

ACT 2: Newspaper Report

Summary

- **Macbeth and the Dagger:** As he makes his way to Duncan's room, Macbeth sees a floating dagger with the handle pointing towards him- the dagger is dripping with blood. He ignores the vision and continues on to murder King Duncan in his sleep.
- **The Weapons:** After he killed Duncan in his bed, Macbeth returns to his room where Lady Macbeth is waiting. His hands are covered in blood and he is still holding the daggers. He had forgotten to leave them with the guards so Lady Macbeth takes them from him and goes back and plants them by the sleeping guards outside Duncan's room to make them look like the murderers.
- **Macduff :** There is knocking at the gate of the castle- Macduff and Lennox arrive. They soon discover that King Duncan has been murdered. Macbeth tells them that he has killed Duncan's guards out of rage. As Macduff is about to question his actions, Lady Macbeth pretends to faint to distract them.
- **Malcolm and Donalbain Flee:** Duncan's sons (Malcolm and Donalbain) decide to flee Scotland for their own safety and because of this, they are suspected of murdering their father. Macbeth is announced as the new king.

Week 2 - Lesson 1: A Catchy Headline

Learning Intention	To write a catchy newspaper headline
Curriculum Coverage	<p>Reading</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning <p>Writing</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Assessing the effectiveness of their own and others' writing and suggesting improvements
Key Vocabulary	newspaper, headline, news, catchy, excite, alliteration, rhyme
Activities/ Lesson	<p>- Tell the children that this week we are moving onto Act 2. Recap what has happened so far up to this point. Explain that in Act 2, Macbeth murders King Duncan in his sleep, Lady Macbeth plants the weapons onto the King's guards and Duncan's sons (Malcolm and Dunalbain) flee and are suspected to be the muderers.</p> <p>- Watch Part 3 and Part 4 (up to 2:45) of BBc Teach version of Macbeth: Macbeth BBC Teach Part 3: https://www.youtube.com/watch?v=QC9M9MWh09g&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=3</p> <p>Macbeth BBC Teach Part 4: https://www.youtube.com/watch?v=3EBgnGqh20Y&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=4</p> <p>- After watching the videos, mix up Act 2 Plot Points (see resources) and ask the children to order them to recap what has happened.</p> <p>- Explain to the children that this week we are going to write a newspaper report on the murder of King Duncan and that today we will write a catchy headline so that we sell lots of newspapers!</p> <p>- Show children a real newspaper. Choose an appropriate front page which would spark interest for this age group e.g. First News.</p> <p>- <i>What is the first thing that you notice when you look at the front page from where they are sitting?</i> Readers are more likely to pick up/buy a newspaper with a catchy and exciting headline.</p> <p>- Share a variety of effective/catchy front page headlines from different newspapers and discuss as a class. <i>What do you like about this headline? What makes this headline catchy? How does the writer use clever language?</i></p> <p>- Show examples of various boring and long-winded headlines with lots of information (e.g King Duncan was Killed in Macbeth's Castle). <i>What makes these headlines boring?</i></p> <p>- Tell the children that a newspaper headline needs to: catch the reader's attention; sum up the story in only a few words; use powerful and interesting language; be written in the present tense and could include alliteration or a clever use of words.</p> <p>- Ask the children to work in partners/groups to come up with different catchy headlines for King Duncan's murder. Remind the children to use powerful language, alliteration etc. It is useful to display key words on the IWB from which the children can generate alliterative , rhyming or witty/clever headlines (murder, king, stabbed, sleep, blood, murder, treason, dawn etc). Depending on their ability, some children might be able to come up with headlines that include wordplay/puns.</p> <p>- Once children have come up with a few each, give out two headline templates (see resources) to each child and ask them to write their two favourite headlines in marker pen onto the templates. Once they have done this, stick all the headlines onto the working</p>

