



Robin Hood



The story of Robin Hood

Read the story and fill in the spaces using the words in the box. There is one word extra that you don't need! Then listen to the story to see if your answers are correct.

bad * castle * catch * clever * girl * goes
has * have * his * money * poor * steals * sword

The Sheriff of Nottingham is a tax collector. He lives in a big (1) _____ in the middle of England. He is very rich and very (2) _____.

Everyday he goes out collecting taxes from all the people. He collects house-tax if you (3) _____ a house. He collects horse-tax if you have a horse. He collects children-tax and even dog-tax! He takes money from everybody! The people are very (4) _____. They are very unhappy. There is only one person who can rescue them: Robin Hood.



Robin Hood (5) _____ the tax money from the Sheriff and returns it to the poor. The people are happy again. But Robin Hood is not happy.

He is in love with a beautiful (6) _____ called Lady Marion. But Lady Marion lives in Nottingham Castle and the Sheriff is also in love with her.

The Sheriff doesn't like Robin Hood. He wants Robin Hood to stop taking (7) _____ money. He wants Robin Hood to stop visiting Lady Marion. The Sheriff has an idea. He organises an archery competition so that he can (8) _____ Robin Hood and put him in prison. But Robin Hood is very (9) _____. He goes to the competition but escapes with all the Sheriff's money!



The Sheriff is very, very angry. He (10) _____ another idea. He takes Lady Marion and puts her in prison. Now Robin Hood cannot visit her anymore. But Robin Hood is a hero. He is not afraid of the Sheriff. He (11) _____ to Nottingham Castle with his (12) _____ and fights the evil Sheriff. He rescues Lady Marion, marries her and they all live happily ever after!



Robin Hood Lesson Plans Year 5

JS Bruner



Robin Hood Lesson Plans Year 5:

Navigator Fiction Year 5 Pearson Education, 2002-04-23 Navigator is a KS2 reading scheme which covers fiction and non-fiction. It provides material to give pupils a 20 minute guided reading session per week during each school year.

Kodály in the Third Grade Classroom Micheal Houlahan, Philip Tacka, 2015-08-06 Since the mid twentieth century Zoltán Kodály's child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries. The Kodály Today handbook series is the first comprehensive system to update and apply the Kodály concepts to teaching music in elementary school classrooms. Kodály in the Third Grade Classroom provides teachers with a step by step road map for developing children's performance, creative movement and literacy skills in an organic and thoughtful manner. Through six years of field testing with music kindergarten teachers in the United States, Great Britain and Hungary, the home country of Zoltán Kodály, authors Michael Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms. Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for the developmental stages of third grade students but also one which integrates vertically between elementary music classes. The methods outlined in this volume encourage greater musical ability and creativity in children by teaching them to sing, move, play instruments and develop music literacy skills. In addition, Kodály in the Third Grade Classroom promotes critical thinking, problem solving and collaboration skills. Although the book uses the Kodály philosophy, its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be. Numerous children's songs are incorporated into Kodály in the Third Grade Classroom as well as over 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives. Scholarly yet practical and accessible, this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere.

Common Core Literacy Lesson Plans Lauren Davis, 2014-05-22 Schools nationwide are transitioning to the Common Core, our advice to you: Don't go it alone. Our new book *Common Core Literacy Lesson Plans: Ready to Use Resources 6-8* shows you that teaching the Common Core State Standards in the middle grades doesn't have to be intimidating. This easy to use guide meets the particular needs of middle school teachers. It provides model lesson plans for teaching the standards in reading, writing, speaking, listening and language. Get engaging lesson plans that are grade appropriate, easy to implement and include ready to use reproducible handouts, assessments, resources and ideas to help you modify the lesson for both struggling and advanced learners. Our Common Core Literacy Lesson Plans are equally effective for both English and content area teachers; the plans are designed to fit seamlessly into your middle school curriculum. You get practical tips for revamping your existing lessons to meet the standards. Middle school students learn how to answer text based questions, read informational texts, conduct research, write

arguments and improve their speaking and listening skills We take the guesswork out of Common Core lesson plans with this practical easy to use guide All lesson plans are grade appropriate but every lesson plan includes Common Core State Standards covered in the lesson Overview of objectives and focus of the lesson Background knowledge required and time required A detailed step by step agenda for the lesson plus a materials list Differentiation ideas to adapt the lesson for different kinds of learners Assessment ideas including rubrics and scoring guides A place for your notes what worked what can improve Bonus We show you how to extend the lessons into longer units to suit your particular grade s curriculum and even help you create more of your own lessons

