

# Narrative unit 2: traditional tales, fables, myths and legends

1<sup>st</sup> week of 4 Phase 1

Class: 5 G & 5P Term: Spring Date: 18/2/08		Year Group: 5 Teachers: Miss G Clarke, Mrs T Judge		Outcome: Children will be able to identify the differences and similarities between a fable, a myth and a Legend.	
NLS Objectives:		Class Writing Target(s):			
<ul style="list-style-type: none"> <li>7. <b>Understanding and interpreting texts</b>- Compare different types of narrative and identify how they are structured</li> <li>8. <b>Engaging with and responding to texts</b></li> <li>Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</li> </ul>		Must: I can add extra information into my sentences.  Should: I can add extra information into the middle of my sentences using commas.  Could: I can add extra information into my sentences in a variety of different ways.			
Text(s): The Hare and the Tortoise Persephone <b>A Robin Hood legend- The silver arrow</b>		Inclusion Notes: ( <i>Cross Reference to IEP, G+T, ALS, FLS, EAL etc...</i> ) M – special provision for reading/writing. J. F/ H – behaviour issues/literacy support. G? May need extra challenge.			
	Whole Class	Whole Class	Independent Task (differentiated to meet the needs of all groups)	Plenary	Guided Group with Class Teacher
Mon	TEACHER TRAINING DAY				
Tue	Share the long term overview for the project. Introduce the grid they will use to compare the text types. Share the story of 'The Hare and the Tortoise' (ppt) and discuss using the grid. Model completing the grid from the story they have just read. What other animals could the author have chosen instead of the Hare and the Tortoise? Why?		Provide the children with an alternate fable. They then have to complete their own version of the grid. Differentiate by using different text levels. <b>Blue – The Lion and the Mouse</b> <b>White – The Ant and the Grasshopper</b> <b>Rest of Oranges – A fox and a sick lion</b> <b>Yellow – The greedy fox – with TA</b> <b>G – A more challenging text</b>	Pool together ideas. What are the common themes? Come up with a definitive list of features.	Janette with Focus Group CT with White group. Guided Reading session, filling in grid as a group.
Wed	Revisit the features of a fable from yesterday. Introduce myths – do they know any? What do they think it might be? Display a list of features. -involves gods/magic/supernatural -explains a natural event/phenomenon -heroic, elaborate language	Question the children on any mythical beasts/creatures they might already know. Share the story of Persephone. Fill in the grid again.  Did Hades really want Persephone to go back to her mother? How do you know? Why do you think Zeus wanted to help Hades marry Persephone?	Provide the children with an alternate myth. They then have to complete their own version of the grid. Differentiate by using different text levels. <b>Blue – The war of the birds</b> <b>White – The sun, the moon and the sea</b> <b>Orange – Set the sun free</b> <b>SEN – 'Rainbow' powerpoint story</b>	Feedback of common ideas.	<b>CT with Blue group. Guided Reading session, filling in grid as a group.</b> <b>G – more higher-order questioning.</b>
Thu	Revisit the features of myths and fables. Encourage children to think of any legends they already know. What is similar about them?	Introduce Robin Hood. Fill in Grid and discuss features as you go.	Give children other legends to use to complete their grids. <b>G - Sir Gawain and the Green Knight (ppt)</b>	Create a flow chart as a class for them to use to help them classify myths, legends and fables.	<b>CT with Yellow group. Guided Reading session, filling in grid as a group.</b>
Fri	ARTIST DAY-CREATING THE TWO ENVIRONMENTS				
Cross-curricular Links/ Themes: History Art ICT - spreadsheets (planning a banquet)		Speaking and Listening Opportunities: Question and answer. Class discussion. Partner talk.		ICT Opportunities: Electronic texts.	
				Home/School Links: Show me what you know about legends...	