	<p>wall/whiteboard so that they can be seen by the class.</p> <ul style="list-style-type: none">- Encourage children to look at all the headlines and share which ones they like best and why. What makes the headline catchy? Which headline would sell the most newspapers? <i>Which headline shows a clever use of language? Which headline would make you buy their newspaper and why? What could they have done to make this headline even better?</i>- Ask children to pick their favourite headline from the board that they want to use for their newspaper to write up neatly onto their A3 newspaper template (see resources).
Notes for Teachers	<ul style="list-style-type: none">- Prepare bad and good headlines prior to the lesson- Prepare key words (e.g murder, king, Duncan, dagge, bloodshed, treason, Macbeth, Dunsinane, Castle etc.) on the IWB to help children come up with alliterative, rhyming and witty headlines- Have headlines prepared in case children need inspiration- Print Olden Times headline template so that there is enough for 2 per child- Each child to have an A3 Newspaper template- which they will add to over the week
Resources	<p>Macbeth BBC Teach Part 3: https://www.youtube.com/watch?v=QC9M9MWh09g&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=3</p> <p>Macbeth BBC Teach Part 4: https://www.youtube.com/watch?v=3EBgnGqh20Y&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=4</p>

Week 2 - Lesson 2: Introductory Paragraph

Learning Intention	To write the introductory paragraph of a newspaper report
Curriculum Coverage	<p>Reading</p> <ul style="list-style-type: none"> Identifying main ideas drawn from more than 1 paragraph and summarising these <p>Writing</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Assessing the effectiveness of their own and others' writing and suggesting improvements
Key Vocabulary	introductory paragraph, 5Ws, who, what, where, why, when, summary, summarise, key information
Activities/ Lesson	<ul style="list-style-type: none"> - Explain to the children that today we will start writing our newspaper report. We will be looking at one of the most important parts of a newspaper report- the introductory paragraph. - Teach the children the function of an introductory paragraph. An introductory paragraph is found right at the beginning of the report and it leads the reader into the rest of the report. - The introductory paragraph should only be a few sentences long and snappy so that it briefly explains what has happened. Even if the reader stops reading after the introductory paragraph they would understand roughly what happened. The introductory paragraph of a newspaper report answers the 5Ws - What happened? When did it happen? Where did it happen? Who was involved? Why did it happen? - Read a newspaper report (without the introductory paragraph) to the children. Allow children time to answer the 5W questions with their talk partners. Then work together as a class to write an introductory paragraph for the report. Model the use of conjunctions, capital letters for proper nouns and writing in the past tense. - Remind children of the facts of King Duncan's murder. Work with the children to answer the 5Ws. Some children might give you details from the perspective of Macbeth/Lady Macbeth. Remind them that the news report is from the perspective of an outsider - nobody knows who has committed the crime. - When answering the 5Ws encourage the children to give you as much detail as possible and jot all of them on the IWB. Review the notes on the IWB and tell the children that we must only pick out the key information from each W question. Highlight the most important information that we want to include. <i>Do we need this information in the introductory paragraph or can we add it in the details which we will write about later?</i> - Using the notes on the IWB, children work independently to write their own introductory paragraph. Encourage children to use the conjunctions, capital letters for proper nouns and the past tense. - Allow children time to read their paragraphs out loud to their peers to edit and improve. - Once marked, children can write their introductory paragraphs onto their individual A3 newspaper template.
Notes for Teachers	<ul style="list-style-type: none"> - Provide key vocabulary for this unit on the working wall to support writing. - Ensure that examples of newspaper reports are age appropriate in content and language. - To identify and discuss grammar and punctuation that is year group appropriate

Resources	- An appropriate newspaper report for children to practise writing an introductory paragraph for
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Week 2 - Lesson 3: Drama - Detail and Language

