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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 14th May, 2021**. |
|  | Lesson One: writing the middle paragraphs  Play a game of long word.  Recap on the TAPE and the three WOW words.  Watch the video again up to and including the witches’ predictions (3.40). <https://www.youtube.com/watch?v=qfnUq2_0FOY>  Recap on the three predictions made by the witches.  Use a freeze frame to discuss the scenario, when the witches appear before Macbeth and Banquo:   * How do the witches look, move speak? * How do Macbeth and Banquo feel about seeing them? * What changes take place to the atmosphere (the weather, the heath, etc.), when the witches appear?   Share-write a descriptive paragraph, illustrating the scene when the witches appear.  Children then write their own paragraphs, using vocabulary for precision and figurative language to describe the scene.  Highlight how dialogue can be incorporated into the narratives to show how Macbeth and Banquo are feeling about the witches’ predictions.  Children complete their own short paragraphs of dialogue.  Lesson Two: writing the concluding paragraph  Play a game of countdown.  Recap on the TAPE grid.  Discuss the following question: After the witches disappear, what happens next?  Clarify that a messenger arrives with the news that King Duncan has made Macbeth the Thane of Cawdor. Macbeth and Banquo can’t believe it: the first prophecy has come true.  Watch the video up to the point in the story when the messenger giving the news that Macbeth has been made the Thane of Cawdor by King Duncan (4.15)  Thought bubble activity: pairs explore what Macbeth’s thinking about this news…what does he think are the pros and cons of the witches’ prophecies becoming true? Discuss this as a class.  Share write final paragraph, describing the meeting with the messenger and what Macbeth thinks about this. Include some dialogue and encourage the children to finish with a many questions example.  Children then write their own final paragraphs.  Showcase examples of the children’s final paragraphs.  Lesson Three: proof-reading editing our first drafts  Recap on the TAPE grid.  Discuss the difference between proof-reading and editing writing.  In pairs, proof-read the model text and identify ten errors.  Identify and discuss the errors as a class.  Children proof-read their own work.  Editing activity: improve the sentence.  *The heath was smoky. Marie stood in the trench. She held the mask to her face.*  Children edit their own work.  Showcase some examples of proof-reading and editing and how these can be improved further.  Lesson four:  Children write their redrafted Macbeth narratives. |
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