**Narrative unit 2: traditional tales, fables, myths and legends**  
**2nd week of 4 Phase 2**

Class: 5 G & 5P Term: Spring Judge Date; 25.2.08	Year Group: 5 Teachers: Miss G Clarke, Mrs T	Outcome: Children in groups will present an oral version of the Robin Hood legend. Children in groups will have created their own comic strip version of a Robin Hood legend.			
NLS Objectives: <b>1. Speaking</b> <ul style="list-style-type: none"> <li>Tell a story using notes designed to cue techniques, such as repetition, recap and humour</li> </ul> <b>4. Drama</b> <ul style="list-style-type: none"> <li>Reflect on how working in role helps to explore complex issues</li> <li>Perform a scripted scene making use of dramatic conventions</li> </ul> <b>9. Creating and shaping texts-</b> Experiment with different narrative forms and styles to write their own stories <b>10. Text structure and organisation</b> <ul style="list-style-type: none"> <li>Experiment with the order of sections to achieve different effects</li> </ul> <b>12. Presentation-</b> Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes		Class Writing Target(s):  Must: I can add extra information into my sentences.  Should: I can add extra information into the middle of my sentences using commas.  Could: I can add extra information into my sentences in a variety of different ways.			
Text(s): Robin Hood – several different versions including comics Marcia Williams, story tapes, oral stories (Interactive whiteboard (IWB) with files: 'Year 5 F legend RH'; 'Robin Hood'; '2 Marion'; 'Robin and the Sheriff' available on framework website) and DVDs.		Inclusion Notes: ( <i>Cross Reference to IEP, G+T, ALS, FLS, EAL etc...</i> ) M – special provision for reading/writing. J. F/ H – behaviour issues/literacy support. G? May need extra challenge.			
	Whole Class	Whole Class	Independent Task (differentiated to meet the needs of all groups)	Plenary	Guided Group with Class Teacher
Mon	Listen to the storyteller on the renewed framework website without watching the visual. Model how to make notes about the techniques he uses to engage his audience. Discuss with the children. How did his oral techniques make it more interesting to listen to?		Listen to the story for a second time, but this time watch the visual at the same time. Chn to make notes on visual techniques he uses to engage the audience in draft books. Discuss the ideas they have noted. Differentiation- careful pairings of children for Partner talk/support Teacher to target specific pairs	Discuss their task – they will be performing oral stories as a group at the end of the wk – come up with a list of techniques they could consider using to make their storytelling more interesting and to engage the reader.	n/a
Janette Catton to tell oral story in role as Maid Marion using story sacks ( Alan Peat technique) told in first person - very interactive all children involved- partner talk/ peer support. Teacher and other adults to make observations of children re- engagement in task.					

## Narrative unit 2: traditional tales, fables, myths and legends

### 3rd week of 4 Phase 2/3




Class: 5 G & 5P Term: Spring Judge Date 3.3.08		Year Group: 5 Teachers: Miss G Clarke, Mrs T		Outcome: Children in groups will have created their own comic strip version of a Robin Hood legend. Children will produce their own written version of a Robin Hood legend.	
NLS Objectives: <b>9. Creating and shaping texts</b> <ul style="list-style-type: none"> <li>Reflect independently and critically on their own writing and edit and improve it</li> <li>Experiment with different narrative forms and styles to write their own stories</li> </ul> <b>10. Text structure and organisation</b> <ul style="list-style-type: none"> <li>Experiment with the order of sections and paragraphs to achieve different effects</li> </ul> <b>12. Presentation</b> <ul style="list-style-type: none"> <li>Adapt handwriting for specific purposes, for example printing, use of italics</li> <li>Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes</li> </ul>		Class Writing Target(s): Must: I can add extra information into my sentences. Should: I can add extra information into the middle of my sentences using commas. Could: I can add extra information into my sentences in a variety of different ways.			
Text(s): <b>Robin Hood – different versions including comics</b>		Inclusion Notes: ( <i>Cross Reference to IEP, G+T, ALS, FLS, EAL etc...</i> ) M – special provision for reading/writing. J. F/ H – behaviour issues/literacy support. G? May need extra challenge.			
	Whole Class	Whole Class	Independent Task (differentiated to meet the needs of all groups)	Plenary	Guided Group with Class Teacher
MON	Read an example of a comic text (Janette's comic) and look at features of a comic strip e.g. tense, speech and thought bubbles, captions etc and techniques used to keep the attention of reader- images etc used Create success criteria for a comic strip.		Children to work in mixed ability groups of three using their tableaux pictures taken last week they are to create a plan for their comics putting post-its onto pictures to plan for their comics.	Share good examples of work from a selection of groups- evaluate against features identified as successful in the lesson introduction	Teacher to support pre selected groups to help them to work as a team.

