



Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí



Graphic Organisers and other Literacy, Numeracy and AfL Strategies in Teaching and Learning

www.pdst.ie

Post-Primary Resource



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Acknowledgements

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Due to popular demand this book has been reprinted with the addition of other comprehension strategies and can be downloaded from www.pdst.ie/publications. These additional templates have been tried and tested by the JCSP team and used by the wider PDST team and teachers to integrate differentiated literacy, numeracy, AfL and active learning strategies across the post-primary curriculum.

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Introduction

Graphic Organisers provide a visual method of developing, organising and summarising students learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction of knowledge. Visual, auditory and kinaesthetic learners all benefit from using the organisers. High quality teaching in mixed ability classrooms is also facilitated.

Highest quality results are achieved when one organiser is shared by a small group of (2/3) students with diverse abilities and learning styles. Leadership is distributed in the group with each student having a leadership role to fulfil. Roles of Recorder, Timekeeper, Turn-taker, Summariser, Reporter, Clarifier, Checker, Scout etc are distributed among the group.

The resource needs only pen and paper to use.

Some organisers are more applicable to the different aspects of the learning process than others, for example: collecting information, comparing and contrasting, developing ideas, sequencing information, summarising and extending thinking and learning. Some are also more relevant to different subjects and topics than others. They can all be used at the various stages of the learning process:

- Pre - teaching
- Introducing a topic
- Teaching a topic
- Independent Learning
- Study and revision
- Preparing answers to examination questions

They scaffold learning and help to build student confidence. They also facilitate formative assessment as students can clearly see how much they understand.

Detailed explanations on how to use each organiser are provided throughout the pack.

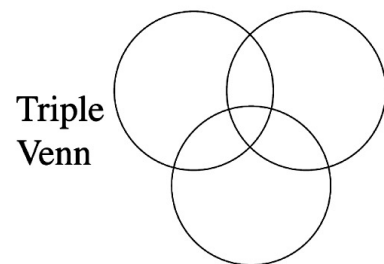
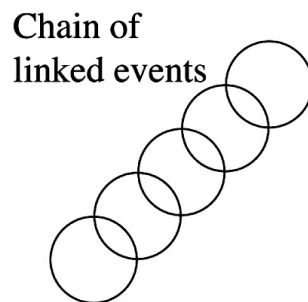
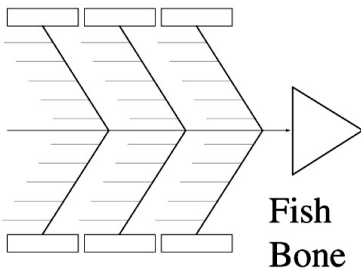
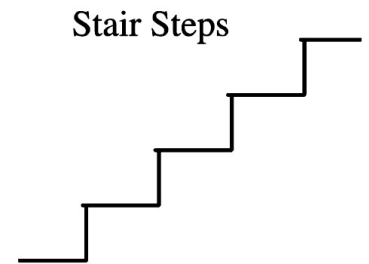
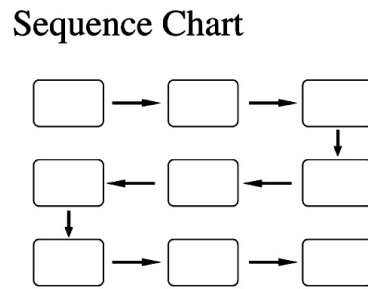
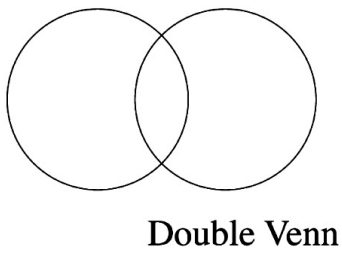
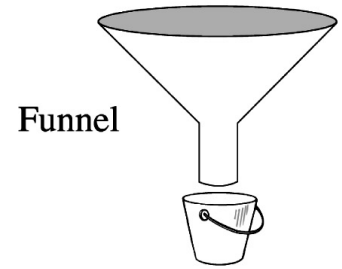
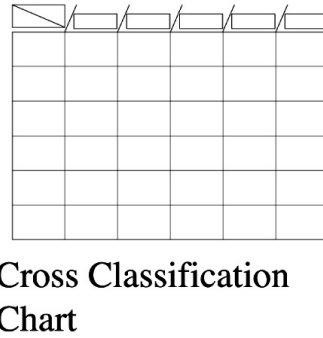
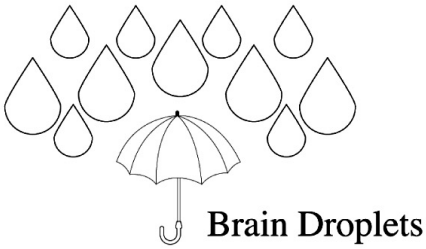
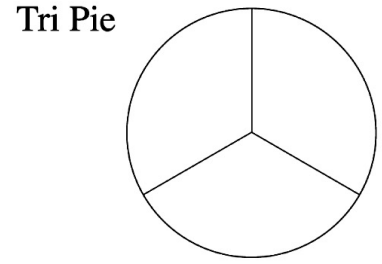
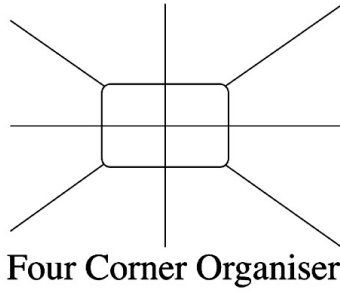
Contents of Pack:

Section 1

1. Guidelines on how to use each Graphic organiser
2. A list of suggestions for possible uses of each organiser that teachers have shared at CPD days
3. Completed and in some cases adapted organisers shared by practicing teachers

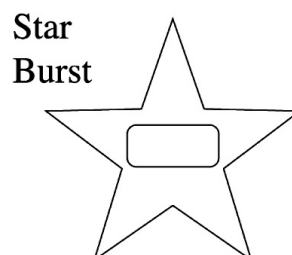
Section 2

A set of blank Graphic organisers (which may be photocopied) for use in the classroom

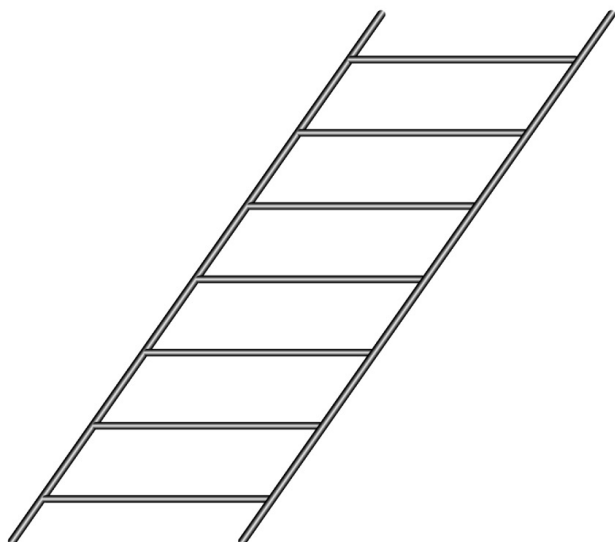


Research Grid

Q1 Answer	Q2 Answer
Q3 Answer	Q4 Answer
Q5 Answer	Q6 Answer



Ranking Ladder



This ladder can be used to prioritise or rank ideas and/or information. It can also be used for topics with a series of stages or steps. It is suitable for subject matter with a definite beginning and end.

At the pre-teaching stage the teacher can have pairs/triads of students fill in any information they know about the topic on the correct step. The teacher can monitor the results and then focus the teaching more accurately on the needs of the class.

Active learning can be facilitated if the teacher provides the information in jumbled form and students work together to rank the information correctly.

Suggestions from teachers

History

- Becoming a Knight
- Cortés and the Aztecs
- Life of George Washington
- Rise and Fall of Third Reich
- Work of an archaeologist

Business

- Writing a letter
- A business transaction
- Making a complaint
- Recruitment
- New product development
- Calculate net pay
- Household Budget
- Bank Reconciliations

Home Economics

- Digestion of proteins
- Production of cheese
- Milling flour
- 10 steps of HACCP
- Making a Christmas wreath
- Design Brief
- Yoghurt making

Music

- Answering an examination question on harmony
- Writing a melody
- Scales
- Musical Eras
- Composers

Mathematics

- Order of operations
- Solving a triangle
- Proving a theorem
- Difference Equations
- Differentiation from first principles

Geography

- Cloud formation
- Formation of an ox-bow lake
- Volcanic eruption
- Formation of a waterfall
- Water cycle

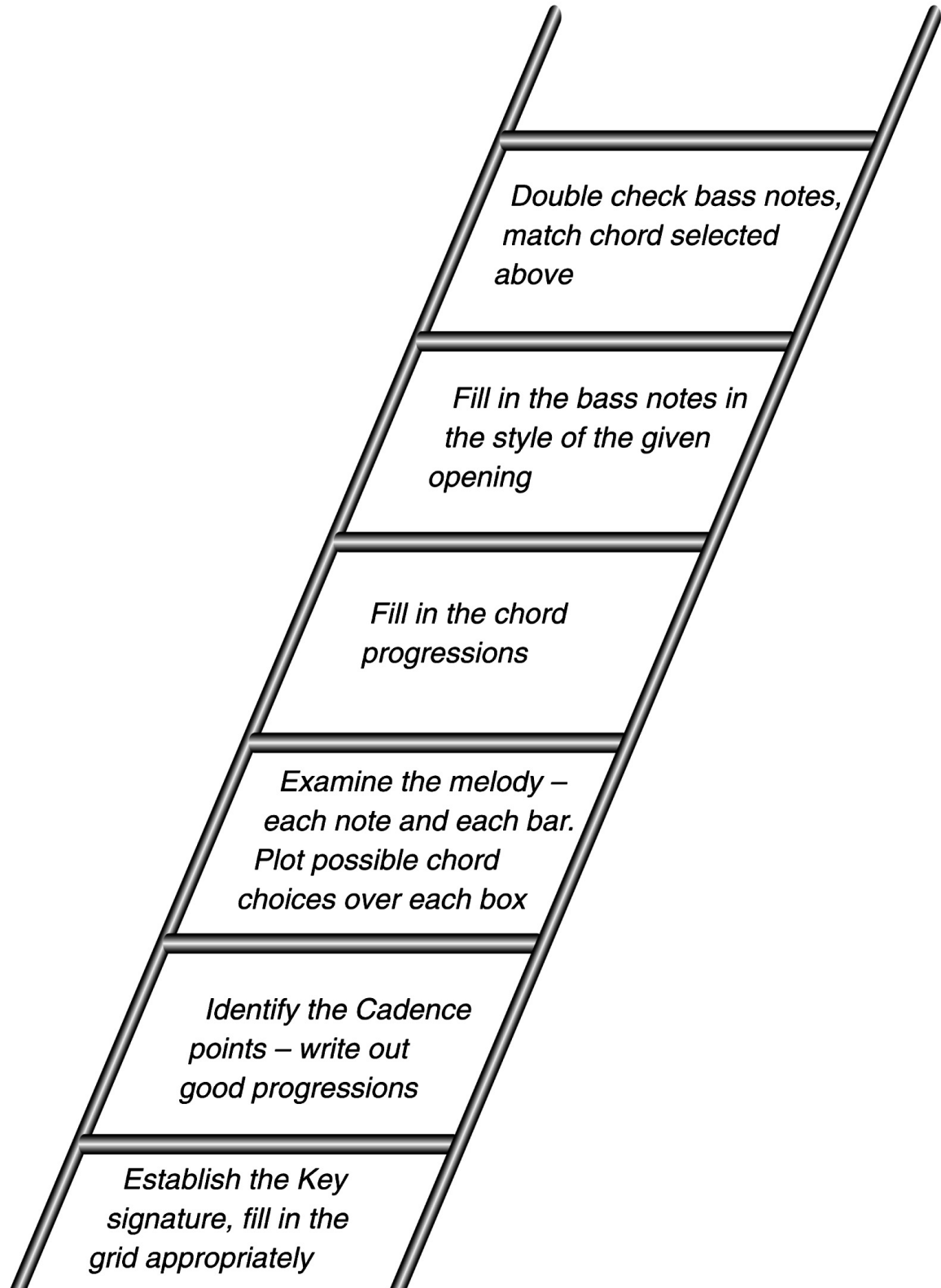
English

- Descent of a tragic hero into calamity, e.g. Macbeth's descent into evil
- Trace the theme of a poem — thread of thought, main idea
- Stages of a Novel

Religion

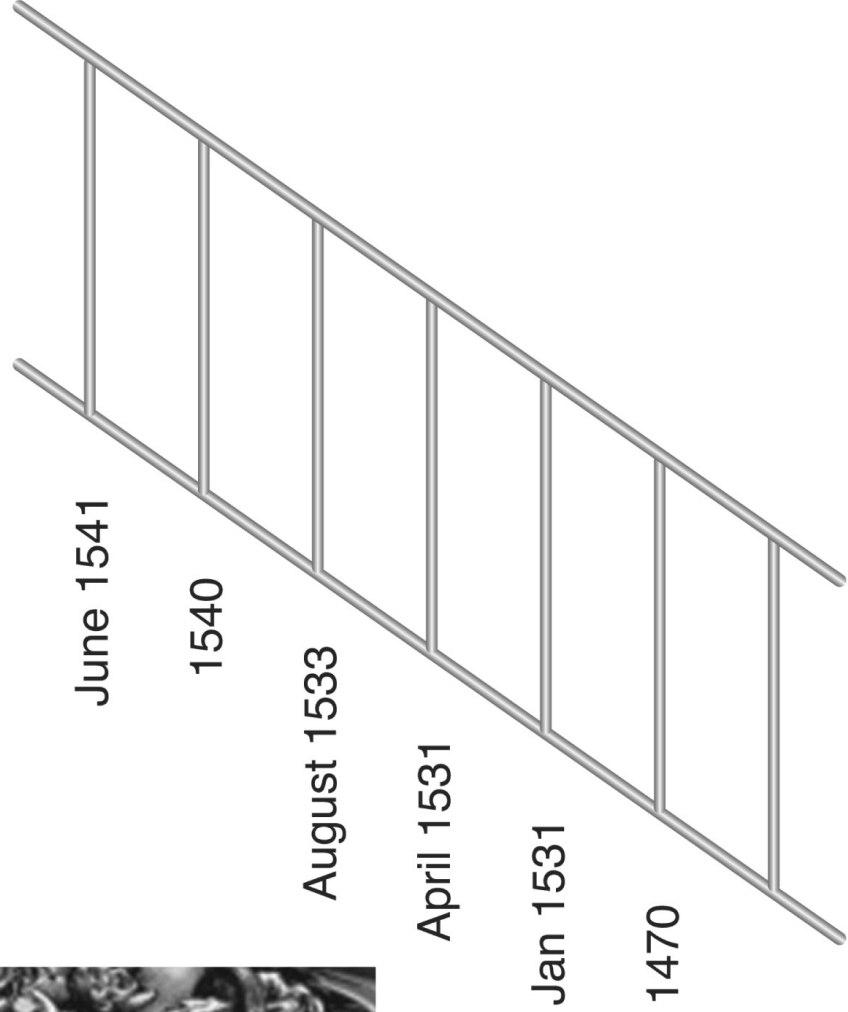
- Stages from slavery to Passover
- The development of Islam
- From the Passion to Pentecost

Approach to Harmony Question

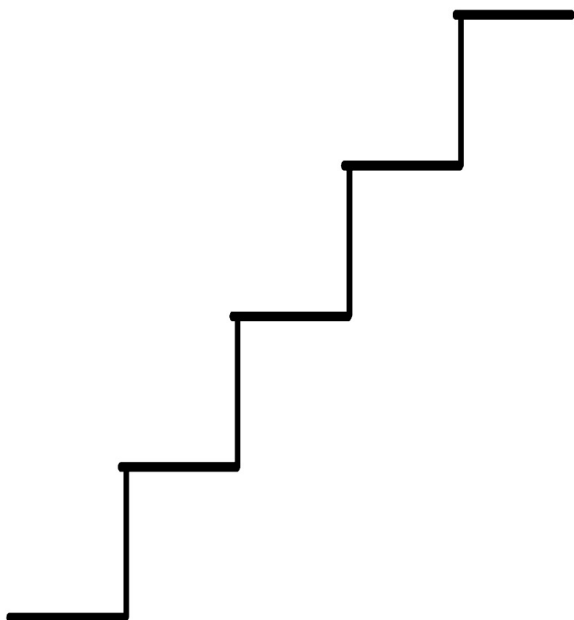


Pizarro and the Incas

The desire for gold led Francisco Pizarro to explore and conquer the Inca empire of South America. However, his conquest of the Incas was a bloody one, filled with violence and double-crossing treachery. After years of intense fighting and explorations, Pizarro was murdered over the land he had conquered.



Stair Steps



Stair steps can be used when a topic involves a step by step process or for plotting a course of action. It can sometimes be used interchangeably with the step ladder. Pupils can show preferences for particular models depending on their learning style.

Learning is most effective when pupils work in small groups. They share and bounce ideas off each other. They can clarify and extend each others learning and they gain in confidence.

Pupils practice the interpersonal skills of listening and explaining, summarising, questioning, clarifying and extending each others ideas. They can be taught to praise each others ideas and to work together. Work completed on a shared Graphic Organiser can be reproduced at home for study/revision.

Suggestions from teachers

Gaeilge

- Struchtúr a léiriú e.g. Struchtúr abairte
- Codarsnachaí idir aidiachtaí a léiriú
- Céimeanna sa litir
- Aistí

Music

- Development of Western Classical Music
- Triads - backing chords
- Tonic solfa notation

Science

- Steps in the scientific method
- Levels of organisation
- Steps in digestion
- Steps in separation of rock salt

Modern Language/ Geography

- Telling the time
- Oral Project work
- Coastal erosion features
- Atmosphere readings

Business/Accounting

- Formation of Private Company
- Resource management
- Business transaction
- Making a complaint
- Taking out insurance
- Decision making in the EU
- Steps in Financial Accounts

PE/History

- Free throw in basketball
- Forward roll
- Renaissance - artists, sculptors, writers

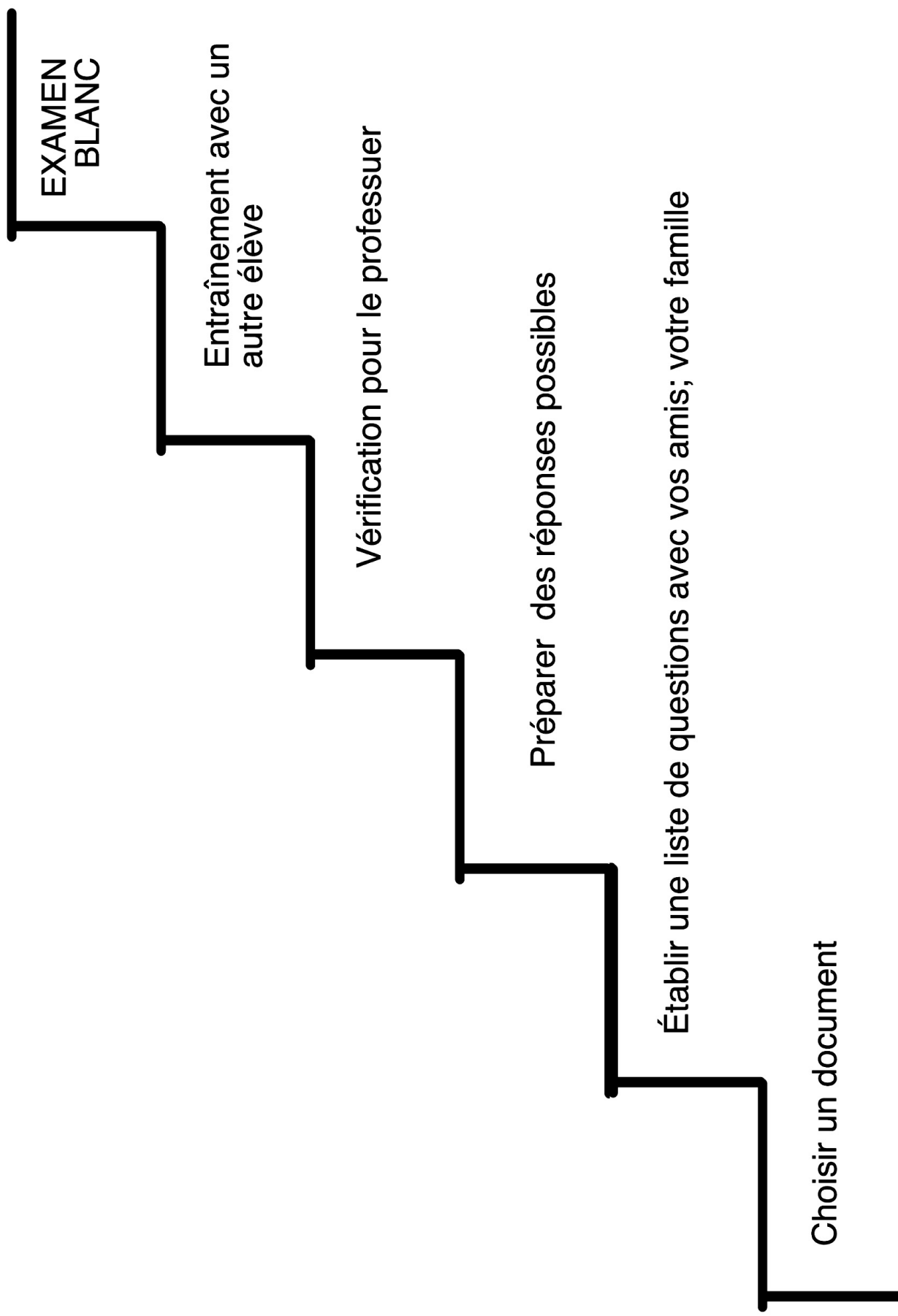
Mathematics

- Linear Programming
- Differentiate from first principles

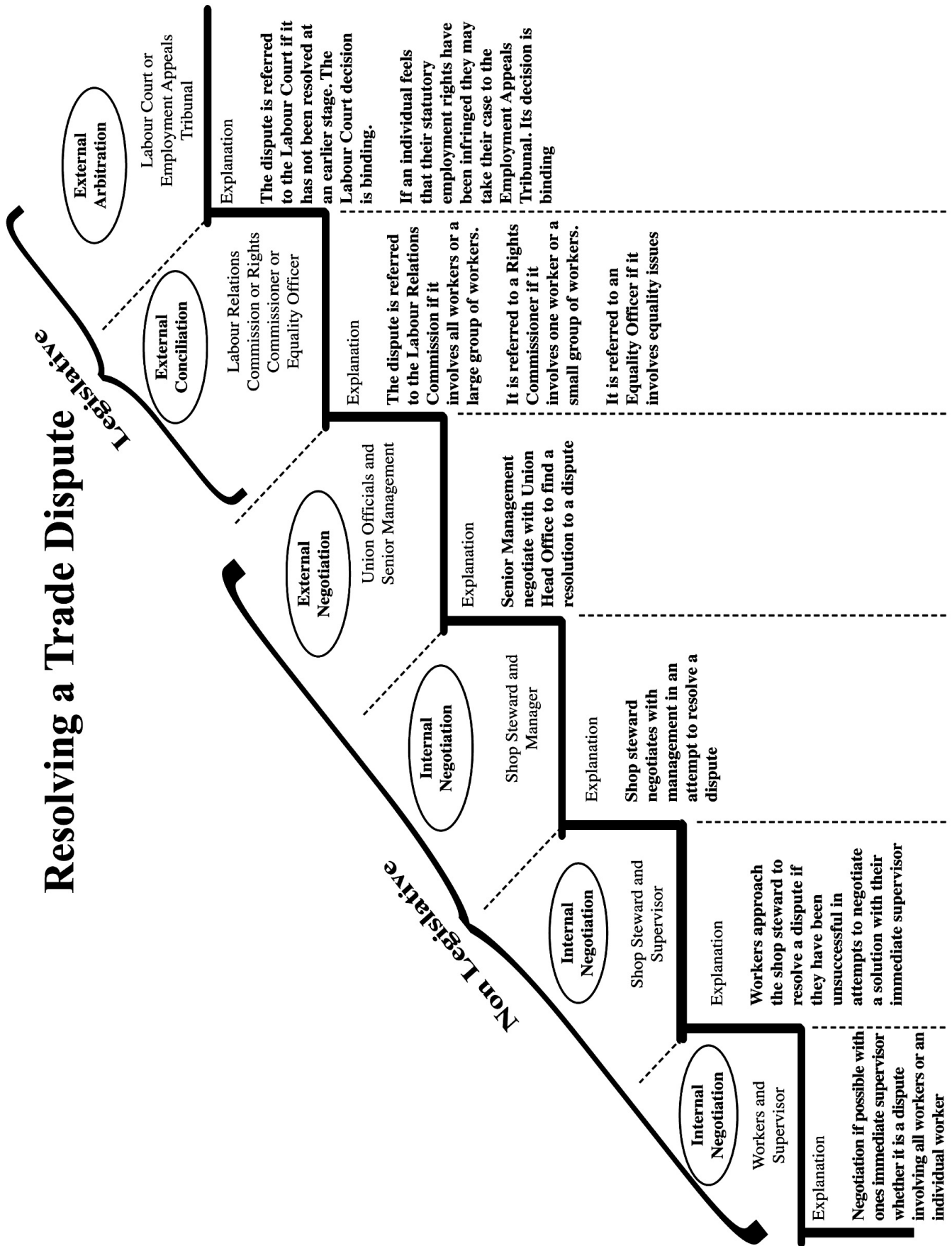
Art

- Movements in Art
- Life of Monet

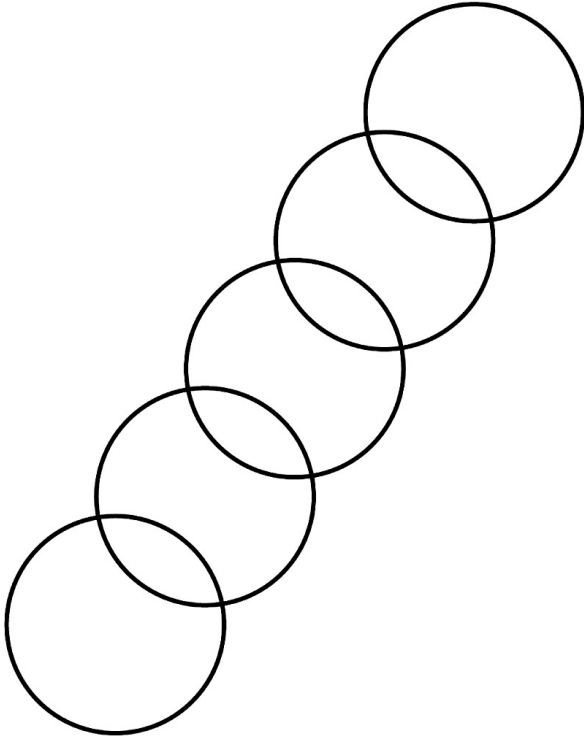
Preparer le Document Oral



Resolving a Trade Dispute



Chain of Linked Events



When a teacher wishes to build links between events or when the topic involves a series of interlinked events, this model can be used. This visual method assists students who find it difficult to memorise from notes. It can help to bring coherence to a large quantity of information and to establish or clarify the links in the pupil's mind.

As with previous organisers it can be used for pre-teaching i.e. identify what pupils know about the topic so teaching can be accurately focused at the level of students knowledge. It can be used for teaching a topic where information is provided in disjointed form and pupils have to link it correctly.

It works best when a small group (2/3) students work together. One *records* agreed information on the model, one *researches*, one *ensures* that all contribute ideas and reach consensus or *checks* that all understand the material.

