

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

2nd week of 4 Phase 2

Grangehurst Primary School

Class: 5 G & 5P Term: Spring Date: 25.2.08		Year Group: 5 Teachers: Miss G Clarke, Mrs T Judge	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: 1. Speaking Tell a story using notes designed to cue techniques, such as repetition, recap and humour 4. Drama Reflect on how working in role helps to explore complex issues Perform a scripted scene making use of dramatic conventions 9. Creating and shaping texts- Experiment with different narrative forms and styles to write their own stories 10. Text structure and organisation Experiment with the order of sections to achieve different effects 12. Presentation- 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.				

Tue	Discuss the different versions we have looked at so far and share another story. Briefly summarise the plot of the story, bullet pointing the key events on the \WB.	Model taking the notes and turning them into a story board. Discuss how to decide what to put into each frame, what is important to convey to the reader/audience what is happening? Setting? Characters? Action?	In groups of 3, the children decide which story they are going to use and bullet point the key events on wbs. They then use these notes to turn into a storyboard.	In their groups, children have a go at retelling their story using their storyboard. Does it work? Is there anything missing? What changes might they need to make? Make any notes on post-its.	CT to support target children's groups
	<p>DRAMA SKILLS WORKSHOP WITH PAUL MADIA -interactive all children involved- partner talk/ peer support. Teacher and other adults to make observations of children re- engagement in task.</p>				
WED	TRIP TO KENILWORTH CASTLE AND COOMBE ABBEY				
THURS	<p>Paul in to take photos for storyboards- children to work in mixed ability groups to create tableaux pictures in the classroom environments to be used for comic work next week.</p> <p>Get chn to remember ways we came up with of engaging an audience in Monday's lesson. Show them the posters as a point of reference to use in the rest of the lesson.</p>	<p>Introduce the task – tell chn that they will be presenting their story orally to the class and need to think about how to make it interesting and to keep people listening to the end. Give them some options and make them aware of resources they could use.</p> <p>What does it mean to work as a group? Discuss with chn and set objectives for the lesson to be rewarded with coins.</p>	In their groups, children prepare to retell their story using their storyboard and photo sequence to help them.	Get children to refer back to the posters and check which techniques they have decided to use.	CT to support groups identified in Tuesday's lesson as in need of support
	Remind chn of techniques they could be using again and re-visit the key outcomes.	<p>Give chn some final rehearsal time.</p> <p>Then discuss feedback sheets and how they are going to evaluate each others' performances.</p>	Final presentations of oral stories.	Chn to feedback using the notes they have made on their evaluation sheets.	CT to support groups identified in yesterday's lesson as in need of some support.
<p>Cross-curricular Links/ Themes:</p> <p>History</p> <p>Art</p> <p>ICT - spreadsheets (planning a banquet)</p>		<p>Speaking and Listening Opportunities:</p> <p>Question and answer.</p> <p>Class discussion.</p> <p>Partner talk.</p>	<p>ICT Opportunities:</p> <p>Electronic texts.</p>	<p>Home/School Links:</p> <p>Show me what you know about legends...</p>	