Finally, Jack cuts down the beanstalk before the giant reaches the bottom.*
- **Check for understanding:** Have a volunteer use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the steps is important (the sequence does not make sense out of order).

Lesson Plan *(continued)*

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- Point out to students that the sequence of events includes only the events that were most important for someone to understand the story. It does not include all the details of the story.
- **Independent practice:** Introduce and explain the [sequence events worksheet](#). Explain how students will fill out the main details, in order, after they read the story.

Introduce the Vocabulary

- Write the word *warrant* on the board and direct students to page 7 to find the word. Model how they can use context clues in the entire paragraph to find the meaning of the word. Explain that the first two sentences tell how the angry and spiteful Sheriff gave a guard a *warrant* to catch Robin Hood. In the next sentence, Robin Hood takes the guard to a feast, after which the guard falls asleep. The context clues in the next two sentences explain that as the guard slept, Robin took the *warrant*. Without it, the guard could not arrest him and his men.
- Explain that thinking through what the guard might have had will help students understand the meaning of the word. For example, if the guard had handcuffs, he would have handcuffed Robin instead of going to a feast with him. Unless he had many pairs of handcuffs, he would not have been able to arrest Robin's group of men. This means that the guard must have had something that gave him the *authority* to arrest Robin and his men. Tell students that you can infer, or make a reasonable guess, that the guard had some kind of written paper that said he could arrest Robin and his men.
- Reread the sentence, replacing a *warrant* with *some kind of paper that said he could arrest Robin Hood*. Ask students if the paragraph and sentence make sense. Have students find the word *warrant* in the glossary to confirm its meaning.
- Remind students that if they are unable to determine a word's meaning from context clues, they can look in the glossary or a dictionary, or ask you what the word means.
- Have students turn to the glossary on page 16. Have them read the glossary words and their definitions. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.

Set the Purpose

- Have students read to find out about how Robin Hood won the golden arrow. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far in the story.

During Reading

Student Reading

- Guide the reading: Have students read to the end of page 6. Have them underline the information that tells about the setting, the names of the characters, and any important events. If they finish before everyone else, they can go back and reread.
- Have students tell the names they underlined. Ask students to tell where the story takes place (Sherwood Forest). Discuss how the illustrations provide clues about the setting. Have students tell the major events they have read about. Ask them to describe Robin Hood and the Sheriff of Nottingham.

- Use the information generated above to model retelling.

Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. I read that the French had ruled cruelly over the English people for many years and had become very rich by overtaxing the poor. I also read that Robin Hood's crusade was to steal from the rich, and give what he stole to the poor. Robin Hood and his band of men lived in Sherwood Forest and slept under the stars. They were known for being good archers, wrestlers, and swordsmen, but everyone knew that Robin was the best of them all. The Merry Men numbered more than a hundred, each one extremely devoted to Robin Hood. He only needed to lift his horn to his lips and play a note, and his men would appear, ready to listen. Though his enemies hated Robin Hood, the common people thought of him as their beloved hero.*

Lesson Plan *(continued)*

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- Remind students that a retelling includes detail and description about the events of a story, while a sequence of events lists only the most important events that someone would need to know to tell the story correctly.



Have students discuss and circle the events on pages 4 through 6 that are most important to correctly tell this part of the story. Record the information in a timeline on the board, and have students write these events on their sequence events worksheet. (The French conquered England and ruled over its people. The English monarch was away at war for many years. Cruel French lords became rich by overtaxing the poor. Robin Hood began stealing from the rich and returning what was stolen to the poor. He gained a following of a hundred men and lived with them in Sherwood Forest. He was an outlaw who became a hero to the common people.)

- Ask students to tell what the book is mostly about so far (Robin Hood). Review the events on the timeline on the board. Point out that the other information in the book includes details that make the story interesting but are not important to the sequence of Robin Hood's adventures. Explain that supporting details are not included in a timeline; only the most important information is listed in the most concise wording possible. Point out that complete sentences aren't always necessary when writing notes for a timeline.
- **Check for understanding:** Have students read from page 7 to the end of page 9. Have them turn to a partner and retell in their own words the events of pages 7 through 9, in their own words. Listen for individual responses.



Ask students to circle additional important story events in the book. Discuss the important events as a class and write them on the board in order. Have students fill in their timeline on the sequence events worksheet. (The Sheriff of Nottingham wanted to catch Robin Hood and hang him. The Sheriff failed at many attempts to capture Robin Hood. The Sheriff decided to hold an archery contest to trap Robin.) Allow students to make additions and corrections in their book.

- Have students read the remainder of the story. Remind them to continue stopping on pages with sticky notes to retell in their mind the details of the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Retell in detail with students the events of the story from pages 10 through 13.
Think-aloud: Robin Hood entered the archery contest, dressed as a beggar, although his men begged him not to play into the Sheriff's trap. The Sheriff and his wife were dressed richly in velvet and fur, and wore gold chains around their necks that reflected their prosperity. The Sheriff looked everywhere in the crowd for Robin, and although he looked right at Robin, he did not recognize him. The difficult contest began, and all of the archers took aim at the targets which were eighty yards away. After the first round of elimination, only ten archers remained. The Sheriff was amazed that Robin Hood was not among them. He asked his guard if Robin could be competing in disguise, but the guard said it wasn't possible. When the time came for the last three competitors to raise their bows, they were all amazing archers, but Robin Hood—who looked like the poorest beggar in England—won the contest.
- Have volunteers retell the events to the end of the book (pages 14 and 15).
- **Independent practice:** Have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.

