

Sir Andrew the Brave

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Level 21

Getting ready for reading

You may like to talk about the role of knights as depicted in the text. Ask: *What might a storybook knight look like? What would he wear? What would his job be? How would you describe his character – honourable? brave? stern?*

Talking through the book

Give each student a copy of the book. Ask them to look at the picture of Sir Andrew on the front cover. *What kind of person do you think he is? Why do you think he is called 'the Brave'? What do you think he will do in the story?*

Ask the students to read page 2. Talk about what is likely to happen next. Ask the students to read to the end of page 9. Ask: *What might happen to Sir Andrew next? What will happen to the King and Queen?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

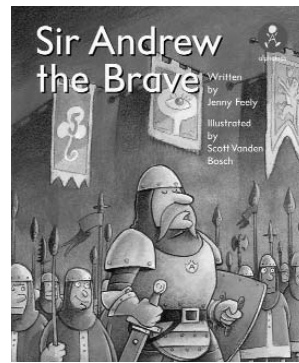
Encourage the students to support their answers with evidence from the book as they discuss these questions.

Why did Sir Andrew's armour squeak?

Was he really brave?

Did Sir Andrew solve the problem of having squeaky armour?

How did the King and Queen finally get to sleep while Sir Andrew was guarding them?



TEXT FEATURES

- **This book is a narrative about how Sir Andrew, despite wearing creaky armour, captures two robbers and saves the royal jewels.**
- **The text features direct speech.**
- **Colour illustrations enhance and extend the text.**

Being a code breaker

Students could investigate homophones: *knight* – *night*. They could explore ways to remember which is which when reading and writing, for example, saying ‘k-night’ in your head to help you remember.

Being a text user

Turn to page 16. Compare the information in the illustration with the information in the text.

Discuss:

How important are the pictures in telling the story?

What would happen to the story if the pictures weren't there?

How do you read a picture storybook?

How is this different from reading a novel?

Being a text critic

Discuss:

How has the author developed the plot?

What is the problem that the characters have to solve?

Why has the author chosen to include in the story a range of ways to stop the armour from squeaking?

How does this enhance the story?

Literacy learning centres

T TEXT CENTRE

Students can map the plot development in the book (see Blackline Master 12, page 123).

WRITING CENTRE

Students could imagine that they are the royal storytellers who have been given the task of writing a royal poem to let everyone know the story of Sir Andrew the Brave.

Once there was a very loyal and very brave knight. His name was Sir Andrew.
This is the story of how he came to be called Sir Andrew.

INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to make stick puppets of the characters in the book (see Blackline Master 9, page 120). These could be used to practise and perform a retelling of the story.

WORD CENTRE

Students could use first-letter dictionaries to explore the use of the silent letter ‘k’ at the start of words. These could be illustrated and displayed on a chart.