Suggestions from teachers

Gaeilge

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist — Sláinte

History

- Plantations
- Formation of new State
- War of Independence
- Irish Civil War
- 1916 Rising

Science

- Microscopic study of plant cells
- History of the atom

Technology

- Trees — seeds to recycling

Art/Music

- Art movements early 20th Century
- Composition
- Cord Progressions/ cadences

Geography

- Economic/Social effects of natural disasters
- Features of costal erosion

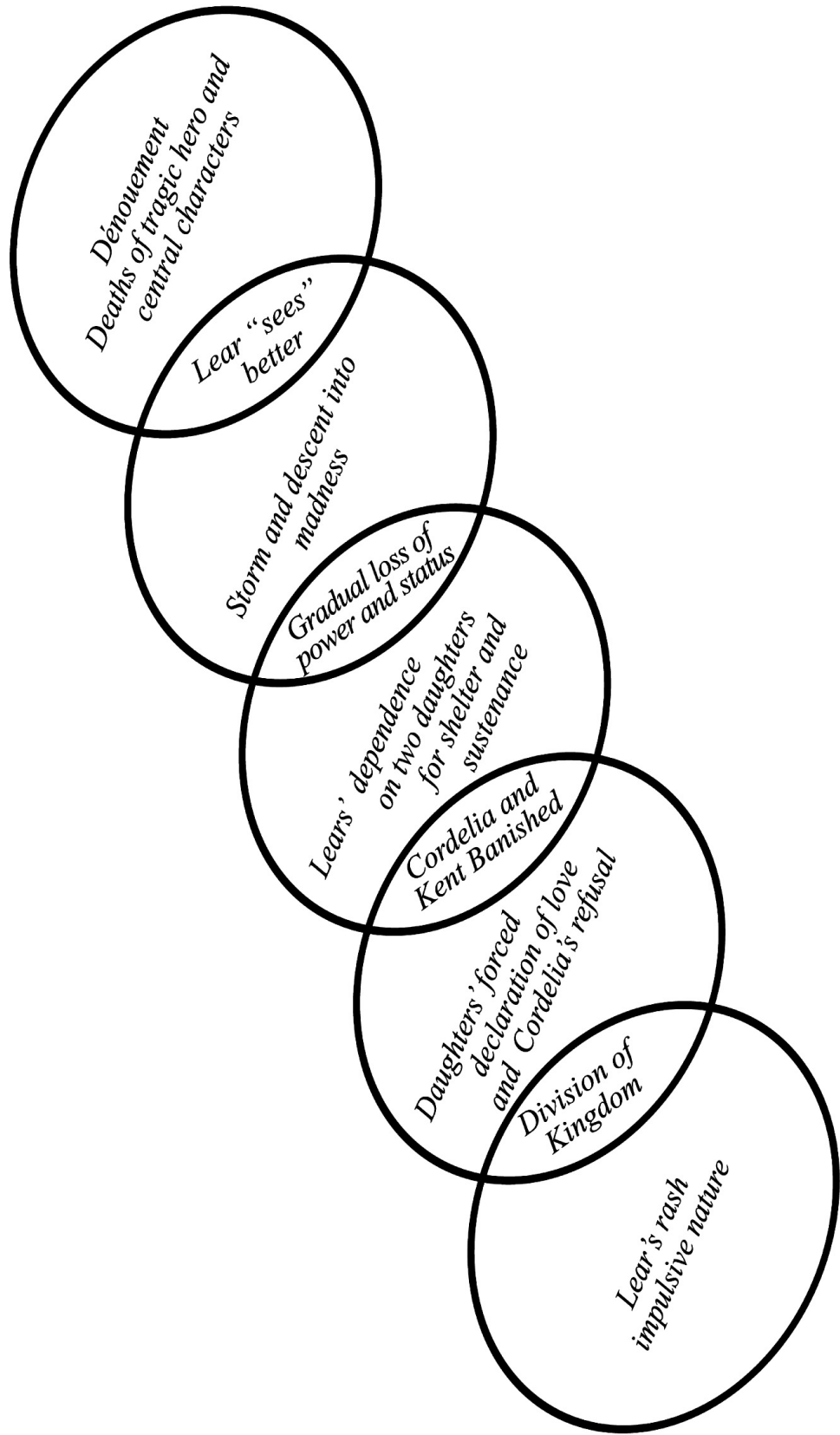
Home Economics

- Making cheese
- Digestion of proteins
- Development of family in Ireland

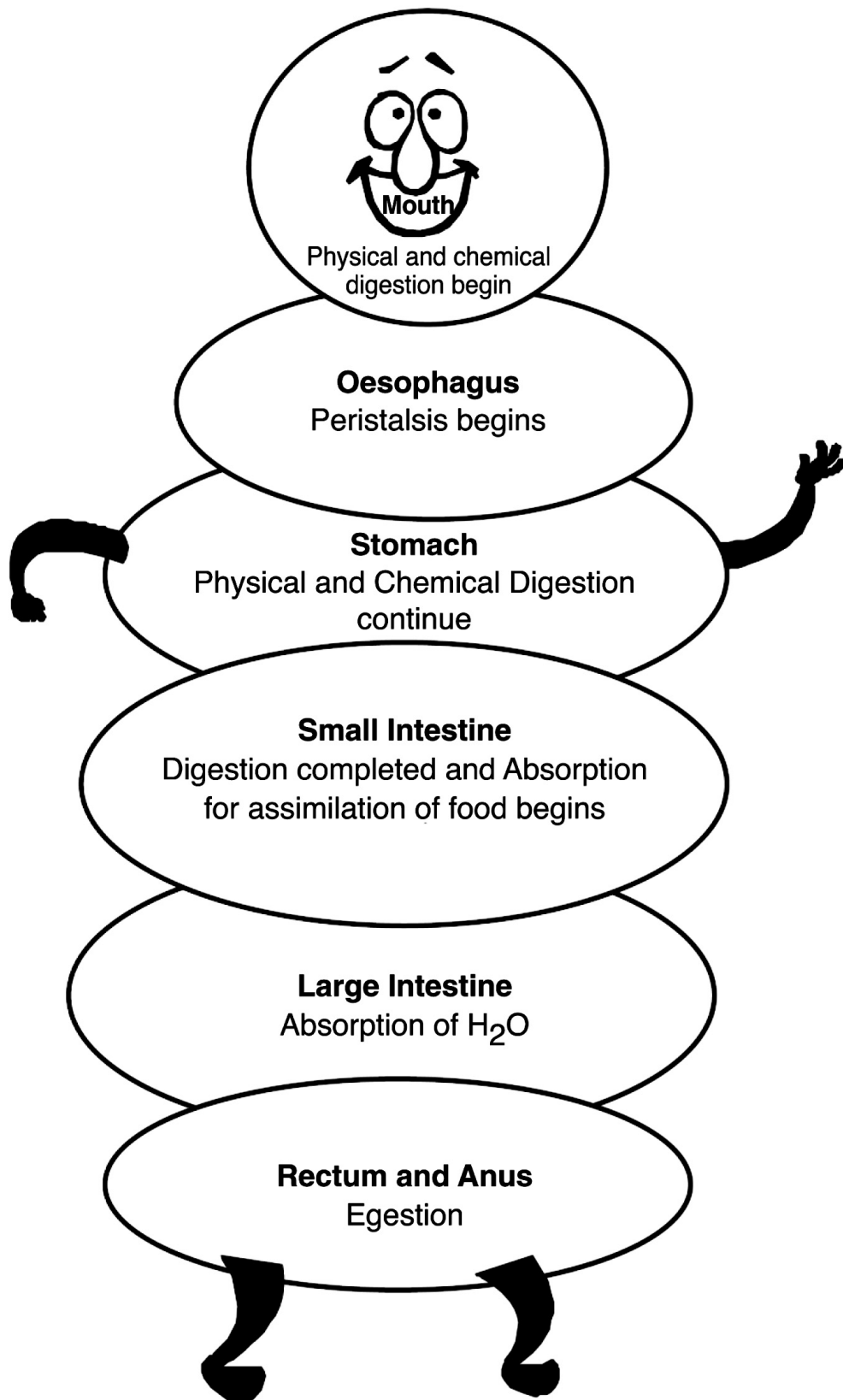
Business

- Introducing new product to the market
- Solving a Trade Dispute
- Product Life Cycle

King Lear's decision to divide his kingdom

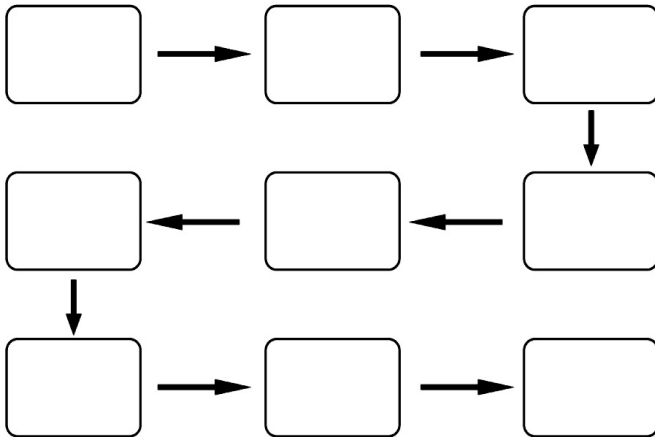


Digestion (Mitch*)



* Mitch was designed and named by an imaginative colleague!

Sequence Chart



When a topic involves a sequence of events this organiser can be helpful. It is particularly useful when multiple or sequential factors need to be put in order and remembered.

It is effective for pre-teaching and teaching the causes of an event. Pupils work together to correctly sequence disordered information. They are actively engaged in constructing the learning. They need to discuss and agree on the correct answer(s).

A group can consult with another group if they are unsure about their answers. The teacher may have a rule that s/he only be asked for clarification if another group has been unable to help.

For some students the teacher may provide information in jumbled form to be correctly sequenced.

Suggestions from teachers

Gaeilge/Modern Language

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist – Sláinte
- Teicnicí Fileata
- Writing a postcard or message

English

- Trace sequence of events in plot of a text (novel, play, film, etc.)
- Outline progress of thought in a poem

History

- Rise of Hitler
- Downfall of Parnell
- Renaissance-Astronomy
- Magellan's Journey
- Life on Medieval Manor
- Feudal System
- Voyage of Columbus

Art

- Lino Printing Process
- Irish Art Time Line
- Colour Wheel
- Any craft at Junior Certificate
- Project Design
- Impressionist influences

Home Economics

- Procedure for cookery class
- Design & craftwork brief
- Any recipe

Geography

- Rock Cycle
- Water Cycle
- Formation of a river feature
- Weathering - Freeze, Thaw action
- Plotting a Journey

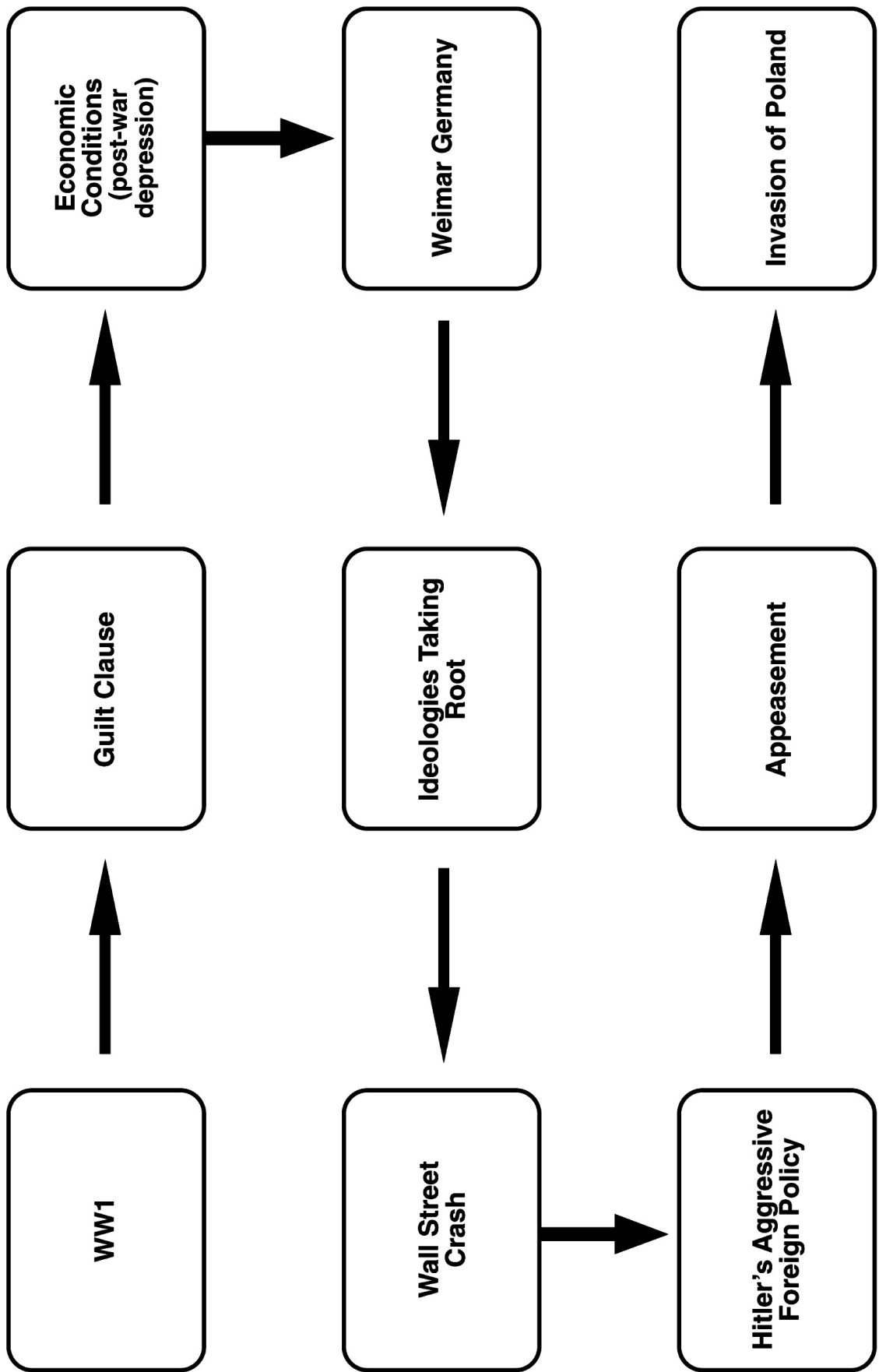
Music

- Any Symphony
- Melody Writing
- Writing 16 bar melody
- Composition
- Set Works (form and structure)

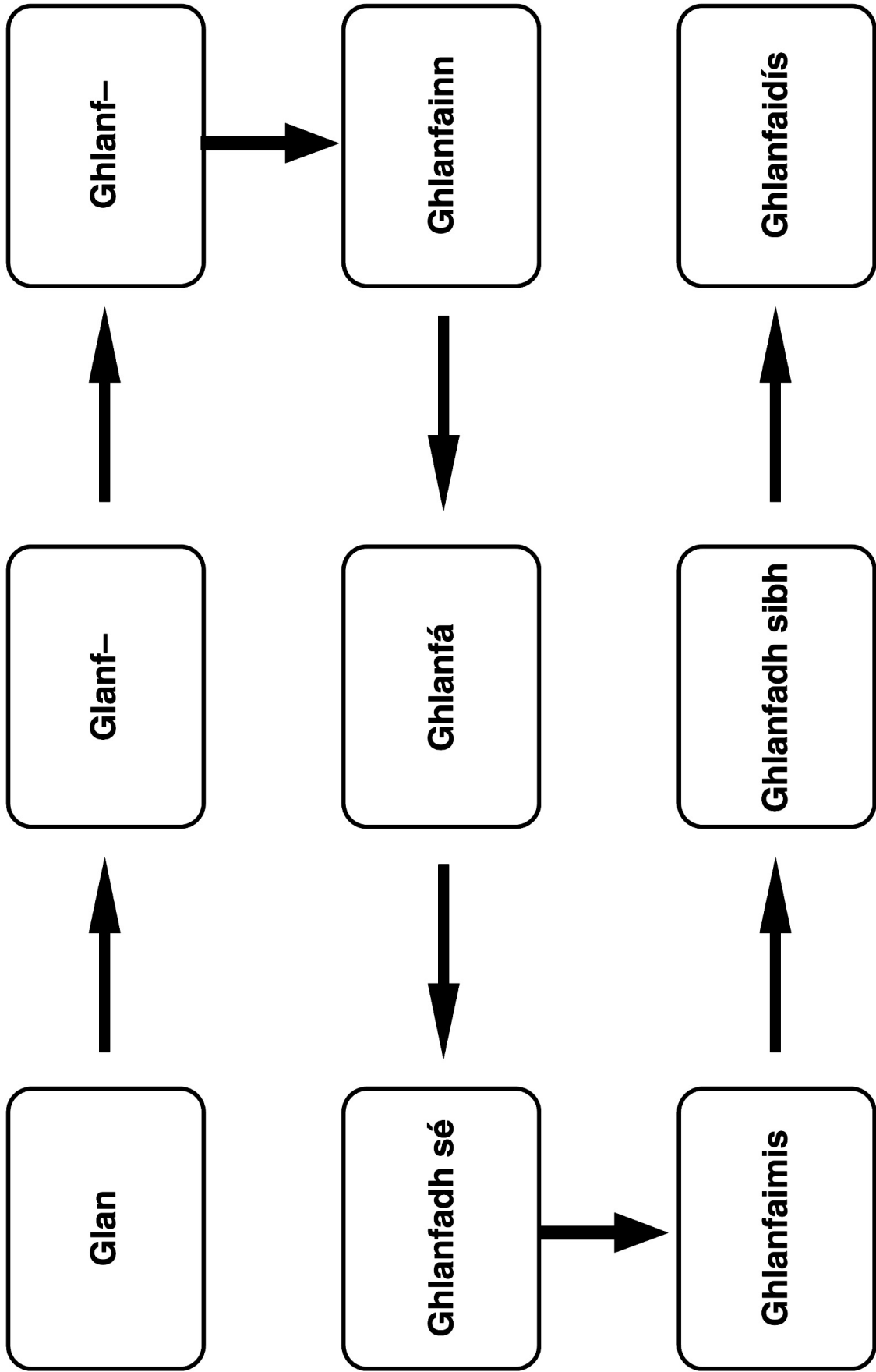
Technical Subjects

- Design Brief
- Drilling

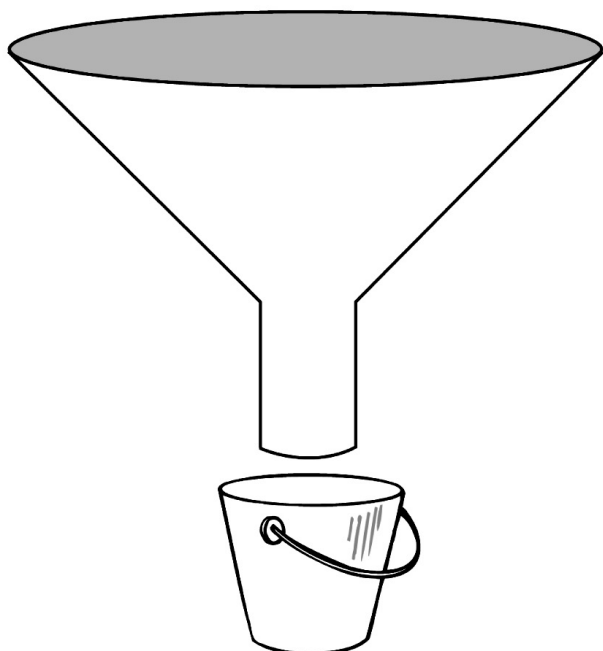
Causes of Second World War



Modh Cóinníolach



Funnel



When synthesising ideas, drawing conclusions, reducing a body of information to it's core e.g. creating a definition, this model is useful. All details, components or parts of the information or picture are placed inside the funnel. They emerge as a conclusion, definition or synthesis.

It can also be used to challenge or test pupils e.g. find the elements that are missing from the funnel.

Like other models it can prove a very potent tool for visual and kinaesthetic learners. It facilitates active experiential learning. Roles of *researcher*, *recorder* and *tester* may be assigned to students. The *tester* ensures that all will be able to answer questions posed by the teacher.

Suggestions from teachers

Science

- Rates of reaction
- Prep oxygen gas
- 7 characteristics of living things
- Photosynthesis
- Magnetic force
- Urine

History

- Causes of 1916 Rising
- Source of US economic Boom 1945-69
- Causes of any major event e.g. French Revolution, American Civil War of Independence

Geography

- Traffic Management
- The Burren
- Improving the environment
- Volcanos
- Earthquakes

Home Economics/ Technical Subjects

- Planning a craft project
- Healthy lifestyle
- Design brief
- Conics

Business/Maths

- Wage Negotiation
- Sale of Goods and Supply of Services Act 1980
- Sets

Gaeilge

- Foclóir a bhailiú faoi topaic ar bith.
- Tuairimí a bhailiú d'aiste.

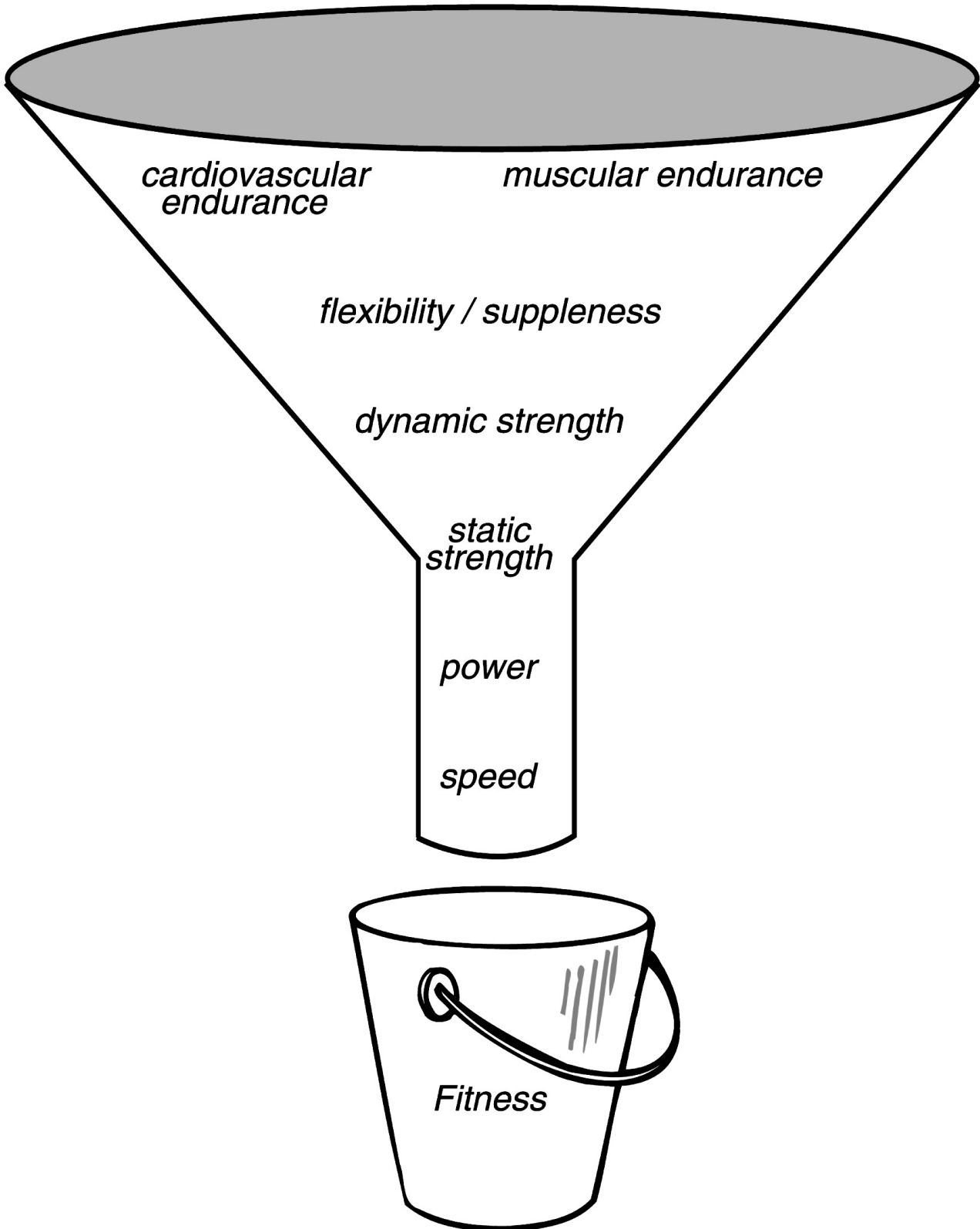
Music/Art

- Jazz
- Dance
- Instruments of the orchestra
- Melody
- Impressionist and Post Impressionist painters

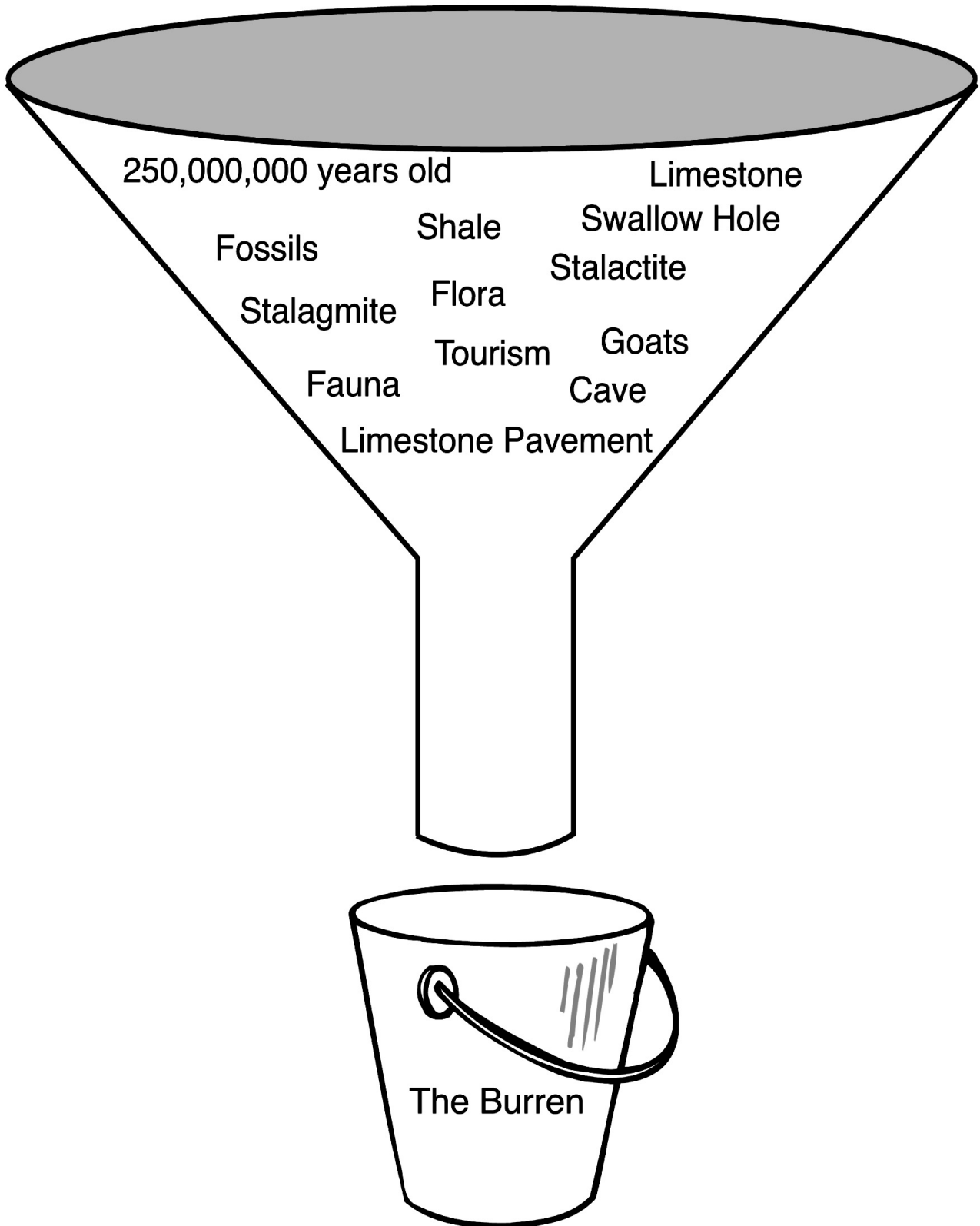
English/RE

- Essay preparation
- Persuasive writing
- My favourite place
- Components of Islam

