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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 21st May, 2021**. |
|  | Lesson One: exploring Macbeth’s personality  Have the following sentence written on the board: *This is a story about murder and treachery, soldiers and war, witches and ghosts, the battle for a very man’s soul.* Pairs have to create a title for a movie, based on this description.  Recap on the key points in the story so far. Can the children write what’s happened in 15 words exactly?  Remind everyone about the three predictions made by the witches and that one of these has now come true. What’s the next thing that Macbeth thinks might happen?  Watch the story up to King Duncan crowning Malcolm, his son, as the Prince of Cumberland and Macbeth’s reaction to this (5.05)  Whole class discussion:   * What does Macbeth feel about the news about Malcolm? * Why does he feel this way? * What might he do next?   Read the lines said by Macbeth, upon hearing the news about Malcolm and discuss their modern translation. What does this tell us about what Macbeth’s actually thinking?  Children complete tables in draft books, identifying the Macbeth’s positive and negative personality traits.  Conscience alley: should Macbeth kill Malcolm?  Lesson Two: exploring Macbeth’s motives regarding King Duncan  Pairs have one minute to make a sentence using the initials d – i – l – e – m – m - a in sequence (e.g. Decidedly imaginative llamas endlessly munch many apples.)  Watch the story up to Macbeth and Lady Macbeth discussing what could now happen (6.35).  Recap on a summary of the events in the clip.  Discuss what Lady Macbeth means about her husband, when she says:  *Glamis thou art, and Cawdor, and shalt be*  *What thou art promis’d. Yet do I fear thy nature,*  *It is too full o’ th’ milk of human kindness.*  *To catch the nearest way.*  Lady Macbeth is saying that it’s her husband’s destiny to become the King but that maybe he’s too kind-natured to kill Duncan and achieve his destiny any time soon.  What does this tell us about Macbeth? (update tables from yesterday to reflect today’s discussion)  What does this tell us about Lady Macbeth?  Discuss: *Is Macbeth happy to make King Duncan disappear?*  Children complete tables in draft books: ‘*Should Macbeth make King Duncan disappear?*’  Showcase some of the children’s writing.  Lesson Three: write a paragraph, supported by evidence, exploring Macbeth’s motives regarding Banquo  Write a sentence in exactly 13 words that explains why Macbeth agrees to slay Duncan. Use an adverbial of time. For example: *Duncan must be slain immediately, for those ghastly hags’ premonitions to be true*.  Watch the story up to Duncan’s murder and his sons fleeing Scotland (11.20).  Recap on a summary of the events in the clip.  Recap on the witches’ predictions and which of these have now come true.  Discuss: *Who else could Macbeth think might get in the way of the witches’ prophecy coming true?*  Discuss what Macbeth’s thoughts might now be about his good friend, Banquo.  Split the class into two groups: those who think Macbeth will now make Banquo disappear and those who don’t. Give children post-it notes to write down their reasons. Then, get them to place them on the board under the relevant heading.  Share-write a model paragraph, explaining whether we think Macbeth will now make Banquo disappear, using PEE to explain our reasons.  Children complete own PEE paragraphs, explaining whether they think Macbeth will now make Banquo disappear and why.  Showcase some of the children’s paragraphs.  Lesson four: write a redrafted paragraph, supported by evidence, exploring Macbeth’s motives regarding Banquo  Start with a game of Countdown.  Complete a conscience alley – should Macbeth slay his good friend, Banquo?  Children complete redrafts.  Showcase some work with peer assessment |
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