



SECOND LEVEL  
SUPPORT SERVICE

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# Using Graphic Organisers in Teaching and Learning



## 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:**

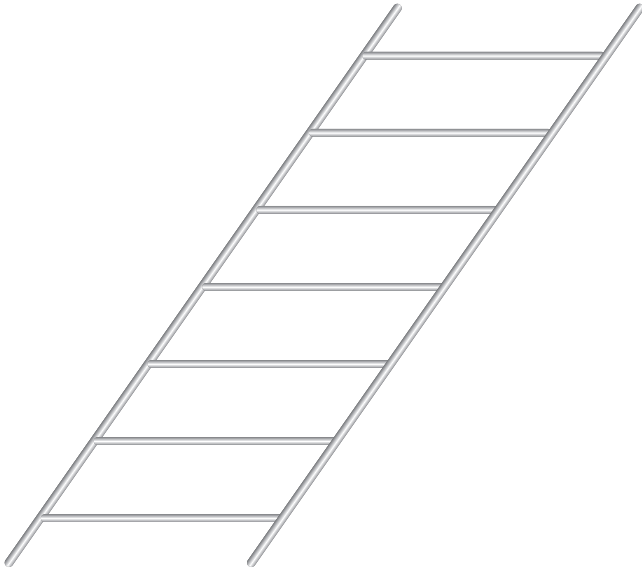
### Section 1

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

# 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

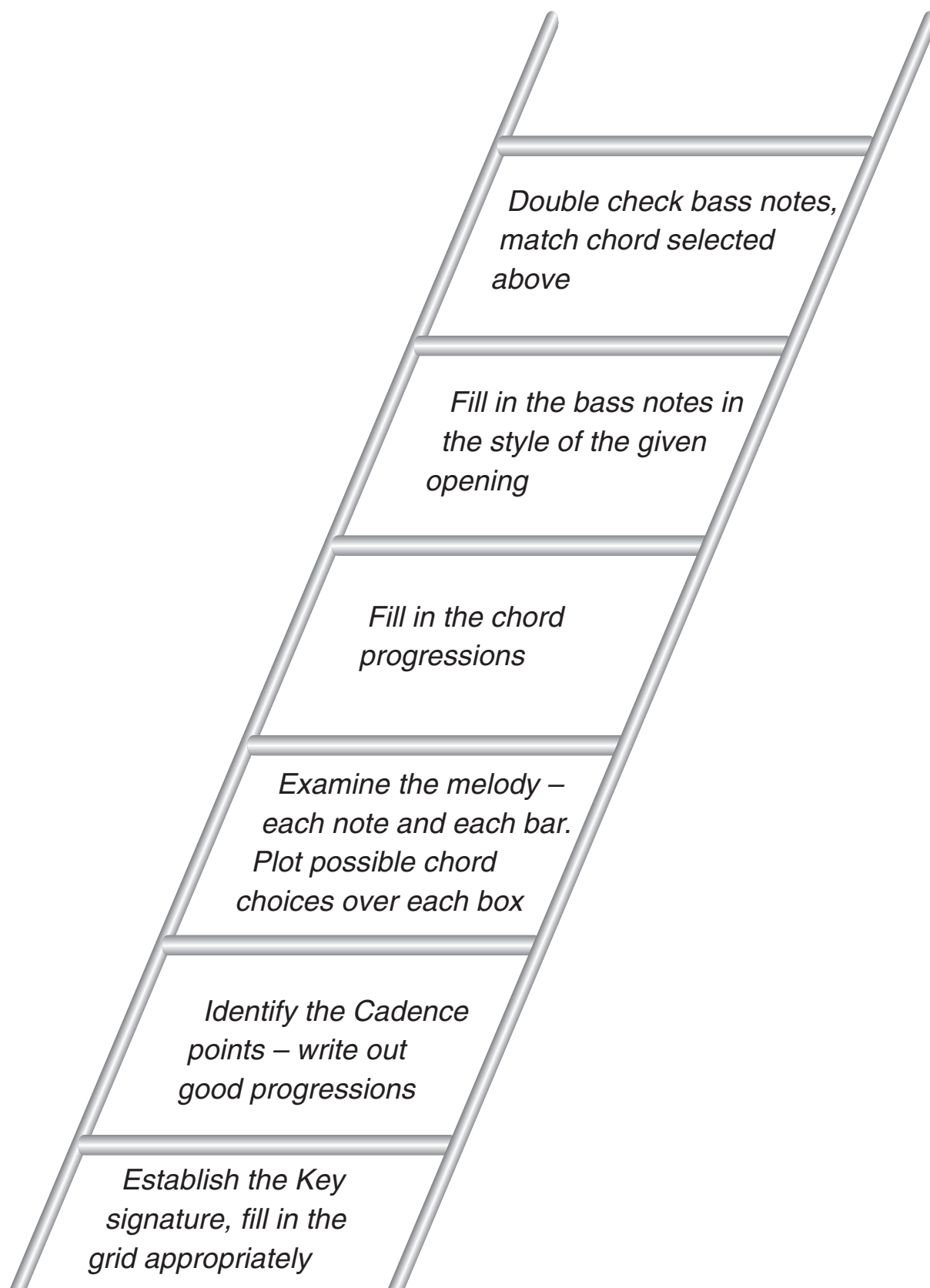
### English

- 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

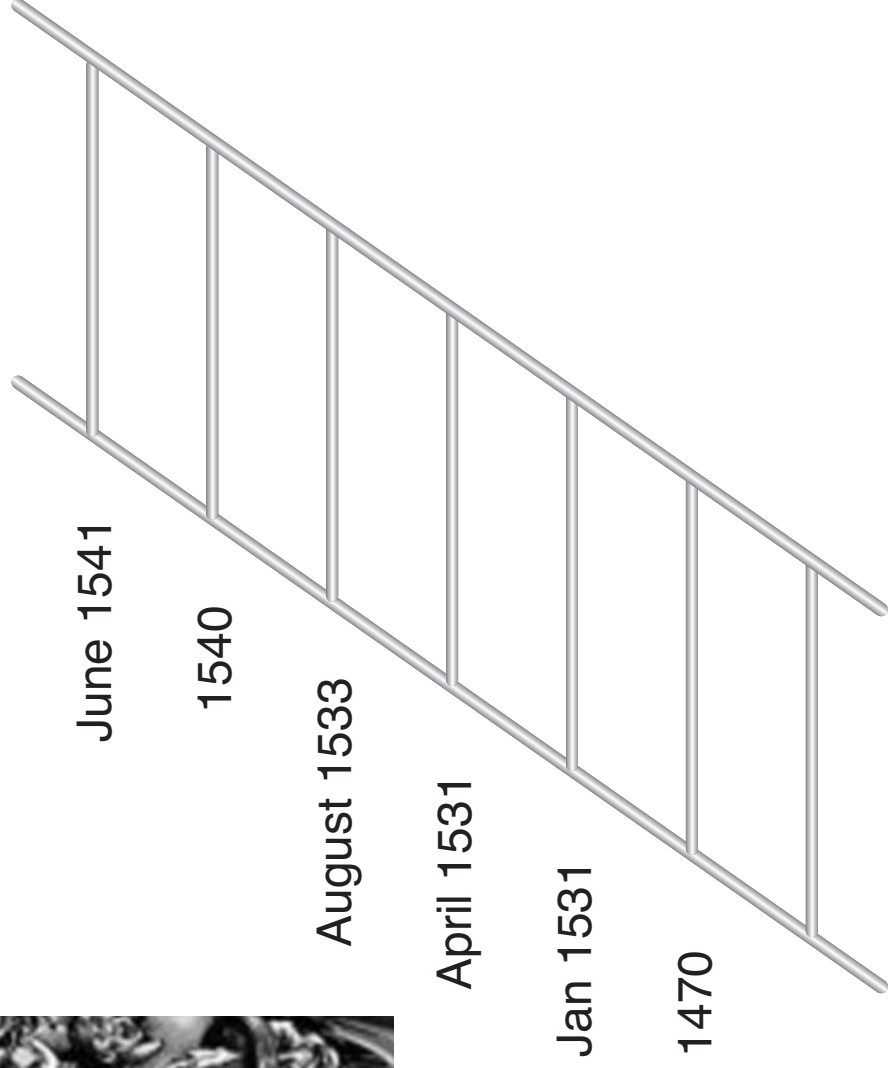
- Stages from slavery to Passover
- The development of Islam
- From the Passion to Pentecost

