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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 select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Desired outcome: To write a draft diary entry exploring Lady Macbeth’s feelings.  Assessment activity to by submitted **by 11th June, 2021**. |
|  | Lesson One:  Starter: play a game of countdown.  Intro: watch the video up to when Lady Macbeth reveals what they will do with Duncan (6.35).  <https://www.youtube.com/watch?v=qfnUq2_0FOY>  Main: read and echo read the dialogue between Lady Macbeth and her husband. Divide the class into pairs and give each pair a line or two to practise. One pair to provide the raven sound effects. Perform the dialogue. Start with some humming and, when the humming stops, the first pair deliver their line. After the last pair says their line, return to the humming to end the dialogue. Look at how it can be made more sinister – include body actions and changes in height. Echo the last word (battlements) of the dialogue.  Plenary: ask pairs to predict what happens next. Reveal that Lady Macbeth arranges for King Duncan to be killed when he’s visiting her and Macbeth.  Lesson Two:  Starter: play a game of long word.  Intro: discuss the writing activity and identify the TAPE context. Also ensure children are made aware of this week’s wow words: achieve, hindrance, interfere.  Main: use a freeze frame activity to explore the character of Lady Macbeth. what is she thinking? What adjectives could be used to describe her? How does she talk, move, look? How does she compare with her husband? Share-write the opening few paragraphs, revealing Lady Macbeth’s true personality and illustrating the use of RQs for effect in conveying her character. Children write their own paragraphs, capturing the sense of wickedness that she portrays.  Plenary: showcase some of the children’s draft writing with two stars and a wish feedback.  Lesson Three:  Starter: play a game of countdown.  Intro: children need to write a tweet, describing Lady Macbeth in not more than 140 characters.  Main: discuss what Lady Macbeth’s motivations are for killing Duncan. Show the exemplar paragraph revealing her lust for power and wealth. Children write their own paragraphs revealing her motivations. Then discuss what she thinks of her husband. Tease out that she is the powerful one in the relationship. Show the exemplar paragraph revealing her thoughts about Lord Macbeth. Children write their own paragraphs revealing her thoughts.  Plenary: discuss what the following dialogue between Lord and Lady Macbeth tells us about their relationship:  *Look like the innocent flower,*  *But be the serpent under it.*  *Only look up clear.*  *Leave all the rest to me.*  Lesson Four:  Starter: play a game of long word.  Intro: pairs need to use a simile and a metaphor to describe Lady Macbeth’s motivations.  Main: show the exemplar final diary entry, illustrating:   * the use of repetition for cohesive effect * short sentences for impact * a three bad dash sentence for effect * prepositions * figurative language (a simile) for description * an exuberant ending to engage the readers   Children write their own paragraphs, summing up Lady Macbeth’s true feelings.  Plenary: read the entire model diary entry and showcase the children’s draft work over the course of the week. |
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