

### About the Book

Text Type: Fiction/Legend Page Count: 20 Word Count: 1,997

### Book Summary

In this legend about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

Book and lesson also available at Levels Q and Z.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand text
- Sequence events
- Identify irregular past-tense verbs
- Understand and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Robin Hood and the King* (copy for each student)
- Chalkboard or dry erase board
- Sticky notes
- Sequence events, verb tense, content vocabulary 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](http://VocabularyA-Z.com).

- Content words:

Story critical: *camouflaged* (v.), *conviction* (n.), *cunning* (adj.), *friars* (n.), *hearken* (v.), *sovereign* (n.)

Enrichment: *abbot* (n.), *brazen* (adj.), *clutches* (n.), *forsooth* (adv.), *jest* (n.), *liege* (n.), *venison* (n.)

### Before Reading

#### Build Background

- Supply pictures of medieval times, castles, and people living during that era. 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 all relating to the theme of Robin Hood and his Merry Men. Errol Flynn, Kevin Costner, and other actors have played Robin Hood in movie versions of the story.
- Ask students if they have read other Robin Hood tales, such as *Robin Hood Wins the Sheriff's Golden Arrow* or *How Little John Joined Robin Hood*.

### 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 type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name, and the fact that the story is an English folktale).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

#### 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 is walking 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, takes a taste, and exclaims, "This porridge is too hot!" She moves to the medium-sized bowl, takes a taste, and exclaims, "This porridge is too cold!" So she takes a taste from the smallest bowl, exclaims, "This porridge is just right!" and gobbles it all up.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for retelling this story.
- Have students place sticky notes on the bottom of pages 7, 11, 15, and 19. Explain that as they read, they should stop at the end of these pages to think about what has happened so far 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 writers present the events of a story in a particular order. Signal words are often provided to help readers identify the order of the events. Ask students to identify examples of signal words (*today, first, next, then, last, finally, dates, and so on*).

- Model how to sequence events.  
**Think-aloud:** *I know that a process, like a story, also has a sequence of events. For example, when I brush my teeth, first I get my toothbrush and toothpaste. Next, I open the toothpaste by unscrewing the cap, and I squeeze some toothpaste onto my toothbrush. Then, I open my mouth and rub the toothbrush onto all of the surfaces of my teeth. Last, I spit the toothpaste out and rinse my mouth with fresh water.*
- Have volunteers explain the order of a simple process, such as getting a bowl of cereal or making a telephone call. Use time-order words (*first*, *next*, and so on) to record the steps on the board.
- Show students an example of a timeline. Explain that timelines are created as events are listed in order. Tell students that they will be creating a timeline of events that are included in this book. Introduce and explain the [sequence events worksheet](#).

### Introduce the Vocabulary


- Write the word *abbot* on the board and direct students to page 7 to find the word. Model how they can use context clues from the page to find the meaning of the unfamiliar word. Explain that the first sentences tell how the king would like to meet Robin Hood and his Merry Men. In the next sentences, his knight explained how the king could meet Robin Hood by dressing as a rich abbot. The context clues in the next sentences explain that an abbot must be a wealthy man—someone whom Robin Hood and his men would target.
- Explain that thinking through what the king’s companion told the king helps students understand the meaning of the unfamiliar word. For example, if the king’s companion did not tell the king to carry gold in his pouch, readers might not know that an *abbot* was a wealthy man. If the companion did not say *fat abbot*, readers might not know that the abbot ate well and therefore had money. Because the companion mentioned that the abbot would wear a robe, readers might guess that an *abbot* is a man of the church. Tell students that readers can infer, or make a reasonable guess, that an *abbot* is a wealthy leader of a church.
- Reread the paragraph to students, asking them to keep in mind this meaning of the word *abbot*. Ask if the paragraph and sentence make sense. Then have students find the word *abbot* 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.
- Have students turn to the glossary on page 20. Have them read the glossary words and their definitions aloud. 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 what happens when the king goes to meet Robin Hood. 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 7. Tell them to 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 them to tell where the story takes place. Discuss how the illustrations provide clues about the setting. Have students tell the major events they have read about so far. Ask them to describe Robin Hood and King Richard. Have volunteers tell the major events of the story.