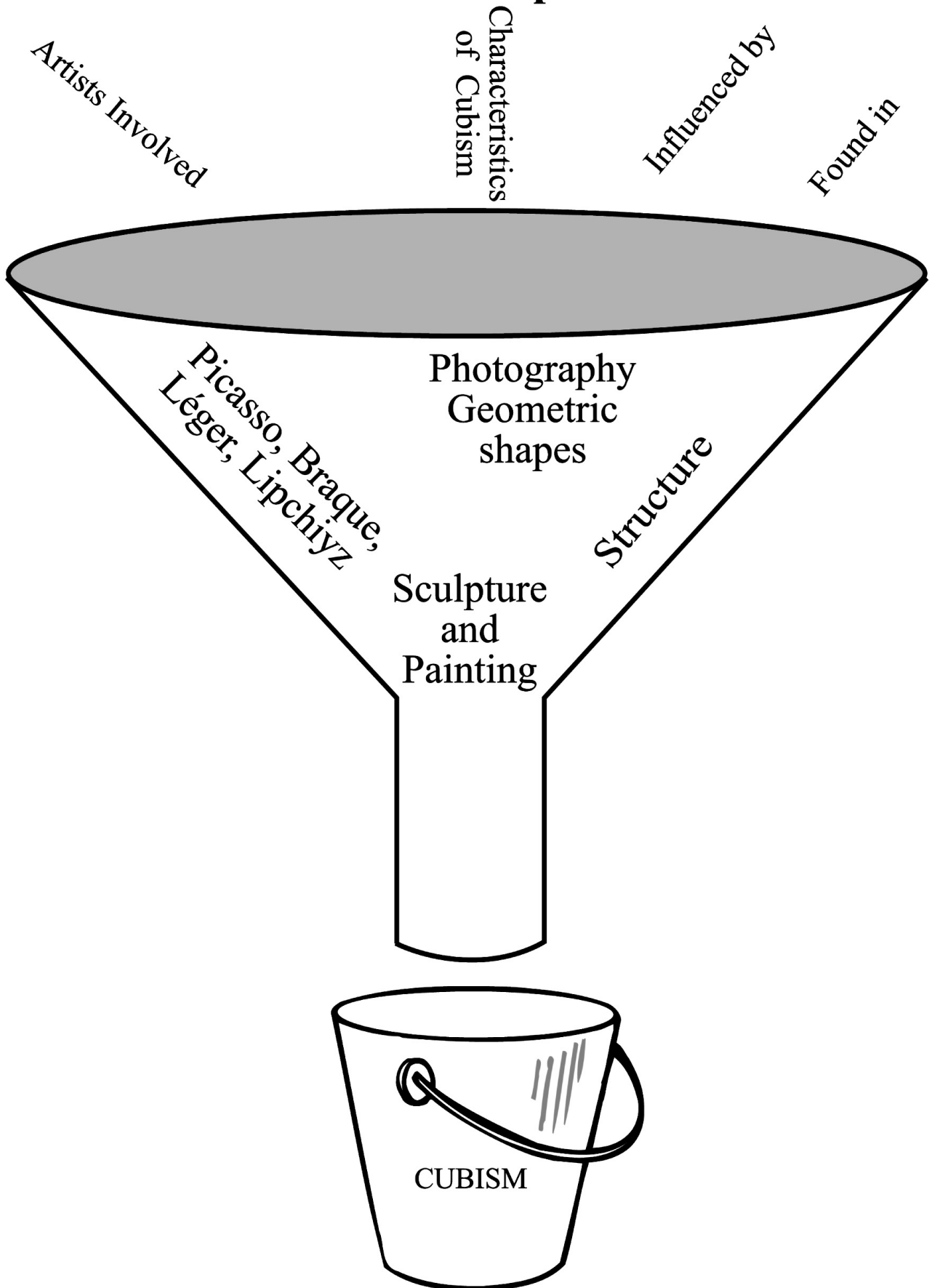
Components of fitness



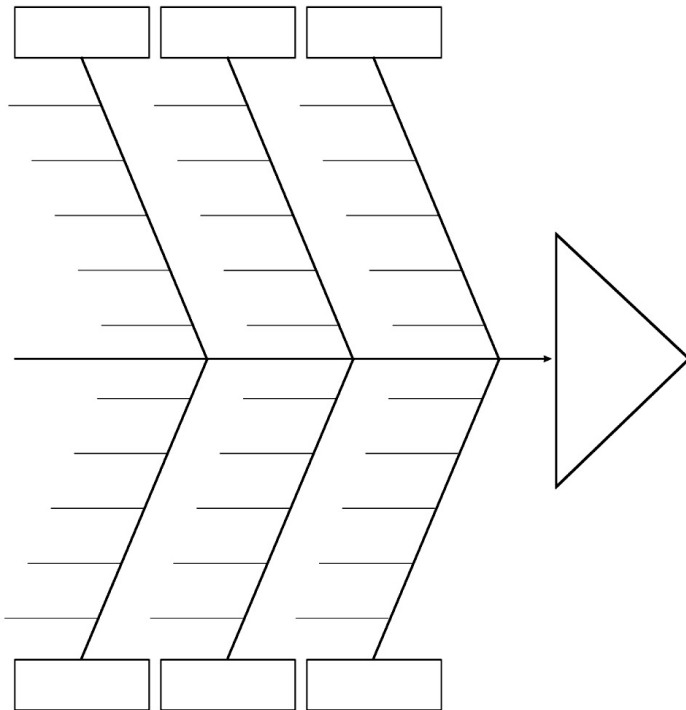
Elements of The Burren



Influences on the Development of Cubism



Fish Bone



A whole topic may be summarised in one coherent space. Many students find that information summarised in this way is easier to remember than pages of text. It helps to organise and structure the information in a comprehensible form. It can help to collate factors associated with a complex topic and show how they interrelate.

Each fishbone is built by a small team (2/3). The teacher can supply the headings and pupils fill in the details. It is suitable for use in mixed ability groups and students can contribute according to their ability, perception and interest.

Intergroup cooperation is encouraged— one member may become *the scout* and seek out ideas from other groups.

Students may repeat the exercise for homework/revision and then use the organiser for self assessment when they return to class.

Suggestions from teachers

Maths

- Statistics
- Revision of formulae
- Sets - Key words/concepts

Modern Language

- The Family
- La Journée Scolaire
- La maison
- Topics for oral

History/Geography

- Ancient Ireland
- Reformation
- Summary of plantations
- Aspects of life in 1950s
- Mass movements
- Volcanos

Art

- Poster Design
- What is needed to learn to draw
- Painting Curriculum
- Graphic Design
- Modern Painting Schools

Science

- Organic chemicals
- Human systems
- Ecology
- Radioactivity
- 7 characteristics of living things
- Systems & organs of the human
- Water treatment

Business

- Forms of taxation
- Marketing Mix
- Law of Contract
- Consumer Law
- Marketing
- Insurance
- National Budget
- Financial Accounts

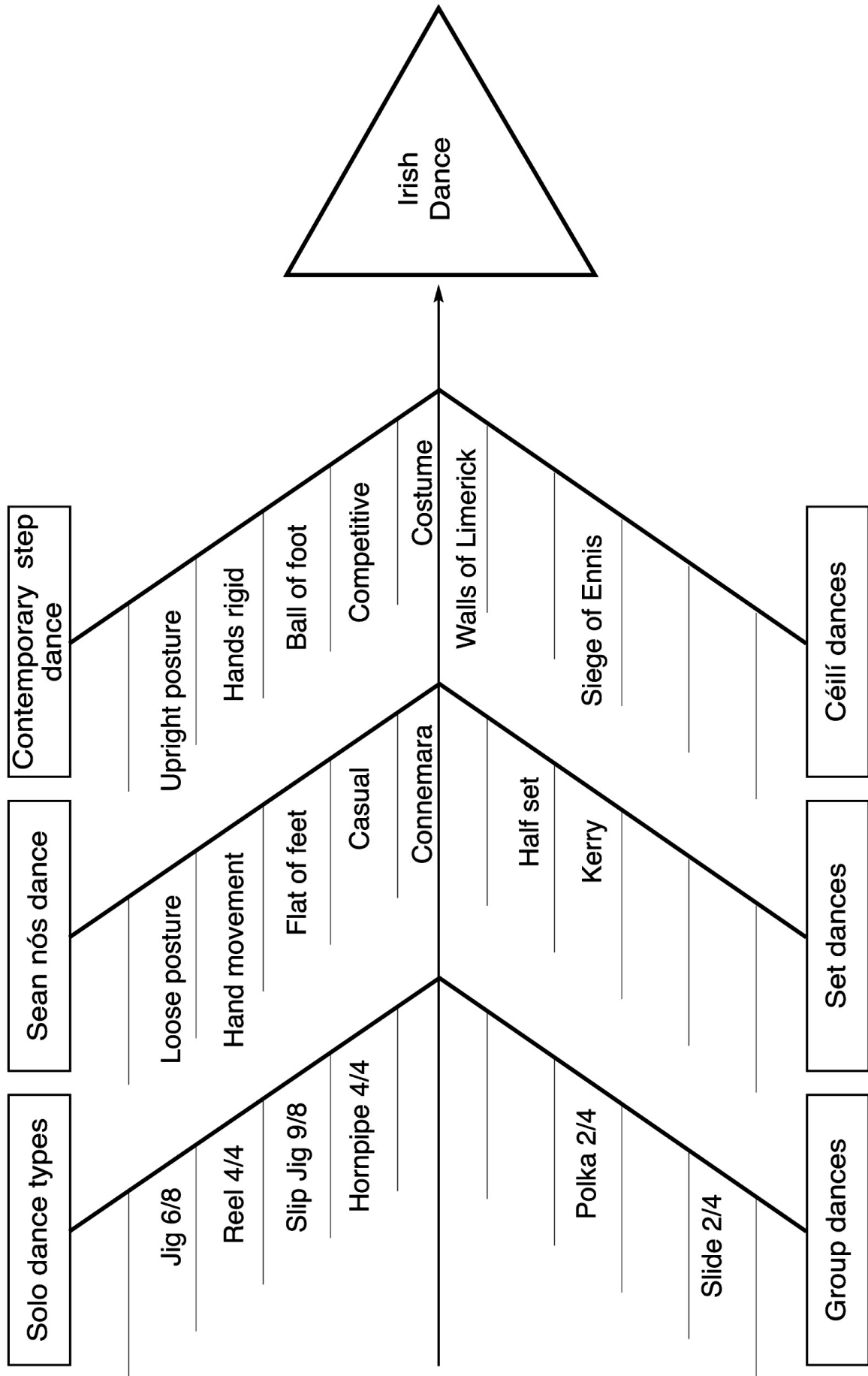
Home Economics/ Technical Subjects

- Balanced diet
- Fats
- Proteins
- Classify foods
- Meat
- Welding

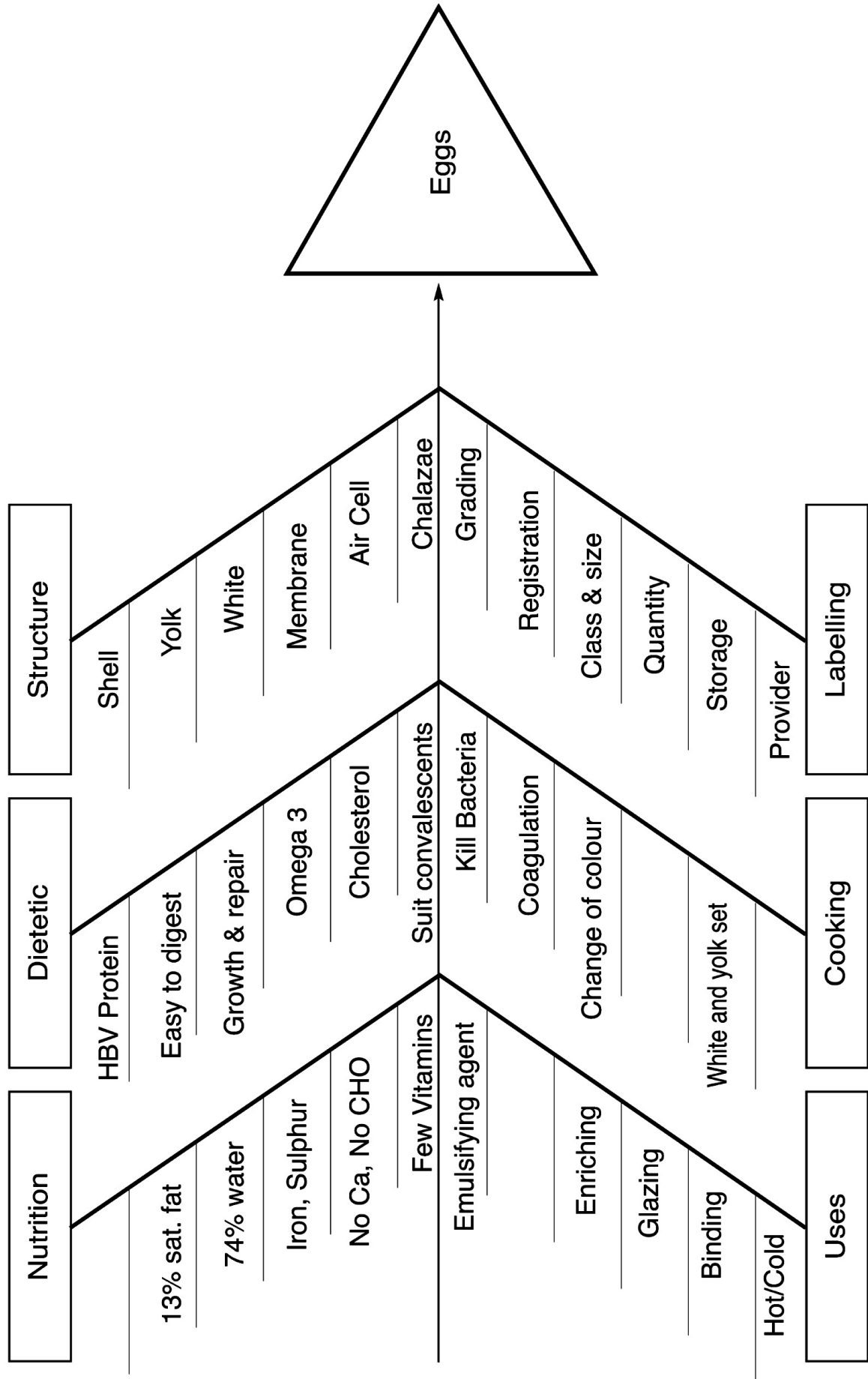
PE/Music

- Physical fitness
- Dance
- PE variety of activities
- Family of instruments
- General study Junior Certificate Music

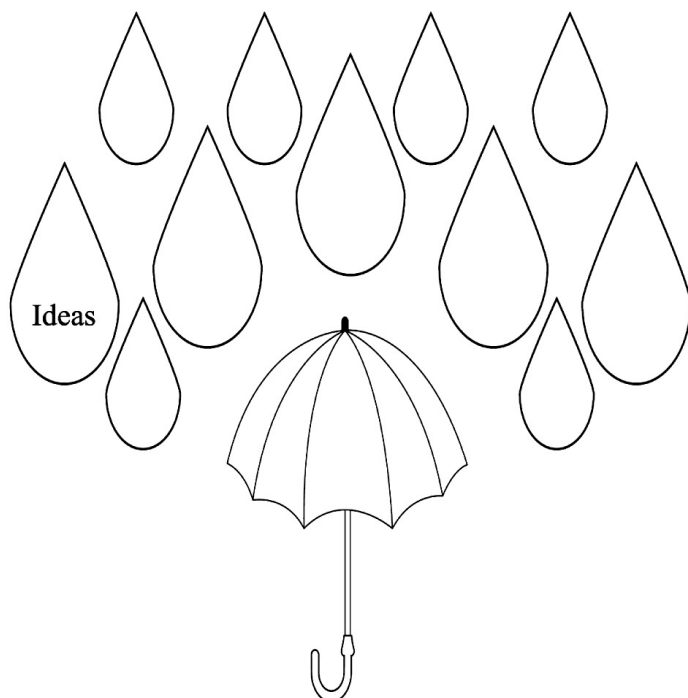
PE - Dance



Eggs



Brain Droplets (Wisdom Pearls)



This can be used for thought showering in any context or for generation of ideas — for essays, exam questions, compositions in any subject.

Teachers frequently seek ideas when introducing a new topic. Usually this is done in a whole class context. When pupils thought shower in small groups using an organiser to give focus to the work, the quality and quantity of ideas increase significantly.

The dynamic of the small group means that everyone is motivated to contribute to the group goal. It feels safer to contribute ideas in a small group rather than in front of the whole class. Ideas may be shared with other groups so the entire class benefits from all ideas generated.

Suggestions from teachers

Gaeilge

- Foclóir a bhailiú.
- Tuairimí a bhailiú d'aiste.
- Tuairimí a lorg faoi ghné ar bith den litríocht.

English

- Brainstorming ideas for compositions
- Pre-teaching - drawing out ideas at start of a topic
- Poetic terminology

Music

- Listening to set work
- Essay on traditional Irish Dance
- Characteristics of musical eras

Religion

- Signs and symbols
- Kingdom of God
- Moral Issues
- Christianity

Mathematics/Business

- Complex numbers
- Line geometry
- Functions of a bank

History

- Stalins Domestic Policy
- Renaissance – main points and characters
- Introduction to any topic
- Civil War

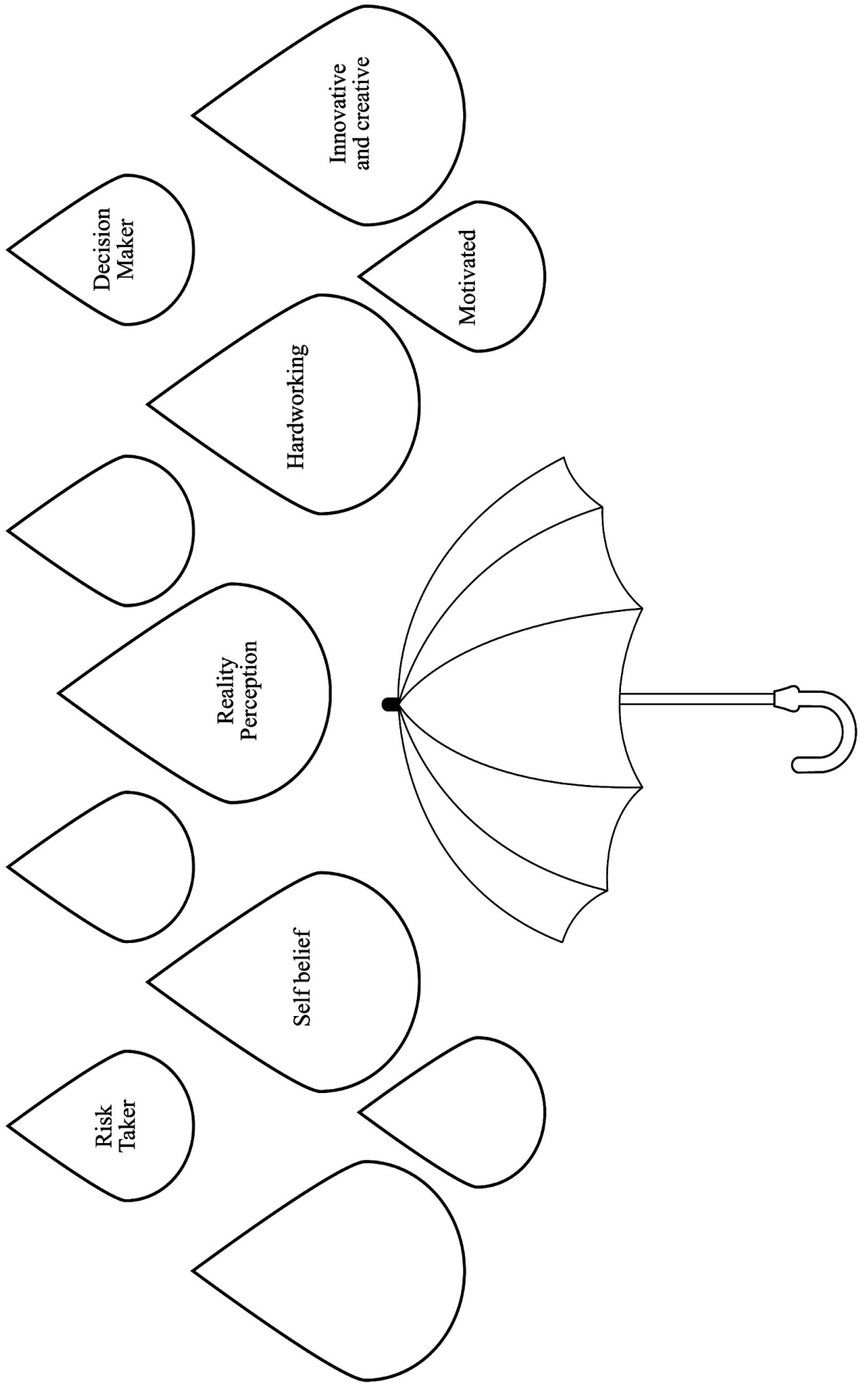
Geography

- Pollution
- Core Regions
- Earthquakes
- Weathering

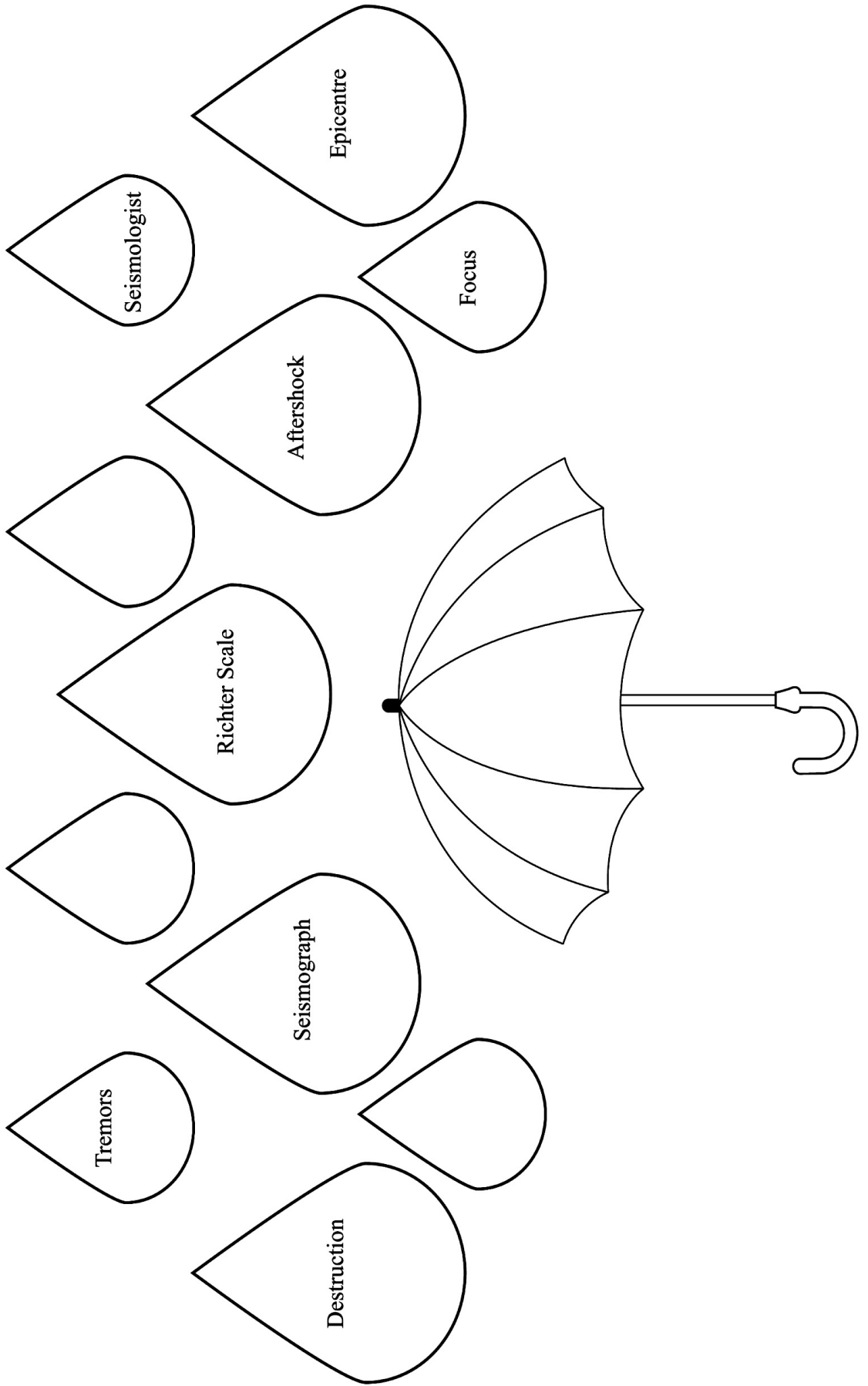
Science

- Human hormones
- Using the microscope
- Learning light
- Human defence system

Characteristics of an Entrepreneur



Earthquakes



Cross Classification Chart

Criteria Topic					

When condensing and organising comparative data according to various criteria, this chart helps. The data is gathered together in a coherent form. The chart provides a structure in which to build the information.

It can be used to summarise information in an easy to remember way and has a wide variety of applications in language, science, technology, social and business subjects.

Students build up the information. Criteria are provided by the teacher and placed across the top of the chart. Students may be encouraged to contribute relevant criteria themselves.

This organiser provides an excellent revision tool and a framework for study.

Suggestions from teachers

Gaeilge

- Comparáid a dhéanamh idir na dánta atá á ndéanamh don T.S. faoi cheannteidil éagsúla.
- Comparáid ar bith

History/RE

- Stages in development of modern Ireland
- World Religions

Home Economics/ Mathematics

- Food additives
- Cooking methods
- Milk
- Line, circle, trigonometry, transformations
- Cone, cylinder, hemisphere, sphere

Art/English

- Early Irish Artifacts
- Paintings
- Art in various ages
- Poets/poems
- Themes/concepts

Geography

- Regions
- Growing crops
- Various climates

Business

- Business Ownership
- Production Methods
- Sources of Finance
- Methods of Communication
- Forms of Transport

Music

- Set Works for L. Cert
- Set and choice songs

Technical Subjects/ Science

- Woods: types of finishes
- Insulation locations
- Soil types and crop growth

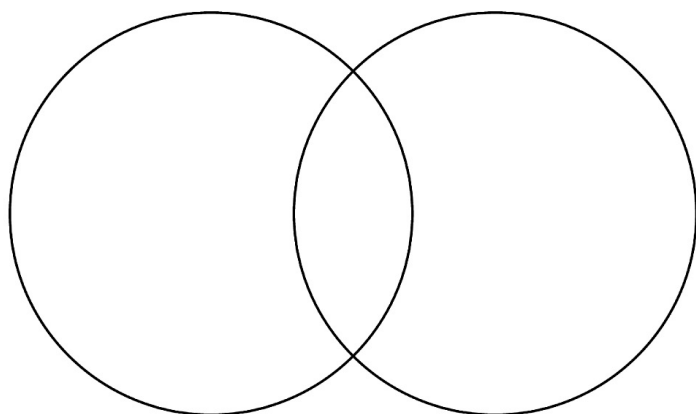
Manufactured Boards

Board	Raw Material	Characteristics	Uses	Thickness
Plywood	Hardwood and softwood veneers.	Grain visible. Available in large sheets. Strong	External plywood available for Boats and flat roofs. Furniture, walls and ceilings. Thin plywood needs to be framed.	3mm to 25mm
Strip-core board	Strips of wood and veneers	Grain visible. Available in large sheets. Strong. Does not warp or split.	Furniture panels, doors. Framing not necessary	12mm to 25mm
Chipboard	Wood chips and sawdust	No grain unless veneered. Available in large sheets. Easy to decorate.	Furniture manufacture, wall panels, edges require covering. Framing not necessary	9mm to 25mm
Hardboard	Wood chips which have been reduced to a pulp	No grain unless veneered. Does not split. Available in large sheets. Hard, Durable, Tough. Can be painted	Furniture backs, drawer bottoms, partitions and ceilings. Framing necessary	3mm to 9m
Veneers	Thin sheets of wood	Distinct wood grain. Very thin. Weak until bonded to a base	Ornamental surfaces for artificial boards or solid wood. Marquetry	1mm

Early Irish Metalwork Artifacts

Criteria Era	Shape	Function	Nature of Decoration	Methods of Decoration	Materials Used
Bronze Age 2000 -500BC	Sun Disc	Decorative badge or button	Abstract Geometric	Incision Repousse	Mostly flattened gold
Iron Age 500BC – 500AD	Petrie Crown	Decorative horse trapping	Semi Abstract Organic Based on plant imagery	Incision and Repousse	Bronze
Early Christian 500AD – C7th	Tara Brooch	Pseudo pennicular Brooch	Celtic fret work Gold filigree Enamelling	Incision Repousse Gold filigree Enamelling Soldering Gold	Silver Enamelling
Late Christian C7th – C12th	St Patrick's Bell Shrine	House St Patrick's Bell	Celtic fret work Gold filigree Enamelling	Incision Engraving Repousse Gold filigree Enamelling Soldering	Gold Silver Enamelling

Double Venn Diagram



The double Venn is a simple and highly effective model for examining the similarities and differences between two items. Students work in small groups to compare and contrast. One student records the agreed information in the organiser on behalf of the group.