# Approach to Harmony Question

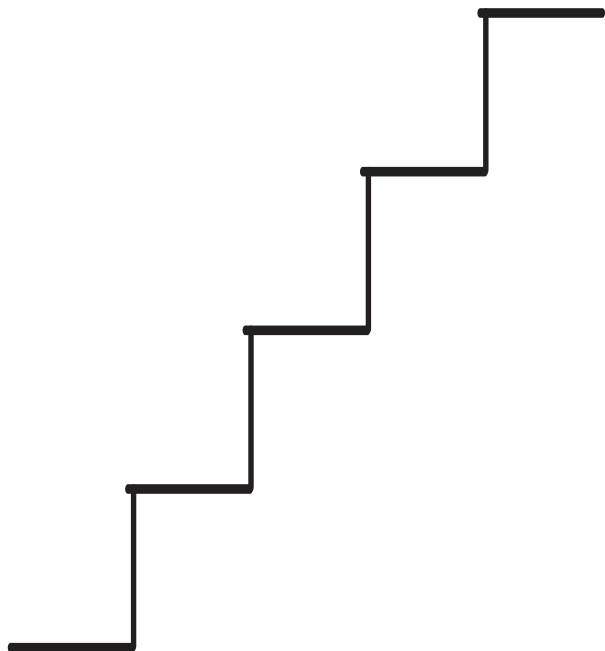


## Pizarro and the Incas

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
- Codarsnachtaí 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

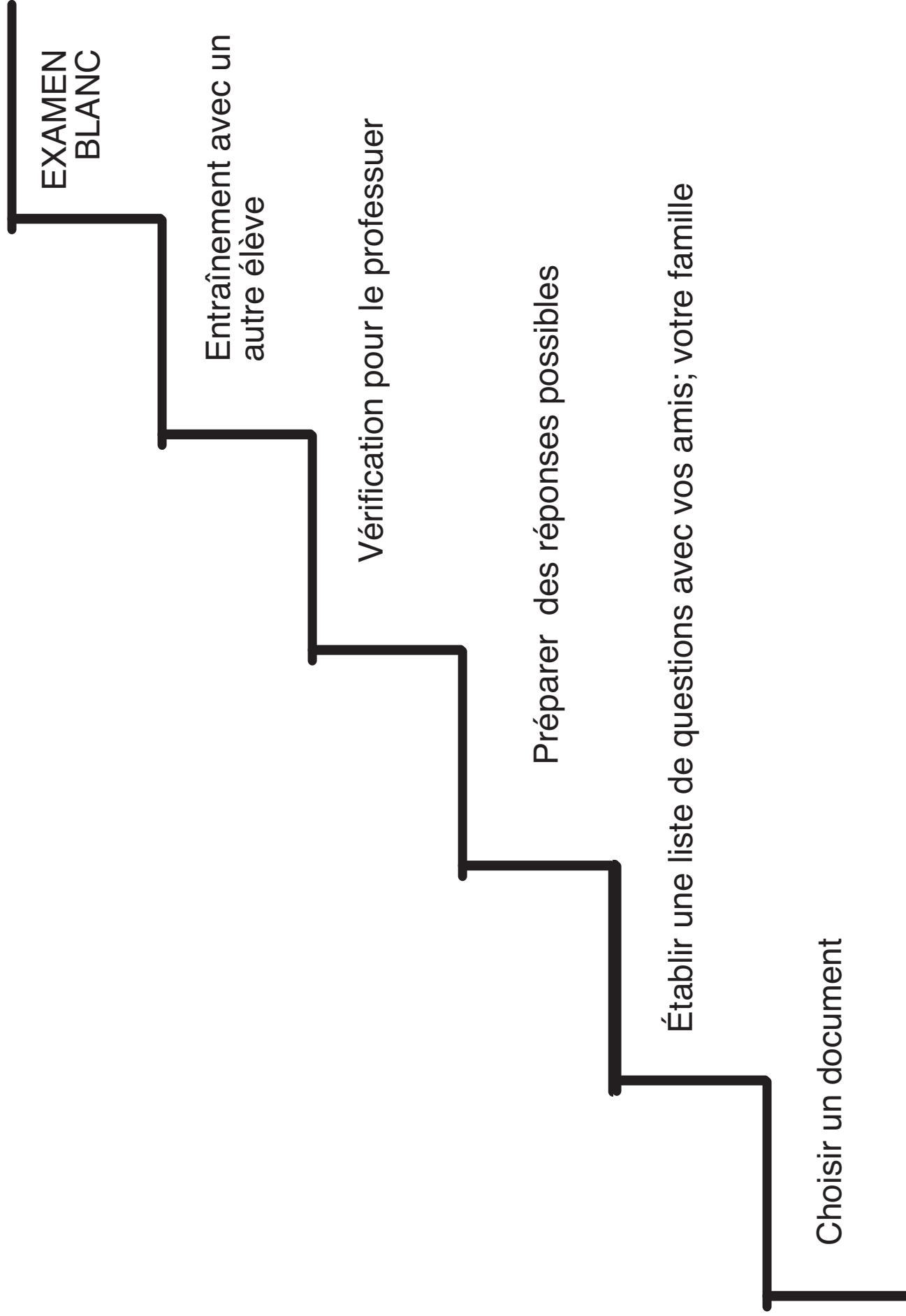
- Linear Programming
- Differentiate from first principles