- 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 unjustly seizing money from the poor. I also read that Robin Hood stole from the rich and returned the money to the poor. Robin Hood and his band of men lived in Sherwood Forest and hid there; no one could find them unless they wanted to be found. They camouflaged themselves in the wood, where they waited for the wicked French lords who journeyed through so they could steal their money. The cruel lords wanted to see the Merry Men and especially their leader, Robin Hood, dead and offered money to anyone who could turn them in. But they soon found out that the English people loved and admired Robin Hood and his band. No one would turn them in for the prize. Even the English king himself, when he returned from war, could not help but respect this cunning outlaw. The king loved sports and admired all who excelled in them. Robin Hood and his men were known for being good archers and wrestlers, and the king wanted to see them perform. But he thought that if they heard the king was coming, they would think he was only there to arrest them. He decided to disguise himself as a rich abbot and walk into Robin Hood's trap knowingly so that he could see what the band of Merry Men did best.*
- Remind students that a retelling includes details and descriptions of 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 7 that are most important to tell the story so far. 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 king was away at war. Cruel French lords became rich by taking money from the poor. Robin Hood began stealing from the rich and returning it to the poor. He and his Merry Men lived in Sherwood Forest. He became a hero to the common people but was an outlaw. The lords put a price on the heads of Robin Hood and his Merry Men. Everyone admired them, including the king, and no one would turn them in for the reward. The king wanted to meet them, so he disguised himself as a rich abbot.) Point out that the events are listed in chronological order, not the order in which they appear in the book.
- Ask students to tell what the book is mostly about so far (Robin Hood and the king). 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 the story about the king going to meet Robin Hood. 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 8 to the end of page 11. Have them turn to a partner and retell the events of those pages 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 king and seven of his knights, dressed as an abbot and friars, traveled to Sherwood Forest. Robin Hood and his Merry Men promised a hot meal to the travelers and searched them and find their pouch of gold. They returned one-third of the gold. The disguised king accepted their offer of a feast but also asked to see a show of talent. Robin Hood asked the abbot to take off his hood, but he said he could not. They ate well, and the king was entertained by an amazing show of wrestling and swordplay.) Allow students to make additions and corrections on their timeline.
- Have students read the remainder of the book. 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 12 through 15.  
**Think-aloud:** *Robin Hood gave his men three shots at the archery target, telling them that anyone who failed would receive a blow to the head. The king could barely make out the outline of the little target at such a great distance. The first two men lodged all three arrows within the target, while the king looked on, astonished. The next archer missed the target with his third arrow, and Robin Hood gave him his punishment. The king was surprised by how hard Robin Hood hit the man but was impressed by the way his men obeyed. The shooting went on, and most of the men made the target, but a few missed and took tremendous punches. Robin Hood knocked a few men unconscious. Robin Hood was the last to shoot, and he missed the final arrow, which seldom happened. His men laughed and told him to take his punishment. Robin Hood surrendered to his guest, taking his punishment from the pretend abbot. He expected the churchman to be weak and for the punch to be light. But the king, strong from years away at war, struck Robin with a strong blow that sent him to the ground. Robin Hood told the abbot that he didn't think he was a real churchman.*
- Have volunteers retell the events to the end of the book (pages 16 through 19).
- **Independent practice:** Have students retell the book 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.
- 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. 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 write about each event.
- Ask students which additional important story events they circled in the book. Discuss the important events on pages 12 through 15. Write them in the timeline on the board while students add to their timeline on the sequence events worksheet. (Robin Hood set the target for the archery show. The king wondered if anyone would hit the target because it was tiny and a long distance away. Robin Hood struck any man who missed the target with a hard blow to the side of the head. Robin Hood, who was the last to shoot, missed one of his three arrows. The pretend abbot gave him his punishment, hitting him with great force. Robin Hood said he didn't think he was really a churchman.) Allow students to make additions and corrections on their timeline.
- **Independent practice:** Have students complete the timeline on their sequence events worksheet, recording the important details from pages 16 through 19. Discuss their answers aloud after everyone has finished.
- **Enduring understanding:** In this book, you read about a leader who was well respected. But when his men missed the target while shooting arrows, he punched them so hard that they fell to the ground. Keeping this in mind, do you think that was a fair and appropriate punishment?