## Narrative unit 2: traditional tales, fables, myths and legends

### 4th week of 4 Phase 3

Class: 5 G & 5P Term: Spring Judge Date 3.3.08		Year Group: 5 Teachers: Miss G Clarke, Mrs T		Outcome:  Children will produce their own written version of a Robin Hood legend showing an awareness of audience and using techniques such as humour or repetition.	
NLS Objectives: <b>9. Creating and shaping texts</b> <ul style="list-style-type: none"> <li>Reflect independently and critically on their own writing and edit and improve it</li> <li>Experiment with different narrative forms and styles to write their own stories</li> </ul> <b>10. Text structure and organisation</b> <ul style="list-style-type: none"> <li>Experiment with the order of sections and paragraphs to achieve different effects</li> </ul> <b>12. Presentation</b> <ul style="list-style-type: none"> <li>Adapt handwriting for specific purposes, for example printing, use of italics</li> </ul>		Class Writing Target(s):  Must: I can add extra information into my sentences.  Should: I can add extra information into the middle of my sentences using commas.  Could: I can add extra information into my sentences in a variety of different ways.			
Text(s): <b>Robin Hood – different versions</b>		Inclusion Notes: ( <i>Cross Reference to IEP, G+T, ALS, FLS, EAL etc...</i> ) M – special provision for reading/writing. J. F/ H – behaviour issues/literacy support. G? May need extra challenge.			
	Whole Class	Whole Class	Independent Task (differentiated to meet the needs of all groups)	Plenary	Guided Group with Class Teacher
MON	Re-read last week's modelled opening and demonstrate how to edit and improve with chn. Refer to success criteria. Chn then read their opening out loud to a partner who checks they have met the success criteria so far and suggests any improvements.	Teacher to model how to continue the story – How to write the action. Discuss dialogue and revise use of speech marks through modelled writing.	Chn to do any editing they feel they need to do so far, following on from the start of today's lesson, then continue to write the main action of their story. (Refer to story mountains)	Read through and check today's work- Encourage chn to refer back to their story mountains to check they have stuck to their plan.	CT to work with chn identified from last weeks marking as needing extra support with speech punctuation.

## Literacy Unit Cover Sheet

<p><b>Narrative Unit 2: Traditional Stories, Fables Myths And Legends.</b>  <b>DURATION:</b> 4 weeks  <b>DATE:</b> 18.2.08 - .3.08  <b>MAIN WRITING OUTCOME:</b> Children to write their own Robin Hood Legend.</p>	<p><b>PRIOR LEARNING:</b>          Check that children can already:          Identify features of different genres of fiction texts.          Comment on performances, discussing effects and how they are achieved.          Plan, tell and write complete stories with a clear sequence of events and showing how one event leads to another.          Organise texts into paragraphs</p>	<p><b>CURRICULAR TARGETS:</b>          Must: I can add extra information into my sentences.          Should: I can add extra information into the middle of my sentences using commas.          Could: I can add extra information into my sentences in a variety of different ways.</p>
<p><b>OVERVIEW:</b>          Read wide range of myths, legends, fables and traditional stories. Discuss common themes. Identify features of particular fiction genres.          Read several different versions of same story, for example retellings from different times or countries, film versions. Draw out evidence of changing context and audience.          Discuss and look for evidence of narrative viewpoint in particular stories, for example looking at the way that characters are presented. Infer the perspective of the author from what is written and implied.          Plan and tell stories orally. Show awareness of audience and use techniques such as humour or repetition.          Plan and write a new version of a myth/legend/fable/traditional tale. Identify audience and adapt writing accordingly. Revise to produce polished version of at least one story.</p>	<p><b>LEARNING OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. <b>Speaking</b> <ul style="list-style-type: none"> <li>▪ Tell a story using notes designed to cue techniques, such as repetition, recap and humour</li> </ul> </li> <li>4. <b>Drama</b> <ul style="list-style-type: none"> <li>▪ Reflect on how working in role helps to explore complex issues</li> <li>▪ Perform a scripted scene making use of dramatic conventions</li> </ul> </li> <li>7. <b>Understanding and interpreting texts</b> <ul style="list-style-type: none"> <li>▪ Make notes on and use evidence from across a text to explain events or ideas</li> <li>▪ Compare different types of narrative and identify how they are structured</li> <li>▪ Explore how writers use language for comic and dramatic effects</li> </ul> </li> <li>8. <b>Engaging with and responding to texts</b> <ul style="list-style-type: none"> <li>▪ Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</li> </ul> </li> <li>9. <b>Creating and shaping texts</b> <ul style="list-style-type: none"> <li>▪ Reflect independently and critically on their own writing and edit and improve it</li> <li>▪ Experiment with different narrative forms and styles to write their own stories</li> </ul> </li> <li>10. <b>Text structure and organisation</b> <ul style="list-style-type: none"> <li>▪ Experiment with the order of sections and paragraphs to achieve different effects</li> </ul> </li> <li>12. <b>Presentation</b> <ul style="list-style-type: none"> <li>▪ Adapt handwriting for specific purposes, for example printing, use of italics</li> <li>▪ Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes</li> </ul> </li> </ol> <p><b>STRANDS 5, 6 AND 11:</b>          11. Adopt sentence construction to different text types, purposes and readers.          11. Punctuate sentences accurately including speech marks and apostrophes.</p>	<p><b>ASSESSMENT FOR LEARNING: (inc success criteria)</b>  <b>PHASE 1 :READING</b>          Read wide range of myths, legends, fables and traditional stories. Discuss common themes. Identify features of particular fiction genres  <b>OUTCOME:</b> Children will be able to identify the differences and similarities between a fable, a myth and a Legend.  <b>PHASE 1-2 : READING INTO GATHERING IDEAS</b>          Read several different versions of same story, for example retellings from different times or countries, film versions. Draw out evidence of changing context and audience          Discuss and look for evidence of narrative viewpoint in particular stories, for example looking at the way that characters are presented. Infer the perspective of the author from what is written and implied.  <b>PHASE 2: GATHERING IDEAS</b>          Plan and tell stories orally. Show awareness of audience and use techniques such as humour or repetition.  <b>OUTCOM E:</b> Children in groups will present an oral version of the Robin Hood legend  <b>PHASE 2-3: GATHERING IDEAS INTO WRITING</b>          Plan and write a new version of a Robin Hood story based on drama activities /oral stories in small groups using Comic life ICT programme.  <b>OUTCOME:</b> Children in groups will have created their own comic strip version of a Robin Hood legend.  <b>PHASE 3; WRITING</b>          Individually plan and write a new version of the Robin Hood legend. Identify audience and adapt writing accordingly. Revise to produce polished version of at least one story  <b>OUTCOME:</b>          Children will produce their own written version of a Robin Hood legend.</p>
<p><b>CROSS-CURRICULAR LINKS:</b>  <b>History, Art, Design technology, Ict</b></p>		<p><b>TEXTS &amp; RESOURCES (inc ICT):</b>          The Adventures of Robin Hood by Roger Lancelyn Green  <b>The Adventures of Robin Hood</b> by Marcia Williams  <b>Robin Hood and the Silver Arrow</b> by Tony Bradman  <b>Maid Marian And Her Merry Men DVD</b> ~ Tony Robinson: Kate Lonergan: Mark Billingham: Wayne Morris     <a href="http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/Year5/Narrativestories/unit2/resources/">http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/Year5/Narrativestories/unit2/resources/</a></p>

