What is the connotation of the title

- Learning Objectives:
  - To use evidence from the text to make predictions.
  - To make deductions and form an opinion of a character from the play.
Paired Discussion

Do you have any siblings?
What do you think being a brother or a sister means?
How important are your siblings to you?

Discuss with the person sat next to you.
Blood Brothers
Blood Brothers

• Learning Objectives:
• To use evidence from the text to make predictions.
• To make deductions and form an opinion of a character from the play.
• Write a paragraph predicting what you think the play with be about.
• Reading Act 1 Scene 1-2

You can use this picture to help you.

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.
What happened to the Johnstone twins?
Do the first lines from the narrator and Mrs Johnstone change your predictions?

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.
Why would a mother give away her baby?
Discuss in pairs and make a list in your books.

Remember to use commas in your lists.
(WAF 6)

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.
Do you feel sympathy for Mrs Johnson?

Why you do or don’t feel sympathy for Mrs Johnson.

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.
Do you feel sympathy for Mrs Johnstone?

- Yes
- No

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.
Make a list of everything you know about Liverpool.
Liverpool is where the Writer Willy Russell is from and the setting for the play Blood Brothers.
Blood Brothers Setting

• Learning Objectives:
  • To understand the social and historical context of the play.
  • To be able to analyse the main character from the play.
  • To be able to discuss ideas as a group and present them to the class.
Home work

• Research the difference between accent and dialect.
• Write down five words that we use in Norfolk that are not used anywhere else.

• Due in NEXT LESSON

Write your homework in your planners. At the end of the lesson have your planner ready to show me as you leave the room.

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.
Information about Liverpool

• Liverpool, because of its position on the River Mersey, was a prosperous seaport in the 19th century.

• In the 20th century, because of the silting of the river, it was a place of financial depression, which led to unemployment and strikes.

• There was a big gap between the rich and the poor.

Silting (Verb)
Become filled or blocked with silt, a clay like substance.
Watch the video clip and write down ten things you learn about Liverpool.

History of Liverpool docks

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.
Get into groups of four.

How may have the closing of the docks affected Mrs Johnstone and her family?

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.
• Reading Act 1 Scene 3-7

You can use this picture to help you.

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.
Class Reading

• Who does Mrs Johnstone start work for?
• What is her job?
• Who’s idea is it for Mrs Johnstone to give up one of her babies?
• How does Mrs Johnstone feel about giving up her baby?

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.

Challenge question.
Do you trust Mrs Lyons?
Your task is to create a Facebook profile for Mrs Johnstone.

What do we now about her?

What would she put as her status up dates?

Who might send her private messages?

Who might comment on her wall?

Who would she be friends with?

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.
Do you feel sympathy for Mrs Johnson?

On your post it note add how you feel about her after reading further into the play.

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.
Do you feel sympathy for Mrs Johnstone?

YES  NO

Have your planner out to show me you have written down your homework as you leave the room.

To understand the social and historical context of the play.
To be able to analyse the main character from the play.
To be able to discuss ideas as a group and present them to the class.
Can you translate these Scouse sayings into Standard English?

<table>
<thead>
<tr>
<th>Scouse saying</th>
<th>Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wagging it</td>
<td></td>
</tr>
<tr>
<td>Ahrr</td>
<td></td>
</tr>
<tr>
<td>Rocks</td>
<td></td>
</tr>
<tr>
<td>Wotcha got?</td>
<td></td>
</tr>
<tr>
<td>Ark at yaw</td>
<td></td>
</tr>
<tr>
<td>Bostin</td>
<td></td>
</tr>
<tr>
<td>Cuddna bin</td>
<td></td>
</tr>
</tbody>
</table>
Can you translate these Brummie sayings into Standard English?

<table>
<thead>
<tr>
<th>Brummie saying</th>
<th>Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wagging it</td>
<td>Being truant from school</td>
</tr>
<tr>
<td>Ahrr</td>
<td>Yes</td>
</tr>
<tr>
<td>Rocks</td>
<td>Sweets</td>
</tr>
<tr>
<td>Wotcha got?</td>
<td>What have you got?</td>
</tr>
<tr>
<td>Ark at yaw</td>
<td>Listen to you</td>
</tr>
<tr>
<td>Bostin</td>
<td>Excellent</td>
</tr>
<tr>
<td>Cuddna bin</td>
<td>Could not have been</td>
</tr>
</tbody>
</table>
Spoken Language

Learning Objectives:

To understand the difference between accent and dialect.

To be able to analyse the language of the two main characters within the play.
To understand the difference between accent and dialect.
To be able to analyse the language of the two main characters within the play.
• Reading Act 1 Scene 8

To use evidence from the text to make predictions.
To make deductions and form an opinion of a character from the play.
To write using correct punctuation.

You can use this picture to help you.
Assessment Task
SLAF 4 Talking about talk

In pairs you must create a poster comparing the ways Mrs Johnstone and Mrs Lyons talk during the play.

You will present the poster to the rest of the class.

