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| Lesson:  Three Craws (1) |  |  |  | |
| Key Learning & Teaching Points | LI | SC | Delivery | Assessment |
| Listening for understanding. | Analyse a song video. | Identify the purpose, intended audience and main ideas of a song video.  Discuss the effectiveness of the video.  Make notes under headings recording responses. | Whole class - Pupils view video on smartboard:  <https://youtu.be/Ckhyx9QCMpo>  or search youtube "3 Craws Christina Stewart"  (Pupils may wish to share whether they have seen the video before or heard the song in a different context!)  Think-Pair-Share: What is this video for? Who is the intended audience?  Pupils share ideas as a class.  Teacher introduces questions from the response sheet and builds word bank on the board/large post-its, such as, "amused", "entertained", "puzzled".  Differentiated response sheets distributed.  Pupils complete sheet individually.  Plenary - Teacher/fast finisher collects completed sheets and creates tally of star ratings. | Individually completed:  Response sheets  Pupils indicate own assessment using 'traffic light' rating for each of the SC.  Whole class response:  Cumulative star ratings |

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| Lesson:  Three Craws (2) |  |  |  | |
| Key Learning & Teaching Points | LI | SC | Delivery | Assessment |
| Britain's rich language heritage. | Explore some similarities and differences between languages and issues arising from using non-standard English in the UK. | Review familiar Scots words from video and pupils' own experience.  Use online source to find standard English equivalents of Scots words.  Consider potential benefits and difficulties of using language other than non-standard English in the UK. | Teacher displays lyrics from song as PP slide or on handout.  Pupils identify words which are not standard English.  Whole class discussion of whether these words are familiar and if meaning was clear from video.  Listen for Your Word Game:  Pupils are divided into teams (of equal size, if possible). Each pupil has a whiteboard and pen and writes down one word from the Scots words in the lyrics, taking care NOT to show it to anyone else! When they have a word written, pupils stand. Teacher says Scots words, one at a time in random order. When pupils hear their word, they lay the whiteboard down so the word is visible and sit down. First team with everyone sitting wins!  With whole class, Teacher asks for (or offers) suggestions of small selection of other common Scots words and discusses meaning.  Teacher introduces online Scots dictionary  <http://www.scots-online.org/dictionary/>  and demos searching for one of the Scots words discussed, to find its standard English equivalent.  Call My Bluff dictionary challenge:  Pupils divided into pairs/small groups. Each pair/group is given a Scots word, which they keep secret and a chrome book. Groups look up their word using the online dictionary. They then devise a credible fake definition to try to fool their classmates. Whole class comes together to play game. Groups take turns to present the definition they found along with the definition they invented. Other groups have to say which they think is the real definition. Groups score points for spotting the real definitions.  Plenary - whole class discusses questions:  "Do the Scots words in the Three Craws song make it difficult to understand?" and  "When might it be a problem to use non-standard English in the UK?" | Teacher observation |
| Lesson:  Three Craws (3) |  |  |  | |
| Key Learning & Teaching Points | LI | SC | Delivery | Assessment |
| Communicating ideas using relevant language and images. | Respond creatively to design challenge inspired by video. | Extend our knowledge of using an online resource to find and select Scots terms for standard English words.  Communicate ideas in 2D, demonstrating an imaginative response to the song's missing fourth craw. | Whole class reviews Three Craws video on Smartboard.  Think-Pair-Share - pupils devise possible activities for the fourth craw and write answers in standard English on voting slips.  Teacher randomly selects representative 2/3 slips and demonstrates how to find a Scots equivalent for the relevant word(s) using  <http://www.scots-online.org/dictionary/> and selecting most appropriate option from those identified by the search.  Pupils use chrome books to find appropriate terms, use these in a sentence to describe what the fourth craw might have been doing and record this on worksheet provided/in jotters.  Pupils use paper collage to illustrate their description, inspired by the style of the images in the video.  Plenary - whole class comes together so pupils can share their work and explain the meaning of any unfamiliar words. | Individually completed:  Descriptive sentence using one or more Scots term.  Image relating to description.  Pupils indicate own assessment using 'traffic light' rating for each of the SC. |