### 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

<table>
<thead>
<tr>
<th>Curricular areas covered</th>
<th>Responsibility of all</th>
<th>Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and English</td>
<td>Literacy and English</td>
<td>Early</td>
</tr>
<tr>
<td>Expressive Arts</td>
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</tbody>
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#### 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
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tbody>
<tr>
<td><strong>Heroes and Villains</strong></td>
<td><strong>Describe and Sequence</strong></td>
<td><strong>Characters and Adjectives</strong></td>
</tr>
<tr>
<td>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.</td>
<td>After watching the film:</td>
<td>Either as a class or in groups make a junk model or a large collage picture of the Gruffalo.</td>
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<tr>
<td>After watching the film:</td>
<td>Use the Gruffalo Scots descriptive flashcards.</td>
<td>Learners can then label the picture/model with Scots adjectives from the Gruffalo Scots Word list.</td>
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<tr>
<td>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?</td>
<td>In groups, give each learner a different flashcard to illustrate. You may need to discuss the Scots language descriptions with the class.</td>
<td>Learners can present their work to the rest of the class explaining what the English equivalents are to the Scots adjectives chosen.</td>
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<tr>
<td>What is the opposite of a hero? Who is the villain in this film? Is there more than one?</td>
<td>Once completed, ask each group to sequence their flashcards.</td>
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<tr>
<td>Choose your favourite character from the film. Draw a picture and underneath it write 3 sentences about this character: 1. My favourite character from the film is _________. 2. This character is a hero/villain. 3. I like this character because _____.</td>
<td>Use a copy of the Gruffalo in Scots book to check the correct sequence.</td>
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<tr>
<td></td>
<td>Ask each group to select their favourite Scots word from the flashcards and explain their choice.</td>
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</table>
### 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](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.
## Learning journey

### 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](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.
## Learning journey

### The Gruffalo in Scots

**Early level resource**

### Lesson 3: experiences and outcomes covered

<table>
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### 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.