

# TIME HUNTERS



## TIME HUNTERS – Outback Outlaw Chris Blake

### Teacher's Notes

#### **Context of lessons:**

These lessons can be used as a unit or as discrete activities. They can be adapted for use for children aged 7-9 and can accommodate a wide ability range.

#### **Objectives:**

The codes attached to these refer to the Scottish Curriculum for Excellence – Experiences and Outcomes.

#### **Task 1: Homework Task (Reading and Comprehension)**

Focus: reading – finding and using information

- Using what I know about the features and 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)

Focus: writing – organising and using information

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)

Focus: technology – ICT to enhance learning

- As I extend and enhance my knowledge of features of various types of software, including those that help find, organise, manage and access information, I can apply what I learn in different situations. (TCH 2-03a)
- Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. (TCH 2-03b)



### **Task 2: Sequencing**

Focus: reading – finding and using information

- Using what I know about the features and 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)

Focus: writing – organising and using information

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)

### **Task 3: Scanning**

Focus: reading – finding and using information

- Using what I know about the features and 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)

### **Task 4: Fact or Opinion**

Focus: listening and talking – understanding, analysing and evaluating

- To help me develop an informed view, I can distinguish fact from opinion and I am learning to recognise when my sources try to influence me and how useful these are. (LIT 2-08a)

Focus: reading – understanding, analysing and evaluating

- To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced and have assessed how useful and believable my sources are. (LIT 2-18a)

### **Task 5: Meet the Real Outlaws**

Focus: reading – understanding, analysing and evaluating

- I can identify and consider the purpose and main ideas of a text and use supporting detail. (LIT 2-16a)

Focus: writing – organising and using information

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)



### **Task 6: Write a Synopsis**

Focus: listening and talking – creating texts

- When listening and talking with others for different purposes, I can:
  - share information, experiences and opinions
  - explain processes and ideas
  - identify issues raised and summarise main points or findings
  - clarify points by asking questions or by asking others to say more.

(LIT 2-09a)

Focus: writing – organising and using information

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)