### Art

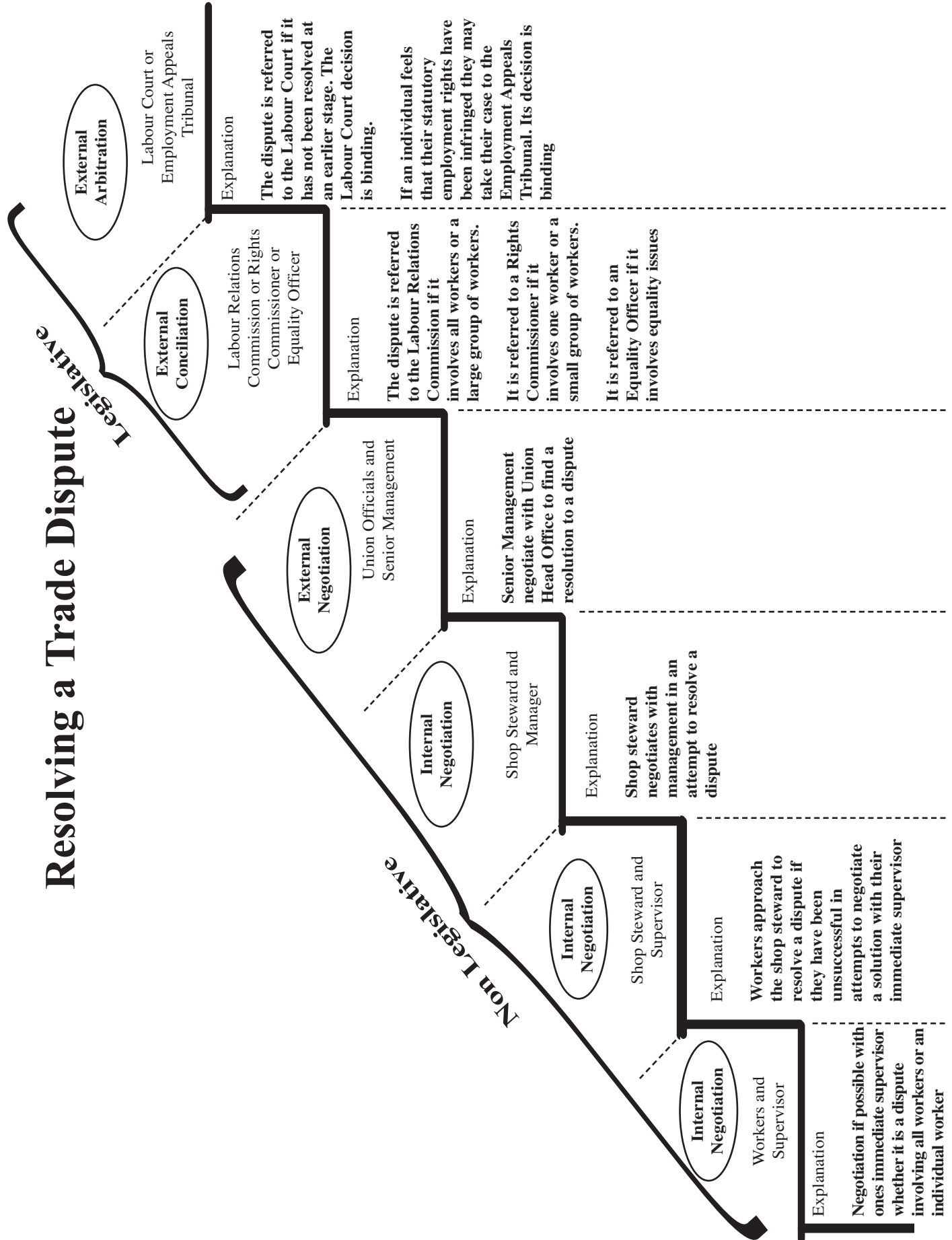
- Movements in Art
- Life of Monet



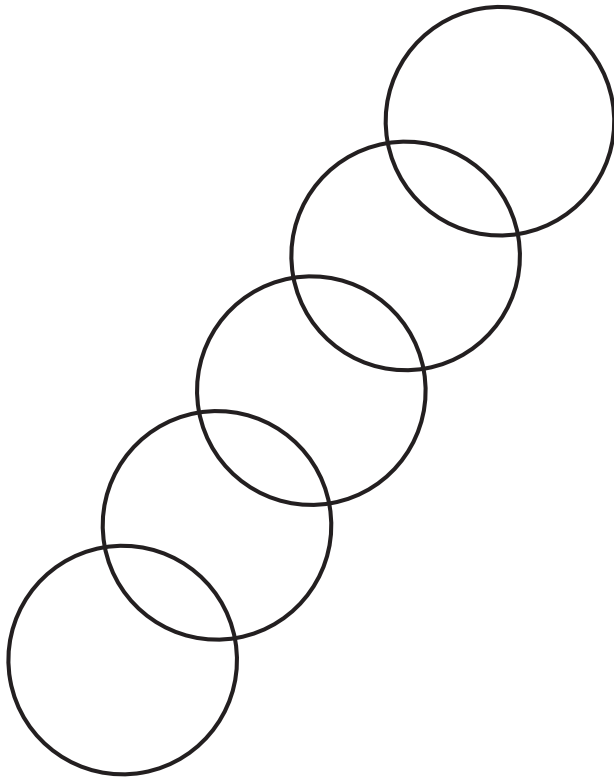
# Preparer le Document Oral



# 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

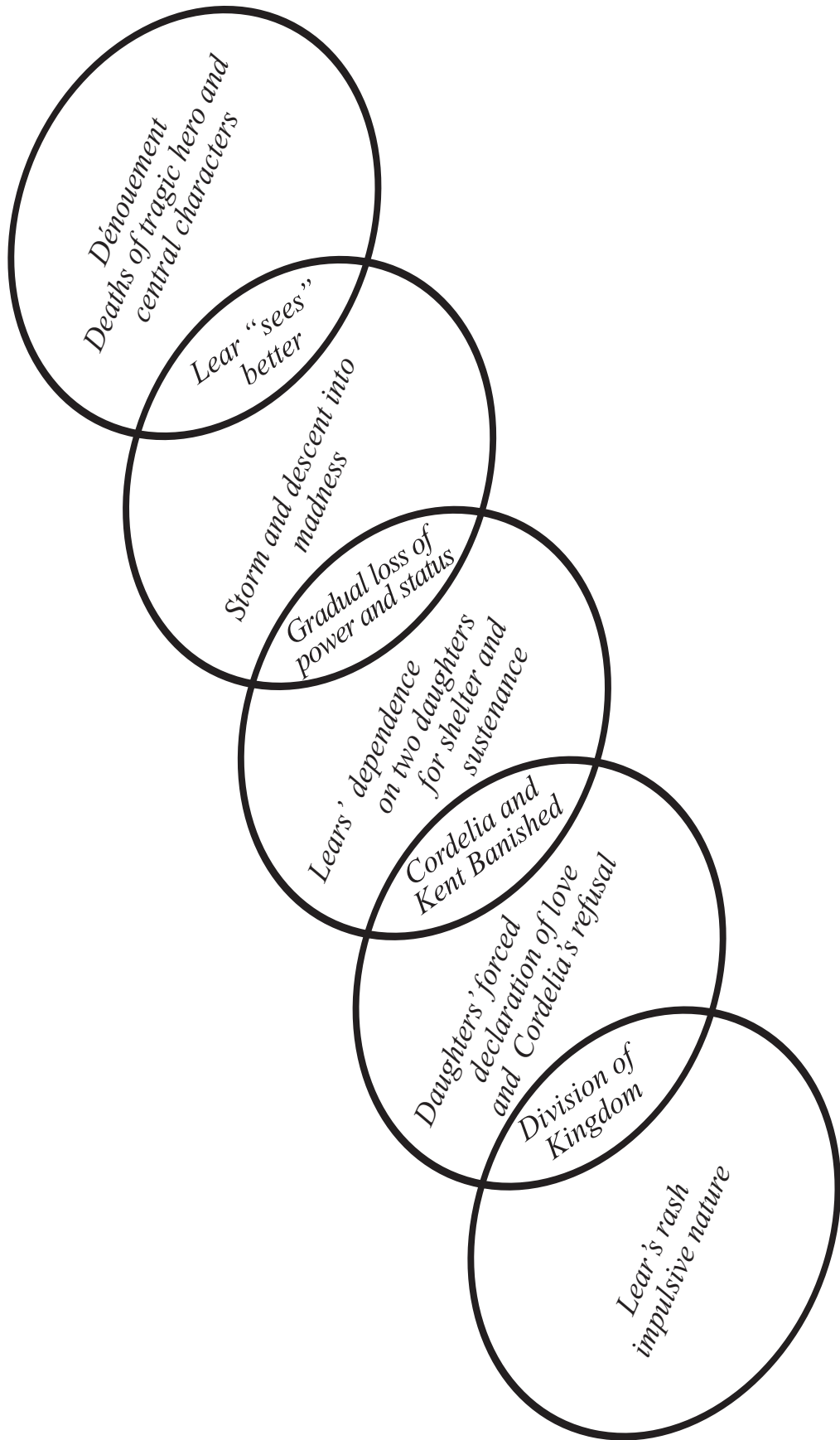
### Home Economics

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