Lesson Plan *(continued)*

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- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that was identified and written on the board. Have students practice restating the events using sequencing words (*first, next, then, after that*, and so on). Point out how it is important for students to use their own words to speak or write about each event.
- Ask students which additional important story events they circled in the book. Discuss the important events on pages 12 through 17. Write them on the timeline on the board while students add to their timeline on the sequence events worksheet. (Robin Hood entered the contest as a beggar. The Sheriff didn't recognize him. The Sheriff was angry when he thought that Robin Hood hadn't entered the contest. Robin—the beggar—won the archery contest.) Allow students to make additions and corrections on their timeline.
- **Independent practice:** Have students complete the sequence events worksheet. When students finish, discuss their answers aloud.
- **Enduring understanding:** In this book, you read about a man who entered a contest, even though he knew he might be walking into a trap. Keeping this in mind, do you think it was wise or foolish for Robin Hood to go to the archery contest?

Build Skills

Grammar and Mechanics: **Pronouns**

- Explain or review that a *pronoun* is a word used in place of a noun. Write examples of pronouns on the board: *I, she, he, it, her, they, and we*. Write the following sentence on the board: *The arrow landed in the middle of a distant target*. Model how to replace the words *the arrow* with a pronoun. (*It landed in the middle of a distant target*.)
- Write the following sentence on the board: *Robin Hood and his men prepared to go to the archery contest*. Underline the name *Robin Hood*. Invite a volunteer to reread the sentence, replacing the underlined name with the appropriate pronoun (*He and his men prepared to go to the archery contest*).
- Discuss the reasons authors use pronouns in place of nouns (to make the writing flow better, to avoid repeating the same words, and so on).



Check for understanding: Write the following sentence on the board and read it aloud: *Although he looked closely at every man's face, the Sheriff did not recognize him*. Have students identify both times a pronoun was used and to underline them (*he, him*). Ask volunteers to write the word the pronoun stands for above the word *he* (the Sheriff), and *him* (Robin Hood). When students have finished writing, encourage them to read their new sentence aloud. (*Although the Sheriff looked closely at every man's face, the Sheriff did not recognize Robin Hood*.) Ask students to tell which sentence they read more smoothly and why.

- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). When they have finished, review their answers aloud.

Word Work: **Synonyms**

- Write the word *bulging* on the board. Read aloud the sentence in which it is found on page 6. Ask students to tell what part of speech it is (adjective) and what it is used to describe (purse). Ask students to suggest a word that means almost the same thing as *bulging* (*expanding*). Review or explain that a word that means the same, or almost the same, as another word is called a *synonym*. One reason writers replace words with synonyms is to make a piece of writing more interesting.
- Show students a thesaurus. Explain that a thesaurus is a book that contains synonyms. Have students turn to page 6 and locate the word *unjust*. Look up *unjust* and model how to use a thesaurus.
- Give students a thesaurus. Ask them to find the word *unjust* and confirm the synonyms suggested.



Check for understanding: Have students reread page 4. Ask them to circle the word *soft*. Have students use the thesaurus to replace these words with synonyms to make the sentences more interesting. Remind them to choose words that do not change the meaning of the sentences. Have them write the sentences using the new words at the bottom of the page. Encourage students to share their sentences.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). When they have finished, review their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section of the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss with someone at home how to retell the story in their mind as they read.

Extend the Reading

Legend Writing and Art Connection

Encourage students to create an additional chapter for the book. Have them write about another plan the Sheriff executed in his efforts to capture Robin Hood. Have students tell about what the Sheriff's plan was, how it was carried out, and how (or if) Robin escaped. If time allows, encourage students to illustrate their work. Have them read their finished story aloud to their classmates.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

Literature Connection

Read parts of *The Merry Adventures of Robin Hood* by Howard Pyle, the 1883 classic version of the stories, to the class. Write a few of the old English words or sentences on the board. Discuss what these words mean. Then read a few sentences from *Stories of Robin Hood and His Merry Outlaws* by J. Walker McSpadden (1904). Discuss how this book is a little easier to understand. Finally, show the 1954 animated Walt Disney movie, "Robin Hood and His Merrie Men." Discuss the language and the story, comparing them to the older written versions.

Social Studies Connection

Have groups of students use Internet resources, books, maps, atlases, and so on to locate Nottinghamshire, Nottingham, and Sherwood Forest. Have students read about the area, landforms, and climate, as well as the people who live there now. Students can make posters to share the information with the class.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of retelling to comprehend the text during discussion and independently
- accurately sequence events in the text during discussion and on a worksheet
- understand and use pronouns during discussion and on a worksheet
- understand the uses of synonyms and correctly use them during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)