Students of all abilities and learning styles can work together and contribute according to their interest, learning style and ability. No student is held back and the class does not move too fast for any student.

Students are actively involved in the learning. They learn to agree, disagree, listen, explain and help each other. They orally process the learning. These soft skills need to be encouraged and actively taught in the classroom.

Suggestions from teachers

English

- Two poems
- Relationships in texts
- Essay planning
- Tabloids/Broadsheets
- Capulets/Montagues

Gaeilge

- Comparáid idir dhánta/scéalta./charachtéir
- Comparáid idir téamaí e.g. An saol mar atá is mar a bhí
- *Faoiseamh a Gheobhadsa* Comparáid idir saol na tuaithe agus saol na cathrach
- Accusative/Dative case

Religion/Mathematics

- Two religions e.g. Judaism and Christianity
- Decimals (percentages)
- Fractions

Home Economics

- Comparing ovens
- Mould reproduction
- Accommodation
- Nuclear/extended family
- Commercial/Homemade food

Music/Art

- Baroque music vs. art
- (Hallelujah vs. St George and the Dragon)
- Set vs. Choice songs
- Musical eras
- Romanesque/Gothic

Technical Subjects

- Metals and alloys
- Ferrous/Non-ferrous metals
- Hard/Soft woods

History/Geography

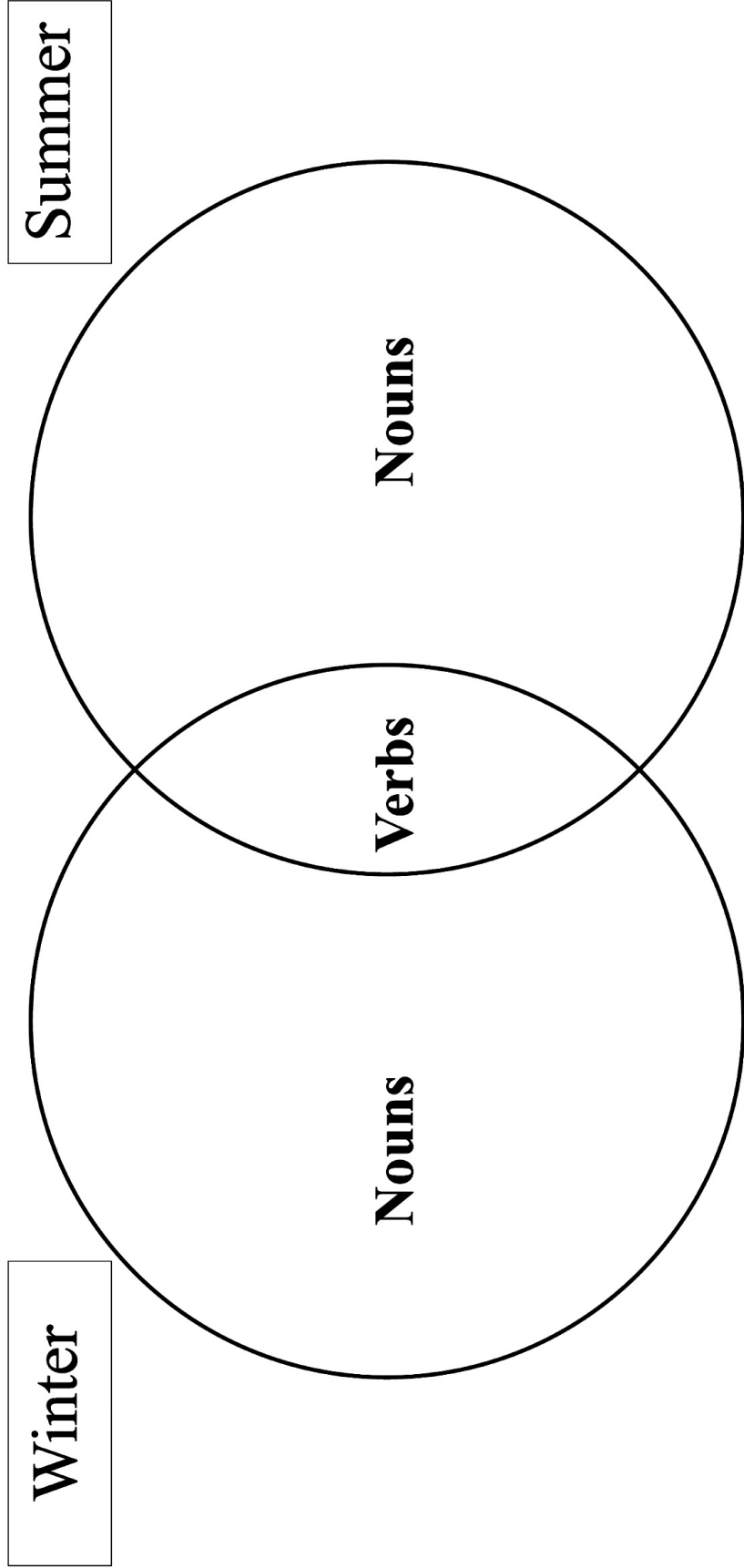
- Luther and Calvin
- Munster and Leinster Plantations
- Italian renaissance artists
- War of Independence/Civil War
- Mesolithic/Neolithic ages
- Photograph/OS Map

Science

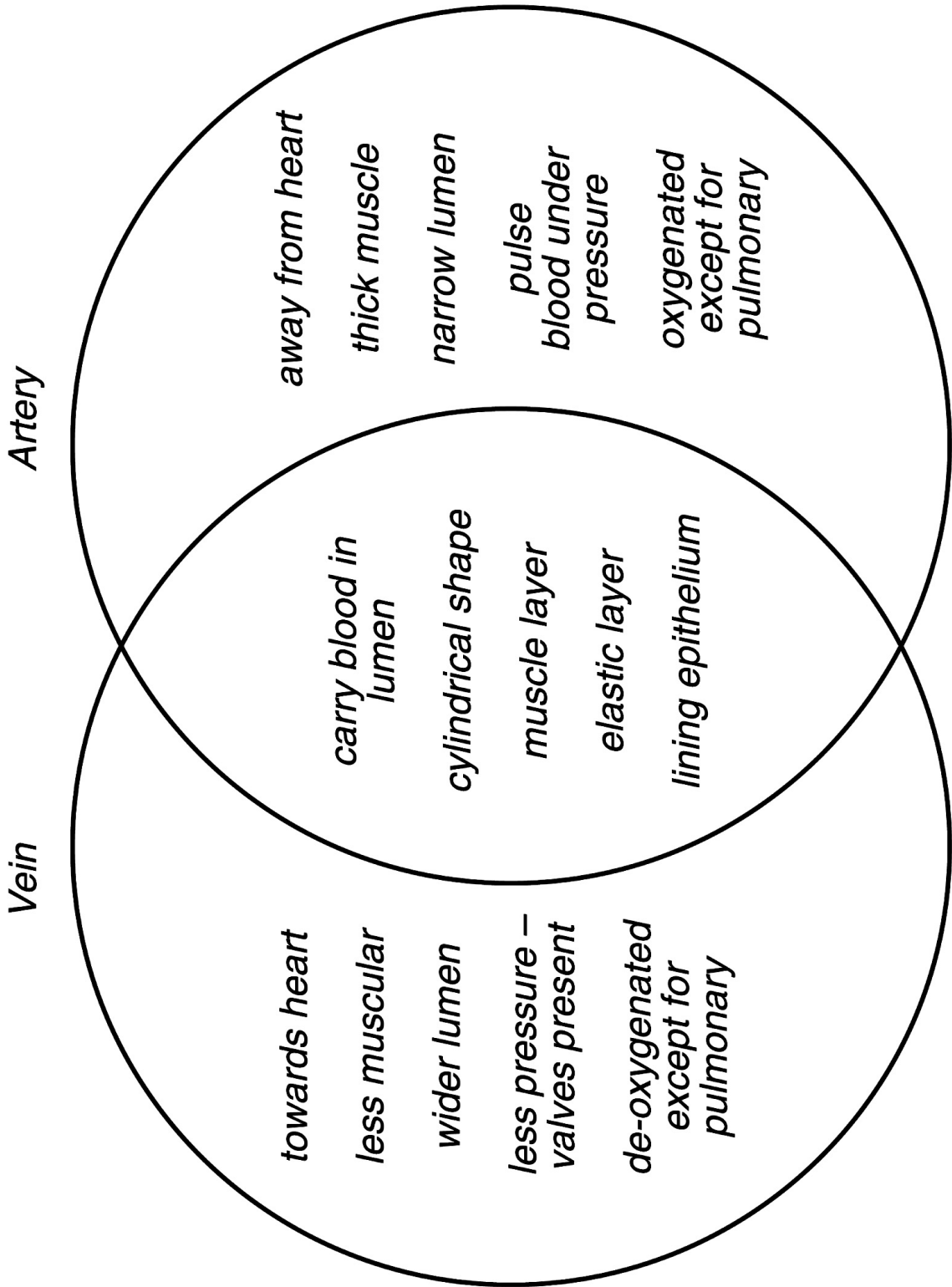
- RNA v DNA
- O₂ v CO₂
- Photosynthesis v respiration
- Plant cell v animal cell
- Male v female endocrine system
- Mitosis v meiosis
- Endocrine v nervous control
- Circulatory/Lymphatic system

Preparing an essay on holidays

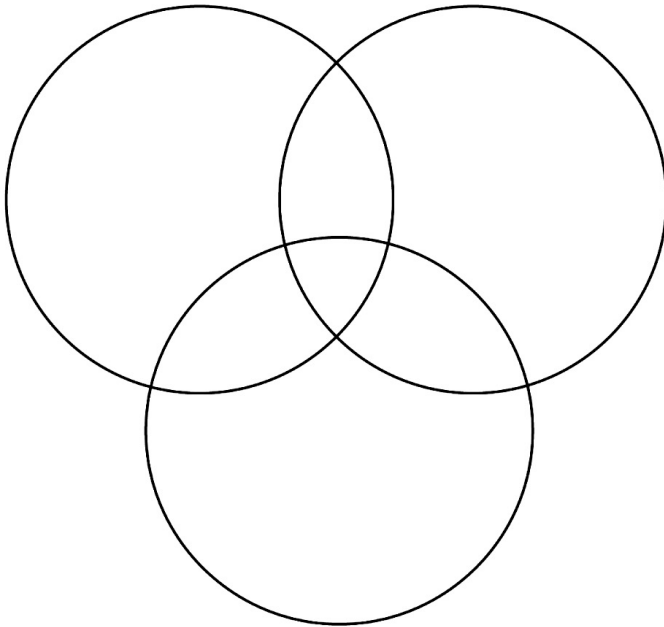
verbs are common to both holidays—nouns are different for each



Vein and Artery



Triple Venn Diagram



This is a very powerful tool for answering higher level questions that require three items (books, texts, characters, regions, phenomena) to be compared and contrasted.

Exam questions prepared in class as a group can be attempted alone for homework.

The purpose of the team is to build stronger individuals — “What we can do together today we can do alone tomorrow”.

Formative assessment is facilitated as students can clearly see how much they know about a topic by the time they have finished the work. It may be used to develop the ability - ‘attack skills’ - to tackle questions that students find challenging.

Suggestions from teachers

English

- The comparative question (comparing three texts) for higher level Leaving Certificate
- Main concerns of a body of a poet’s work (Higher Level)

Religion/Maths

- Main religions
- Forms of Christianity
- Volume of cone, cylinder, sphere

Home Economics

- Food types
- Effects of alcohol abuse
- Compare dairy, meat and vegetable
- Compare protein, fats, carbohydrates
- Special diets
- Effects of unemployment on family, society, individual

Technical Subjects

- Technical drawing - types of projections / views
- Joining different materials
- Types of energy
- Wood, plastic, metal

History

- Three leaders e.g. Hitler, Stalin & Mussolini

Art/Music

- Colour Mixing
- Comparing songs in general study

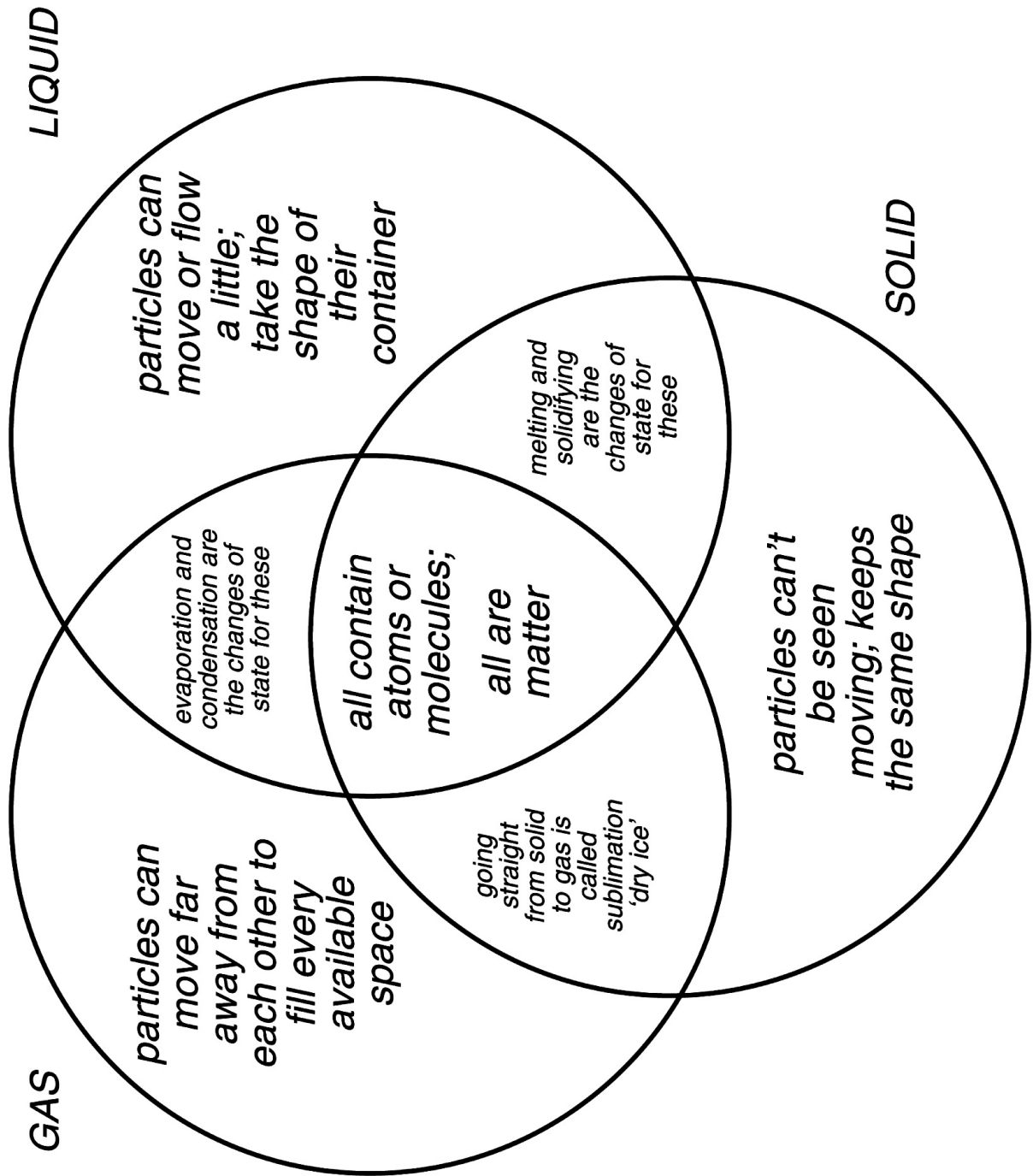
Science

- Organs of excretion
- 1st year science pre-learning
- Compare protons, electrons, neutrons
- Conduction, convection and radiation
- Water in physics, chemistry, biology

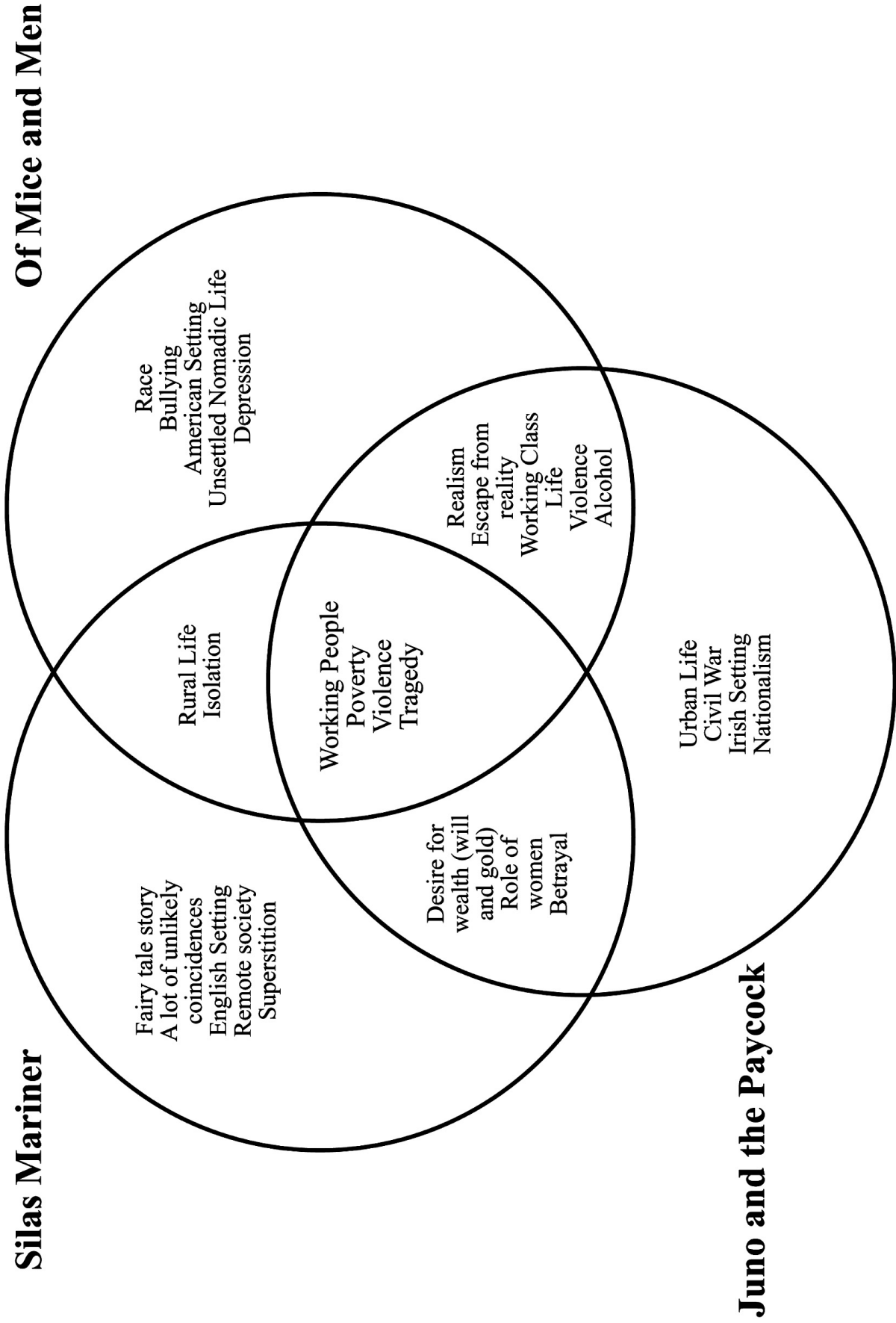
Gaeilge/Modern Language

- Comparáid idir scéalta/danta/ carachtéir.
- Past, present, future tense

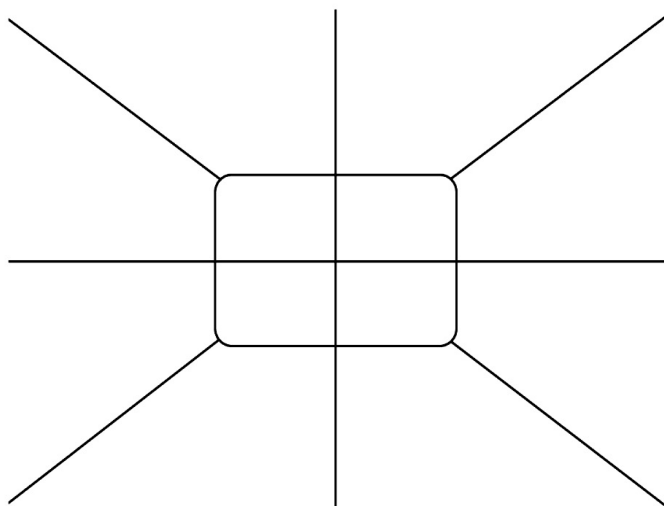
Solids, Liquids, Gases



Comparative Question



Four Corner Organiser



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When characteristics of four related concepts/topics/people are being explored, the four are placed in the centre of the organiser and two criteria are placed on the outside.

Examples of criteria are route and accomplishments of explorers, rights and responsibilities of stakeholders, formulae for and examples of how to solve equations, sources and uses of vitamins, examples and evidence for physics laws, characteristics and actions of characters.

This is a very powerful tool when used by small groups to actively construct and organise knowledge. It promotes higher level thinking.

Suggestions from teachers

Maths

- Factorising
- Differentiation by rule
- Coordinate geometry of the line
- Area and Volume
- Numbers
- Number sets

Science

- Trends in the periodic table
- Genetics
- History of the atom
- Food tests
- Le Chatelier's principle
- Separation techniques
- Four physics laws — examples and evidence
- Blood composition

Home Economics

- Nutrients
- Food constituents
- Food types

Art

- Analysing a painting
- Art Movements

Geography

- Erosion/Deposition (2 corner organiser)

Music

- Periods - Composers - Works
- Irish Dances

Business

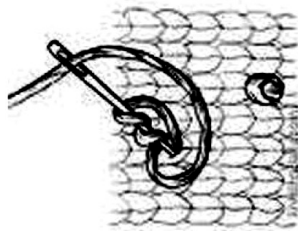
- Community Development Partners
- Stakeholders in Business
- Financial Institutions
- Marketing Mix
- Statistics Charts

Technical Subjects

- Production of steel from Iron Ore

Embroidery Stitches

Use
to form a border or
fill in an area i.e.
centre of a flower



French
Knots

Use
to form an
outline

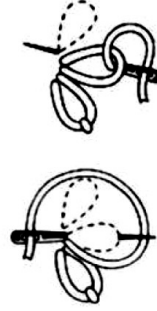


Stem
Stitch



Satin
Stitch

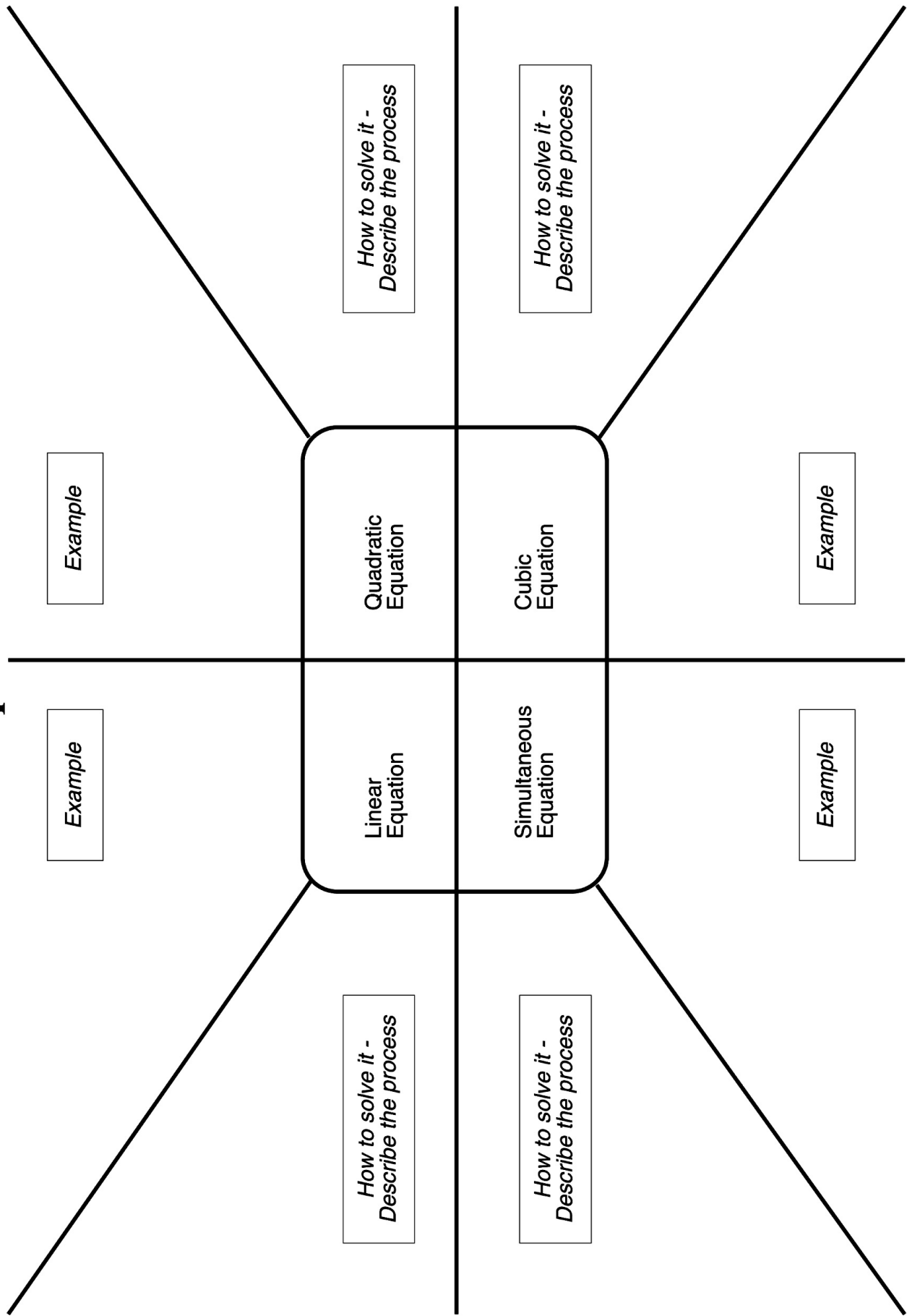
Use
to
fill in
an area
outline



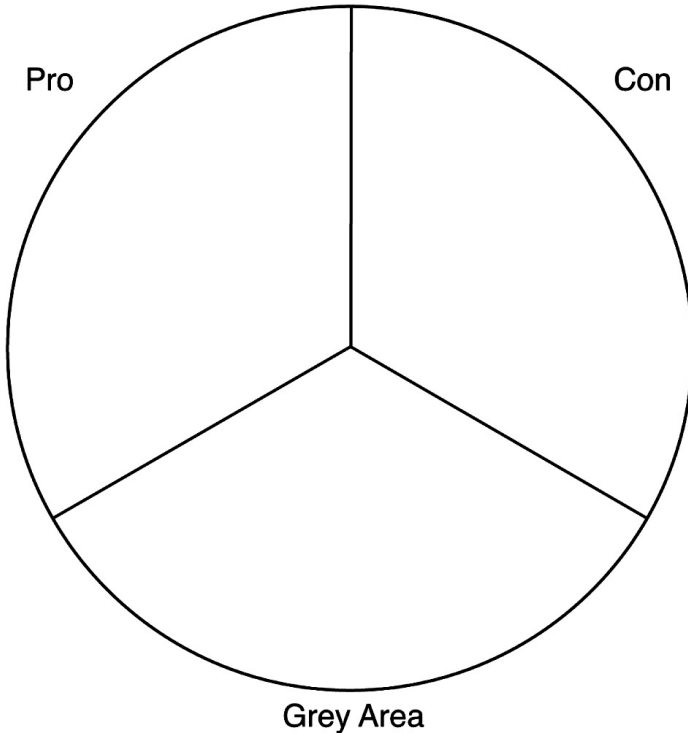
Lazy
Daisy

Use
for
hand-stitched
flowers

Equations



Tri Pie



This organiser is suitable for Leaving Certificate higher level questions/topics. It requires very high level thinking to hold two opposing viewpoints in one's mind at the same time. To hold two opposing viewpoints and consider areas of uncertainty requires particularly high levels of maturity in thinking.