# Grangehurst Primary School – Robin Hood Drama

Lesson Overview – Paul Madia  
Consultant for Arts and Creativity

Year 5 – 1 hour (x2) Tuesday 26<sup>th</sup> February 2008

## Lesson Objectives:

### **Making:**

- work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes
- establish a character, with control over movement and voice

### **Performing:**

- experiment with their voices and movement, to create or present different characters in performance

### **Responding:**

- reflect on and evaluate their own and other pupils' work, suggest improvements and use correct basic theatre terminology

## Warm up:

**Ice-Breaker** – clap, touch head with right hand, then clap, touch with left hand – repeat touching shoulder, tummy, knee and foot. Repeat, getting faster. Repeat - backwards.

**Shake outs** – hands/feet/whole body

**Conductor** – using hand as conductor, children follow hand signs – croc puppet.

## Group Games:

**Find your place** – children form lines e.g. alphabetical order, birth dates

## Who am I?

Write the names of some of the robin hood characters on several cards;

To play, tape the cards onto someone's back, so that they cannot see their own character. The object of the game is to identify who is on your back, by asking yes/no questions.

## Song: Robin Hood, Robin Hood:

Sing song – go through lyrics. Each child to have bookmark with lyrics on it.

Look at some of the characters in the story from the game before and talk about body language, facial gestures, emotions, type of character they are.....adopt a pose for the character and a voice to sing the song as that character.

**Sculptures:** – pair work. One child is the clay, the other the sculpture. Put hand near part of the body they want to move, can manipulate body into an interesting position. Will do Robin Hood, Maid Marion etc.

**Take a picture – tableaux work:** - Children to work in small groups to recreate key parts of the story. Introduce idea of still image. What is it? What are the rules? Take each part at a time; allow children a few minutes to improvise, and then show all at once. Use story cards as a stimulus for the children to use. Take photographs and show them – evaluate and suggest ways of improving – link to storyboarding for next step with comic life.