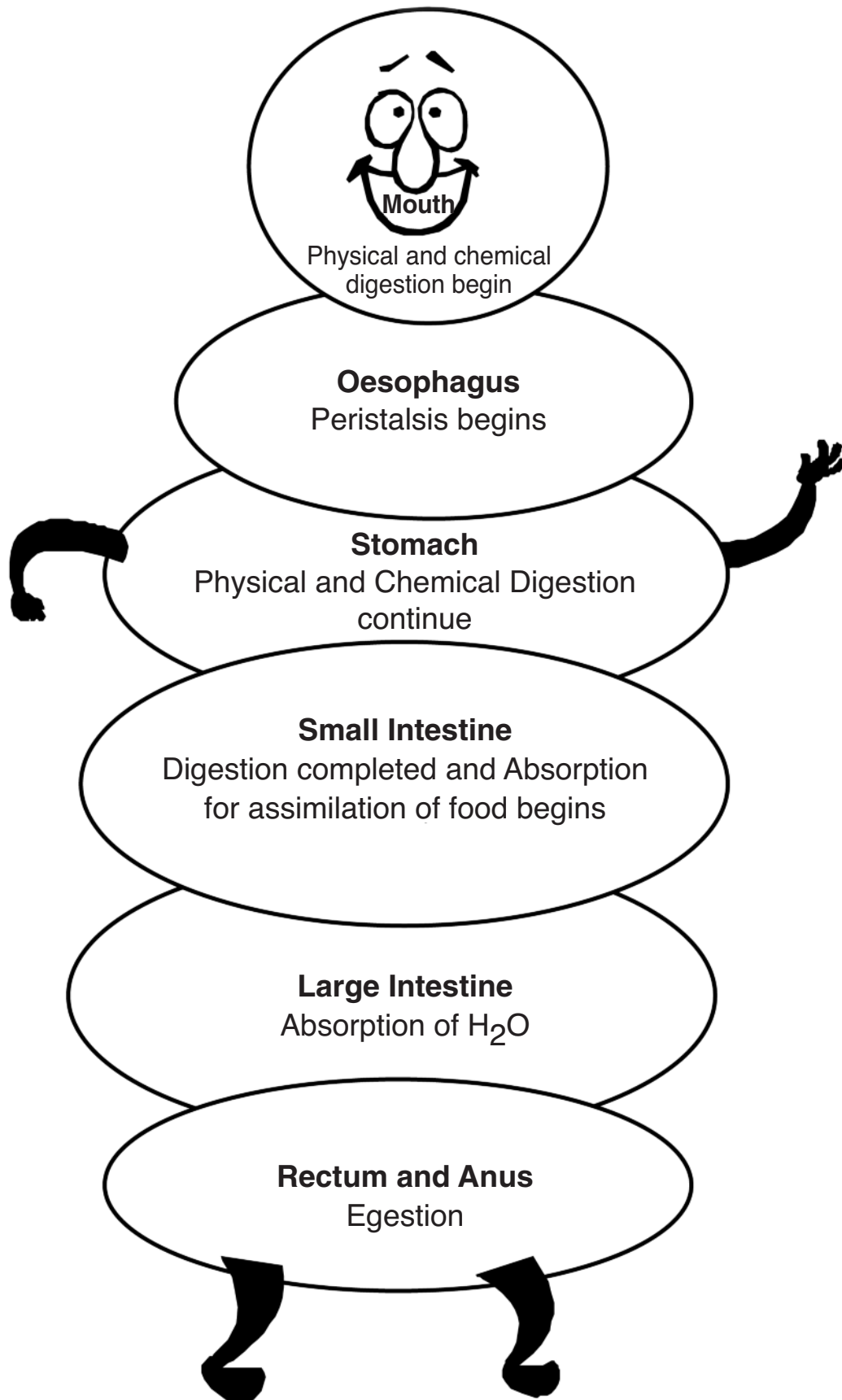
### Business

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

# King Lear's decision to divide his kingdom

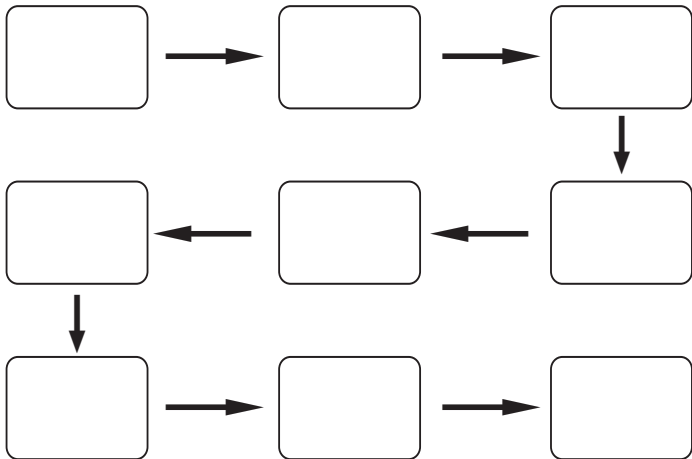


# Digestion (Mitch\*)



\* 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 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

