Using Graphic Organisers in Teaching and Learning

The SLSS is funded by the Department of Education and Science under the National Development Plan
Acknowledgements

This resource has been made possible by the generosity of practising teachers working at CPD days facilitated by the SLSS. It is an admirable example of the generosity of teachers willing to share their expertise and ideas with colleagues across the teaching community.

This resource was produced by members of the Second Level Support Service (SLSS) Team

- Project Leader: Maria Garvey
- Design: Gabrielle Moran
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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

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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

**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

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

**Religion**
- Stages from slavery to Passover
- The development of Islam
- From the Passion to Pentecost
Approach to Harmony Question

Double check bass notes, match chord selected above

Fill in the bass notes in the style of the given opening

Fill in the chord progressions

Examine the melody – each note and each bar. Plot possible chord choices over each box

Identify the Cadence points – write out good progressions

Establish the Key signature, fill in the grid appropriately
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, questionning, 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

<table>
<thead>
<tr>
<th>Gaeilge</th>
<th>Music</th>
<th>Science</th>
<th>Modern Language/ Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struchtúr a léiriú e.g. Struchtúr abairte</td>
<td>Development of Western Classical Music</td>
<td>Steps in the scientific method</td>
<td>Telling the time</td>
</tr>
<tr>
<td>Codarsnachtaí idir aidiachtaí a léiriú</td>
<td>Triads - backing chords</td>
<td>Levels of organisation</td>
<td>Oral Project work</td>
</tr>
<tr>
<td>Céimeanna sa litir</td>
<td>Tonic solfá notation</td>
<td>Steps in digestion</td>
<td>Costal erosion features</td>
</tr>
<tr>
<td>Aistí</td>
<td></td>
<td>Steps in separation of rock salt</td>
<td>Atmosphere readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business/Accounting</th>
<th>PE/History</th>
<th>Mathematics</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of Private Company</td>
<td>Free throw in basketball</td>
<td>Linear Programming</td>
<td>Movements in Art</td>
</tr>
<tr>
<td>Resource management</td>
<td>Forward roll</td>
<td>Differentiate from first principles</td>
<td>Life of Monet</td>
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<tr>
<td>Business transaction</td>
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<tr>
<td>Making a complaint</td>
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<td>Taking out insurance</td>
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<tr>
<td>Decision making in the EU</td>
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<td>Steps in Financial Accounts</td>
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</tbody>
</table>
EXAMEN BLANC

Entraînement avec un autre élève

Vérification pour le professeur

Préparer des réponses possibles

Établir une liste de questions avec vos amis, votre famille

Choisir un document
Resolving a Trade Dispute

Non Legislative

Workers and Supervisor

Explanation
Negotiation if possible with one's immediate supervisor, whether it is a dispute involving all workers or an individual worker.

Internal Negotiation

Explanation
Shop steward negotiates with management in an attempt to resolve a dispute.

Shop Steward and Supervisor

Explanation
Workers approach the shop steward to resolve a dispute if they have been unsuccessful in attempts to negotiate a solution with their immediate supervisor.

Internal Negotiation

Explanation
Shop Steward and Manager

Senior Management negotiate with Union Head Office to find a resolution to a dispute.

Internal Negotiation

Explanation
Union Officials and Senior Management

Explanation

Labour Relations Commission or Rights Commissioner or Equality Officer

Explanation
The dispute is referred to the Labour Relations Commission if it involves all workers or a large group of workers.

It is referred to a Rights Commissioner if it involves one worker or a small group of workers.

It is referred to an Equality Officer if it involves equality issues.

Labour Court or Employment Appeals Tribunal

Explanation
The dispute is referred to the Labour Court if it has not been resolved at an earlier stage. The Labour Court decision is binding.

If an individual feels that their statutory employment rights have been infringed they may take their case to the Employment Appeals Tribunal. Its decision is binding.