### Build Skills

#### Grammar and Mechanics: Irregular past-tense verbs

- Have students turn to page 4 and reread the introduction. Ask them whether this story takes place in the past, the present, or the future. Ask them to tell how they know. Review or explain that adding *-ed* to a verb forms the past tense of a regular verb. Write the words *journey* and *camouflage* on the board. Ask volunteers to write the past tense of these verbs.
- ✍ Have students underline all of the verbs on the page. Point out that sometimes the suffix *-ed* is added to a word to create the *past tense*, as in the word *journeyed*. But at other times, the past tense is formed by using a different spelling of the word, as in the words *found*, *knew*, and *had*. Explain to students that these are called *irregular verbs* because they don't follow the rule of adding *-ed* to make the past tense. Have volunteers tell the present tense of the three irregular verbs (*find*, *know*, and *have*).
- Write the words *strike* and *fight* on the board. Explain that these are the present-tense forms of the verbs and use each word in a sentence. For example: *He is going to strike his opponent with a sword. The men fight with swords.* Ask students to tell how they would change each irregular verb to past tense (*struck*, *fought*). Remind students that they can usually tell if the past tense of a verb can be formed by adding *-ed* by saying the word softly to themselves to hear whether or not the word sounds correct. For example, the words *yelled* and *knocked* sound correct. The words *striked* and *fighted* do not.
- ✍ Have students turn to page 13 and reread the first paragraph. Instruct them to underline the irregular past-tense verbs. Have them circle any regular verbs that indicate the past tense with *-ed*. Write their answers on the board and discuss the present and past tense of each word (irregular: *shot*, *were*, *seen*, *was*, *drew*; regular with *-ed*: *lodged*, *danced*, *astonished*, *placed*, *looked*, *missed*, *failed*).
- **Check for understanding:** Write the present-tense verbs *run*, *laugh*, and *go* on the board. Have students work in pairs to create past- and present-tense sentences using these verbs. Have them share their examples aloud.
- **Independent practice:** Introduce, explain, and have students complete the [verb tense worksheet](#). Discuss their answers aloud after everyone has finished.

#### Word Work: Content vocabulary

- Tell students that the words in the book are used to talk about medieval times and Robin Hood. Explain that some words, such as *hath*, *ere*, *thysself*, and *thee* are not typically used in everyday modern language but are part of our historical language. Point out that, as readers, they will encounter these words again in print.
- ✍ Invite students to work with a partner to reread the book, looking for historical language. Have them circle the examples they find (*ere*, *sooth*, *nay*, *'tis*, *aye*, *jest*, *ye*, *thou*, *shalt*, and so on).
- Provide opportunities for students to talk about content words such as *forsooth*, *hearken*, and *liege*. Write these three words on the board. Remind students that these words were discussed and defined in the Vocabulary section before reading the story. Ask volunteers to share how that exercise helped them and how they felt when they came upon the new vocabulary words when reading the text.
- **Check for understanding:** Have students work with a partner to use the new vocabulary words on the board in their own sentences. Observe and listen for individual responses.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). Discuss their answers aloud after everyone has finished.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### 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

#### Writing and Art Connection

Encourage students to create an additional chapter to the book. Have them write about Robin Hood's experience of entering the king's court for the first time. Have students tell about the initial reaction of the king's men, what Robin Hood said to the court, and how he worked with the king. If time allows, encourage students to illustrate their work. Have them read their finished story aloud to their classmates. Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

#### Social Studies Connection

Have groups of students use Internet resources, books, and atlases to locate England, Nottingham, and Sherwood Forest. Have students research England during the Medieval time period. Divide the class into groups and have each group research what life was like for one class of people around A.D. 1200: kings, lords and nobles, knights, sheriffs, and commoners (peasants, merchants, craftsmen). Have small groups of students report their findings to the class in an oral presentation. Encourage the creation of a poster as a visual aid.

#### 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 text during discussion and independently
- accurately sequence events in text during discussion; create a timeline on a worksheet
- identify and understand the formation of past-tense verbs during discussion and on a worksheet
- understand and use content vocabulary during discussion and on a worksheet

#### Comprehension Checks

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