## Evaluation/Cool Down:

Lie on floor – breath in/out exercises/contract and release

## Grangehurst Primary: Close Encounters project

1. Planning- how valuable was the planning experience? Working with colleagues? Planning for a whole unit in one setting- having that overview of the unit?

I always find it very useful planning with others as you are able to bounce ideas of each other. Found it particular valuable to share ideas for the 'gathering ideas' section as this is quite new. It was good to plan an overview of the whole unit so we knew exactly what the overall outcome would be and were therefore able to focus our planning towards achieving that final outcome.

2. Reading Phase- were the texts a good choice? Did the chosen legend motivate the children? How did this phase add to the children's learning? What would you change next time?

The texts chosen were good as they interested the children. Many of the children enjoyed sharing these more challenging fables and myths as a class. We found it more difficult to find simpler versions of the texts for the less able to read independently. However, looking back we thought that we could have read and recorded the stories using recording devices we had in school. Those children could then at least have listened to the texts and still have been able to identify features to achieve the objective.

Choosing Robin Hood for the legend texts and focussing on legends worked brilliantly as the children loved the Robin Hood stories and wanted to read/hear more.

3. Gathering Ideas Phase (immersion in the legend using – the artist, the oral stories, the drama, the trip.) What did this phase and the activities add to the children's learning? How valuable was the experience? What would you change next time?

This phase was very useful for the children. It really did help the children get immersed in the legend without the worry of immediately having to write. It helped the children to get really familiar with the stories from beginning to end. The drama work and oral storytelling was something very new which they enjoyed and it gave a good picture of the level of speaking and listening they were at.

Having the artist in to change the classrooms had a big impact on getting the children interested and inspired. The environment in the classroom was something they could be proud of putting together themselves as well a constant reminder of the whole project. Creating the castle imbedded all the work we had done on medieval times helping the children to make links between the research they had done and the Robin Hood stories.

The trip was very valuable as the children were able to experience what it was actually like to be in a forest and castle. It was a good time for the children to think of words and phrases to describe what these settings were like or how it felt to be in these settings, something we might otherwise have assumed they knew. They were then able to use this experience in their descriptions in their own stories.

If I was to change anything for next time I would probably break up the gathering ideas phase with some more settled activities. Although it was fantastic, for the kind of class I had it all got a bit too exciting for them at times leading to bad behaviour out on the playgrounds at playtimes! For children who find

working as a group quite difficult anyway, this was quite an intensive phase of lots of group work when it was clear that some of the children needed time to just work on their own for a while. I think that this obviously depends on the type of class you have and therefore it would be useful to plan accordingly.

4. Writing phase-(The comics and the longer written story.)      How did this phase build to a finished product? What would you change next time?

I particularly found it useful doing the comics prior to the longer written stories as the children already knew the structure of the story they wanted to write and the ideas were already there.

The children loved doing the comics. The fact that the pictures were of themselves made them even more interested and they were so proud of their work when they saw them printed. The comics help again for children to get familiar with the story they were going to write and to separate narrative from speech. They were able to think about what was important to put into the speech bubbles which then helped them later in their writing to think out about bits of dialogue they would put in.

5. Do you think this experience has changed your teaching practice in any way? How?

It has definitely made me realise that when children are interested or inspired by something they are more motivated to write and therefore immediately getting a better end result in their writing.

It has also made me realise the importance of gathering ideas before actually writing. It has given me ideas for ways of doing this such as through trips and drama work.

6. Are there any particular children that you think have benefited from the project? Who? How?

It definitely got a lot of the boys interested, even those who haven't previously particularly enjoyed writing. The less able and target group were able to write great stories as they had all the ideas already. Not knowing what to write would usually have demotivated them straight away.

<b>Strengths of the project</b>	<b>Weaknesses of the project</b>
<p>Children very motivated.</p> <p>Opportunities for speaking and listening including drama work.</p> <p>Being able to link to other subjects, including Art, ICT, and History.</p> <p>Children having lots of ideas before actually writing.</p> <p>Children being able to produce a completed piece of longer writing.</p> <p>Children having fun in Literacy, enjoying reading and writing.</p>	<p>Required quite a bit of extra planning time.</p> <p>Needed a lot of effort and energy!</p> <p>Not having proper planning in place for the other subjects we linked (although should know exactly what were doing next time and have the time to do this)</p>