Students sometimes tend to be black or white in their views and indeed often only see one point of view.

This model helps students expand their thinking to examine all aspects of a problem / issue. Students are required to place some information in each section.

Small groups are particularly effective in providing the breadth of viewpoints needed to give high quality answers in this context.

Suggestions from teachers

Gaeilge

- Díospóireacht a ullmhú.
- Tuairimí a bhailiú faoi théama/carachtar i scéal

English

- Debate style compositions
- Discuss a statement on a literary text/or a character
- Advantages/ disadvantages type questions

Science

- Should all cars run on biofuel?
- Should genetic engineering be banned?

Technical Subjects

- CNC Lathe Machine

Religion

- Moral Dilemmas

History

- Was the ratification of the Anglo-Irish Treaty the only cause of the Irish Civil War?

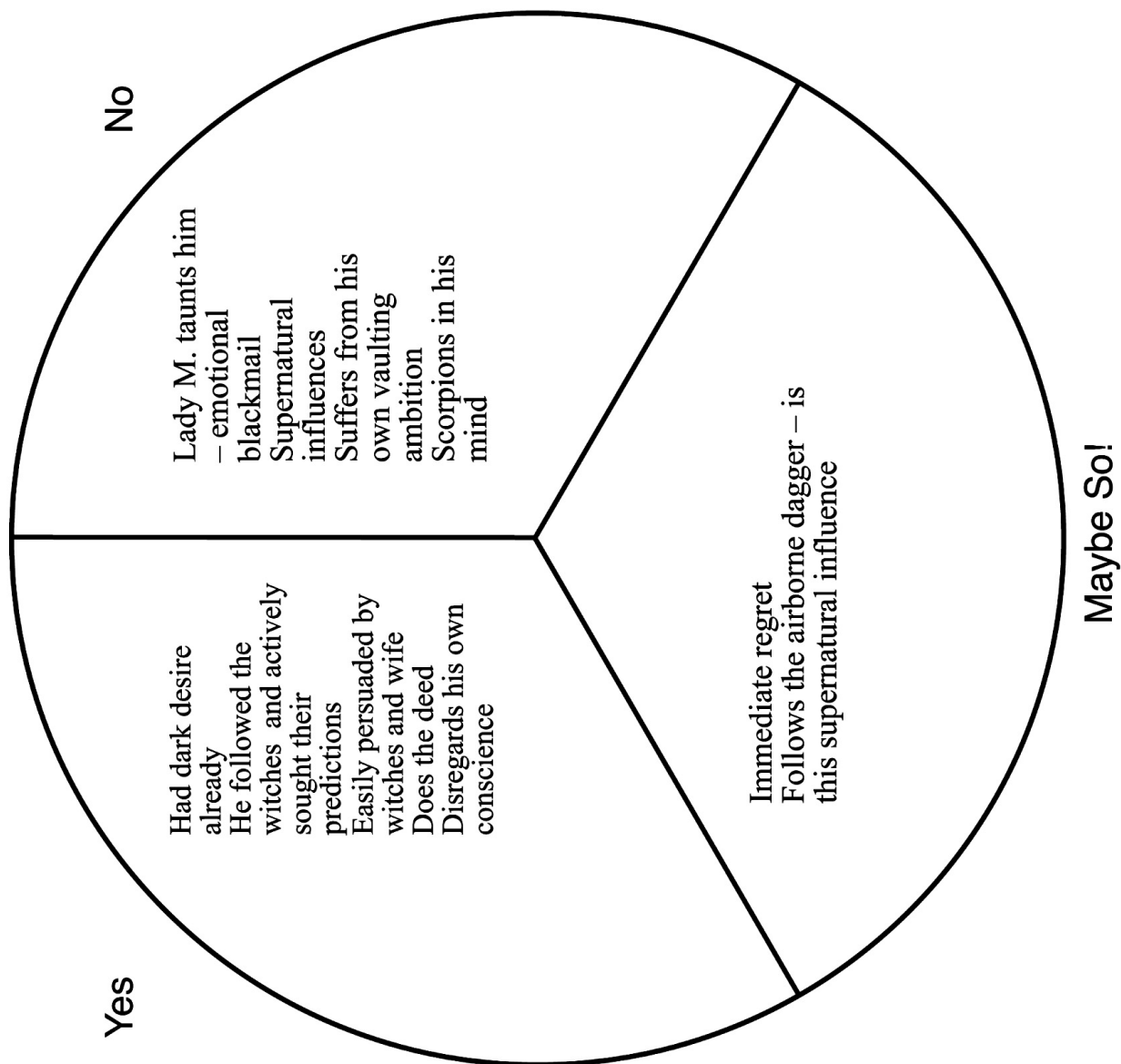
Business

- Social and Ethical responsibilities of a business

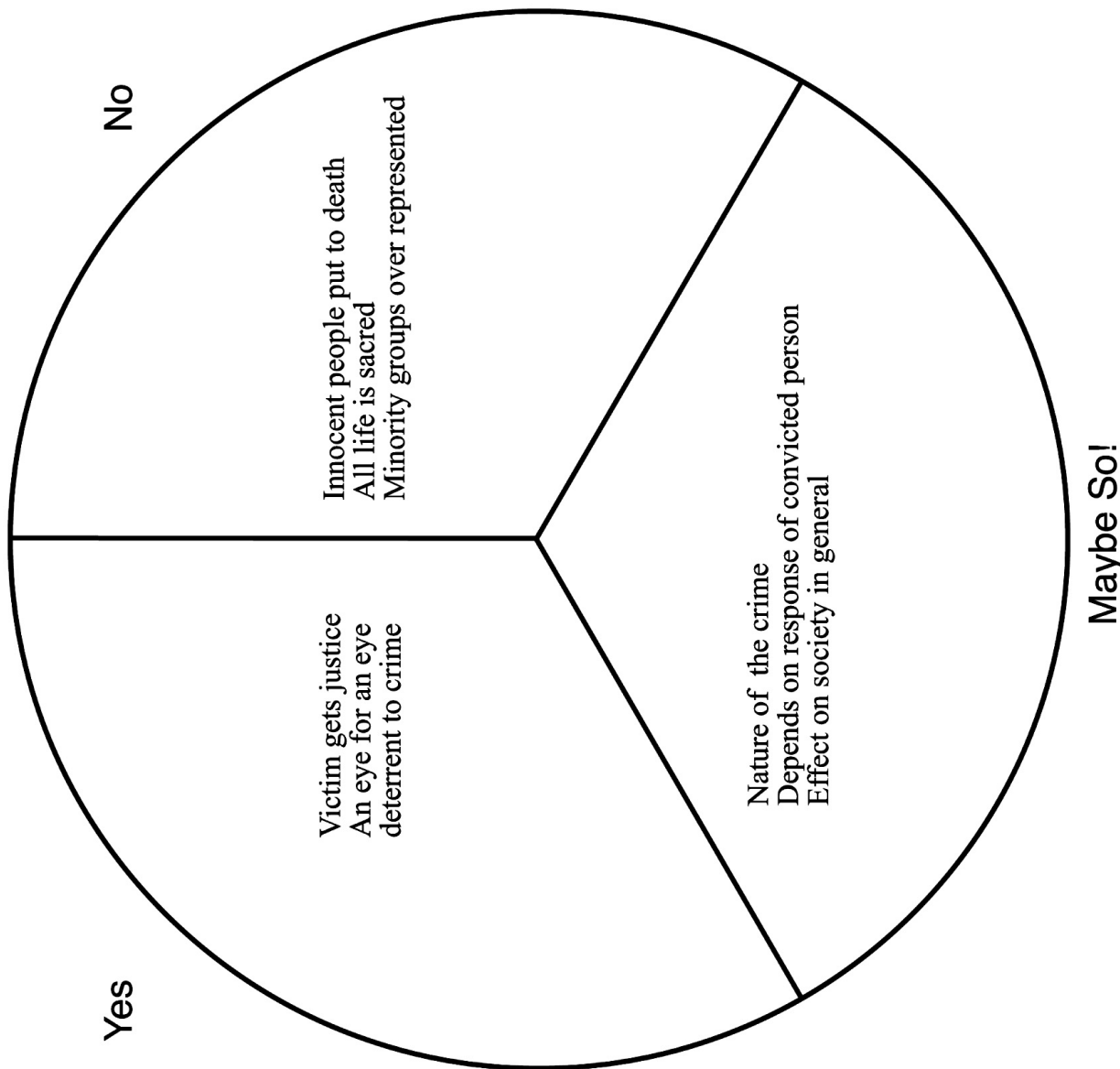
Geography

- Planning issues

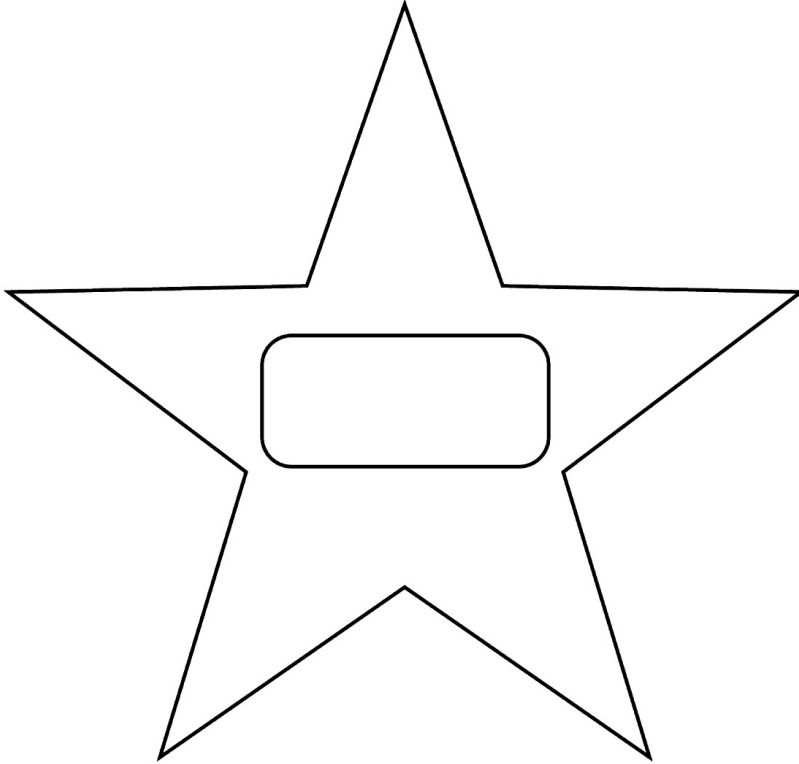
Is Macbeth responsible for Duncan's death?



Should the death penalty be imposed?



Starburst (*all points covered*)



Many examination questions require 5 points in the answer. This organiser helps the visual learner to remember the points more easily. Agreeing the points in a small group aids long term memory retention.

Note to teachers:-
Approximately 10 to 15% of students prefer to learn from lists of notes in text form and they can memorise text more easily.

Suggestions for use in some subjects

Gaeilge/Modern Language

- Céimeanna i scríobh litreach/nóta.
- Achoimre ar dhán e.g. téama, mothúcháin, iomhanna etc
- Learning vocabulary associated with a topic

Maths

- Order of operations
- Coordinate geometry of Line
- Solving equations (JC, OL)

Business

- Principles of insurance
- Forming a company
- TQM
- Marketing Mix
- Elements of Business Letter
- Sale of Goods and Supply of Services Act 1980
- Budgeting
- Sole trader

Science

- Particle physics
- Bacteria
- Periodic table
- Light
- Ag. Science—coniferous trees

Music

- Characteristics of Irish Music
- Sean Nós Singing
- Leaving Certificate set works

Home Economics

- Food types
- Cheese
- Energy requirements

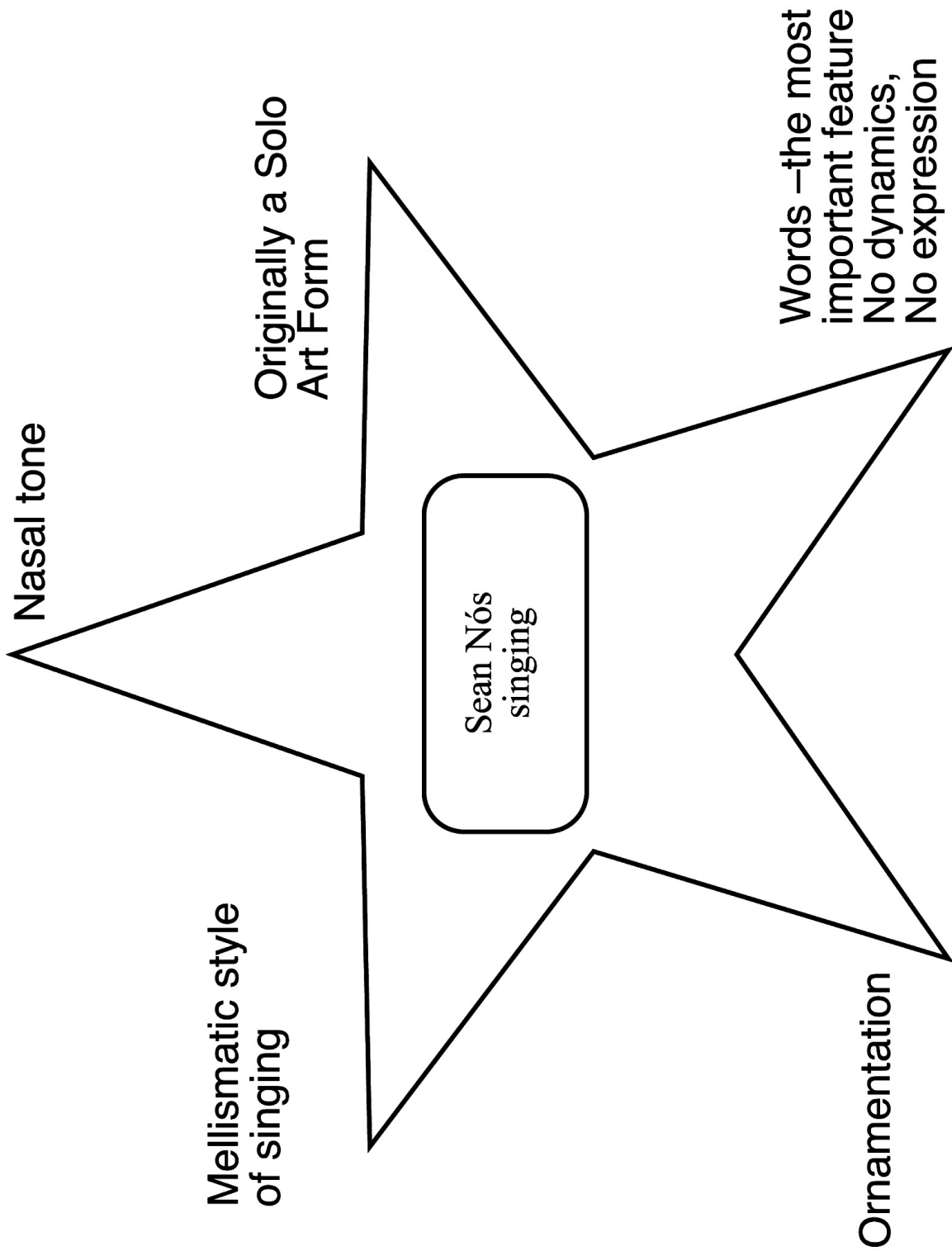
History

- Parnell and the Land League
- Any key person in history

Art/English

- Impressionism
- Modern periods
- Aspects of a character
- Aspects of poems

Music Style



Nóta a Scríobh

Cád?

a dhéanfaidh tú?
a cheannóidh tú?
a fheicfidh tú?
a íosfaidh tú?

Céard?

a chonaic tú?
a léigh tú?
a bhí ann?

Conas?

a rachaidh tú ann?
a thiocfaidh tú abhaile?

Cathain?

a bheidh sé ar siúl?
a rachaidh tú ann?
a bhuaifidh sibh le
chéile?
a thosóidh sé?

Ábhar

Cé?

a bheidh ann?
a fheicfidh tú?

Cá?

mbeidh sé a siúl?
mbuaifidh sibh le chéile?

Research Grid

Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

This is a question and answer learning methodology. It is particularly suitable for independent learning in small groups. Questions are written by the teacher and students research the answers and write them in.

Students take responsibility for their own learning. They can consult within the group to reach the best answer to a particular question. They help each other to build high quality answers.

A wide variety of topics in many subject areas can be taught using this method.

One organiser is shared by a small group. Students can fill their own organiser for homework and keep it for study and revision.

Suggestions from teachers

Gaeilge

- Suibhé ranga a dhéanamh.
- Ceisteanna a thabhairt ar mhír scannáin/ alt léamhthuisceana

Modern Language

- Se Présenter

English

- Analysing a poem
- Recapping a text

History

- Northern Ireland 1920-49
- Themes of the Holocaust

Science/Maths

- Functions of skeleton
- Plant reproduction
- Stages in solving LC HL problems

Home Economics

- Marriage

Business

- Marketing
- EU Institutions
- Legislation

Music

- Cadances
- Works/songs
- Key signatures
- Notation
- Irish music
- Aural skills

Character Analysis: - Write brief informative notes on the following

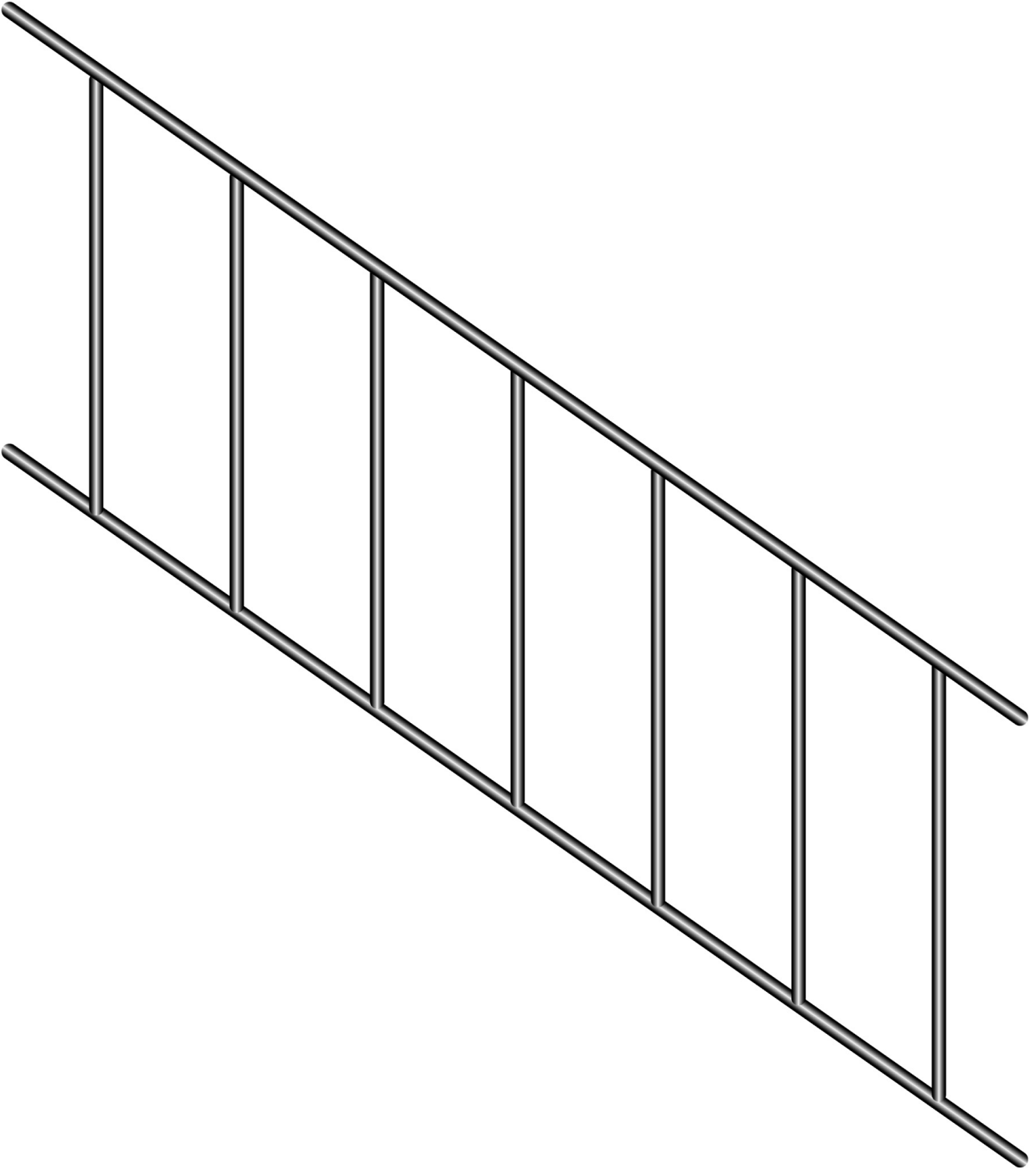
Describe the character's physical appearance	Describe the character's background	Describe the setting in which the character lives	The way the character behaves
The way the character speaks	Why I would/would not like to be the character	What motivates the character	What others say about the character
How others behave around the character	Important relationships for the character	The playwright's depiction of the character	The playwright's style of characterisation

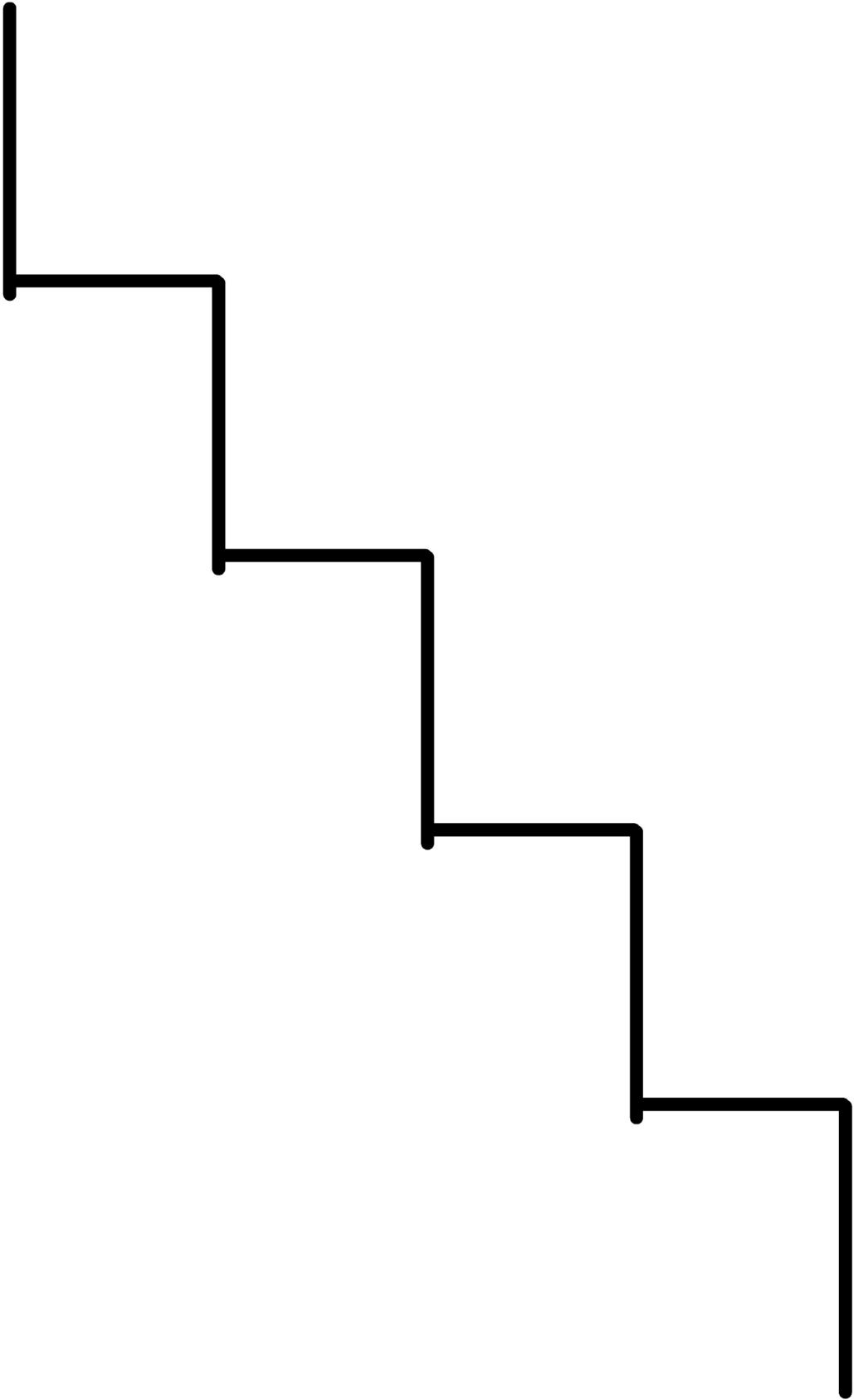
Investigating a Third Level Course

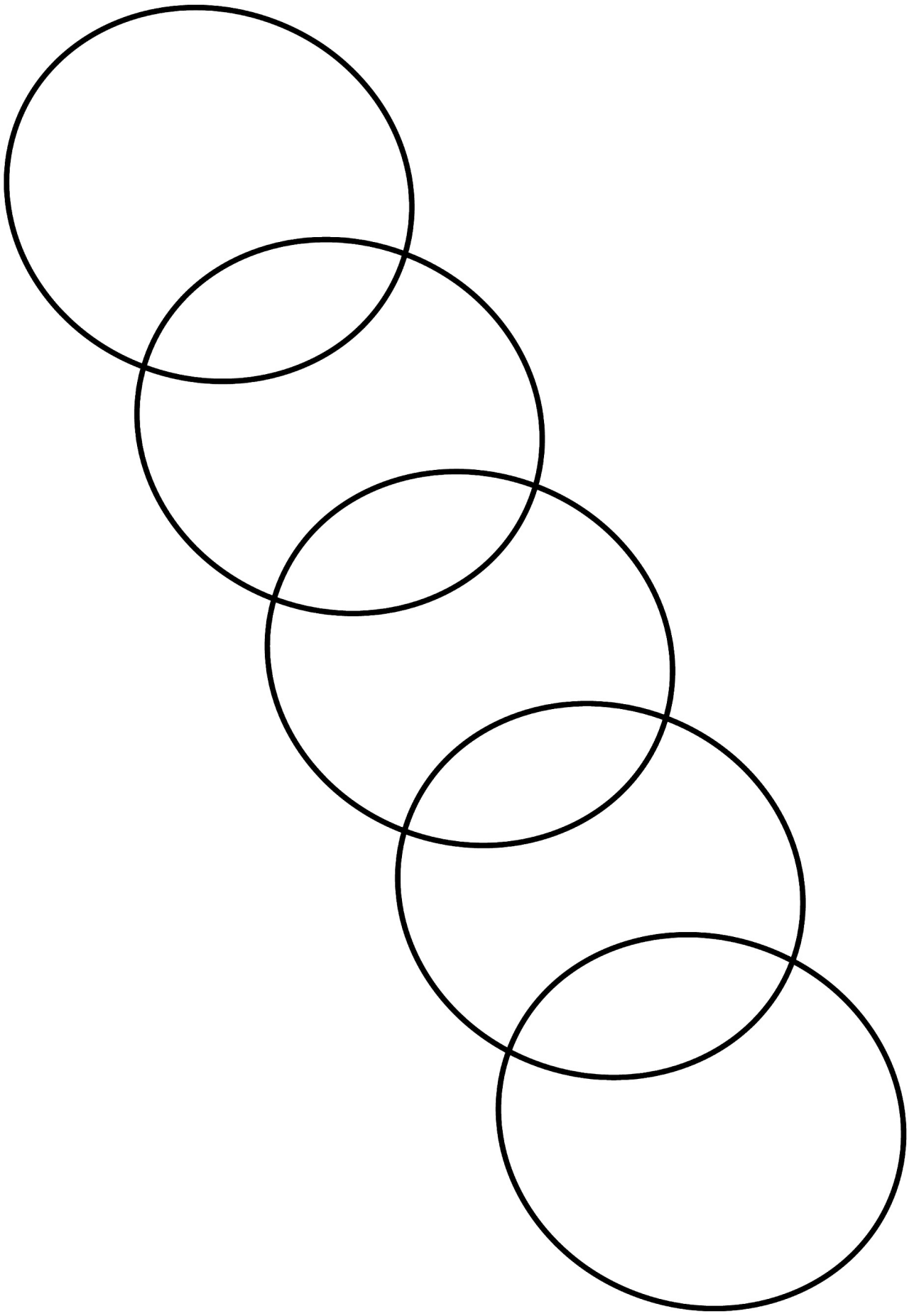
When can I apply?	Closing Date?
Answer	Answer
Entry Requirement?	What subjects needed?
Answer	Answer
What does course involve?	What alternative courses?
Answer	Answer

