

Learning journey

The Gruffalo in Scots

First level resource

Context for learning

Scots language and characterization using film as a text

Curricular areas covered

Literacy and English
Expressive Arts
Technology

Responsibility of all

Literacy and English

Level(s)

First

By learning about The Gruffalo in Scots, learners will be able to:

- develop their listening and talking skills
- use film as a text
- increase their use of Scots adjectives
- use dual language word lists
- speak and write in Scots with increasing confidence
- use visual and audio information to design and create original artwork
- research and explore animals and habitats using online texts
- create texts for specific audiences and purposes

Experiences and outcomes covered in the whole sequence of lessons:

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**
- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**
- Having explored the elements writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**
- I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**
- I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. **TCH 1-03b**
- I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 1-04a**

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Lesson 1	Lesson 2	Lesson 3
<p>Rhyming</p> <p>After watching the film, ask the learners to complete the Gruffalo Scots Language Activities worksheet (this could be done individually or in pairs). Learners could use Scots/English dictionaries or the online Scots dictionary to help them.</p> <p>The BBC link gives information about pine martens in Scotland. This could be used as a starting point for an IDL topic on Scotland's woodland animals.</p>	<p>Hame</p> <p>In the film each animal has its own distinctive hoose – all except the Gruffalo and the moose.</p> <p>Why do you think this is?</p> <p>Explore different types of habitats using BBC Class Clips.</p> <p>What kind of hoose would the Gruffalo have and why?</p> <p>What kind of hoose would the moose have and why?</p> <p>In trios, ask the learners to design and label either the Gruffalo's hoose or the moose's hoose using as much Scots vocabulary as possible. Learners could develop these designs into 3D models.</p>	<p>Dennertime!</p> <p>How many different Scots words are used in the film to describe mealtimes and food?</p> <p>With a partner, make a list and discuss which of these words you use. Do you use any different words for food and mealtimes that are not in the film? Make another list and discuss this with the rest of your group/class.</p> <p>Is anything actually eaten in the film?</p> <p>What do you think a Gruffalo would like to eat?</p> <p>Using the internet, find 3 examples of menus from local restaurants/cafes. What things do they have in common?</p> <p>Design a menu for a Gruffalo café on the computer. Can you use any Scots words in your descriptions of the dishes on offer? You could use the Gruffalo Scots word list or a Scots dictionary to help you.</p>

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Lesson 1: experiences and outcomes covered

LIT 1-20a
LIT 1-14a
ENG 1-31a

Lesson 1: resources

Link to Gruffalo film clips:

https://m.youtube.com/watch?v=yHoyg_pwT2w

Gruffalo Scots Language Activities worksheet

Pine Marten online information:

http://www.bbc.co.uk/nature/life/European_Pine_Marten

online Scots dictionary at:

<http://www.scots-online.org/dictionary/index.htm>

Lesson 1: reflection/product if applicable

Activities worksheet

Class / group discussion

rhyming verse

Lesson 1: ideas for further development

Learners could perform their verse to an audience, or create a class book with their writing and illustrations.

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Lesson 2: experiences and outcomes covered

EXA 1-02a

LIT 1-14a

Lesson 2: resources

Link to Gruffalo film clips:

https://m.youtube.com/watch?v=yHoyg_pWT2w

online Scots dictionary at:

<http://www.scots-online.org/dictionary/index.htm>

BBC Class Clips – Living things and their habitats:

http://www.bbc.co.uk/learningzone/clips/topics/primary/science/living_things_in_their_environments_habitats.shtml

Lesson 2 : reflection/product if applicable

Class discussion

Presentation

Annotated diagrams/models

Lesson 2: ideas for further development

How do the animation habitats in the Gruffalo film compare with the real life habitats of foxes, snakes and owls?

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Lesson 3: experiences and outcomes covered

LIT 1-14a
LIT 1-20a
TCH 1-03b
TCH 1-04a

Lesson 3: resources

Link to Gruffalo film clips:
https://m.youtube.com/watch?v=yHoyg_pwT2w

Gruffalo Scots word list

Lesson 3 : reflection/product if applicable

Group/class discussion
Menu

Lesson 3: ideas for further development

Learners could create and dramatise a scene in the Gruffalo café, using as much of their new Scots vocabulary as possible. Audio or video recording would also be options.