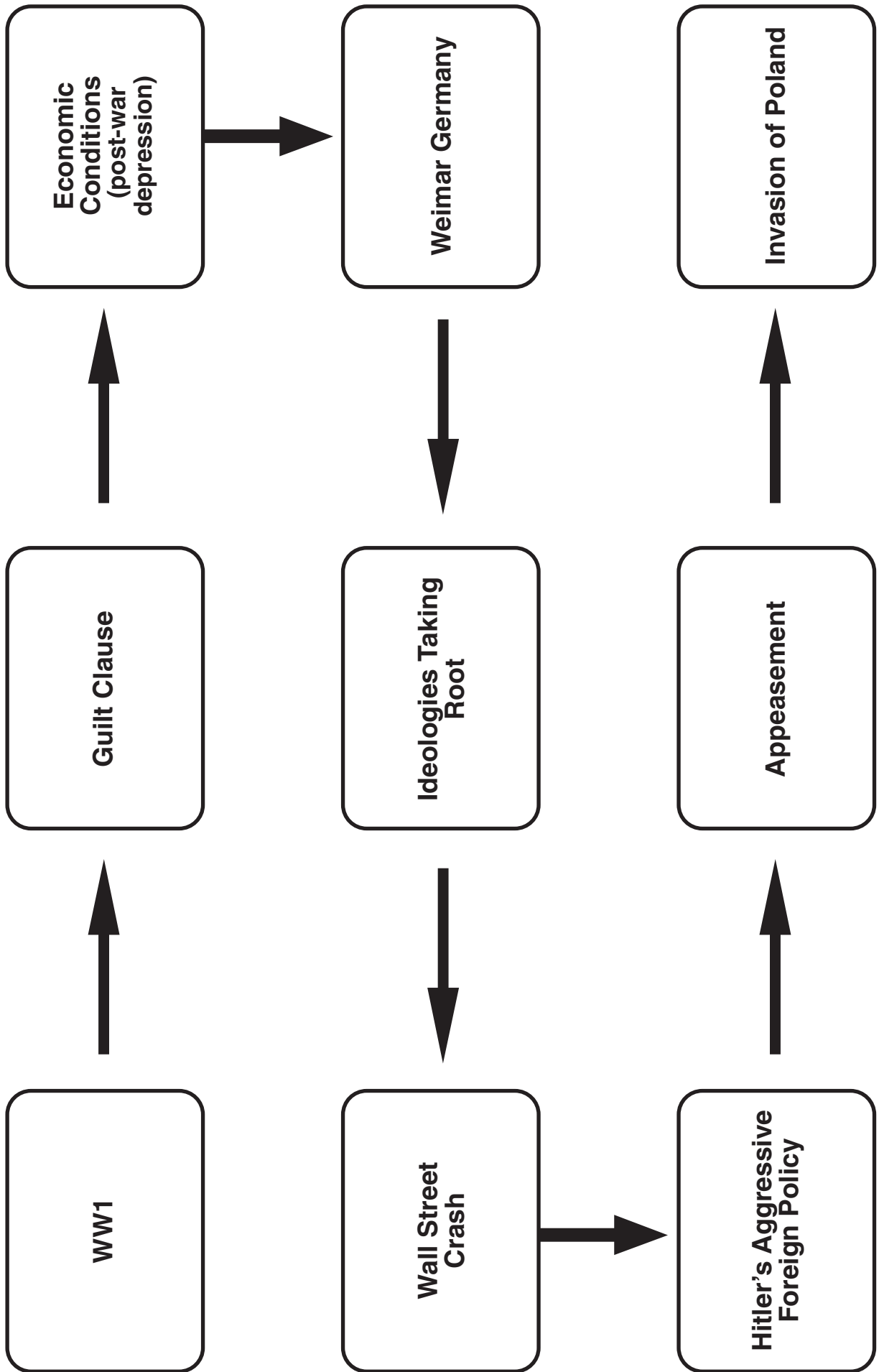
### Music

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

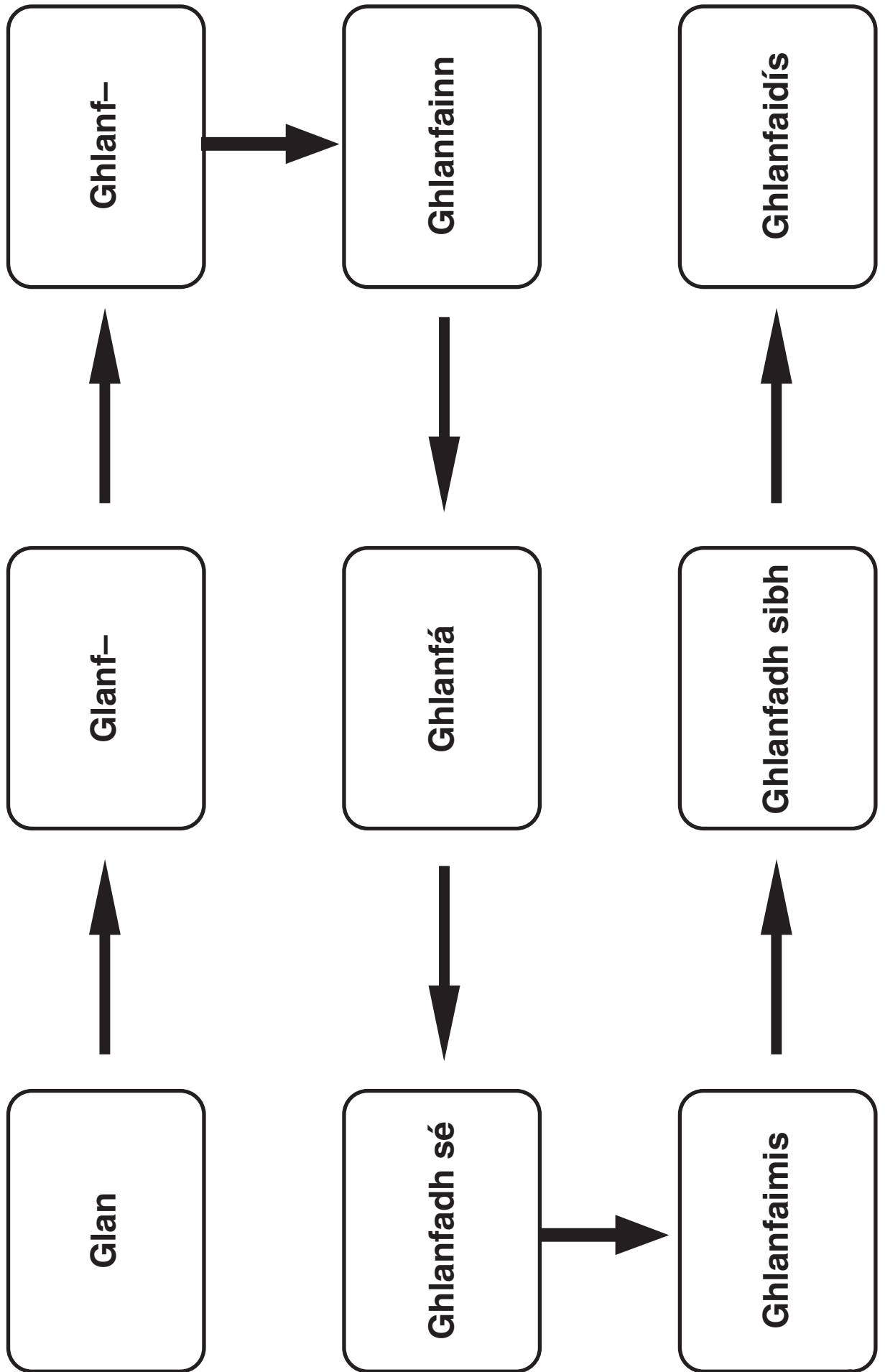
### Technical Subjects

- Design Brief
- Drilling

# Causes of Second World War

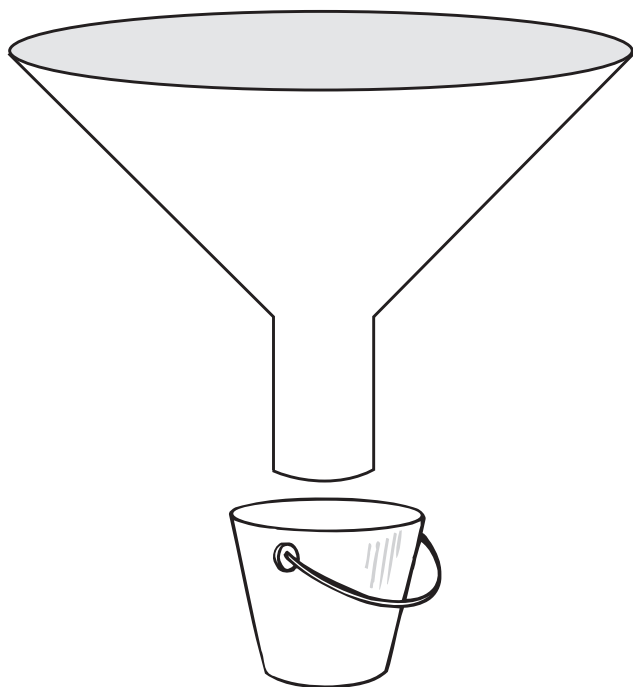