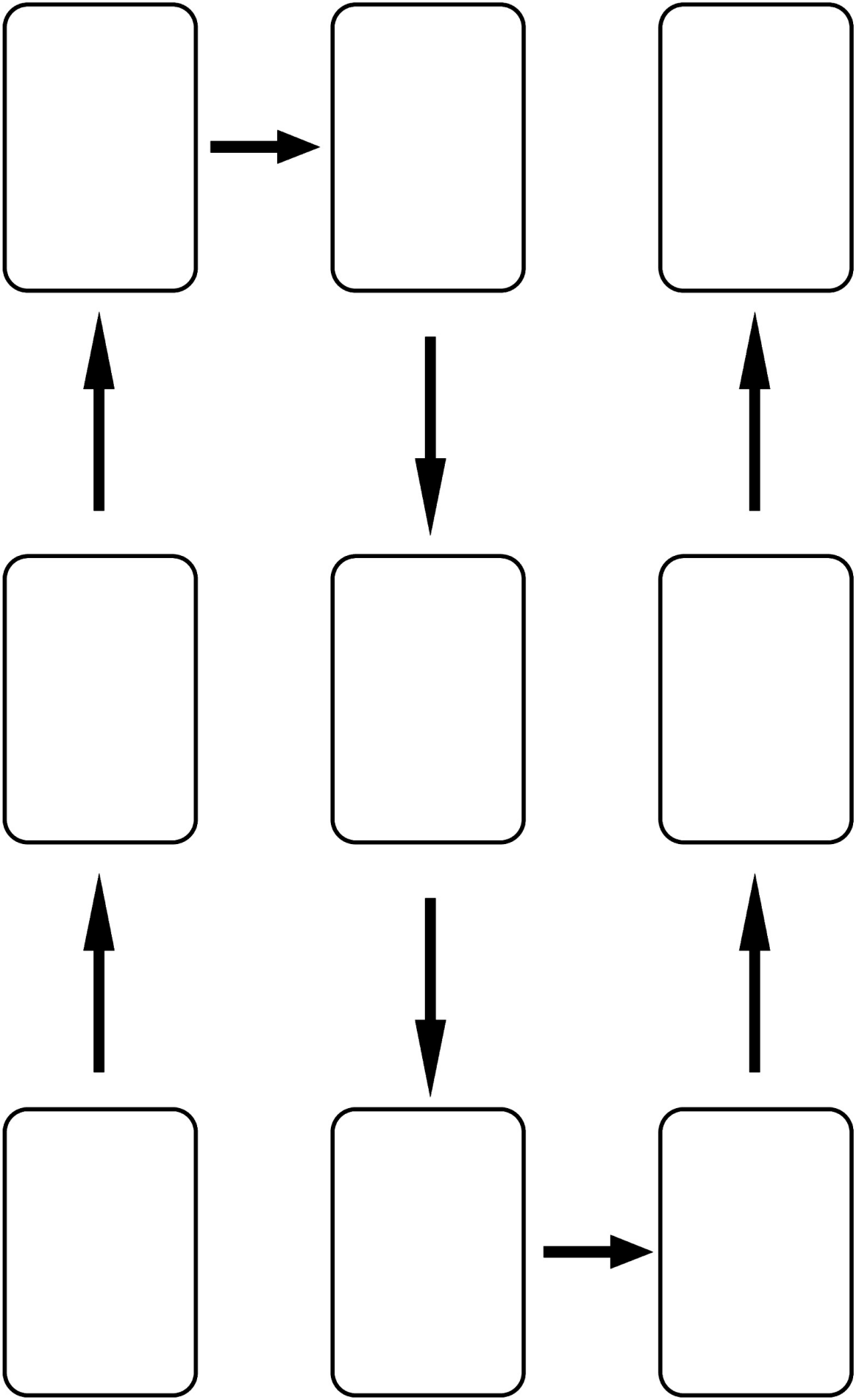
Section 2

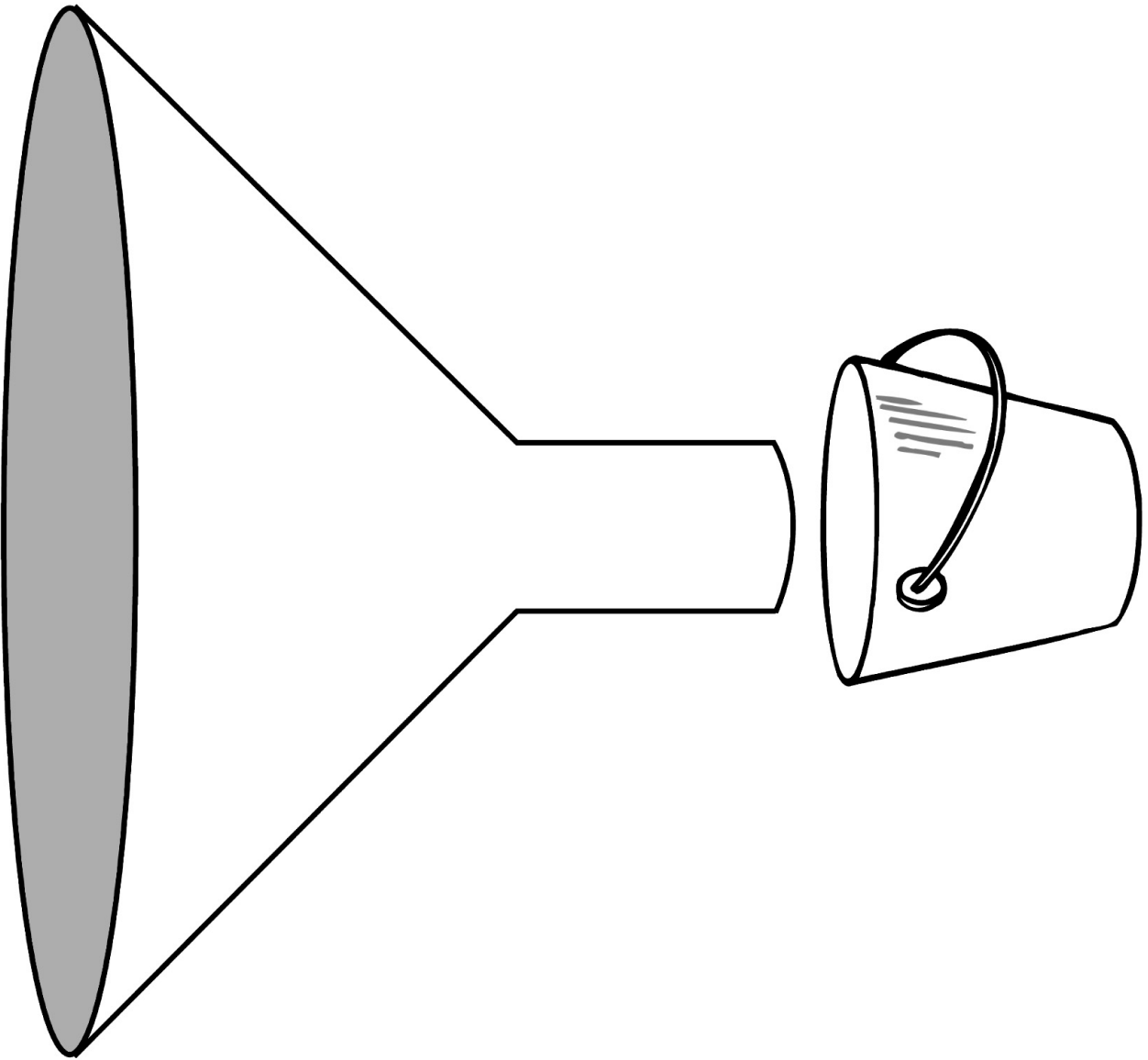
Graphic Organiser Templates for use by students

