Learning journey

Context for learning
Scots language and characterisation using film as a text

Curricular areas covered	Responsibility of all	Level(s)
Literacy and English Expressive Arts Technology	**Literacy and English**	Second

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By learning about The Gruffalo in Scots, learners will be able to:	Experiences and outcomes covered in the whole sequence of lessons:
• 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	• I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a** • Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a** • I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a** • By considering the type of text I am creating, I can select ideas and relevant information, organize these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a** • I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a** • I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

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Lesson 1	Lesson 2	Lesson 3
Comprehension	**Hame**	**Adjectives**
After watching the film, ask the learners to complete the comprehension worksheet (this could be done individually or in pairs). Learners could use Scots/English dictionaries to help them.

Ask the learners if they notice anything about the film's structure: can they see anything interesting about the first part of the film (where the mouse meets the other animals for the first time) compared with the second part (after the appearance of the Gruffalo)?

Can they suggest reasons for this? | In the film each animal has its own distinctive hoose – all except the Gruffalo and the moose.

Why do you think this is?

Explore different types of habitats using BBC Class Clips.

What kind of hoose would the Gruffalo have and why?

What kind of hoose would the moose have and why?

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. | Illustrate the Gruffalo in Scots flash cards. Can you put them in the same sequence as they appear in the film?

Make a list of all the Scots adjectives used in the film – how many different ones could you find? What do they mean in English?

Compare your list with the rest of your group and choose your 5 favourite Scots adjectives.

Why do you like these words?

Make a class adjective list and compare it to the Gruffalo Scots words list: did you get them all? (Remember, not all the words in the Gruffalo Scots words list are adjectives!)

Create a 'Wanted' poster for the Gruffalo, using as many Scots adjectives as possible. (Think about your lettering, layout and illustrations. You could use a computer for this activity.)

* some research into 'Wanted' posters will be required |

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Lesson 1: experiences and outcomes covered

LIT 2-07a
LIT 2-14a

Lesson 1: resources

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

Comprehension worksheet

online Scots dictionary at:
http://www.scots-online.org/dictionary/index.htm

Lesson 1: reflection/product if applicable

Comprehension worksheet
Class discussion

Lesson 1: ideas for further development

Learners could write a paragraph using as much of their Scots vocabulary as possible to describe the moose.

In groups, learners could write and perform a news report based on the events of the film – perhaps even interviewing some of the characters as witnesses – using as much of their Scots vocabulary as possible.

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Lesson 2: experiences and outcomes covered

EXA 2-02a
LIT 2-14a

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

Learners could present their models to younger groups of children, providing detailed explanations and introducing new Scots vocabulary.

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 2-24a
LIT 2-26a
TCH 2-04b

Lesson 3: resources

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

Gruffalo Scots Words List

Gruffalo Scots flash cards

Link to Blooms fans templates and questions starters:

http://www.educationscotland.gov.uk/studyingscotland/resourcesfor
learning/scotlandintheworld/homecoming/greatscots/Breslin.asp

Lesson 3 : reflection/product if applicable

Sequencing exercise
Class discussion
Wanted poster

Lesson 3: ideas for further development

Learners could use a Venn diagram to record similar words in Scots and English.

Encourage groups of learners to create questions about the film using Blooms fans or question starters: learners can then swap with other groups to answer their questions before reporting back to the class.

Learners could create and dramatise a police appeal for information about the Gruffalo using as many Scots adjectives as possible.

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