Legislative

External Arbitration

External Conciliation

Labour Relations Commission or Rights Commissioner or Equality Officer
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.
King Lear’s decision to divide his kingdom

- Lear’s rash impulsive nature
- Daughters’ forced declaration of love and Cordelia’s refusal
- Lear’s dependence on two daughters for shelter and sustenance
- Gradual loss of power and status
- Storm and descent into madness
- Lear “sees” better
- Division of Kingdom
- Deaths of tragic hero and central characters
- Dénouement

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Mo uth
Physical and chemical digestion begin

Oesophagus
Peristalsis begins

Stomach
Physical and Chemical Digestion continue

Small Intestine
Digestion completed and Absorption for assimilation of food begins

Large Intestine
Absorption of H₂O

Rectum and Anus
Egestion

* Mitch was designed and named by an imaginative colleague!
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 cheumadh mà thugtar an chéad abairt
- Aiste a scríobh – na tuarimí a bhailiú le chéile in altanna
- Aiste don Árdteist – Sláinte
- Teicnici 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 Columbas

#### 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

- WW1
- Guilt Clause
- Economic Conditions (post-war depression)
- Weimar Germany
- Ideologies Taking Root
- Wall Street Crash
- Hitler’s Aggressive Foreign Policy
- Appeasement
- Invasion of Poland

- Economic Conditions
- Weimar Germany
- Ideologies Taking Root
- Wall Street Crash
- WW1
- Guilt Clause
Ghanf–

Ghanfá

Ghanfadh sé

Ghan

Ghanfaimis

Ghanfainn

Ghanfaidís

Ghanfadh sibh

Ghanfadh s é

Glan G lanf – G hlanf –

G hlanfadh s é G hlanfá G hlanfaimn
When synthesising ideas, drawing conclusions, reducing a body of information to its 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

<table>
<thead>
<tr>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Home Economics/Technical Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rates of reaction</td>
<td>Causes of 1916 Rising</td>
<td>Traffic Management</td>
<td>Planning a craft project</td>
</tr>
<tr>
<td>Prep oxygen gas</td>
<td>Source of US economic Boom 1945-69</td>
<td>The Burren</td>
<td>Healthy lifestyle</td>
</tr>
<tr>
<td>7 characteristics of living things</td>
<td>Causes of any major event e.g. French Revolution, American Civil War of Independence</td>
<td>Improving the environment</td>
<td>Design brief</td>
</tr>
<tr>
<td>Photosynthesis</td>
<td></td>
<td>Volcanos</td>
<td>Components</td>
</tr>
<tr>
<td>Magnetic force</td>
<td></td>
<td>Earthquakes</td>
<td></td>
</tr>
<tr>
<td>Urine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business/Maths</th>
<th>Gaeilge</th>
<th>Music/Art</th>
<th>English/RE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage Negotiation</td>
<td>Foclóir a bhailiú faoi toipic ar bith.</td>
<td>Jazz</td>
<td>Essay preparation</td>
</tr>
<tr>
<td>Sale of Goods and Supply of Services Act 1980</td>
<td>Tuairimí a bhailiú d’aiste.</td>
<td>Dance</td>
<td>Persuasive writing</td>
</tr>
<tr>
<td>Sets</td>
<td></td>
<td>Instruments of the orchestra</td>
<td>My favourite place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melody</td>
<td>Components of Islam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impressionist and Post Impressionist painters</td>
<td></td>
</tr>
</tbody>
</table>
Components of fitness

- cardiovascular endurance
- muscular endurance
- flexibility / suppleness
- dynamic strength
- static strength
- power
- speed

Fitness
Elements of The Burren

- Limestone Pavement
- Fossils
- Shale
- Stalagmite
- Flora
- Fauna
- Tourism
- Goats
- Cave

250,000,000 years old
Limestone
Swallow Hole
Stalactite
The Burren
Influences on the Development of Cubism

Artists Involved: Picasso, Braque, Léger, Lipchitz

Characteristics of Cubism:
- Photography
- Geometric shapes
- Structure
- Sculpture and Painting

Found in: CUBISM
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
PE - Dance

