

Learning journey

The Gruffalo in Scots

Early level resource

Context for learning

Using Scots language and film as a text to explore character and description

Curricular areas covered

Literacy and English
Expressive Arts

Responsibility of all

Literacy and English

Level(s)

Early

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 Scots language vocabulary
- use information from the film to design, create and describe a model
- develop their observational and sequencing skills

Experiences and outcomes covered in the whole sequence of lessons:

- I have the freedom to discover and choose ways to create images and objects using a variety of materials.
EXA 0-2a
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.
LIT 0-01c
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.
LIT 0-07a/LIT 0-16a/ ENG 0-17a

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Lesson 1	Lesson 2	Lesson 3
<p>Heroes and Villains</p> <p>Before mentioning the film, discuss heroes and villains with the class. Make a list of films and books that feature heroes and villains. Ask the learners to identify the main characteristics of heroes and villains and record on the board.</p> <p>After watching the film:</p> <p>The hero of this film is the moose. Why do you think the moose is the hero? Would you expect the moose to be the hero?</p> <p>What is the opposite of a hero? Who is the villain in this film? Is there more than one?</p> <p>Choose your favourite character from the film. Draw a picture and underneath it write 3 sentences about this character:</p> <ol style="list-style-type: none">1. My favourite character from the film is _____.2. This character is a hero/villain.3. I like this character because _____.	<p>Describe and Sequence</p> <p>After watching the film:</p> <p>Use the Gruffalo Scots descriptive flashcards.</p> <p>In groups, give each learner a different flashcard to illustrate. You may need to discuss the Scots language descriptions with the class.</p> <p>Once completed, ask each group to sequence their flashcards.</p> <p>Use a copy of the Gruffalo in Scots book to check the correct sequence.</p> <p>Ask each group to select their favourite Scots word from the flashcards and explain their choice.</p>	<p>Characters and Adjectives</p> <p>Either as a class or in groups make a junk model or a large collage picture of the Gruffalo.</p> <p>Learners can then label the picture/model with Scots adjectives from the Gruffalo Scots Word list.</p> <p>Learners can present their work to the rest of the class explaining what the English equivalents are to the Scots adjectives chosen.</p>

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Lesson 1: experiences and outcomes covered

LIT 0-01a
LIT 0-07a
LIT 0-16a
ENG 0-17a

Lesson 1: resources

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

Lesson 1: reflection/product if applicable

Group/class discussion
Pictures and sentences

Lesson 1: ideas for further development

This could form the basis of a drama lesson looking at movement associated with heroes and villains.

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Lesson 2: experiences and outcomes covered

EXA 0-2a
LIT 0-07a
LIT 0-16a
ENG 0-17a

Lesson 2: resources

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

Lesson 2 : reflection/product if applicable

Class/group discussions
Sequencing activity
Completed flash cards

Lesson 2: ideas for further development

Learners could create alternative descriptive flashcards for the moose.

Learners could identify and explore the rhyming words in both English and Scots.

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Lesson 3: experiences and outcomes covered

EXA 0-2a
LIT 0-01c

Lesson 3: resources

A selection of junk for modelling or collage materials will be required
Gruffalo Scots word list

Lesson 3 : reflection/product if applicable

Observation of group work
Completed models/pictures
Presentations to class

Lesson 3: ideas for further development

Children could repeat this exercise for the moose and compare/discuss their Scots language selections.