

# Weekly Plan

Name of School:

Class: Year Group 6 Term: 1 (b) Week Beg: Teacher:

<p><b>Teaching objectives:</b>          T3. articulate personal responses to literature (poetry), identifying why and how a text affects the reader; 5. to contribute constructively to shared discussion about literature (poetry) responding to and building on the views of others; 10. to write own poems, experimenting with active verbs and personification; produce revised poems for reading aloud individually          S2. revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa. 3 to note and discuss how changes from active to passive affect the word order and sense of a sentence  <b>Curricular target: to plan quickly and effectively, using I T</b></p>		<p>Classic Poems Book 3: ISBN 000-310335-8 An Introduction to a Midsummer Night's Dream ISBN 0-582-33885-9  <b>Additional resources:</b>          enlarged passive sentence (see resources page)</p>		
Spelling	Whole class -shared reading and writing			
Mon	<p>Spelling Bank P57          Obj 7 (Y5T3): spelling and meaning of prefixes</p> <p>W8:</p>	<p>Begin by recapping about the overview of the beliefs and practices in the time of Shakespeare, i.e. magic and witchcraft (see lesson plan week 9) and the categories of plays, i.e. comedies, histories and tragedies to introduce the three poems for the week: Oberon's soliloquy (Midsummer Night's Dream as the comedy); the Witches' Spell (Macbeth, historical) and Blow Winds from King Lear as the tragedy. Begin with Oberon's part on page 26 and 25 of the Introduction to A Midsummer Night's Dream. Before reading, demonstrate using glossary on page 27 for unfamiliar words. Use illustration on page 28. Check understanding of plot; this will have been explored in previous weeks. Read; children can participate. Discuss mood of poem; how the words sound; does Oberon want to create mischief? Identify form as rhyme. Focus on use of contrasting vocabulary, e.g. sweet, delight, luscious, together with hateful and vile. Begin to compile a chart of adjectives. Discuss personification, e.g. nodding violet; snake throws. Paired activity; children list plants or animals found in poem; verbs to personify.</p>	Guided reading:	
Tues	<p>research origins of proper names, e.g. place names</p>	<p>Read "The Witches Spell" page 14 from Classic Poems 3 or show excerpt from video if available. Clarify unfamiliar vocabulary Reread with children, focusing on expression. Discuss mood; disaster. Compare with Oberon's "spell" - frivolous. Identify vocabulary to support opinions; add to chart. Rhyme structure in both poems; rhyming couplets. Focus on repetition for effect; end linking to beginning. Paired activity: add to list started on Monday; create new column for reptiles.</p>		
Wed	<p>Introduce extract from King Lear; clarify unfamiliar vocabulary; read aloud. Highlight lack of rhyme often in serious poems. Focus on punctuation, use of exclamation marks, ellipses and colons for pace. Photocopy poem; model highlighting types of punctuation in different colours; children to complete in pairs (see activity "Function" from Grammar for Writing page 156.) Reread together. Identify personification used for weather; list verbs; use examples collected on Monday.</p>			
Thur	<p>Use simple sentences, e.g. The witches made a spell; William Shakespeare wrote these poems. Explain these as active sentences.. Model transforming into passive voice, i.e. <i>The spell was made by the witches; These poems were written by William Shakespeare.</i> See enlarged example of passive sentence (see resources page.) Also see Grammar for Writing Page 128 Unit 45. Revisit all poems read during the week for all punctuation marks used; classify, i.e. use of semi colon after a rhyming couplet. Create a chart.</p>			
Fri	<p>Teach this session in the computer suite if possible demonstrate planning, cutting, pasting and editing. Teacher demonstration: model deciding on a subject taken from list started on Monday, i.e. animal, plant or element. Choose form. e.g. rhyme. Add adjectives from class collection. Experiment using personification. Supported; children to plan using noun, adjectives and verbs together, then adding some ideas for personification. Create a short poem to improve next week.</p>			