Atlantic Educational Journal ,1914 **How Children Learn to Write**
Dorothy Latham,2002-07-25 This book is a useful addition to any staff library What makes it different to many other similar books is that it shows teachers that speaking listening and reading create the foundations for writing Tested in schools staff said It is a very useful framework for action research based upon secure theory When deciding classroom strategies it is easy to find what you are looking for and the chapter summaries are very helpful Some of the staff development and training suggestions are very practical and we are trying them out We found the emphasis upon class novels and the class discussion that follows very important especially when linked to the excellent examples of children s writing This book may appear to some as theoretical and academic but this is why it will be valuable It does what the title says because it shows how children learn to write It starts at the beginning and saves diving into the latest trend Perhaps its best recommendation is that every school that was asked to look at it said It s good and we have ordered a copy John Lilly independent education consultant The chapter on the Taxonomy of Writing Purposes will be useful for planning and those on extending and enhancing writing will definitely be helpful in many day to day situations Nicholas Bielby Times Educational Supplement This book outlines the processes which are involved when children learn to write The author shows how certain strategies can improve children s progress in writing Dealing with the age range three to 13 the book addresses issues to do with the gender gap children with English as an additional language left handedness Dorothy Latham includes ideas for sound and easy ongoing assessment of writing The book is written in line with the requirements of the English National Curriculum and The National Literacy Strategy Framework for England but is not limited to them Topics also covered include brain development and structures the acquisition of speech language and thinking working memory secretarial skills stages in compositional development writing purposes and cross curricular applications strategies for improving self generated writing using reading to improve writing using speech and drama to improve writing and ten ways to improve children s writing This book is for serving teachers in schools wishing to study the subject in further depth and as a source book for students Useful for school based staff INSET it provides simple activities for teachers to do and discuss

Philippine Public Schools; a Monthly Magazine for Teachers , Normal Instructor and Primary Plans ,1926 **Teachers' Monographs** ,1926 **Medieval Times** Cynthia Ross,1992 This whole language thematic unit integrates the history of the Middle Ages with three high quality Newbery

Award literature selections Report New Zealand. Department of Education,1900 **Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators** Michael Phillips,Evrin Baran,Punya Mishra,Matthew J. Koehler,2025-11-24 The third edition of the Handbook of Technological Pedagogical Content Knowledge TPACK for Educators addresses the concept and implementation of technological pedagogical content knowledge One of the most highly cited and widely recognized frameworks in educational technology the TPACK construct provides teachers with the knowledge and skills they need to meaningfully integrate technology into teaching in specific content areas This thorough substantive revision explores the emerging theoretical developments empirical efforts digital technologies and diverse contextual factors that impact TPACK s evolution and enactment around the world Critical perspectives on TPACK research on its deployment across specific content areas and integration into teacher education and professional development frame a variety of new and updated chapters covering research methods contextual knowledge artificial intelligence and more The Handbook of Technological Pedagogical Content Knowledge TPACK for Educators is simultaneously a mandate and a manifesto on engagement with technology in today s classrooms Appendix to the Journals of the House of Representatives of New Zealand New Zealand. Parliament. House of Representatives,1900 Exercises and Tests on English Classics Mary Louise Harris,1928 **Cumulated Index Medicus** ,1976 The Teaching of Literature ,1929
The Educational Screen ,1924 Teaching Literature in Wisconsin Wisconsin. Department of Public Instruction. English Curriculum Center,1965 *The Educator-journal* ,1904 *Philippine Education* ,1917 Philippine Public Schools ,1928

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