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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)  Image result for reading cartoon |
| Main learning objective: To use organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points).  Desired outcome: To write a draft narrative account of Macbeth’s journey to King Duncan’s castle.  Assessment activity to by submitted **by 7th May, 2021**. |
|  | Lesson One: introducing the story and characters   * Explain that the story is set in Scotland, hundreds of years ago. Show slide one and explain that: * On the left is Great Birnam Wood (GBW). * On the right is High Dunsinane Hill (HDH). * On the hill is a castle. * Who might live in the castle? Establish that it is King Duncan. He has two sons: Malcolm and Donalbain. * The story starts on the heath, which is the ground between GBW and HD. Explain what a heath is and get suggestions for all the things that could be found there. * Explain that when our story starts it is a cold, windy and wet day. As a class, create a list (including animals and weather) of the sights, sounds, smells and feelings that can be experienced on the heath. * Children create their own sketches of the heath and annotate these with descriptions of the senses (smells, sounds, sights, feelings), ensuring to use figurative language. * Watch the opening section of the animated video after Macbeth and Banquo have won the battle (stop at 1 minute 55 seconds). <https://www.youtube.com/watch?v=qfnUq2_0FOY> * Ask children who they think Macbeth and Banquo are…   Lesson Two: using vocabulary for precision to draft our first paragraphs   * Play a game of long word. * Explain the TAPE context - to write a narrative account of Macbeth becoming Thane of Cawdor. * Identify the wow words for this week’s activity: although, rough, thorough. * Watch the video up to 1 minute 55 seconds again after Macbeth and Banquo have won the battle and raise the flag. * Use a freeze frame activity to discuss the scenario: * How do Macbeth and Banquo feel about winning the battle? * What does the battlefield look like/smell like? * How would you describe the general atmosphere, after the victory? * Share-write the opening paragraph, illustrating the use of vocabulary for precision and incorporating the descriptions of the heath from earlier in the week. * Children write their own paragraphs, capturing the victorious but downbeat mood after the battle on the heath and using figurative language to describe the setting. * Showcase some of the children’s draft writing with two stars and a wish feedback.   Lesson Three: using drama to explore the characters and their emotions   * Recap: what does the heath look like? Look at some of the descriptions the children created earlier in the week and remind them of the setting. * Explain that there are some other creatures on this heath, some special creatures. What might they be? * Discuss possibilities and then eventually reveal that they are witches. What might they look like? Let children list the traditional features, before explaining that the witches in the story are not like the traditional types. Discuss some of the beliefs about witches from Shakespeare’s time. * Explain that the witches gather in the mist and rain on the heath and are talking and watch the video up to and including the witches’ predictions (3.40). * Read the lines for the witches’ predictions and ask children to suggest what they think might be happening. Identify the three predictions. * Re-read the dialogue with echo reading, emphasising the desired effect you want the children to achieve and aiming for low and sinister to make the audience feel scared and not laugh. * Divide the class into 5 groups of 6 children and give each group the dialogue to practise. * Perform the dialogue. Start and end with some humming and ask all children to echo the last word (Macbeth). * Ask children to predict what happens next. Reveal that the messengers arrive with the news that Macbeth’s now the Thane of Cawdor – the first prediction has come true. * Highlight some examples of dialogue written by the children, reviewing the use of punctuation and whether the dialogue conveys the character’s emotions. |
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