Learning Intention	To recall the details of an event through drama
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates <p>Writing</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • Organising paragraphs around a theme • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Using conjunctions, adverbs and prepositions to express time and cause
Key Vocabulary	details, main body, background information, evidence, witness statement, reporters, broadcast, TV
Activities/ Lesson	<p>- Tell the children that after the introductory paragraph we have to write the main body of the report. This is where you give the reader the details of the story. In the main body you might include the following:</p> <p>1. Background information: Why was King Duncan at Inverness Castle? Who does the castle belong to? What happened that evening before the murder? When did King Duncan go to his bedroom? When was he last seen? When was he suspected to have been murdered? Who is suspected to have murdered him?</p> <p>2. Evidence: What evidence do we have? Any weapons? Did anyone hear anything?</p> <p>3. Quotes from people involved/witnesses</p> <p>- Tell them that today we will practise remembering all the details through drama (creating a TV news broadcast). We will also be looking at the type of language that we would use in a news report.</p> <p>- Tell them that before we create our TV news report, we need to first think of the things that we need to include. Quickly discuss the first two points with the class and jot down all the details and ideas that the children generate. Get as many details as possible so that children have more to work with in the drama part of the lesson. If children have forgotten details, remind them and jot them on the board.</p> <p>- Get the children to think of a person who was at the scene (Inverness Castle) who would be interesting to get a statement from. Make a note of all the different characters they come up with. It can be peripheral characters who are not in the play e.g. the kitchen maid</p>

	<p><u>Drama</u></p> <ul style="list-style-type: none">- Tell them that today they are going to work in groups of 3 to create a TV news broadcast. Show them a news report from newsround. Today two children can be the reporters while the third will be a witness who will be interviewed.- Tell them that they have to use some of the news language from the word bank in their scripts today.- Give children half the time to write the script to describe the 1) background information 2) evidence and 3) interview with the witness.- Introduce children to newspaper report language and provide them with word mats while writing to see if they can use the language in their report.- Allow the second half of the drama session for children to practise acting out their news report.- Children perform their news broadcast to the class while the teacher films them on the Ipad for the next lesson.
Notes for Teachers	<ul style="list-style-type: none">- Adults in the class to help and praise children to use news report language in their scripts so as to embed the language for writing the main body of the report in the next lesson
Resources	<ul style="list-style-type: none">- An example of a TV news broadcast for children to watch- News report language word banks available while children write their scripts- Ipad for filming

Week 2 - Lesson 4: The Main Body

Learning Intention	To write the main body of a newspaper report
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> ● Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● Discussing and recording ideas ● Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ● Organising paragraphs around a theme ● Assessing the effectiveness of their own and others' writing and suggesting improvements ● Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● Proofread for spelling and punctuation errors
Key Vocabulary	main body, detail, background, evidence, quote, witness, facts
Activities/ Lesson	<ul style="list-style-type: none"> - Start the lesson by showing the class a couple of the TV news reports recorded from last week. - Ask the children whether they heard any news report language. Reiterate that the aim of last lesson was to help us recall the details of the news story and to use language that you would see in a news report. - Explain that today we will be writing the first 2 parts of the main body of our report using everything that we learnt yesterday. - Remind the children of the 3 parts of the main body: <ol style="list-style-type: none"> 1. Background Information: Why was King Duncan at Inverness Castle? Who does the castle belong to? What happened that evening before the murder? When did King Duncan go to his bedroom? When was he last seen? When was he suspected to have been murdered? Who is suspected to have murdered him? 2. Evidence: What evidence do we have? Any weapons? Did anyone hear anything? 3. Quotes from people involved/witnesses: Tell the children that we will write this part next lesson. <p><u>Modelled Write- Background Information</u></p> <ul style="list-style-type: none"> - With word banks and other writing aids visible, model write the background information part of the main body. Model thinking out loud to demonstrate making decisions on including detail and making language and punctuation choices appropriate for the year group. - Ask the children to review the paragraph and take quick suggestions to improve. <p><u>Shared Write- Evidence</u></p> <ul style="list-style-type: none"> - With word banks and other writing aids visible, ask the children to help you write the evidence part of the main body. Remind children to use writing aides to support writing. - Now ask the children to write the two parts at their table. Make sure that writing aids such as