Solo dance types

- Jig 6/8
- Reel 4/4
- Slip Jig 9/8
- Hornpipe 4/4
- Polka 2/4
- Slide 2/4

Sean nós dance

- Loose posture
- Hand movement
- Flat of feet
- Casual
- Half set
- Kerry

Contemporary step dance

- Upright posture
- Hands rigid
- Ball of foot
- Competitive
- Costume
- Walls of Limerick
- Siege of Ennis

Group dances

Set dances

Céilí dances

Irish Dance
Eggs

Nutrition
- 13% sat. fat
- 74% water
- Iron, Sulphur
- No Ca, No CHO
- Few Vitamins
- Emulsifying agent
- Enriching
- Glazing
- Binding
- Hot/Cold
- HBV Protein

Dietetic
- Easy to digest
- Growth & repair
- Omega 3
- Cholesterol
- Kill Bacteria
- Coagulation
- Change of colour
- White and yolk set

Structure
- Shell
- Yolk
- White
- Membrane
- Air Cell
- Chalazae
- Grading
- Registration
- Class & size
- Quantity
- Storage
- Provider

Uses

Cooking

Labelling
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.
Characteristics of an Entrepreneur

- Risk Taker
- Self belief
- Reality Perception
- Hardworking
- Motivated
- Decision Maker
- Innovative and creative
Earthquakes

Tremors

Seismograph

Richter Scale

Aftershock

Seismologist

Epicentre

Focus

Destruction
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.
### Manufactured Boards

<table>
<thead>
<tr>
<th>Board</th>
<th>Raw Material</th>
<th>Characteristics</th>
<th>Uses</th>
<th>Thickness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plywood</td>
<td>Hardwood and softwood veneers.</td>
<td>Grain visible. Available in large sheets. Strong</td>
<td>External plywood available for Boats and flat roofs. Furniture, walls and ceilings. Thin plywood needs to be framed.</td>
<td>3mm to 25mm</td>
</tr>
<tr>
<td>Strip-core board</td>
<td>Strips of wood and veneers</td>
<td>Grain visible. Available in large sheets. Strong, Does not warp or split.</td>
<td>Furniture panels, doors. Framing not necessary</td>
<td>12mm to 25mm</td>
</tr>
<tr>
<td>Chipboard</td>
<td>Wood chips and sawdust</td>
<td>No grain unless veneered. Available in large sheets. Easy to decorate.</td>
<td>Furniture manufacture, wall panels, edges require covering. Framing not necessary</td>
<td>9mm to 25mm</td>
</tr>
<tr>
<td>Hardboard</td>
<td>Wood chips which have been reduced to a pulp</td>
<td>No grain unless veneered. Does not split. Available in large sheets. Hard, Durable. Tough. Can be painted</td>
<td>Furniture backs, drawer bottoms, partitions and ceilings. Framing necessary</td>
<td>3mm to 9m</td>
</tr>
<tr>
<td>Veneers</td>
<td>Thin sheets of wood</td>
<td>Distinct wood grain. Very thin. Weak until bonded to a base</td>
<td>Ornamental surfaces for artificial boards or solid wood. Marquetry</td>
<td>1mm</td>
</tr>
<tr>
<td>Era</td>
<td>Shape</td>
<td>Function</td>
<td>Nature of Decoration</td>
<td>Methods of Decoration</td>
</tr>
<tr>
<td>-------------------------</td>
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<tr>
<td>Bronze Age</td>
<td>Sun Disc</td>
<td>Decorative badge or button</td>
<td>Abstract</td>
<td>Incision</td>
</tr>
<tr>
<td>2000 - 500BC</td>
<td></td>
<td></td>
<td>Geometric</td>
<td>Repousse</td>
</tr>
<tr>
<td>Iron Age</td>
<td>Petrie Crown</td>
<td>Decorative horse trapping</td>
<td>Semi Abstract</td>
<td>Incision and</td>
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<tr>
<td>500BC – 500AD</td>
<td></td>
<td></td>
<td>Organic</td>
<td>Repousse</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Based on plant imagery</td>
<td></td>
</tr>
<tr>
<td>Early Christian</td>
<td>Tara Brooch</td>
<td>Pseudo pennicular Brooch</td>
<td>Celtic fret work</td>
<td>Incision Repousse</td>
</tr>
<tr>
<td>500AD – C7th</td>
<td></td>
<td></td>
<td>Gold filigree</td>
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<td></td>
<td></td>
<td></td>
<td>Enamelling</td>
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</tr>
<tr>
<td>Late Christian</td>
<td>St Patrick’s Bell Shrine</td>
<td>House St Patrick’s Bell</td>
<td>Celtic fret work</td>
<td>Incision</td>
</tr>
<tr>
<td>C7th – C12th</td>
<td></td>
<td></td>
<td>Gold filigree</td>
<td>Engraving</td>
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<td>Enamelling</td>
<td>Repousse</td>
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<td>Soldering</td>
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<td></td>
<td></td>
<td>Gold</td>
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<td></td>
<td></td>
<td>Silver</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Enamelling</td>
</tr>
</tbody>
</table>
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