To understand the difference between accent and dialect.
To be able to analyse the language of the two main characters within the play.
Class Reading

• Can you pick out any accent or dialect?

• Can you spot any differences between the way Mrs Johnstone and Mrs Lyons speak?

• Why would they speak differently?

• What things contribute to the way someone speaks?

To understand the difference between accent and dialect.
To be able to analyse the language of the two main characters within the play.
Watch the video about the Scouse Accent.

Make notes in the back of your books to help you with creating your poster.

To understand the difference between accent and dialect.
To be able to analyse the language of the two main characters within the play.
Mrs Johnstone speaks with a strong scouse accent, so we know she was bought up in Liverpool.

Mrs Lyons speaks using Standard English, she uses no slang or dialect.

To understand the difference between accent and dialect.
To be able to analyse the language of the two main characters within the play.
Exit Pass

• Give one example of Brummie dialect or accent.

• (you must explain if it accent or dialect)

To understand the difference between accent and dialect.
To be able to analyse the language of the two main characters within the play.
What does being superstitious mean?
What superstitions do people have?

To understand how the writer uses foreboding and the effect it has on the reader.
To be able to write using PEE paragraphs.
Foreboding

• Learning Objectives:
  • To understand how the writer uses foreboding and the effect it has on the reader.
  • To be able to write using PEE paragraphs.
Paired discussion

• What does **foreboding** mean?

Write your answer on your white board.

To understand how the writer uses foreboding and the effect it has on the reader.
To be able to write using PEE paragraphs.
• foreboding
• ˈfɔrˌbədɪŋ/
• noun
• a feeling that something bad will happen; fearful apprehension.

To understand how the writer uses foreboding and the effect it has on the reader.
To be able to write using PEE paragraphs.
Whilst we are reading think about how the writer uses foreboding to tell the reader that something bad is going to happen.

To understand how the writer uses foreboding and the effect it has on the reader.
To be able to write using PEE paragraphs.
To understand how the writer uses foreboding and the effect it has on the reader. To be able to write using PEE paragraphs.
• Shoes upon the table
• An’ a spider’s been killed.
• Someone broke the lookin’ glass
• A full moon shinin’
• An’ the salt’s been spilled.
• You’re walkin’ on the pavement cracks
• Don’t know what’s gonna come to pass.
How does the writer create a sense of foreboding in Act one of Blood Brothers?

Remember to comment on the language used and the effect on the audience.

To understand how the writer uses foreboding and the effect it has on the reader. To be able to write using PEE paragraphs.
<table>
<thead>
<tr>
<th>Point</th>
<th>Evidence</th>
<th>Explanation</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer Assessment

Use a different colour pen to peer assess.

Have they used the PEE structure correctly?
Have they used an appropriate quote?
How could they have improved their answer?

Peer assessed by__________________________

To understand how the writer uses foreboding and the effect it has on the reader.
To be able to write using PEE paragraphs.
Exit Pass

• Shoes upon the table
• An’a spider’s been killed.
• Someone broke the lookin’ glass
• A full moon shinin’
• An’ the salt’s been spilled.

____________________________

• Don’t know what’s gonna come to pass.

Add your own line that creates a sense of foreboding.

To understand how the writer uses foreboding and the effect it has on the reader.
To be able to write using PEE paragraphs.
List five words to describe yourself.
Blood Brothers

Learning Objectives:

To be able to use effective vocabulary.
To be able to interpret meaning from the text.
Write two lists of adjectives. One describing Mickey and the other describing Edward.

To be able to use effective vocabulary.
To be able to interpret meaning from the text.
To be able to use effective vocabulary.
To be able to interpret meaning from the text.
Create a table comparing the differences between Mickey and Edward.

<table>
<thead>
<tr>
<th>Mickey</th>
<th>Edward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mickey has lots of brothers and sisters.</td>
<td>Edward is an only child.</td>
</tr>
</tbody>
</table>

To be able to use effective vocabulary.
To be able to interpret meaning from the text.
Swap books with your partner and change the colour of your pen.

- Add any differences your partner has not included.

- Peer Assessed by ____________

To be able to use effective vocabulary.
To be able to interpret meaning from the text.
Homework

• How do you think Edwards life would have been different if Mrs Johnstone had kept him?

To be able to use effective vocabulary.
To be able to interpret meaning from the text.
Paired Discussion

How would you feel if your parents told you, they were going to move you away from all your friends and school?

"This is goodbye, Fred, but of course, I'll never forget you."
Learning Objectives:

To interpret meaning from the text.
To select appropriate quotes from the text.
Home work

• Complete comprehension questions on Act 1.

• Due in NEXT LESSON

Write your homework in your planners. At the end of the lesson have your planner ready to show me as you leave the room.
To interpret meaning from the text.
To select appropriate quotes from the text.
Home work

• Complete comprehension questions on Act 1.

• Due in NEXT LESSON

Write your homework in your planners. At the end of the lesson have your planner ready to show me as you leave the room.
Paired Discussion

What has happened so far in the play?
Sorting Activity

Sort the events from Act 1 and 2 in to the correct order.