# Modh Cóinníolach





# Funnel



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

### 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.

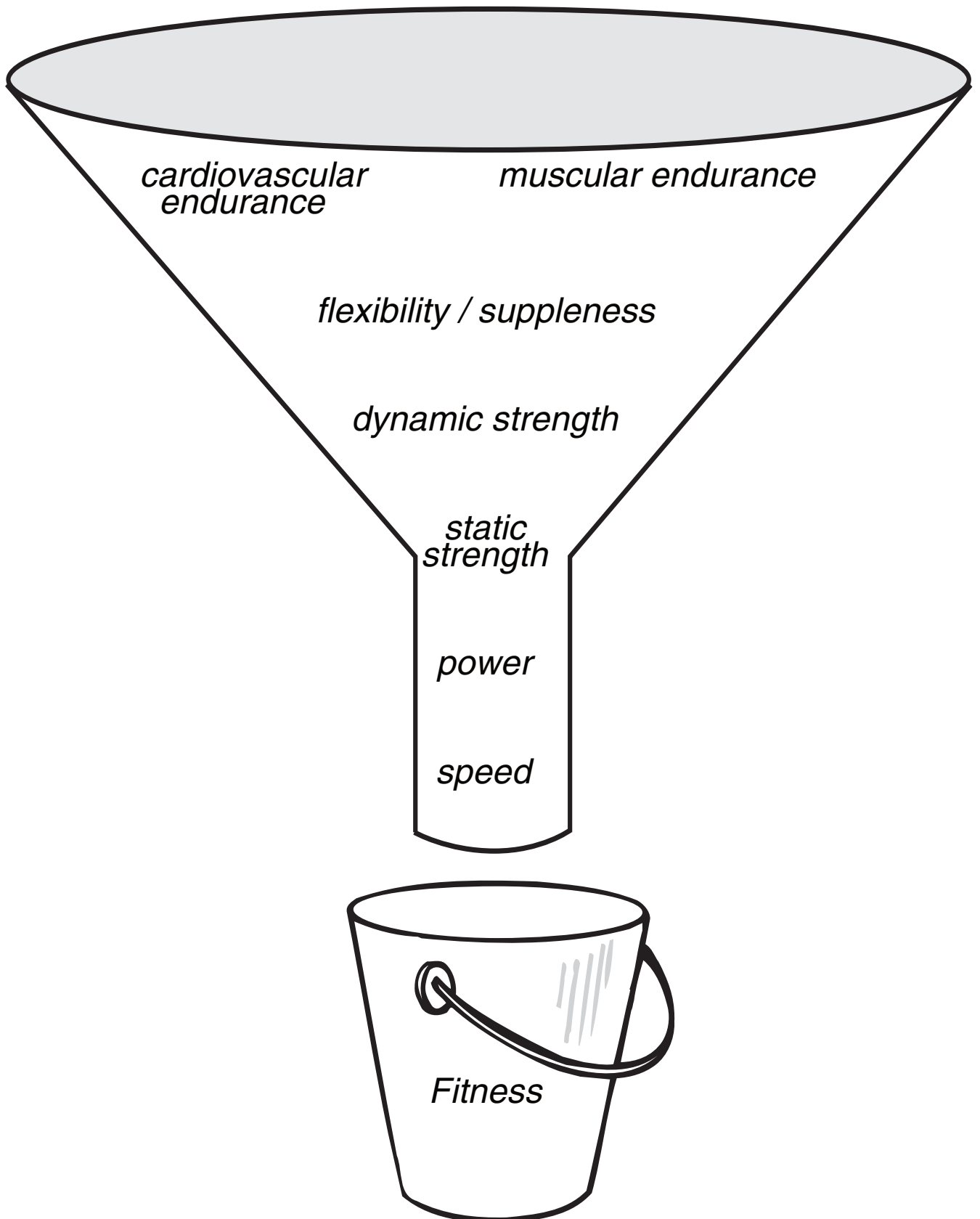
### Music/Art

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

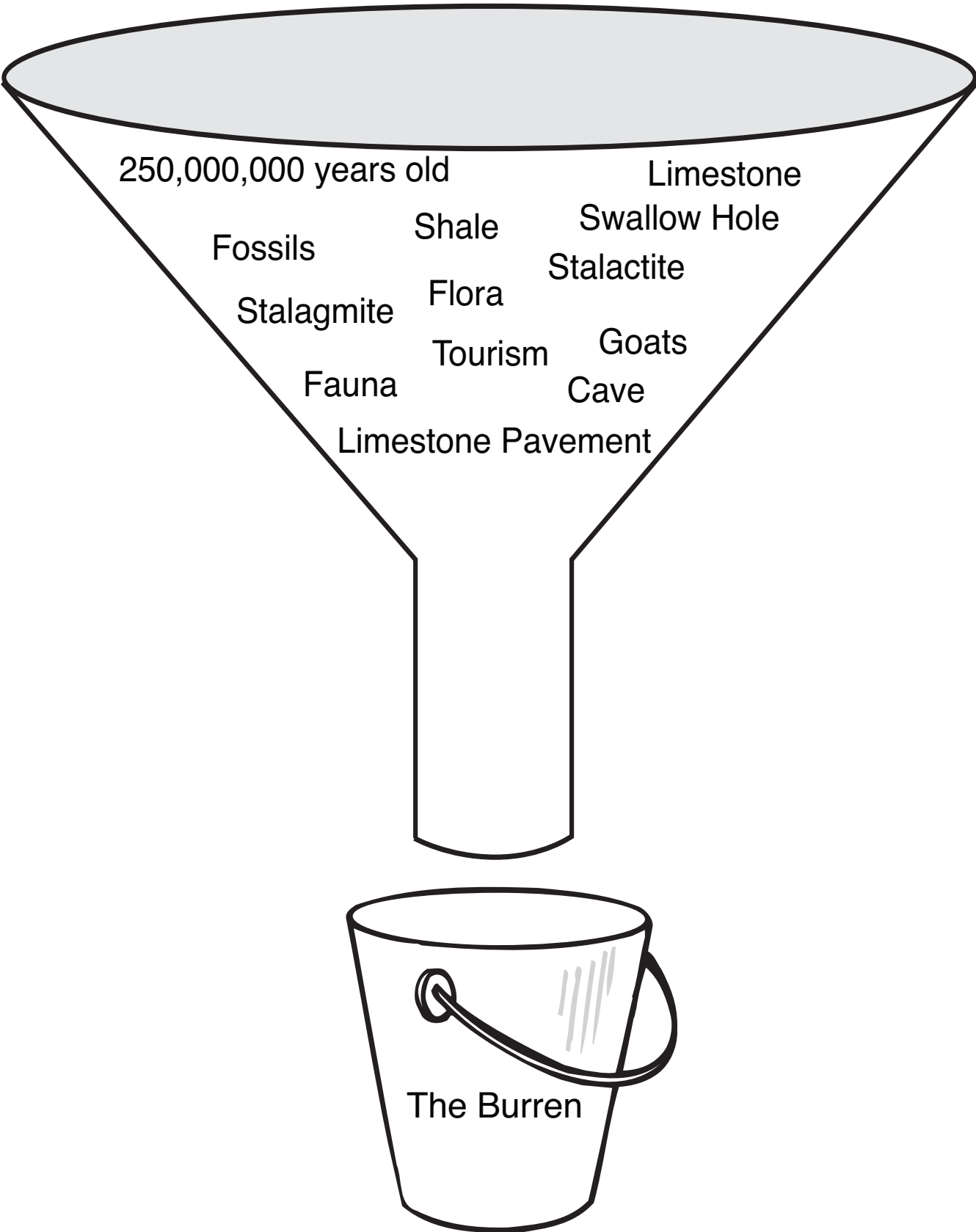