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

**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

**Gaeilge**
- Comparáid idir dhánta/scréatha/charachtéir
- Comparáid idir taimé e.g. An saol mar ata is mar a bhi Faoiseamh a Gheobhadasa Comparáid idir saol na tuaithe agus saol na cathrach
- Accusative/Dative case

**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

Vein
- towards heart
- less muscular
- wider lumen
- less pressure – valves present
- de-oxygenated except for pulmonary

Artery
- away from heart
- thick muscle
- narrow lumen
- pulse blood under pressure
- oxygenated except for pulmonary

Vein:
- carry blood in lumen
- cylindrical shape
- muscle layer
- elastic layer
- lining epithelium
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

<table>
<thead>
<tr>
<th>English</th>
<th>Religion/Maths</th>
<th>Home Economics</th>
<th>Technical Subjects</th>
</tr>
</thead>
</table>
| • The comparative question (comparing three texts) for higher level Leaving Certificate  
• Main concerns of a body of a poet’s work (Higher Level) | • Main religions  
• Forms of Christianity  
• Volume of cone, cylinder, sphere | • 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 drawing - types of projections / views  
• Joining different materials  
• Types of energy  
• Wood, plastic, metal |

<table>
<thead>
<tr>
<th>History</th>
<th>Art/Music</th>
<th>Science</th>
<th>Gaeilge/Modern Language</th>
</tr>
</thead>
</table>
| • Three leaders e.g. Hitler, Stalin & Mussolini | • Colour Mixing  
• Comparing songs in general study | • Organs of excretion  
• 1st year science pre-learning  
• Compare protons, electrons, neutrons  
• Conduction, convection and radiation  
• Water in physics, chemistry, biology | • Comparáid idir scéalta/danta/ carachtéir.  
• Past, present, future tense |
Solids, Liquids, Gases

**GAS**
- particles can move far away from each other to fill every available space
- going straight from solid to gas is called sublimation ‘dry ice’
- particles can’t be seen moving; keeps the same shape
- all contain atoms or molecules; all are matter

**LIQUID**
- particles can move or flow a little; take the shape of their container
- evaporation and condensation are the changes of state for these
- melting and solidifying are the changes of state for these

**SOLID**
- particles can’t be seen moving; keeps the same shape
- going straight from solid to gas is called sublimation ‘dry ice’
- all contain atoms or molecules; all are matter

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Comparative Question

Silas Mariner

- Fairy tale story
- A lot of unlikely coincidences
- English Setting
- Remote society
- Superstition

- Rural Life
- Isolation

- Working People
- Poverty
- Violence
- Tragedy

- Desire for wealth (will and gold)
- Role of women
- Betrayal

Of Mice and Men

- Race
- Bullying
- American Setting
- Unsettled Nomadic Life
- Depression

- Realism
- Escape from reality
- Working Class Life
- Violence
- Alcohol

Juno and the Paycock

- Urban Life
- Civil War
- Irish Setting
- Nationalism
Four Corner Organiser

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

Lazy Daisy Stitch

Satin Stitch

Stem Stitch

French Knots

Use for hand-stitched flowers

Use to form an outline

Use to fill in an area, i.e. centre of a flower

Use to form a border or outline
Equations

Linear Equation

Quadratic Equation

Simultaneous Equation

Cubic Equation

How to solve it - Describe the process

Example

Example

Example

Example

How to solve it - Describe the process

How to solve it - Describe the process

How to solve it - Describe the process

How to solve it - Describe the process
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**
- Diospóireacht a ullmhú.
- Tuairímí 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?