	<p>are available or easy to see while the children write.</p> <ul style="list-style-type: none">- Teacher/adults to read aloud strong examples of writing throughout the lesson.- Allow time at the end for children to share their writing with each other. An opportunity to celebrate and proofread.
Notes for Teachers	<ul style="list-style-type: none">- To mark writing this lesson's writing ready for next lesson
Resources	<ul style="list-style-type: none">- News report language word banks and other appropriate writing aids

Week 2 - Lesson 5: The Main Body

Learning Intention	To use inverted commas to quote a witness
Curriculum Coverage	Writing <ul style="list-style-type: none">• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• Discussing and recording ideas• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures• Organising paragraphs around a theme• Assessing the effectiveness of their own and others' writing and suggesting improvements• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• Proofread for spelling and punctuation errors• Using and punctuating direct speech
Key Vocabulary	witness, quote, speech, inverted commas, direct speech
Activities/	- Tell the children that today we will be writing the last part of our newspaper report!

<p>Lesson</p>	<ul style="list-style-type: none"> - Briefly describe why newspaper reports often include a quote from someone involved in the story. Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. - When we quote someone we have to remember to use inverted commas. https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h - Look at a couple of examples of quoting in newspaper reports and discuss when inverted commas are used. Also focus on what precedes and follows the speech. - Take some of the children's ideas on who they might quote in their report and what they might say. <p><u>Modelled Write</u></p> <ul style="list-style-type: none"> - Take one of the children's ideas and model writing this part of the report. Make sure to include what precedes and follows the quote so that children see how the direct speech is incorporated into the writing. - Ask children to write this final part of the report independently at their tables. Ensure that writing aids/word banks are easily available for the children to use. - Once children have finished, they can start writing up the parts of the report that have been marked onto their A3 newspaper template.
<p>Notes for Teachers</p>	<ul style="list-style-type: none"> - The children will need an extra session to publish their writing, draw a picture and write a caption onto their A3 newspaper template. - Mark today's writing in preparation for the next session so that the children can continue to publish in the next lesson.
<p>Resources</p>	<ul style="list-style-type: none"> - https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h - Examples of quotations within age appropriate newspaper reports

Resources

Lesson 1: Act 2 Plot Points

- As he makes his way to Duncan's room, Macbeth sees a floating dagger with the handle pointing towards him- the dagger is dripping with blood. He ignores the vision and continues on to murder King Duncan in his sleep.
- After he killed Duncan in his bed, Macbeth returns to his room where Lady Macbeth is waiting. His hands are covered in blood and he is still holding the daggers. He had forgotten to leave them with the guards so Lady Macbeth takes them from him and goes back and plants them by the sleeping guards outside Duncan's room to make them look like the murderers.
- There is knocking at the gate of the castle- Macduff and Lennox arrive. They soon discover that King Duncan has been murdered. Macbeth tells them that he has killed Duncan's guards out of rage. As Macduff is about to question his actions, Lady Macbeth pretends to faint to distract them.
- Duncan's sons (Malcolm and Donalbain) decide to flee Scotland for their own safety and because of this, they are suspected of murdering their father. Macbeth is announced as the new king.

Lesson 1: Headline Template



Newspaper Template- Page 1 (print A3)

Lesson 3: Newspaper Report Word Mat

We have received reports that...

Many people believe that...

In the early hours of the morning,...

It is believed that...

We have a witness with us today ...

Linking Ideas

after
also
although
because
but
therefore
however
in addition
in the end
so

Vocabulary

Killed
Murdered
Sleep
Inverness Castle
Banquet
Celebrate
Victory
guard
Weapon
found
evidence
police
investigating
Motive
Shock
grief