To be able to use information from the text to produce an interesting piece of writing.
Mrs Johnstone’s husband has left her a few months ago.

Mrs Johnstone takes a job as a cleaner for Mr and Mrs Lyons.

Mrs Johnstone finds out she is pregnant with twins.

Mrs Lyons suggests that Mrs Johnstone give one of the babies to her.

Mrs Johnstone is made to swear on The Bible that she will keep the agreement a secret.

Mrs Johnstone gives birth and Mrs Lyons takes one of the twins.

Mrs Lyons fires Mrs Johnstone.

Mrs Lyons plays on Mrs Johnstone’s superstitions by telling her that "if twins separated at birth learn that they were once one of a pair they will both immediately die".

Seven years later, Mickey and Edward meet and become Blood Brothers.

Mickey goes to Edward’s house and Mrs Lyons throws him out.

Edward swears at his Mum and she slaps him.

Mickey, Edward and Linda are caught by a policeman when they are about to throw stones through a window.

Mrs Lyons decides to move and persuades her husband who realises she is becoming ill.

Edward says goodbye and Mrs Johnstone gives him a locket with a picture of herself and Mickey.

The Johnstone family learn that they are being moved to a new house.
How does the author present the Character of Mickey?
Create an image Summing up the story so far
Blood Brothers

- Learning Objectives:
- To be able to use information from the text to produce an interesting piece of writing.
Class Reading

Act 3 Scene 1-2

To be able to use information from the text to produce an interesting piece of writing.
Your Task

• Imagine you are either Mickey or Edward and write a diary entry about your day at school.

• Remember to think about your language depending on which character you are.

To be able to use information from the text to produce an interesting piece of writing.
Read your partners diary entry.

Look at the assessment criteria sheet.

Highlight the criteria you feel they have met. (Start at the bottom.)

Depending on how much you have highlighted for each column, give them a level for each assessment focus.

Write your name and give it back to your partner.

<table>
<thead>
<tr>
<th>Level</th>
<th>WAF 1</th>
<th>WAF 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The diary entry feels as though the character has really written it. They have included lots of language to create an effect on the audience.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>They have used their imagination. The diary entry clearly reflects the character. They have included language to create an effect on the audience.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Good ideas written in detail and good imagination used.</td>
<td>It is obvious that it is a diary entry all the way through the writing. They have used the correct structure of a diary. It is interesting all the way through.</td>
</tr>
<tr>
<td>4</td>
<td>Simple ideas selected and described in little detail.</td>
<td>It is obvious that it is a diary entry, for some of the writing.</td>
</tr>
</tbody>
</table>

Level for WAF 1 ____ Level for WAF 2____

Peer Assessed by_______________________
Self Assessment

• Write a sentence explaining one thing you need to do to improve your writing.

To be able to use information from the text to produce an interesting piece of writing.
To achieve a Grade C

• Explain Complex ideas.
• Use facts, ideas and opinions
• Have a clear structure
• Clearly show attitude
• Appropriate use of language
• Write in paragraphs, use a variety of sentence types and a varied vocabulary
• Accurate spelling and punctuation.
Reading Assessment
Blood Brothers
Class Reading

Act 4 Scene 1
Reading Assessment Focus

• RAF 2 - Select relevant points and quotes.

• RAF 3 - Deduce and interpret meaning.

• RAF 6 - What is the writers purpose and how does the writing affect the audience?
The Narrator

• Write three words you could use to describe the narrator.
Blood Brothers

• Learning Objectives:
  • **Use inferences** to form an opinion about the narrator and **justify** their opinions.
  • **Construct** paragraphs that are clear and effective examples of PEE.
What is the role of the Narrator?

- Use inferences to form an opinion about the narrator and justify their opinions.
- Construct paragraphs that are clear and effective examples of PEE.
Class Reading

Act 4, Scene 2

- Use inferences to form an opinion about the narrator and justify their opinions.
- Construct paragraphs that are clear and effective examples of PEE.
Key Terms

Foreshadowing

Tension

- Use inferences to form an opinion about the narrator and justify their opinions.
- Construct paragraphs that are clear and effective examples of PEE.
How does the Narrator create tension in Blood Brothers?

<table>
<thead>
<tr>
<th>P</th>
<th>E</th>
<th>E</th>
<th>A</th>
</tr>
</thead>
</table>

- Use inferences to form an opinion about the narrator and **justify** their opinions.
- **Construct** paragraphs that are clear and effective examples of PEE.
Homework: Due Monday (3 February)

Finish assessment piece

- **Use inferences** to form an opinion about the narrator and **justify** their opinions.
- **Construct** paragraphs that are clear and effective examples of PEE.
• Use inferences to form an opinion about the characters and justify their opinions.
• Construct paragraphs that are clear and effective examples of PEE.
• Mickey
• Edward
• Linda
• Mrs Johnstone
• Mrs Lyons
• The Narrator
• Use inferences to form an opinion about the characters and justify their opinions.
• Construct paragraphs that are clear and effective examples of PEE.