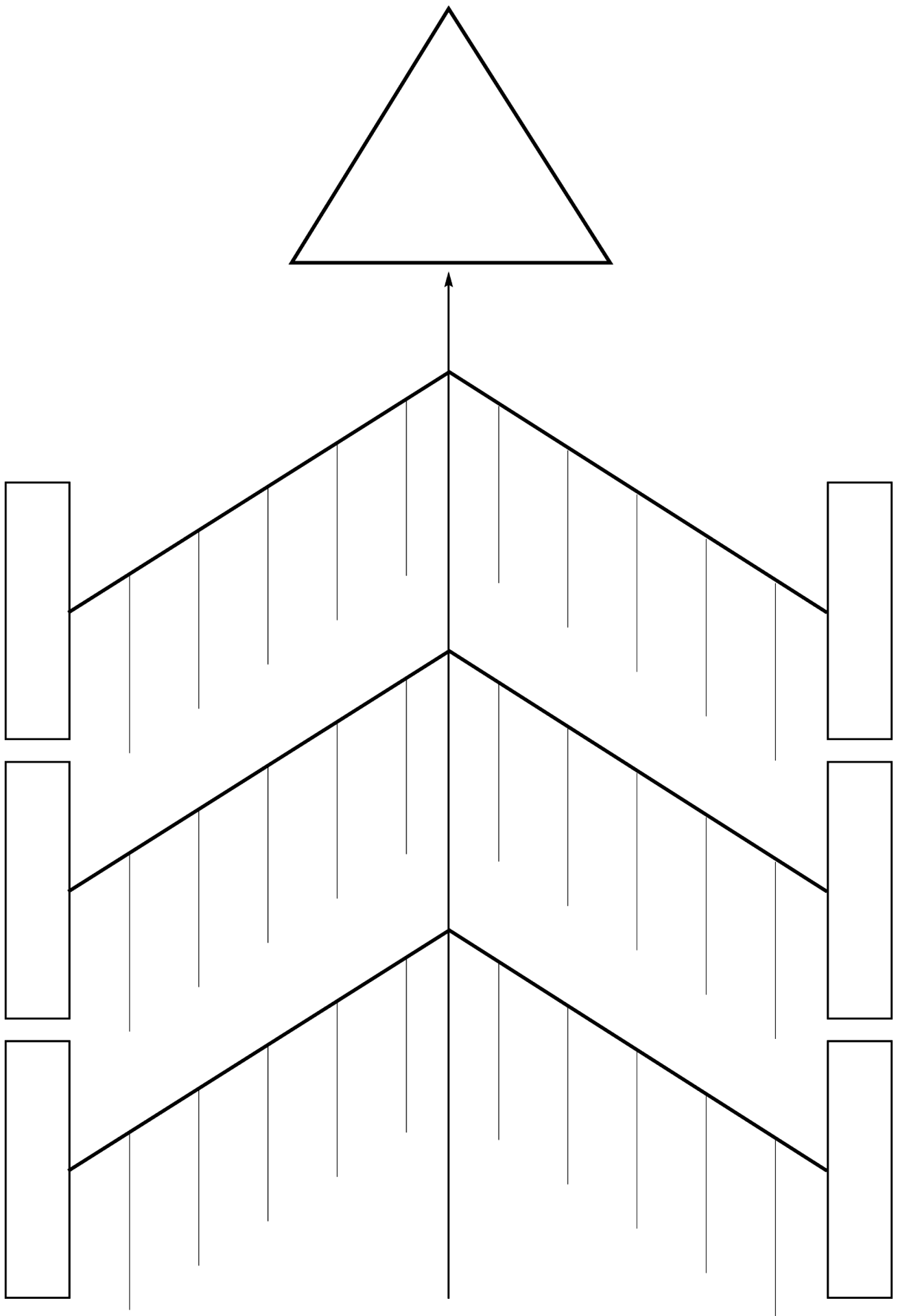


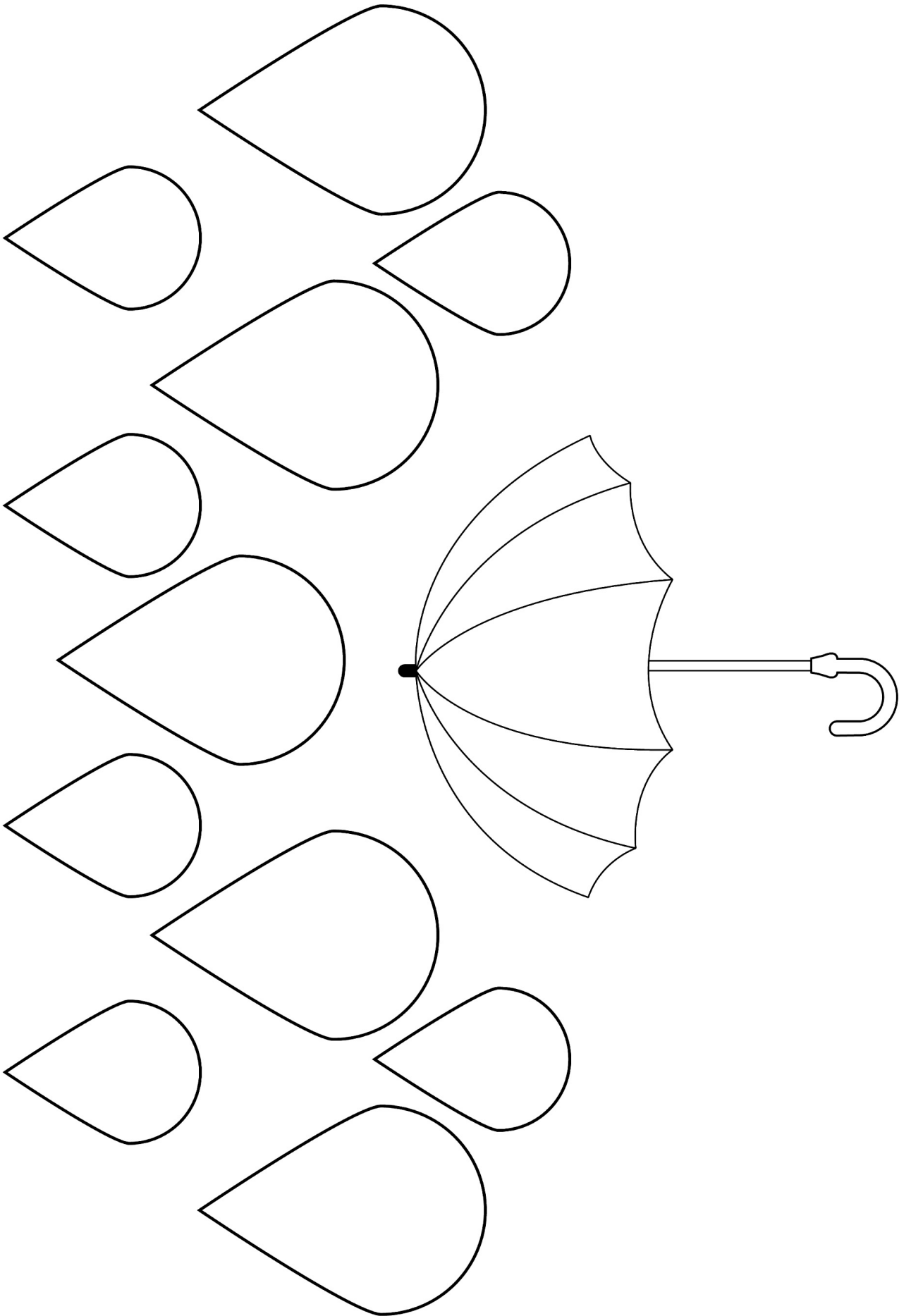


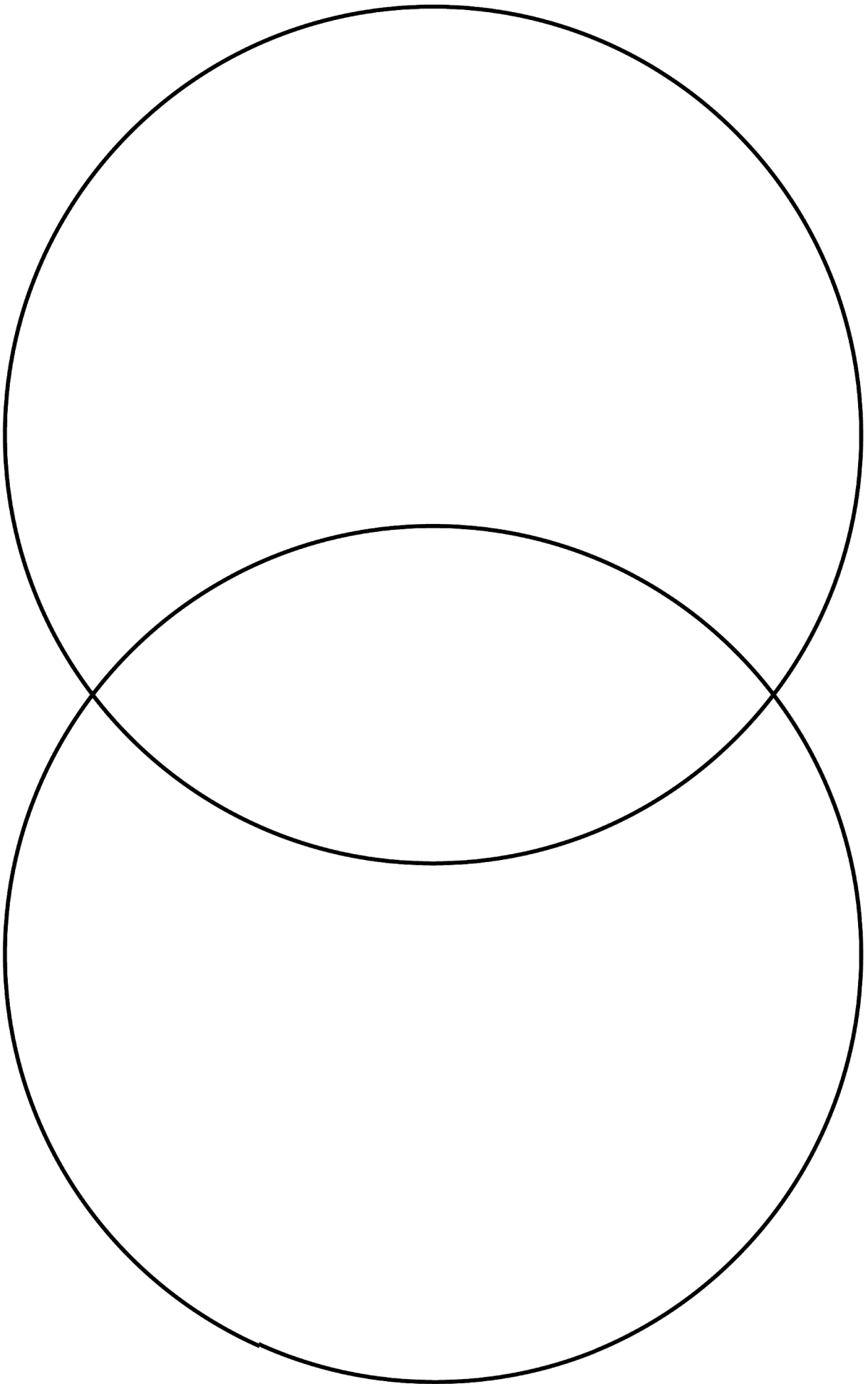


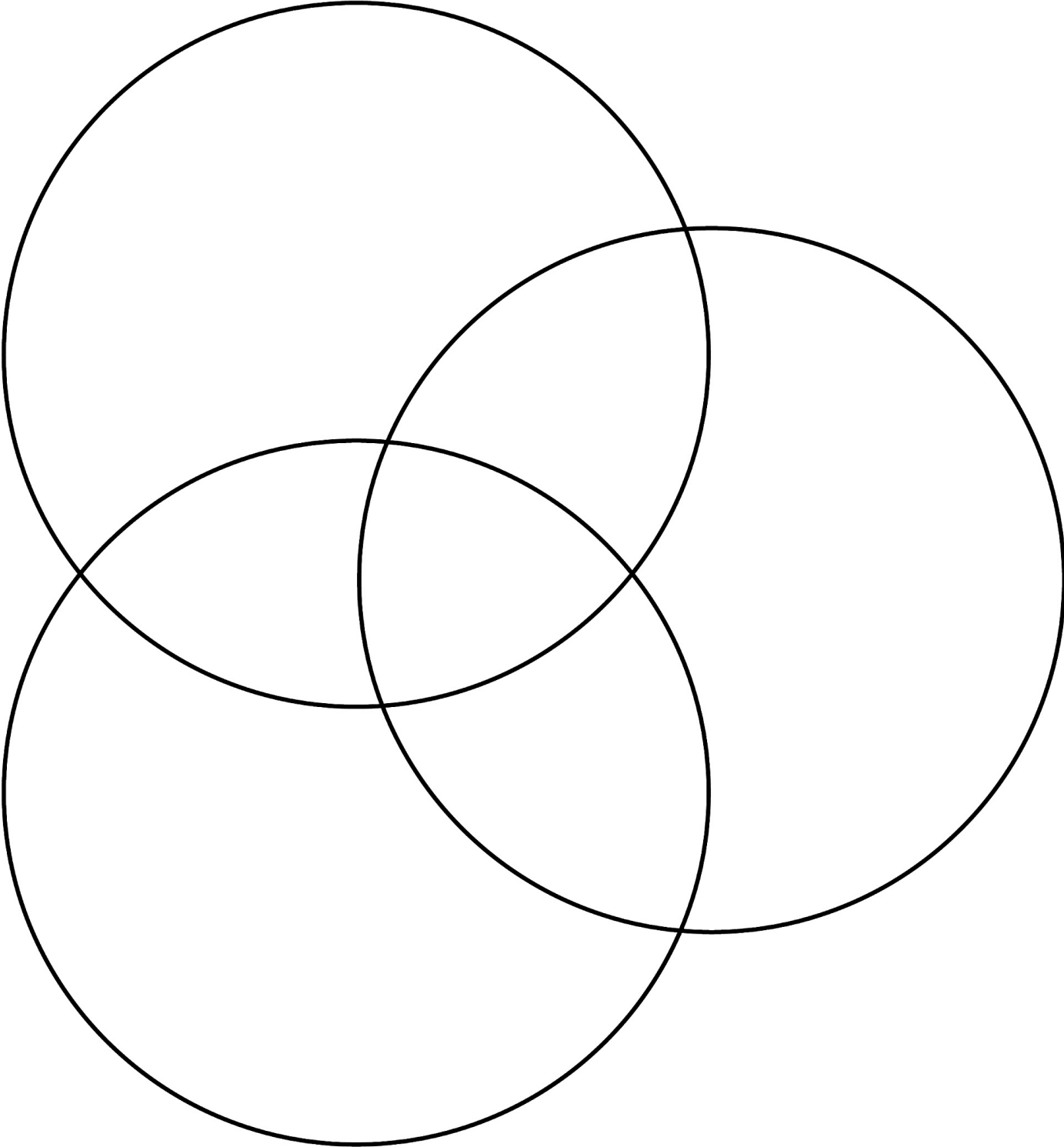


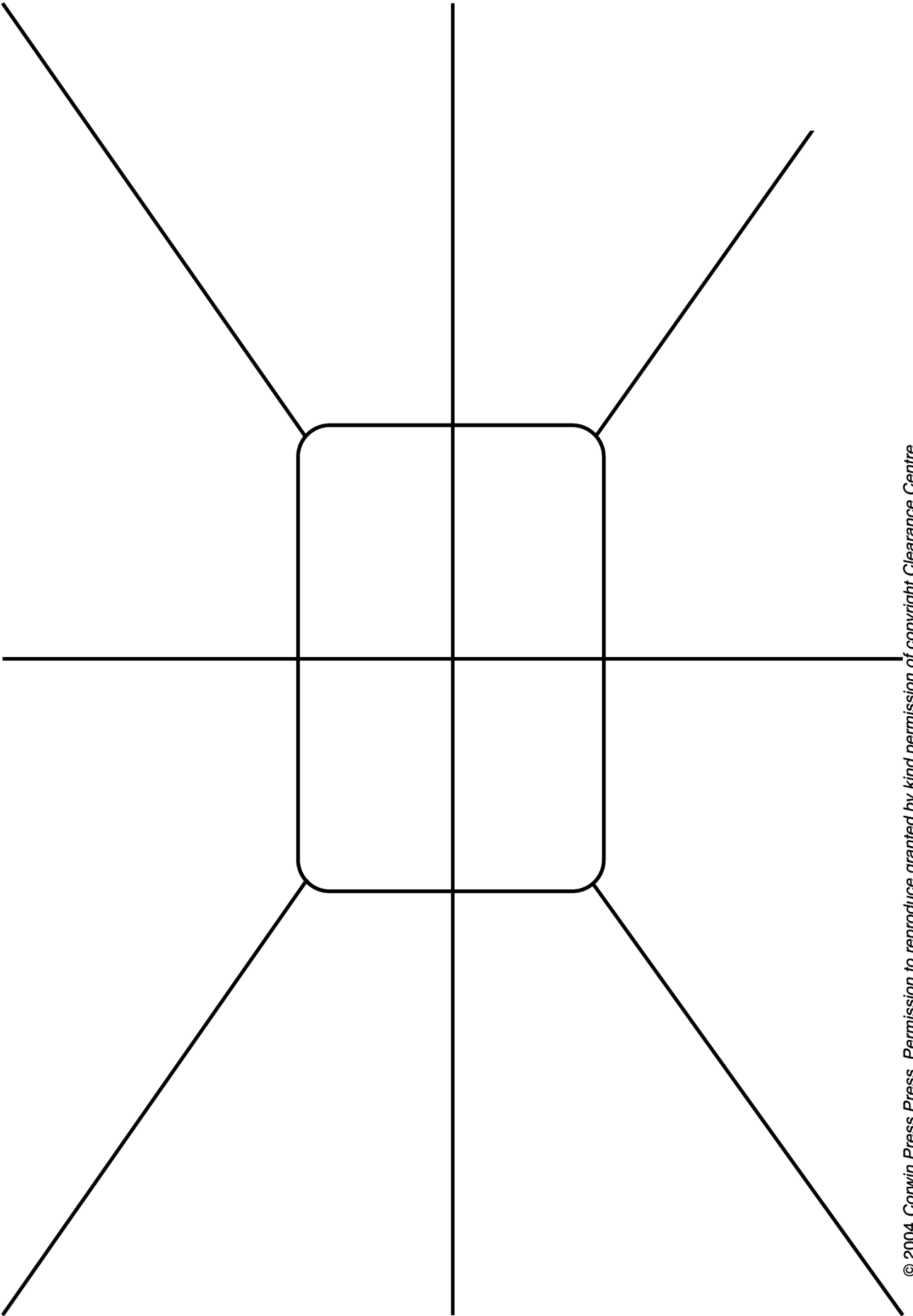


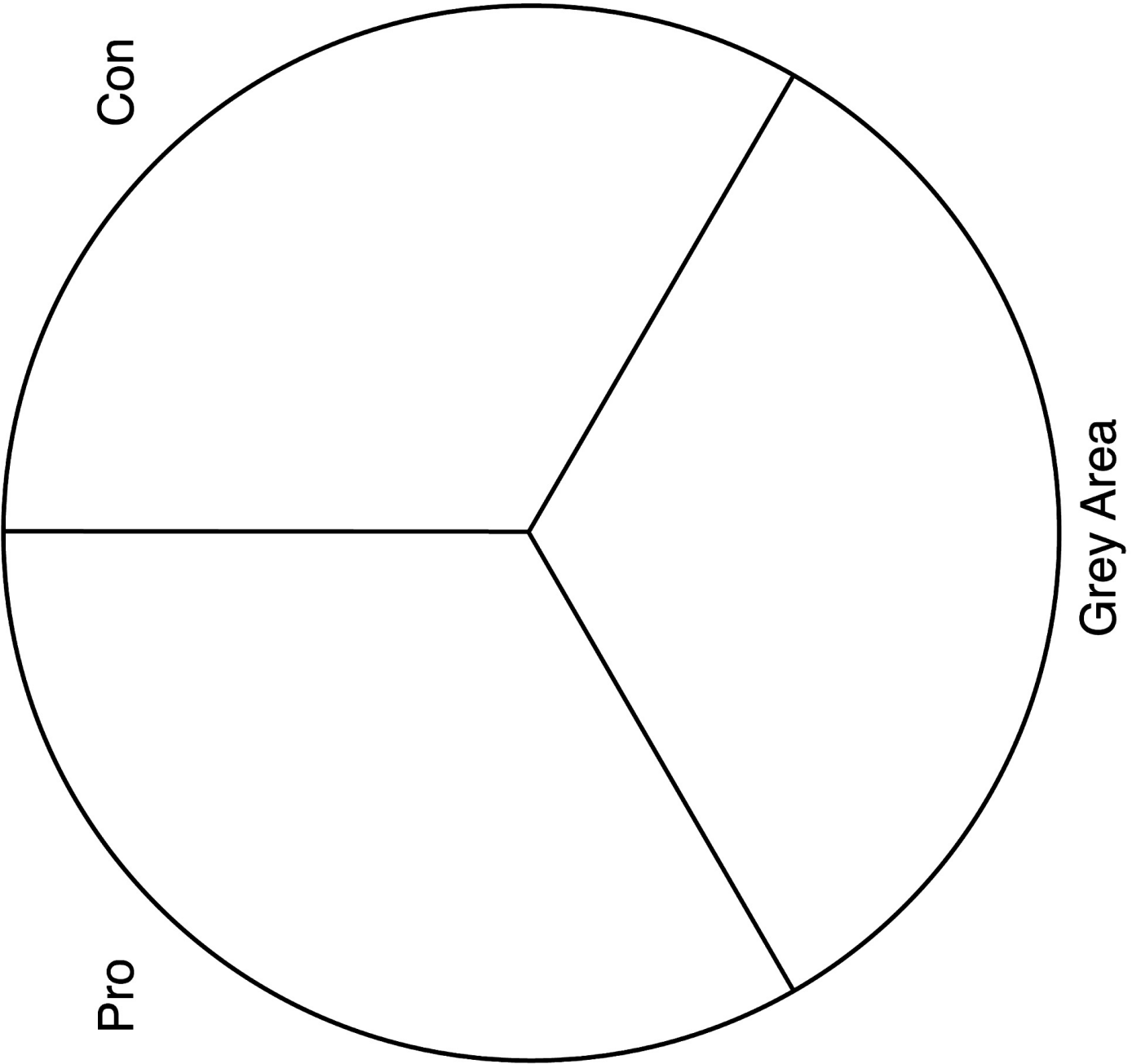


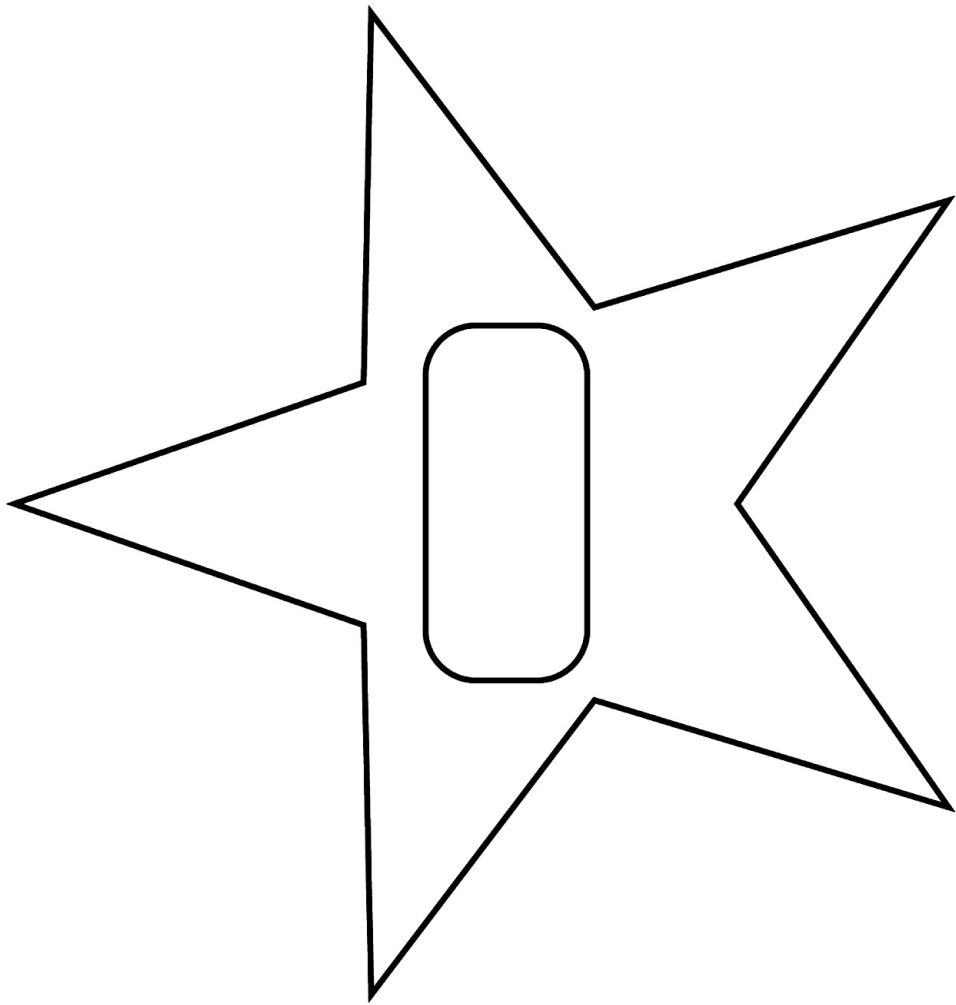












Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

Sample Cross-Curricular Literacy Strategies

Oral literacy/speaking & listening – oral text types

- Listening & speaking posters
- Pair and small group work – think/pair/share/square, placemat exercise, jigsaw, role cards
- Dictation
- Questioning – use Bloom’s Taxonomy outcome verbs and prompt questions & wait time
- Discussions/extended conversations
- Oral reports & presentations
- Storytelling and anecdotes
- Arguments and informal debates
- Interviews
- Meetings
- Interest talks – well briefed and prepared guest speaker & worksheet
- Cloze tests – to consolidate vocabulary - **discuss** possible solutions/blank spaces
- Peer teaching

Comprehension/reading strategies

Pre reading

- KWL chart – build on prior knowledge
- Explicit Vocabulary Instruction (EVI) - keyword list/notebook, “Google notebook”
- Web 2.0 Tools for vocabulary development - freerice.com, studystack.com, instagrok.com, animoto.com
- Visual word square/semantic map
- Anticipation/prediction exercise
- Cloze tests – to consolidate vocabulary - **discuss** possible solutions/blank spaces
- School/student dictionary – model good practice & encourage students to use it

During reading

- Skim – get the gist
- Fix it up strategies: re-read, underline, read ahead, read back, look at pictures/diagrams for clues, break up words, use dictionary, read aloud, ask for help!
- Visualise – pictures, symbols
- Determining importance (selecting key words/concepts), summarising - highlighter/post-its
- SQ3R – to study in detail, survey, question, read, review, recall
- Graphic organisers – record main points information

After reading

- Cloze tests – **discuss** possible solutions/blank spaces
- Scan - finds specific information, main idea chart, 321 chart
- Mindmaps – recall/summarise, use pictures and colour
- Graphic organisers – recall main points information
- BUG – answer questions, **box** what you are asked to do, **underline** important words and **go** back over to make sure you answered the question

Writing

Genre *(check out the format used by other subject departments)*

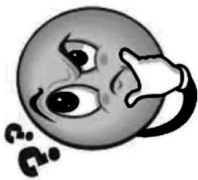
- **Letter** - of application, thank you, complaint.....
- **Recount:** Scene setting / re-telling events / closing
- **Report:** Describe the way things are / were
- **Procedure:** Recipe / instructions/ illustration / diagram
- **Explanation:** Series of logical steps to explain something
- **Persuasion:** Promote point of view – statement /argument / reiteration
- **Discussion:** Different view-points – statement one side /other side / recommendations in summary
- **E-mail/blog** – protocol and etiquette

Tools for effective writing

- Graphic organisers
- KWL Charts
- Writing/Editing Checklists
- Bloom's Taxonomy / Prompt Questions
- Writing Frames
- Keywords
- Semantic Mapping
- Dictionary / Thesaurus
- Digital tools: Padlet, iNote, etc.

Writing Strategies

- Activation of prior knowledge
- Questioning / Bloom's Taxonomy / 5 W and a H
- Group writing tasks
- Create an audience (Hot seat / Ask the Expert, etc.)
- Brainstorming
- Self-monitoring / Peer-feedback strategies



THINK-PAIR-SHARE



Think about the question on your own and write down your thoughts
Share your thoughts with your partner
Listen to your partner's ideas
Combine your ideas

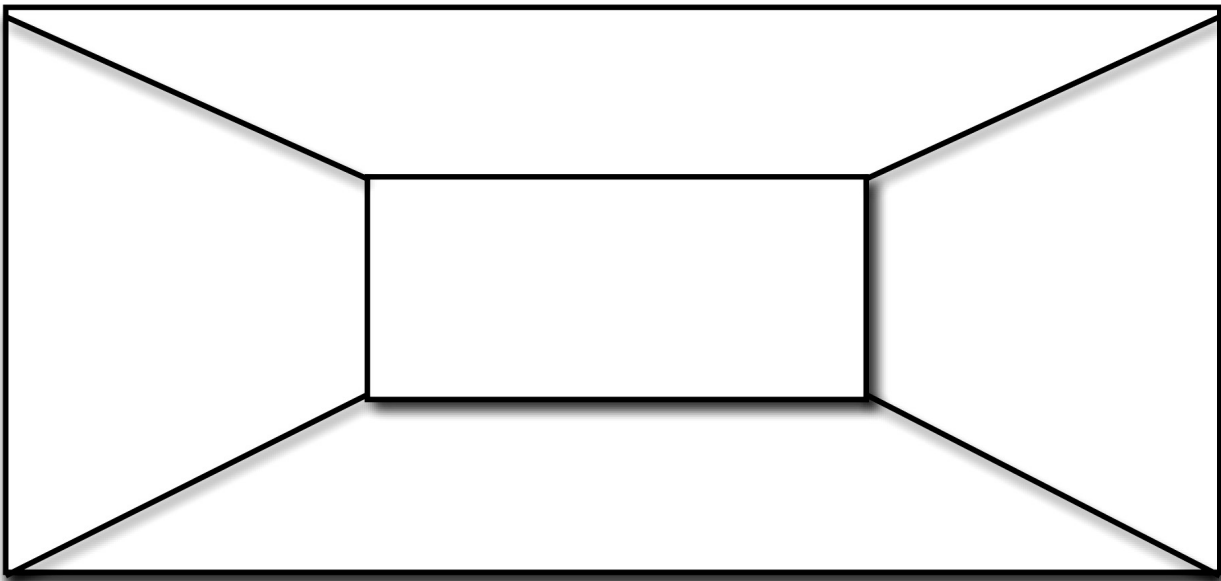
QUESTION	MY THOUGHTS/IDEAS	MY PARTNERS THOUGHTS/IDEAS	COMBINED IDEAS

Placemat Activity

The **Placemat Activity** can be used with a wide variety of questions and prompts or for a wide range of learning goals, e.g.

- To encourage students to share ideas and reach a consensus about a topic/idea
- To activate the prior knowledge of a topic among students
- To help students share problem-solving techniques
- To take group notes during a video or oral presentation
- To summarise learning after the class and/or to be used as an opening review for the subsequent lesson

Groups of four students are ideal for the placemat technique but it can also work with 3 – 6 students by amending the template.

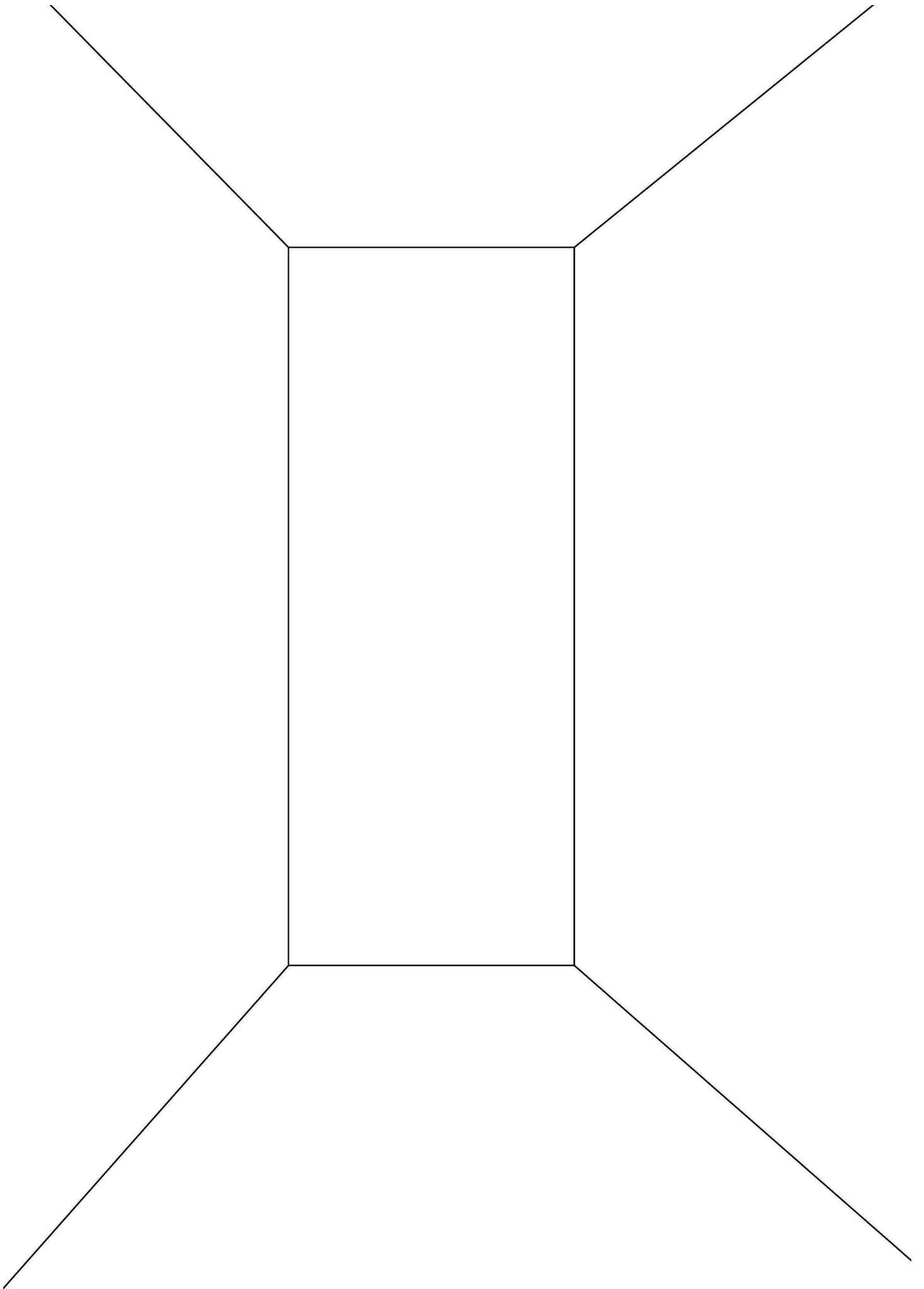


Tips

1. Discuss, record and post a labelled diagram of the Placemat on the board so that students always have a visual reference of the organisation and required actions.
2. Consider the composition of the small groups and vary the membership according to the students' learning styles and interaction, subject-matter expertise, etc. Some groups will require more teacher support in carrying out the task in other groups.
3. Use the placemats as a record of collective student thinking and post the ideas for other groups to see.

Placemat Activity: Step-by-Step Instructions

	What teachers do...	What students do...
Before	<ul style="list-style-type: none"> • Divide students into groups (ideally of 4). • Decide on a question/concept/problem for the centre of the placemat. • Distribute the placemat template to each group. • If using more or less than 4 students per group, ask the students to divide a blank sheet of paper into sections equal to the number of students in the group, leaving a rectangle in the centre of the sheet for the recording of the group consensus. 	<ul style="list-style-type: none"> • Organise the placemat according to the number of students in their group so that there are sufficient sections for the students and a centre rectangle for recording their group consensus ideas.
During	<ul style="list-style-type: none"> • Direct each group member to think about, then silently write ideas/information that relate to the question in their personal area of the chart paper. • Give students a pre-determined amount of time. 	<ul style="list-style-type: none"> • Gather their thoughts about the chosen question. • Write silently in their own area of the paper, respecting the space and silence of all members of the group.
After	<ul style="list-style-type: none"> • Give a signal for students in each group to discuss their idea and information and to agree on a response to be shared with the entire class. • Call on one member from each group to share their group's response with the whole class. • Assess for understanding by listening to student responses. • Use information gained throughout the activity to inform further teaching decisions and strategies. • Have students post the charts on notice boards/class wall to further share their group's thinking with the class. 	<ul style="list-style-type: none"> • Take turns sharing their ideas with the group. • Engage in discussion with all group members to reach consensus on a group response. • Use communication skills such as active listening and requesting clarification. • Record the group response in the centre of the placemat. • Actively listen as each group's placemat is presented. • Post the chart for further sharing with the class and as a record of the topic learned so that the students and teacher can make reference to it in future lessons.



ROLE CARDS

FACILITATOR



ROLE:

The **Facilitator** establishes a collaborative relationship within the group, focuses the work around the learning task, and ensures that every group member feels included and has an opportunity to participate.

PROMPTS:

- Let's hear from _____ next....
- That's interesting, but let's go back to our task...
- Let's look again at this area....
- What strategies will we use to do this?

PDST

CHECKER



ROLE:

The **Checker** ensures that everyone on the team is sharing ideas and asks probing questions to ensure that the material is understood by all.

PROMPTS:

- What do you mean by that?
- Could you clarify that statement?
- Could you please repeat what you have just said?
- Could I interrupt you at this point to ask.....?

PDST

RECORDER



ROLE:

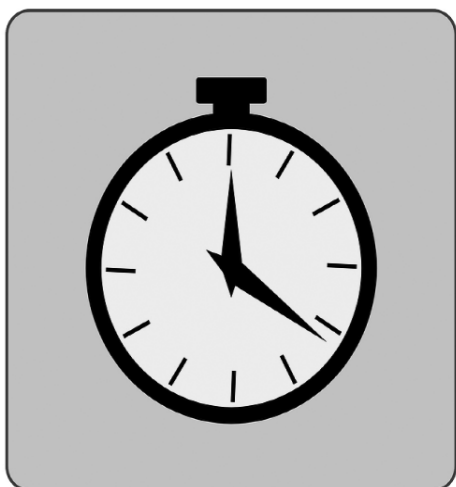
The **Recorder** makes notes of ideas, conclusions and decisions made by the group. S/he may use a graphic organiser or flipchart to illustrate same.

PROMPTS:

- How would you like me to write that down?
- I think you said... Is that right?
- Should we put this idea here?
- How about I circle the ideas that the team likes best?
- Let's link this idea here...with this one, here....

PDST 

TIMEKEEPER



ROLE:

The **Timekeeper** ensures that each member of the group contributes equally and receives equal time. S/he encourages the group to stay on task and times the proceedings.

PROMPTS:

- We are just at the halfway point
- We have five minutes left to discuss this
- Could we wrap this up in the next three minutes?
- It's _____ time to make his/ her point now
- Could I ask _____ for his/ her opinion at this point?

PDST 

BLOOM'S TAXONOMY OF CRITICAL THINKING – SAMPLE COMMAND WORDS

A		B			C	
1	2	3	4	5	6	
Knowledge/ Remembering	Comprehension/ Understanding	Application	Analysis	Synthesis/ Creating	Evaluation	
Count Choose Define Describe Draw Identify Label Match Name Outline Quote Read Recall Recite Recognize Record Select State Write 5 Ws – who, what, where, why, when	Associate Classify Contrast Compare Compute Convert Defend Demonstrate Discuss Distinguish Estimate Explain Extend Extrapolate Generalize Give examples Infer Interpret Outline Paraphrase Predict Rewrite Rephrase Summarise	Add Apply Build Calculate Change Classify Construct Complete Demonstrate Divide Examine Graph Manipulate Modify Organise Prepare Produce Present Show Solve Use	Analyse Arrange Breakdown Combine Design Detect Develop Diagram Differentiate Discriminate Dissect Examine Illustrate Infer Investigate Observe Outline Point out Relate Relationship Select Separate Subdivide Utilize	Categorize Combine Compile Compose Create Design Devise Generate Invent Imagine Modify Order Organize Plan Rearrange Reconstruct Reorganize Revise Summarize Transform Specify	Appraise Assess Compare Conclude Contrast Criticize Critique Debate Deduce Determine Disprove Evaluate Grade Interpret Judge Justify Measure Opinion Prove Rank Rate Recommend Support Test	

Please note: Some words can be used as an outcome verb in more than one level depending on the context

Bloom's Taxonomy – Sample Questions

1. Knowledge

- What happened after . . . ?
- How many . . . ?
- Define
- Who was it that . . . ?
- Can you name the . . . ?
- Describe what happened at . . . ?
- Can you tell why . . . ?
- Find the meaning of . . . ?
- What is . . . ?
- Which is true or false . . . ?

2. Comprehension

- Can you write in your own words . . . ?
- Can you write a brief outline . . . ?
- What do you think might happen next . . . ?
- Who do you think . . . ?
- Can you distinguish between . . . ?
- What differences exist between . . . ?
- Can you provide an example of what you mean . . . ?
- Can you provide a definition for . . . ?

3. Application

- Do you know another instance where . . . ?
- Could this have happened in . . . ?
- Can you group by characteristics such as . . . ?
- What factors would you change if . . . ?
- Can you apply the method used to . . . ?
- What questions would you ask of . . . ?
- From the information given, can you develop a set of instructions about
- Would this information be useful if you had a . . . ?

4. Analysis

- Which events could have happened . . . ?
- How was this similar to . . . ?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . . ?
- Can you explain what must have happened when . . . ?
- How is . . . similar to . . . ?
- What are some of the problems of . . . ?
- Can you distinguish between . . . ?

6. Synthesis

- Can you design a . . . to . . . ?
- Can you see a possible solution to . . . ?
- Why don't you devise your own experiment to . . . ?
- What would happen if . . . ?
- How many ways can you . . . ?
- Can you create new and unusual uses for . . . ?
- Can you develop a proposal which would . . . ?

6. Evaluation

- Is there a better solution to . . . ?
- Can you defend your position about . . . ?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . . ?
- What changes to . . . would you recommend?
- How could this be applied to . . . ?
- How would you feel if . . . ?
- How effective is . . . ?
- What do you think about . . . ?

Sample Key Examination Words

Term	Explanation
Analyse	Examine in detail and/or break down into components.
Assess	Describe the positives and negatives, identify the importance of.
Calculate	Find out by way of mathematical formula or numerical data.
Compare	Show the similarities and differences between.
Contrast	Show the differences between.
Criticise/Critique	Point out weaknesses as well as strengths.
Define	Give the precise meaning of.
Derive	Work out from basic principles.
Describe	Give the details of properties, events, processes etc.
Discuss	Examine or describe in detail. Make arguments for and against.
Distinguish	Point out the differences.
Draw	Make a picture or diagram.
Evaluate	Discuss and make a judgement on.
Examine	Take apart and describe a concept in great detail.
Explain	Make clear in a detailed manner.
Identify	Show you recognise.
Illustrate	Give examples including figures, diagrams or examples
Interpret	Explain, comment on and pass judgement.
Justify	Give reasons to support the statement.
List	Provide parts, reasons or qualities in itemised point form.
Prove (or disprove)	Give evidence.
Relate	Show the links, connections and associations.
Review	Comment on the main aspects of a subject.
Show	Explain with example, diagram or chart.
State	Write briefly without further comment.
Suggest	Give possible reasons and ideas.
Summarise (outline)	Give the key points without details.
Trace	Show the steps or stages to be followed.

K W L

K

What I Know

W

What I Want To Know

L

What I Learned

KWL

K What I Know	W What I Want To Know	L What I Learned

KWHL

Pre-reading comprehension & Assessment for Learning (AFL) strategy

K	W	H	L
What do I know about this topic?	What do I want to know about this topic?	How do I find out more about this topic?	What have I learned about this topic?

KWL creator is available @ tinyurl.com/kwlcreator

Keywords to Know

Subject: _____ **Date Begun:** _____

Topic: _____ **Date Completed:** _____

Directions: Look at your list of keywords for this topic and decide in which column you want to write each word.

I don't know the word at all	I've seen or heard the word but I don't know the meaning	I think I know the meaning	I know a meaning

As you learn more about the topic you can move words across to the right hand column.

Latin and Greek Roots and Affixes (Prefixes and Suffixes)

Familiarity with Greek and Latin roots, as well as prefixes and suffixes, can help students understand the meaning of new words.

Roots

A basic word to which affixes (prefixes and suffixes) are added is called a *root word* because it forms the basis of a new word. For example fear is a root word and less is a suffix. Put them together to form a new word fearless.

Affixes (Prefixes and Suffixes)

Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them.

When affixes are added to the beginning of roots or root words, they are called *prefixes*. For example, the most common prefix is *un-*, which meant *not* or *opposite of*. If you add *un-* to the word *happy*, the new word becomes *unhappy*, which means *not happy*.

When affixes are added to the end of roots or root words, they are called *suffixes*. The most common suffixes are *-s* and *-es*, which mean more than one (or the plural) of the word. Adding *-es* to *wish*, changes the meaning of the word to *more than one wish*.

