

Developing the literacy skills of

EAL learners in Y6

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Resources based on the text:

**Macbeth The Graphic Novel: Plain Text (British English)**

by [John McDonald](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=John+McDonald&search-alias=books-uk&text=John+McDonald&sort=relevancerank) (Adapter), [William Shakespeare](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=William+Shakespeare&search-alias=books-uk&text=William+Shakespeare&sort=relevancerank) (Author), [Karen Wenborn](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=Karen+Wenborn&search-alias=books-uk&text=Karen+Wenborn&sort=relevancerank) (Collaborator), [Nigel Dobbyn](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_4?ie=UTF8&field-author=Nigel+Dobbyn&search-alias=books-uk&text=Nigel+Dobbyn&sort=relevancerank) (Colorist), [Jo Wheeler](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_5?ie=UTF8&field-author=Jo+Wheeler&search-alias=books-uk&text=Jo+Wheeler&sort=relevancerank) (Designer), [Clive Bryant](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_6?ie=UTF8&field-author=Clive+Bryant&search-alias=books-uk&text=Clive+Bryant&sort=relevancerank) (Editor), [Jon Haward](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_7?ie=UTF8&field-author=Jon+Haward&search-alias=books-uk&text=Jon+Haward&sort=relevancerank) (Illustrator), [Gary Erskine](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_8?ie=UTF8&field-author=Gary+Erskine&search-alias=books-uk&text=Gary+Erskine&sort=relevancerank) (Illustrator)

* **Paperback:** 144 pages
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Macbeth Resources Overview

**Literacy objectives:**

* to understand a graphic novel presentation of a play through reading , personal response and drama
* to draw inferences such as feelings, thoughts and motives of characters
* to justify inferences with evidence
* to understand and discuss how vocabulary choices can affect meaning

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| **NO** | **RESOURCES** | **PUPIL ACTIVITY** | **TEACHER NOTES** |
| **1**  **2** | **Witches speech**  **Witches lesson 1 teachers’ notes** | Pupils read the speech (from original Shakespeare text) as a whole class chorally, then in small groups. Vary the delivery: shouting, muttering, cackling, whispering etc. | Introduce the words foul, fair, fog and filthy. Ask pupils what they mean. These words are repeated in the speech. Run through line-by-line asking the class to repeat after you to ensure they pronounce all words correctly. Ask: What is the effect of the repeated words? |
| **3** | **Creepy word bank** | Pupils work in groups and annotate the picture from the graphic novel describing the scene/ atmosphere and witches. After allowing pupils to work independently for 10 minutes, give them the word bank and ask them to select 3 words to describe the atmosphere and 3 words to describe the witches and add to their annotations. | Teacher preparation: photocopy page 8 from the graphic novel and stick onto the centre of a large sheet of paper – one per group.  Rotate and discuss with groups the different nuances of the words and which selections are best and why.  Take feedback on pupils’ choices. |
| **4** | **Shakespeare’s life information text** | In three different colours highlight:   * People * Places * Times | Before reading show a picture of Shakespeare. Ask: What do you know about this man? What do you think?  Take feedback and introduce the playwright. Then give instructions for text highlighting. Model two examples. |
| **5** | **Shakespeare’s life fact file** | In groups work collaboratively to fill in the information. Underline where evidence is in the text. | Questions/ tasks can be easily differentiated if working in ability groups. |
| **6** | **Timeline cards** | Groups discuss where they think their statement card will go on the timeline: at the beginning/ middle/ end. What number from 1-8? | Give each group a timeline card. Ask a representative to come to the front and peg the card up in the correct place on to form a timeline summary of the main events in Shakespeare’s life. |
| **7**  **8**  **9** | **The witches spell**  **Cauldron outline**  **Spell-maker cards** | Identify ingredients from the spell. Write/ draw them in the cauldron.  In a different colour add own ingredients.  Pupils turn the cards face down and then select a card from each pile to create an ingredient for the spell  Eg *nose of puppy, ear of pig*  Pupils write their own spell, borrowing five lines from the original text that they like to include in the spell | Introduce the word cauldron. Ask: What would you expect to put in a cauldron? Take ideas.  Pupils read to extract information from the text.  Hand out sets of blank cards in contrasting colours. On one colour ask them to write the name of a body part (one per card) on the other the name of an animal or creature. |
| **10** | **Describing the scene: two adjectives and a noun** | Pupils look at the picture on page 23. With a partner agree two adjectives that describe the noun/ object/ person accurately and write it on the sheet. | Demonstrate the activity with one example. Be clear that the starting point is the noun and thinking what the object or person is like and what adjectives would best convey that. |
| **11** | **For and against killing King Duncan cards** | Pupils work as a small group and decide whether the statements are an argument for or against murdering King Duncan. Place the cards onto two piles.  The two lines join hands to form an ‘alley’. Macbeth walks through the alley and the pupils repeat their line in turn. The Macbeths join the ends of the lines and take the statements. The pupils at the end swap roles and play Macbeth returning through the alley. Repeat as many times as it takes for 5 minutes. | Act 1 Scene 7: ask pupils how Macbeth is feeling in this scene. Explain he is torn. He has a dilemma: should he kill King Duncan or not?  When they have finished take brief feedback. Then act out a ‘conscience alley’. Pupils take a card each and line up on two sides for and against. Select two pupils to be Macbeth. |