### English/RE

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

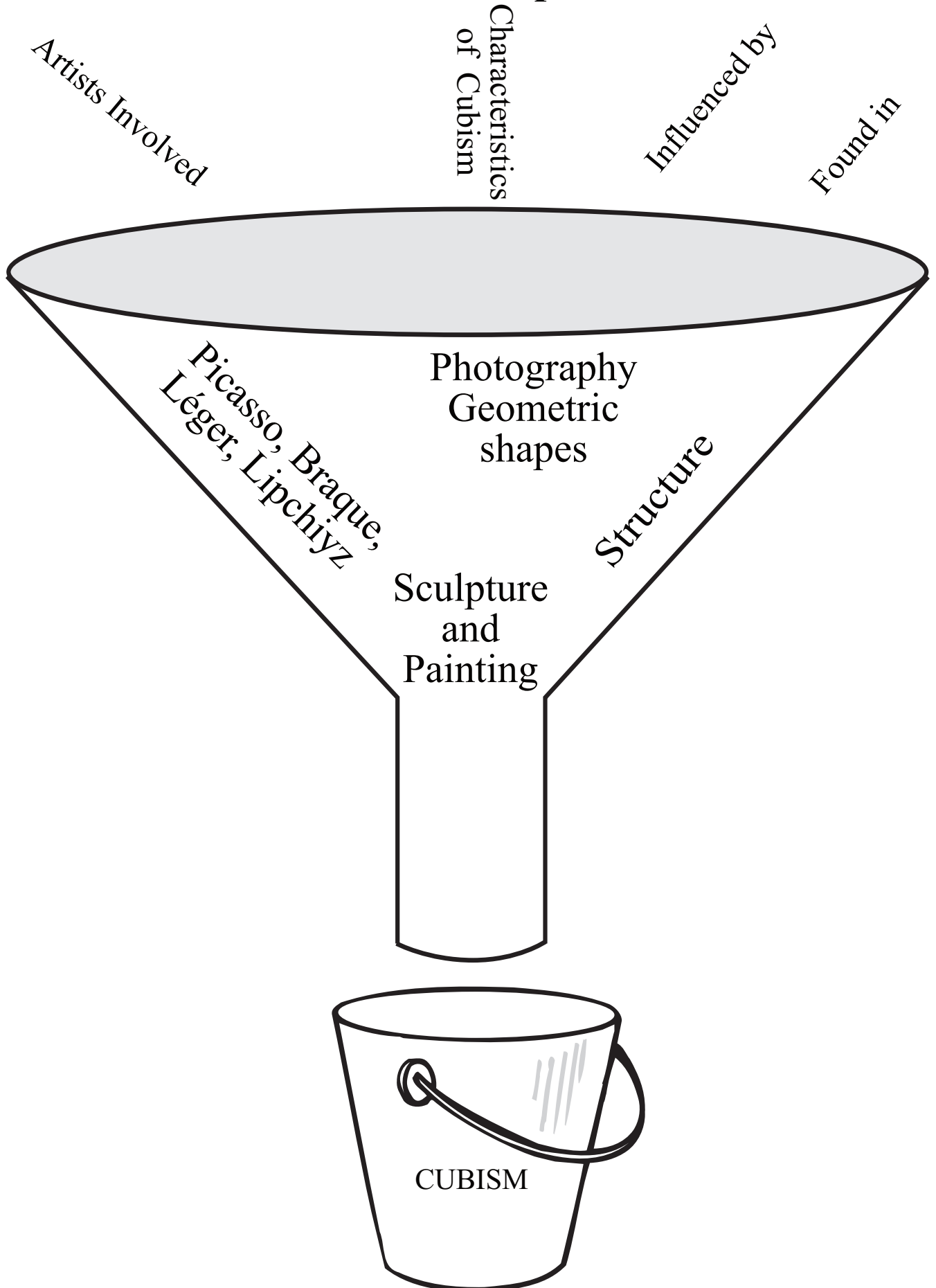
# Components of fitness



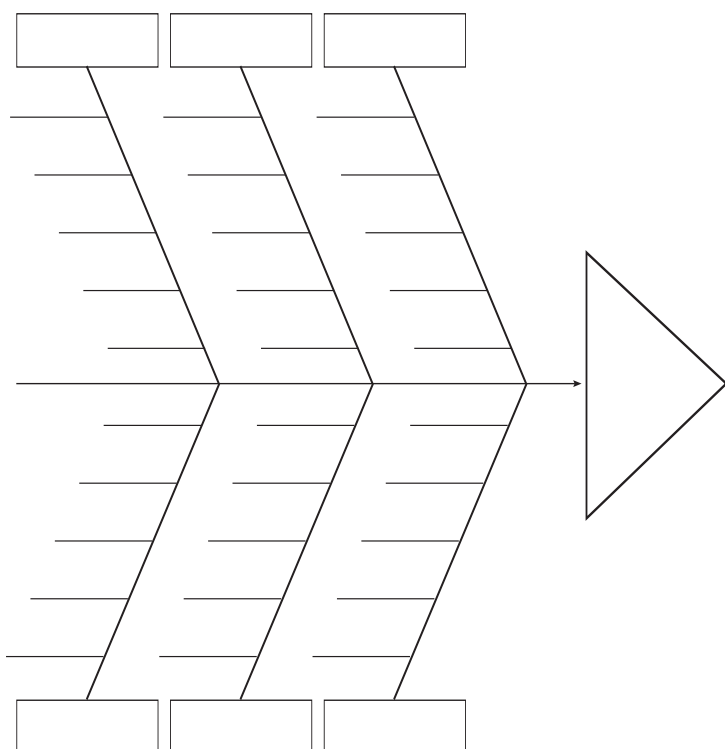
# Elements of The Burren



# 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

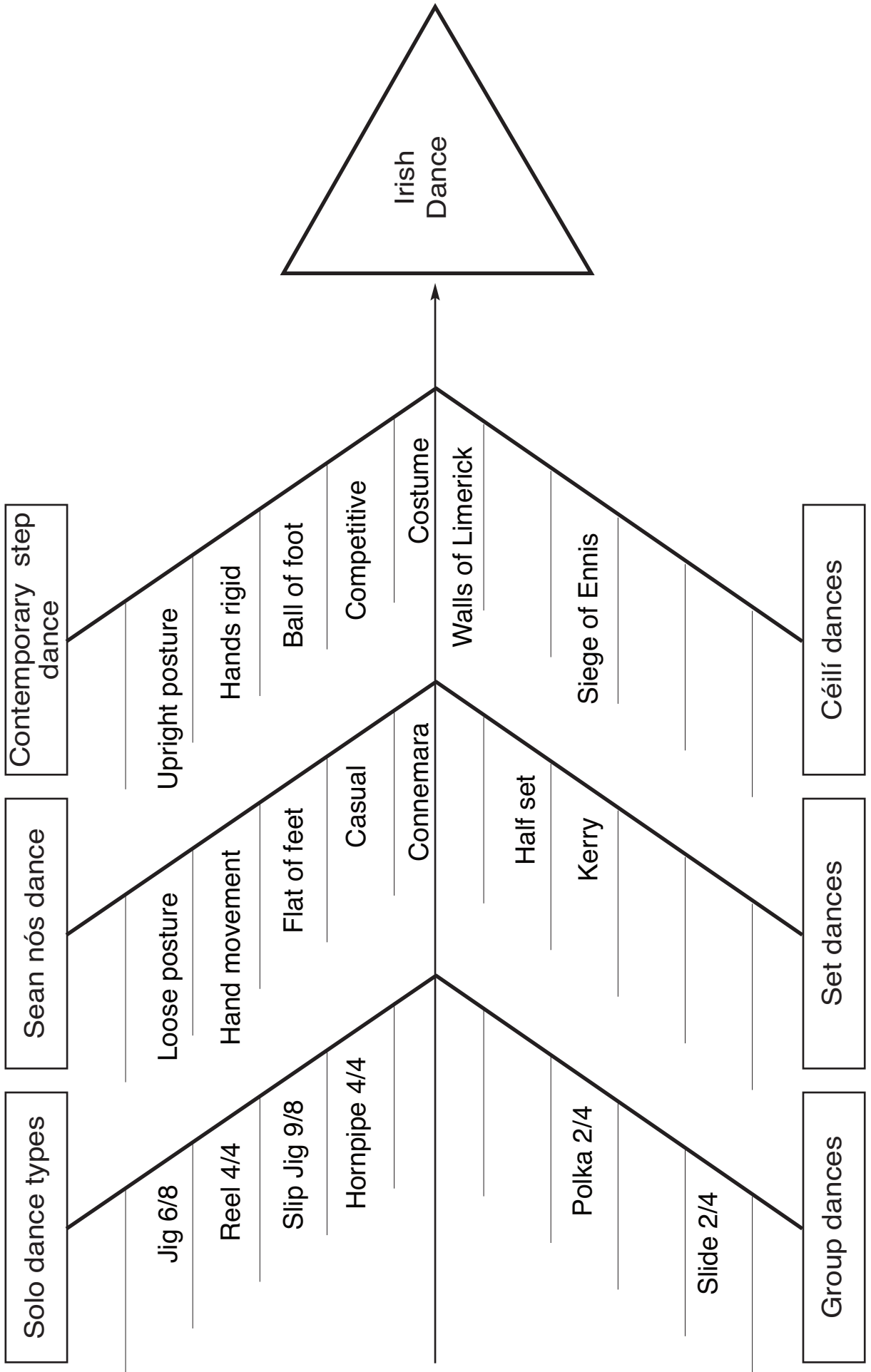
