

## Learning activities

Area of Literacy and English	CfE Outcomes and experiences covered	Activity
<p><b>Reading</b></p>	<p><b>Find and using information/Understanding, analysing and evaluating.</b></p> <p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. <b>LIT 3-14a / LIT 4-14a</b></p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. <b>LIT 3-15a / LIT 4-15a</b></p> <p>To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. <b>ENG 3-17a</b></p> <p>To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. <b>ENG 4-17a</b></p>	<p>Activity 1</p>
<p><b>Talking and Listening</b></p>	<p><b>Tools for listening and talking/Creating texts</b></p> <p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p> <p>I can respond in ways appropriate to my role and use contributions to reflect on,</p>	<p>Activity 2</p>

clarify or adapt thinking.

**LIT 3-02a**

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

**LIT 4-02a**

Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.

**ENG 3-03a**

Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.

**ENG 4-03a**

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions.

**LIT 3-09a**

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions.

**LIT 4-09a**

	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p style="text-align: right;"><b>LIT 2-10a / LIT 3-10a</b></p> <p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</p> <p style="text-align: right;"><b>LIT 4-10a</b></p>	
<p><b>Writing</b></p>	<p><b>Tools for writing/ Creating texts</b></p> <p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p><b>LIT 3-21a</b></p> <p>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p><b>LIT 4-21a</b></p> <p>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p><b>LIT 3-22a / LIT 4-22a</b></p> <p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p><b>LIT 3-23a</b></p> <p>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first</p>	<p>Activity 3</p>

	<p>reading. <b>LIT 4-23a</b></p> <p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. <b>ENG 3-27a / ENG 4-27a</b></p> <p>Having explored the elements which writers use, I can create texts in different genres by:</p> <ul style="list-style-type: none"><li>• integrating the conventions of my chosen genre successfully and/or</li><li>• using convincing and appropriate structures and/or</li><li>• creating interesting and convincing characters and/or</li><li>• building convincing settings which come to life.</li></ul> <p><b>ENG 3-31a</b></p> <p>Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:</p> <ul style="list-style-type: none"><li>• use the conventions of my chosen genre successfully and/or</li><li>• create an appropriate mood or atmosphere and/or</li><li>• create convincing relationships, actions and dialogue for my characters.</li></ul> <p><b>ENG 4-31a</b></p>	
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## **Activity 1 – Reading**

**(ENG 3-17a, ENG4-17a, LIT 3-14a / LIT 4-14a, LIT 3-15a / LIT 4-15a)**

Learning intention: I am learning to show my understanding of maps and what information they contain.

### What will I do?

Read the 10 Things about maps, taking notes of key information. Use the Glossary if you find any unfamiliar vocabulary.

Then, using your notes and the 10 Things, answer the following questions:

1. Explain, in your own words, why different maps will contain different features.
2. How would you find out what scale the map is produced in?
3. Explain two reasons why a present day map might look different to a map from 100 years ago.
4. Explain why a map uses symbols instead of words to describe particular features.
5. Explain two ways that maps show changes in human activities.

### Success Criteria:

- ✓ I have read the 10 Things about maps.
- ✓ I have taken notes on key information.
- ✓ I have read and answered the questions.
- ✓ I have checked my answers for errors.

### Skills for life, learning and work being developed during this activity:

Note taking, working independently, communicating understanding through written answers.

## Activity 2 – Talking

(LIT 3-02a, LIT 4-02a, ENG 3-03a, ENG 4-03a, LIT 3-09a, LIT 4-09a, LIT 2-10a / LIT 3-10a, LIT 4-10a)

**This activity can be adapted for an individual or cooperative learning group. The map can be based on a personal reading choice or a text studied in class.**

### Learning intention:

I am learning to be able to create my own map and clearly communicate my ideas to an audience.

### What will I do?

Maps do not always have to be based on reality. Many authors create maps for imaginary kingdoms they have created.

Consider a story you have recently read or studied. Create a simple map that depicts the places and settings explored in the story. Create your own symbol key to show different features on the map. Present your map to an audience, explaining to them what you have included and why.

### Success Criteria:

- ✓ I have chosen a fictional story as the inspiration for my map.
- ✓ I have created a simple map which depicts important places and settings from my chosen fictional story.
- ✓ I have included the following key information on my map:
  - A scale
  - A key of the symbols used
  - Place names/road names
- ✓ I have ensured my map is easy to read and understand.
- ✓ I have prepared notes on what I will communicate to my audience, including:
  - The story/author I used as inspiration.
  - Why I chose this story as inspiration.
  - The reasons why the places on the map are significant.
  - Symbols I used and what they mean.
  - 2 reasons why my map is successful and one thing I would choose to do differently next time.
- ✓ I have communicated clearly to my audience using:
  - An appropriate tone and pace.
  - Eye contact or non-verbal communication.
  - A clear voice.
  - An appropriate structure – introduction, explanation of main ideas, conclusion.

### Skills for life, learning and work developed during this task:

Working individually/cooperatively, communicating verbally in an effective manner, presentation skills, self-reflection and evaluating success.

### Activity 3 - Writing

(LIT 3-21a, LIT 4-21a, LIT 3-22a / LIT 4-22a, LIT 3-23a, LIT 4-23a, ENG 3-27a / ENG 4-27a, ENG 3-31a, ENG 4-31a)

**Leading up to this outcome, a range of cooperative learning activities can be employed to prepare young people for writing their story. E.g. create a class vocabulary bank; Think, Pair, Share to discuss story ideas; model and discuss good story structure.**

Learning intention: To be able to create a story that includes a character who finds a treasure map.

#### What will I do?

Imagine you are an author who writes adventure stories. Your publisher sends you a brief to write a story which includes a treasure map.

How the treasure map features in your story is up to you! Consider who might find it, what it might lead them to and where they will have to go. Also, do they encounter any problems along the way?

Use the glossary of map related words and include some of them in your story.

#### Success criteria:

I have:

- ✓ given my story a title e.g. "The Lost Treasure Map".
- ✓ described the setting and mood at the beginning of the story.
- ✓ described how the main character finds the treasure map.
- ✓ made up a good plot which centres around the map and kept it going through the whole story.
- ✓ included problems that the main character faces whilst following the map
- ✓ used the different things that go into making a good short story e.g. description, dialogue, point of view.
- ✓ tried to use my own similes or metaphors.
- ✓ included some new vocabulary learned from the Glossary.
- ✓ created a realistic character/s.
- ✓ decided on what order the beginning, middle and end happen.
- ✓ made sure my ending is a resolution rather than a cliff hanger.

Core Skills:

- ✓ I have tried to use different types of sentences and begin them in different ways
- ✓ I have remembered when to take new paragraphs
- ✓ I have used punctuation correctly
- ✓ I have checked my spelling to make sure I haven't made mistakes

#### Skills for life, learning and work developed during this task:

Working independently, communicating effectively through written language, editing my own work.