Yes

- Had dark desire already
- He followed the witches and actively sought their predictions
- Easily persuaded by witches and wife
- Does the deed
- Disregards his own conscience

No

- Lady M. taunts him – emotional blackmail
- Supernatural influences
- Suffers from his own vaulting ambition
- Scorpions in his mind

Maybe So!

- Immediate regret
- Follows the airborne dagger – is this supernatural influence
Should the death penalty be imposed?

Yes

- Victim gets justice
- An eye for an eye
deterrent to crime

No

- Innocent people put to death
- All life is sacred
- Minority groups over represented

Maybe So!

- Nature of the crime
- Depends on response of convicted person
- Effect on society in general
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 scriobh litreach/nóta.
- Achoimre ar dhán e.g. téama, mothúcháin, lomhanna etc
- Learning vocabulary associated with a topic

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

**Home Economics**
- Food types
- Cheese
- Energy requirements

**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

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

**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

Nasal tone

Mellismatic style of singing

Originally a Solo Art Form

Ornamentation

Sean Nós singing

Words – the most important feature
No dynamics, No expression
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 bhualadh sibh le chéile?
- a thosóidh sé?

Ábhar

Cé?
- a bheidh ann?
- a fheicfidh tú?

Cá?
- mbeidh sé a siúl?
- mbuahadh sibh le chéile?
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**

<table>
<thead>
<tr>
<th>Gaeilge</th>
<th>Modern Language</th>
<th>English</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suíbhé ranga a dhéanamh.</td>
<td>Se Présenter</td>
<td>Analysing a poem</td>
<td>Northern Ireland 1920-49</td>
</tr>
<tr>
<td>Ceisteanna a thabhairt ar mhír scannáin/ált léamhthuisceana</td>
<td></td>
<td>Recapping a text</td>
<td>Themes of the Holocaust</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science/Maths</th>
<th>Home Economics</th>
<th>Business</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions of skeleton</td>
<td>Marriage</td>
<td>Marketing</td>
<td>Cadances</td>
</tr>
<tr>
<td>Plant reproduction</td>
<td></td>
<td>EU Institutions</td>
<td>Works/songs</td>
</tr>
<tr>
<td>Stages in solving LC HL problems</td>
<td></td>
<td>Legislation</td>
<td>Key signatures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Irish music</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aural skills</td>
</tr>
</tbody>
</table>
**Character Analysis: Write brief informative notes on the following**

<table>
<thead>
<tr>
<th>Describe the character’s physical appearance</th>
<th>Describe the character’s background</th>
<th>Describe the setting in which the character lives</th>
<th>The way the character behaves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way the character speaks</td>
<td>Why I would/would not like to be the character</td>
<td>What motivates the character</td>
<td>What others say about the character</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How others behave around the character</td>
<td>Important relationships for the character</td>
<td>The playwright’s depiction of the character</td>
<td>The playwright’s style of characterisation</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# Investigating a Third Level Course

<table>
<thead>
<tr>
<th>When can I apply?</th>
<th>Closing Date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry Requirement?</th>
<th>What subjects needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does course involve?</th>
<th>What alternative courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Answer</td>
</tr>
</tbody>
</table>
Section 2

Graphic Organisers
for use in the classroom
<table>
<thead>
<tr>
<th>Q1</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>Answer</td>
</tr>
<tr>
<td>Q3</td>
<td>Answer</td>
</tr>
<tr>
<td>Q4</td>
<td>Answer</td>
</tr>
<tr>
<td>Q5</td>
<td>Answer</td>
</tr>
<tr>
<td>Q6</td>
<td>Answer</td>
</tr>
</tbody>
</table>