Common Latin Roots

Latin Root	Definition	Example	Other Examples
ambi	both	ambiguous, ambidextrous	
aqua	water	aquarium, aquamarine	
aud	to hear	audience, audition	
bene	good	benefactor, benevolent	
cent	one hundred	century, percent	
circum	around	circumference, circumstance	
contra/counter	against	contradict, encounter	
dict	to say	dictation, dictator	
duc/duct	to lead	conduct, induce	
fac	to do; to make	factory, manufacture	
form	shape	conform, reform	
fort	strength	fortitude, fortress	
fract	break	fracture, fraction	
ject	throw	projection, rejection	
jud	judge	judicial, prejudice	
mal	bad	malevolent, malefactor	
mater	mother	maternal, maternity	
mit	to send	transmit, admit	
mort	death	mortal, mortician	
multi	many	multimedia, multiple	
pater	father	paternal, paternity	
port	to carry	portable, transportation	
rupt	to break	bankrupt, disruption	
scrib/script	to write	inscription, prescribe	
sect/sec	to cut	bisect, section	
sent	to feel; to send	consent, resent	
spect	to look	inspection, spectator	
struct	to build	destruction, restructure	
vid/vis	to see	televise, video	
voc	voice; to call	vocalize, advocate	

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Common Greek Roots

Greek Root	Definition	Example	Other Examples
anthropo	man; human; humanity	anthropologist, philanthropy	
auto	self	autobiography, automobile	
bio	life	biology, biography	
chron	time	chronological, chronic	
dyna	power	dynamic, dynamite	
dys	bad; hard; unlucky	dysfunctional, dyslexic	
gram	thing written	epigram, telegram	
graph	writing	graphic, phonograph	
hetero	different	heteronym, heterogeneous	
homo	same	homonym, homogenous	
hydr	water	hydration, dehydrate	
hyper	over; above; beyond	hyperactive, hyperbole	
hypo	below; beneath	hypothermia, hypothetical	
logy	study of	biology, psychology	
meter/metr	measure	thermometer, perimeter	
micro	small	microbe, microscope	
mis/miso	hate	misanthrope, misogyny	
mono	one	monologue, monotonous	
morph	form; shape	morphology, morphing	
nym	name	antonym, synonym	
phil	love	philanthropist, philosophy	
phobia	fear	claustrophobia, phobic	
photo/phos	light	photograph, phosphorous	
pseudo	false	pseudonym, pseudoscience	
psycho	soul; spirit	psychology, psychic	
scope	viewing instrument	microscope, telescope	
techno	art; science; skill	technique, technological	
tele	far off	television, telephone	
therm	heat	thermal, thermometer	

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Common Prefixes

Prefix	Definition	Example	Other Examples
anti-	against	anticlimax	
de-	opposite	devalue	
dis-	not; opposite of	discover	
en-, em-	cause to	enact, empower	
fore-	before; front of	foreshadow, forearm	
In-, im-	in	income, impulse	
in-, im-, il-, ir-	not	indirect, immoral, illiterate, irreverent	
inter-	between; among	interrupt	
mid-	middle	midfield	
mis-	wrongly	misspell	
non-	not	nonviolent	
over-	over; too much	overeat	
pre-	before	preview	
re-	again	rewrite	
semi-	half; partly; not fully	semifinal	
sub-	Under	subway	
super-	above; beyond	superhuman	
trans-	across	transmit	
un-	not; opposite of	unusual	
under-	under; too little	underestimate	

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Common Suffixes

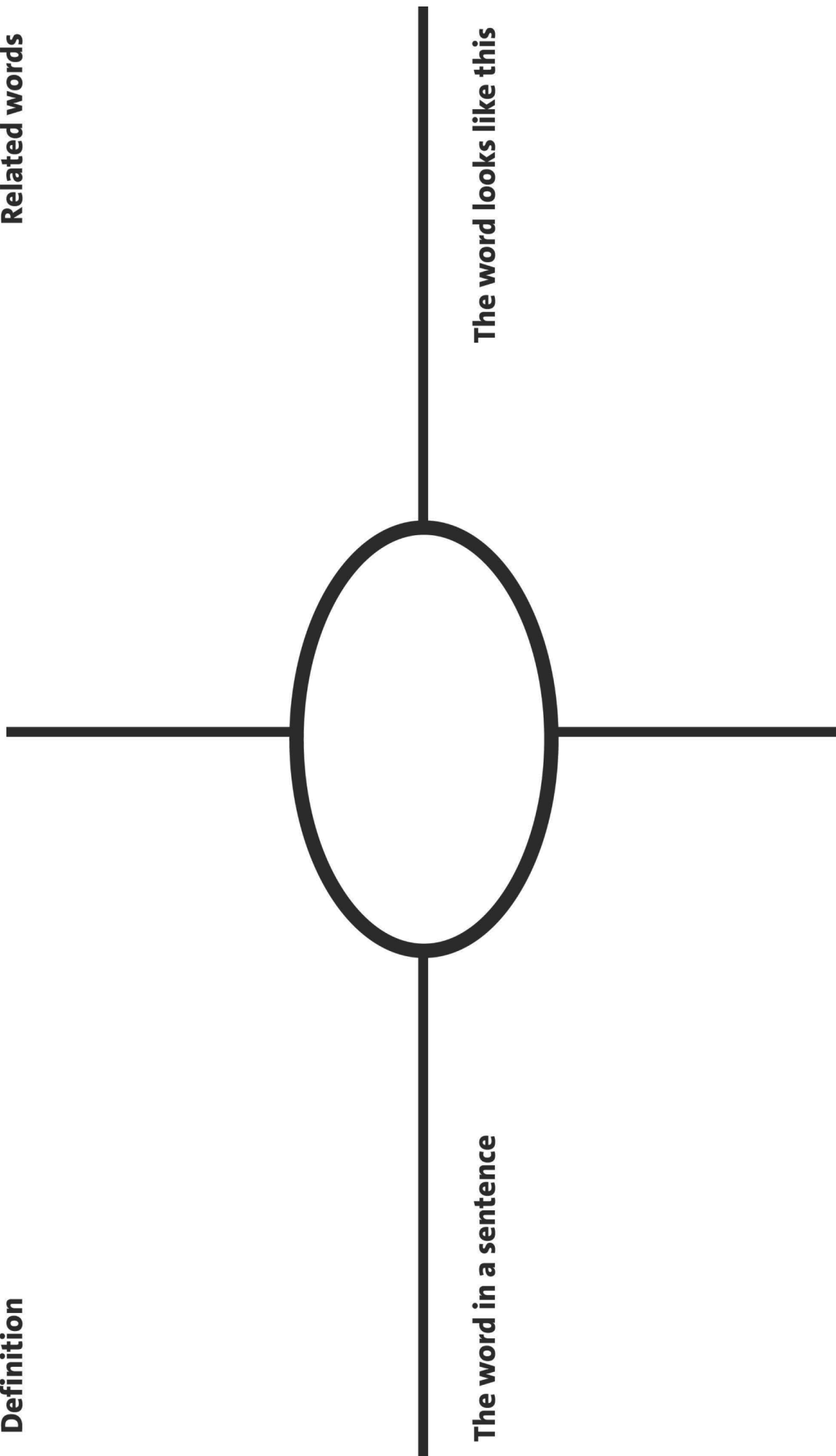
Suffix	Definition	Example	Other Examples
-able, -ible	is; can be	affordable, sensible	
-al, -ial	having characteristics of	universal, facial	
-ed	past tense verbs; adjectives	the dog walked, the walked dog	
-en	made of	golden	
-er, -or	one who; person connected with	teacher, professor	
-er	more	taller	
-est	the most	tallest	
-ful	full of	helpful	
-ic	having characteristics of	poetic	
-ing	verb forms; present participles	sleeping	
-ion, -tion, - ation, -ition	act; process	submission, motion, Relation, edition	
-ity, -ty	state of	activity, society	
-ive, -ative, - itive	adjective form of noun	active, comparative, sensitive	
-less	without	hopeless	
-ly	how something is	lovely	
-ment	state of being; act of	contentment	
-ness	state of; condition of	openness	
-ous, -eous, - ious	having qualities of	riotous, courageous, gracious	
-s, -es	more than one	trains, trenches	
-y	characterized by	gloomy	

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Visual Word Square

Definition

Related words



The word in a sentence

The word looks like this

Anticipation Exercises

Are advance organizers that can be used to activate and assess students' prior knowledge, focus reading, and motivate reluctant readers by stimulating their interest in the topic.

(Dean, Hubbell, Pitler, & Stone, 2012)

How to use an Anticipation Exercise

1. Identify the major concepts that you want students to learn from reading. Determine ways these concepts might support or challenge students' beliefs.
2. Create four to six statements that support or challenge the students' beliefs and experiences about the topic under study. The statements can address important points, major concepts, controversial ideas, or misconceptions.
3. Ask students to react to and formulate a response to each statement and be prepared to defend their opinions. Students can work in groups if the subject matter is fairly complex, or you can ask students to fill in their answers on their own.
4. Discuss each statement with students before they read the material. Ask one student from each side of the issue (for/against, agree/disagree) to explain and justify his or her response.
5. Have students read the selection with the purpose of finding evidence that supports or refutes their responses on the guide.
6. After students finish reading the selection, have them confirm their original responses, revise them, or decide what additional information is needed. Encourage students to rewrite any statement that was not true in a way that makes it true.

(Urquhart and Frazee, 2012)

Anticipation Exercise			
Topic		Date:	
Name:		Score: Before:	After:

BEFORE		AFTER	
Agree	Disagree	Statement	Evidence
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
Instructions: Guess answers, read passage/watch video, answer again, compare results before & after			

New Word	Meaning

SQ3R

Survey	<p>Look at the cover, title, headings, pictures, first & last paragraph. What do you know about this topic already?</p> <hr/> <hr/> <hr/> <hr/>
Question	<p>Ask yourself what is this about? What do I need to know? Are there any questions I have to answer? Is there specific information I must find out? What evidence is there for points made in the text?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
Read	<p>Read the passage carefully. Identify the main ideas and details.</p> <hr/> <hr/> <hr/> <hr/>
Review	<p>Reread the parts you think are important and any parts you are not sure of. Note key points and summarise them.</p> <hr/> <hr/> <hr/> <hr/>
Recall	<p>This is done when the book is closed. Have the questions been answered? Remember the keywords and main points. Tell your classmate.</p> <hr/> <hr/> <hr/>

MAIN IDEA

Supporting Details

①

②

③

3

Things I Found Out

2

Interesting Things

1

Questions I Still Have

Using Writing Frames

Students need support in developing confidence in the different genres. Writing frames can help students structure their writing. They supply students with the outline, the connectives, which will knit the particular piece of writing. They also supply students with the logical sequence of a piece of writing. The idea is that you give the student a frame for whatever genre they need to write in. Ideally you tailor the frame to the particular exercise topic they are writing about.

The sentence stems can be written into their copies and they work in pairs to develop the text further. Negotiation around the text helps develop a fluid piece of writing.

Step One: Teacher Demonstration

The teacher models writing a piece of text in a particular genre. The teacher talks out loud to illustrate to the students what's involved in shaping their work. Initially, the teacher may need to do all of the writing. Wall charts can be useful at this stage.

Step Two: Teacher and Student together

The teacher writes with the students. The teacher does all the hard parts and is always on hand. All research shows that students learn more effectively when supported by an expert

Step Three: Students on their own with Writing Frames

The students should write in pairs with the support of a writing frame in whatever genre they are using. The frame should be tailored to the topic / task at hand. The students eventually produce a best copy as a result of working together. The teacher continues to support if necessary.

Step Four: Independence

The students should write independently once they feel confident.

The following are examples of the six frames mentioned – more are contained in the Appendix (pages 87-91). They can be adapted to suit any topic. The frames are made up of sentence stems **not questions**.

The writing frames are a development of the work of Vygotsky, L. (1978) *Mind in Society: the development of higher psychological processes* and are adapted from the work of Lewis, M. & Wray, D. (1997).

In Short...

Step 1

Teacher demonstration

Step 2

Teacher and students together

Step 3

Students supported by frame

Step 4

Independent writers

6

Recount Writing Frame

Topic _____ Subject _____

Date: _____ Name: _____

I knew already that _____

And _____

I also just found out that _____

I also found that _____

As well as _____

The best that I learned was _____

Genre **Characteristics**

Recount To re-tell what happened in logical progression.
To state prior knowledge of a given topic and
to list down what is now known following the
investigation of the topic.

Subject

All

6

Explanation Writing Frame

Name: _____ Date: _____

Subject: _____ Topic: _____

I want to explain why _____

The main reason is _____

Another reason is _____

A further reason is _____

It's also thought that _____

Genre

Characteristics

Subject

Writing an Explanation State what is to be explained and give several reasons.

Science, Maths, ESS, Materials Technology, Technology, Geography, CSPE, History

Instruction Writing Frame

Topic: _____ Subject: _____

Name: _____ Date: _____

When we _____

First we _____

Then we _____

After that we _____

Finally we _____

Genre

Characteristics

Subject

Writing

Statement – e.g. *Making a kite*

Home Economics,

Procedure

List materials / equipment

Materials Technology

List steps – usually chronological

– wood and metal

Include diagram (usually).

Geography, ESS,

Technology, ICT

Persuasion Writing Frame

Topic: _____ Subject: _____

Date: _____ Name: _____

I think that _____

Because _____

Another reason I think this is _____

Furthermore _____

Moreover _____

Because _____

I have shown that _____




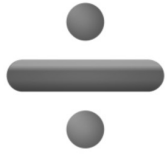

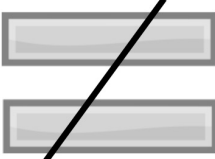


Writing frames for other genres

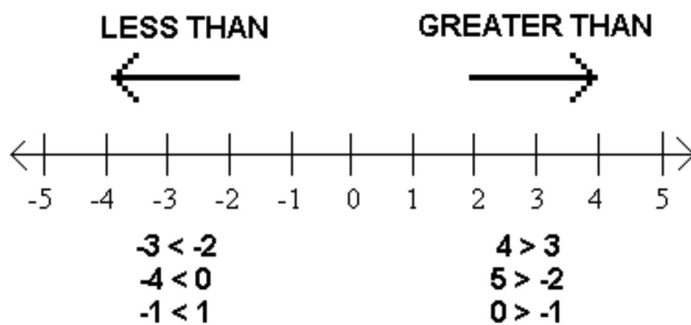
Genre	Characteristics	Subject
Persuasion	Putting forward one point of view A position is stated The back-up arguments given Re-statement of position in summary.	History, Religion, CSPE, ESS, English, SPHE

Possible Connectives for Writing Tasks

<p>To indicate order...</p> <p>To begin with Next Firstly, Secondly, etc. On second thoughts In conclusion Finally In spite of all</p>	<p>To infer...</p> <p>In other words In that case Otherwise This implies Frankly</p>	<p>To reformulate...</p> <p>In other words That means That is to say I mean Another way of stating this is Another way of putting it is It would be better to say</p>
<p>To express concession...</p> <p>Although Even if Even though Besides Anyhow, anyway In any case At any rate</p>	<p>To refer to...</p> <p>With regard to With reference to Referring to As to, as for According to the latter / the former</p>	<p>To compare to...</p> <p>Likewise Both Whereas While the first might indicate Similarly As for Equally As well as</p>
<p>To express reason / purpose...</p> <p>Therefore That is why For this reason Hence Because So Since As On account of So that</p>	<p>To express place and space...</p> <p>On the right To the left Nearby Between Among Here / there / where In the distance Straight ahead In front of / behind</p>	<p>To add an idea...</p> <p>Moreover Furthermore Also And Similarly Likewise Too Equally In the same manner Besides In addition to</p>
<p>To express condition or consequence...</p> <p>If Unless Suppose that In case of Providing that On condition that Consequently Hence Thus Accordingly As a result It follows that</p> <p>Adapted from English on the Web</p>	<p>To express opposition...</p> <p>But However Nevertheless Otherwise On the other hand On the contrary Yet Still Maybe Perhaps Instead Except for Despite</p>	<p>To express time...</p> <p>When Before / After Now While Since As long as / As soon as No sooner than Subsequently Eventually Initially Previously Recently Meanwhile Lately At last From now on Time and again Often Afterwards</p>

Maths Signs

Sign	Meaning	Also known as	Add your own words
	Addition	<ul style="list-style-type: none"> • Add • Plus • Sum • Increase 	
	Subtraction	<ul style="list-style-type: none"> • Subtract • Take away • Minus • Less 	
	Multiplication	<ul style="list-style-type: none"> • Times • Of 	
	Division	<ul style="list-style-type: none"> • Share • Divide 	
	Equals	<ul style="list-style-type: none"> • The same as • The same value 	
	Not Equals	<ul style="list-style-type: none"> • Different • Not the same value 	
			



Fractions, Percentages and Decimals

Fraction		Word	Percent	Decimal
1 or 1/1		One Whole	100%	1.00
1/2		Half	50%	0.50
1/3		Third	33.33%	33.33
1/4	1/4	Quarter	25%	0.25
1/5	1/5	Fifth	20%	0.20
1/8	1/8	Eight	12.5%	0.125
1/10	1/10	Tenth	10%	0.10
1/20	1/20	Twentieth	5%	0.05

Mathematical Language

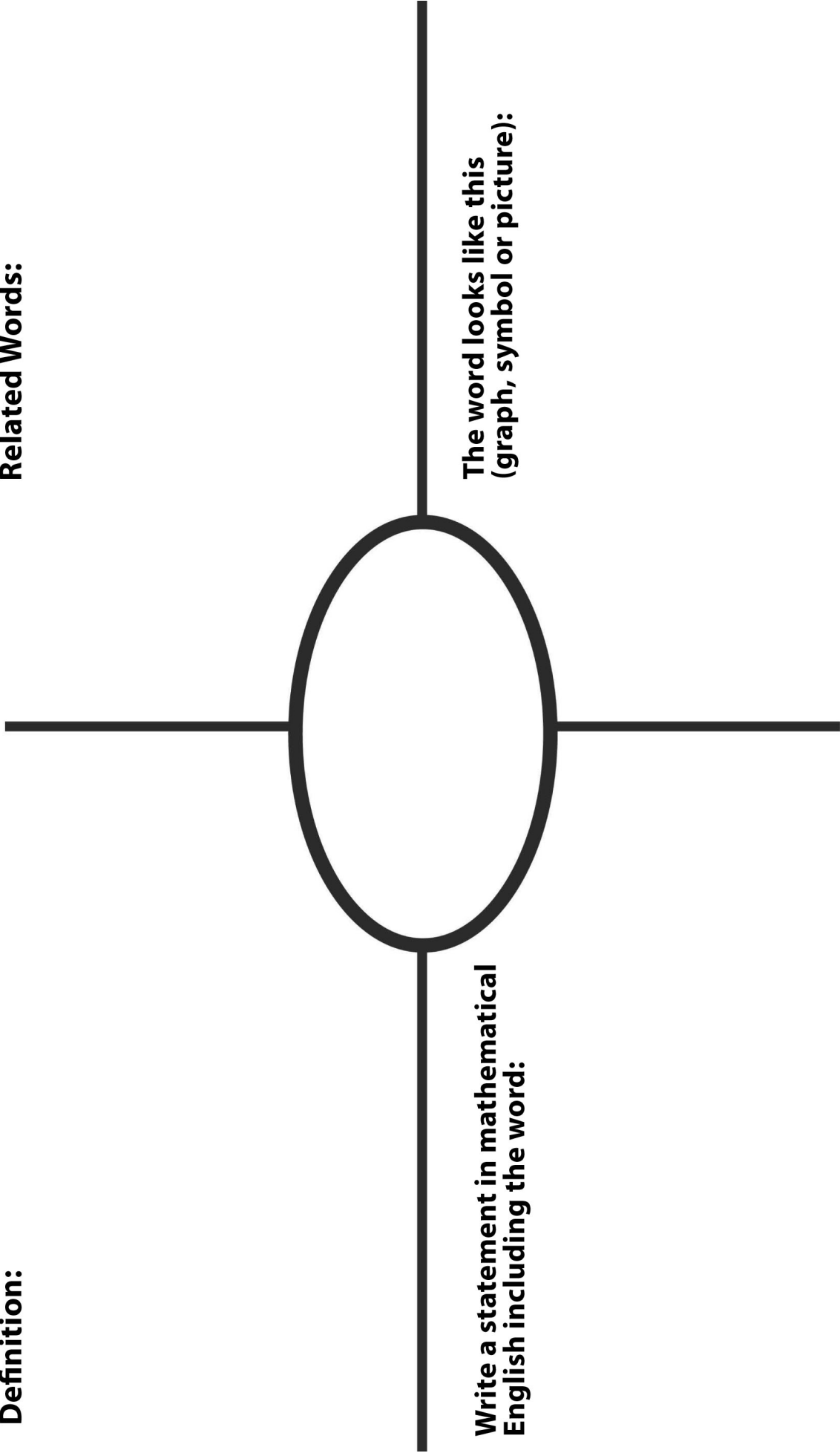
Word	Everyday English	Mathematical English	Symbol

With thanks to Dr. Máire Ní Ríordáin

Visual Word Square

Definition:

Related Words:



Write a statement in mathematical English including the word:

**The word looks like this
(graph, symbol or picture):**

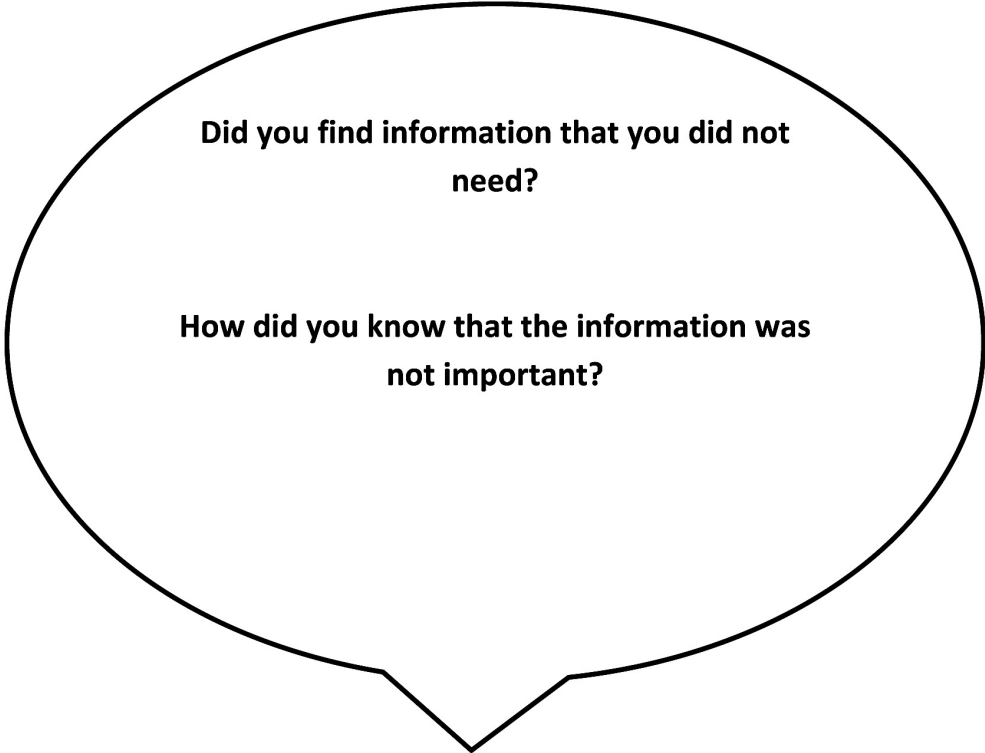
How did you evaluate your answer?

How did you decide what to do?

Classroom Discussion Approach to Problem Solving

What did you do that helped you understand the problem?

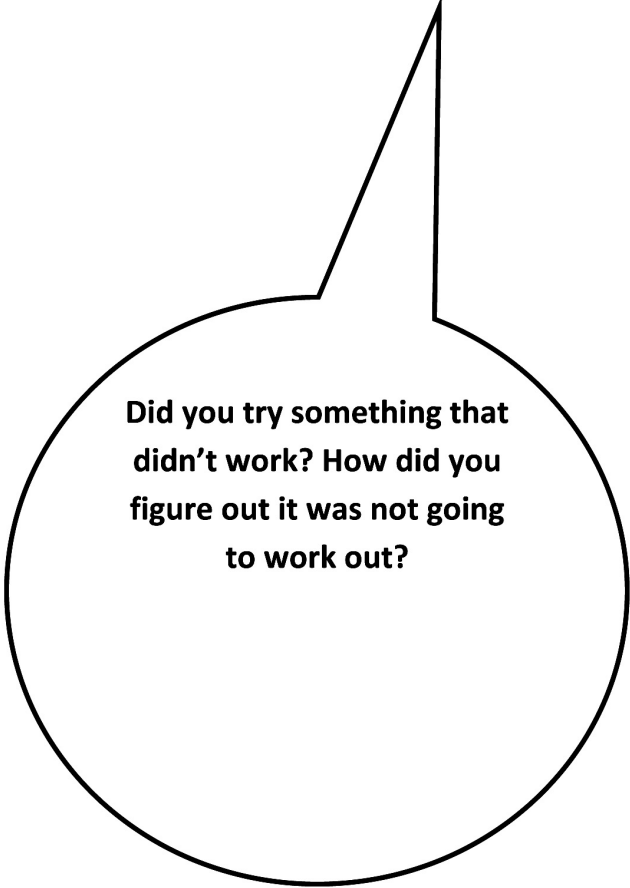
Can something you did here help you solve other problems?



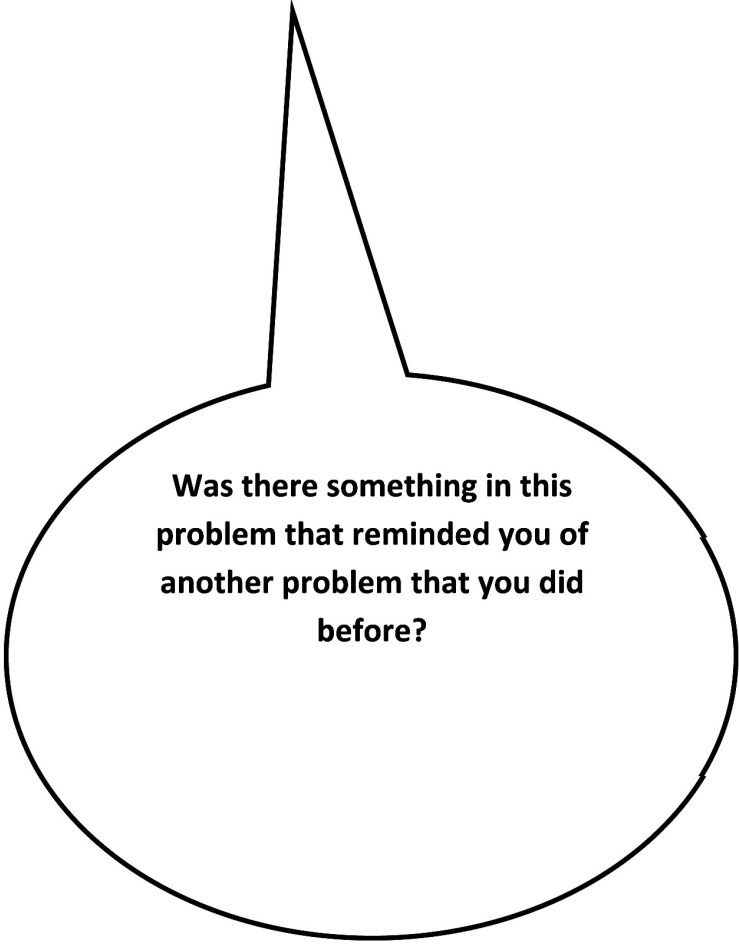
Did you find information that you did not need?

How did you know that the information was not important?

Classroom Discussion Approach to Problem Solving



Did you try something that didn't work? How did you figure out it was not going to work out?



Was there something in this problem that reminded you of another problem that you did before?

Working on Your Own Progress Card

Student: _____

Week Beginning: _____

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

Teacher Comment

You did well on: _____

You also did well on: _____

And now you might consider: _____

Student Comment

What I need to do to improve when I work on my own:

How will I know that I am making progress when I work on my own?

(1) _____

(2) _____

(3) _____

Working with Others Progress Card

Student: _____

Week Beginning: _____

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

Teacher Comment

You did well on: _____

You also did well on: _____

And now you might consider: _____

Student Comment

What I need to do to improve when I work with others:

How will I know that I am making progress when I work with others?

(1) _____

(2) _____

(3) _____

Homework Progress Card

Student: _____

Week Beginning: _____

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

Teacher Comment

You did well on: _____

You also did well on: _____

And now you might consider: _____

Student Comment

What I need to do to improve my homework: _____

How will I know that I am making progress with my homework?

(1) _____

(2) _____

(3) _____

Punctuality Progress Card

Student: _____

Week Beginning: _____

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

Teacher Comment

You did well on: _____

You also did well on: _____

And now you might consider: _____

Student Comment

What I need to do to improve my punctuality:

How will I know that I am making progress with my punctuality?

(1) _____

(2) _____

(3) _____

Attendance Progress Card

Student: _____

Week Beginning: _____

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

Teacher Comment

You did well on: _____

You also did well on: _____

And now you might consider: _____

Student Comment

What I need to do to improve my attendance:

How will I know that I am making progress with my attendance?

(1) _____

(2) _____

(3) _____

NEW STRATEGIES SHOULD BE INTRODUCED USING THE GRADUAL RELEASE OF RESPONSIBILITY MODEL OF TEACHING AND LEARNING

Role of the Teacher	Degree of Control	Role of the Student
----------------------------	--------------------------	----------------------------

<p style="text-align: center;">Applying</p> <p>The teacher offers support and encouragement as necessary.</p>	<p>Students interact independently. They are in control of the conventions and content.</p>	
<p style="text-align: center;">Guiding</p> <p>The teacher scaffolds help and provides support and corrective feedback.</p>	<p>Students do the activity with help from the teacher or other sources at pre-determined points.</p>	
<p style="text-align: center;">Sharing</p> <p>The teacher provides the direction and invites the students to contribute.</p>	<p>Students contribute ideas and information. Decision making is negotiated between teacher and student.</p>	
<p style="text-align: center;">Modelling</p> <p>The teacher demonstrates the processes used while thinking aloud.</p>	<p>Students participate by actively attending to the demonstrations.</p>	

NOTES

NOTES



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