### Home Economics/ Technical Subjects

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

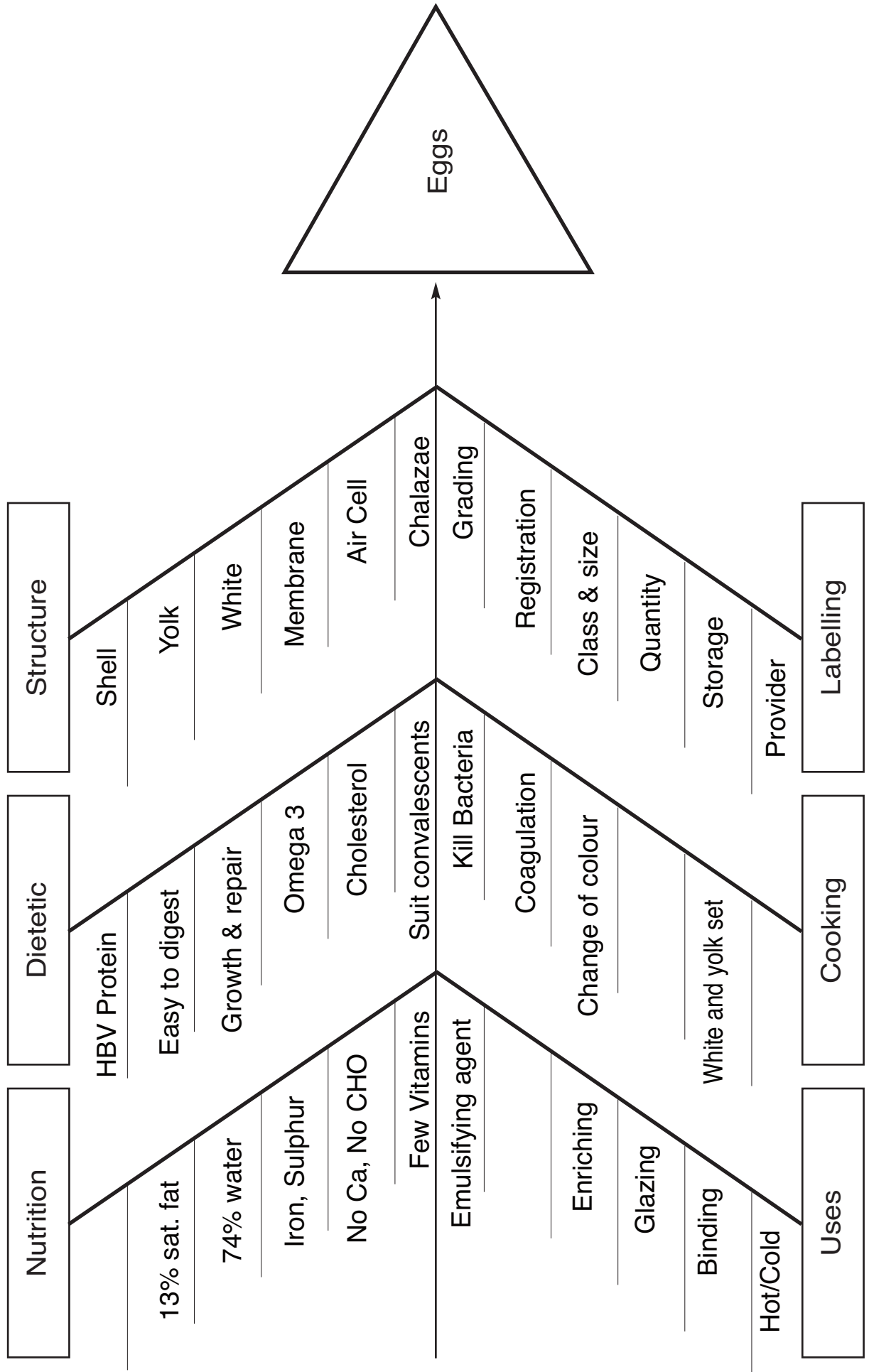
### PE/Music

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

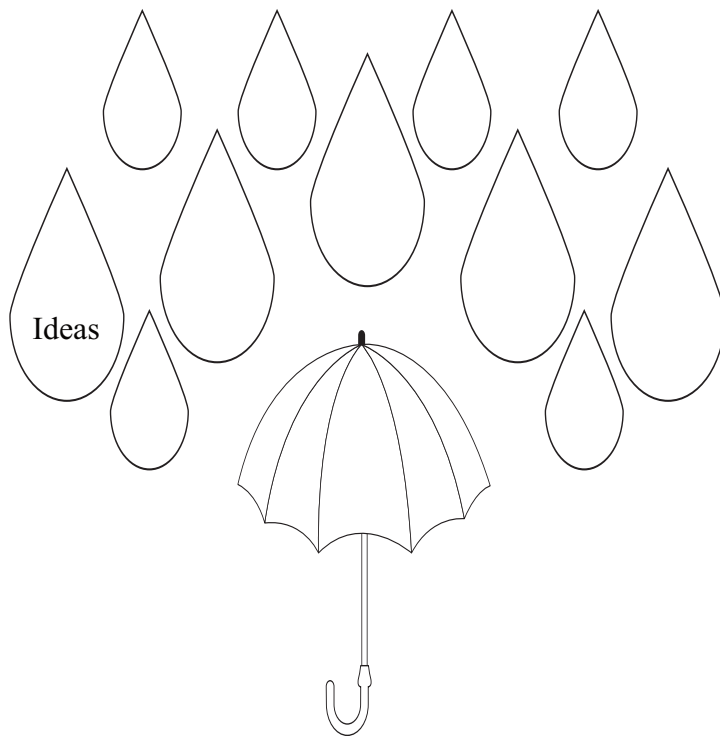
# PE - Dance



# 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

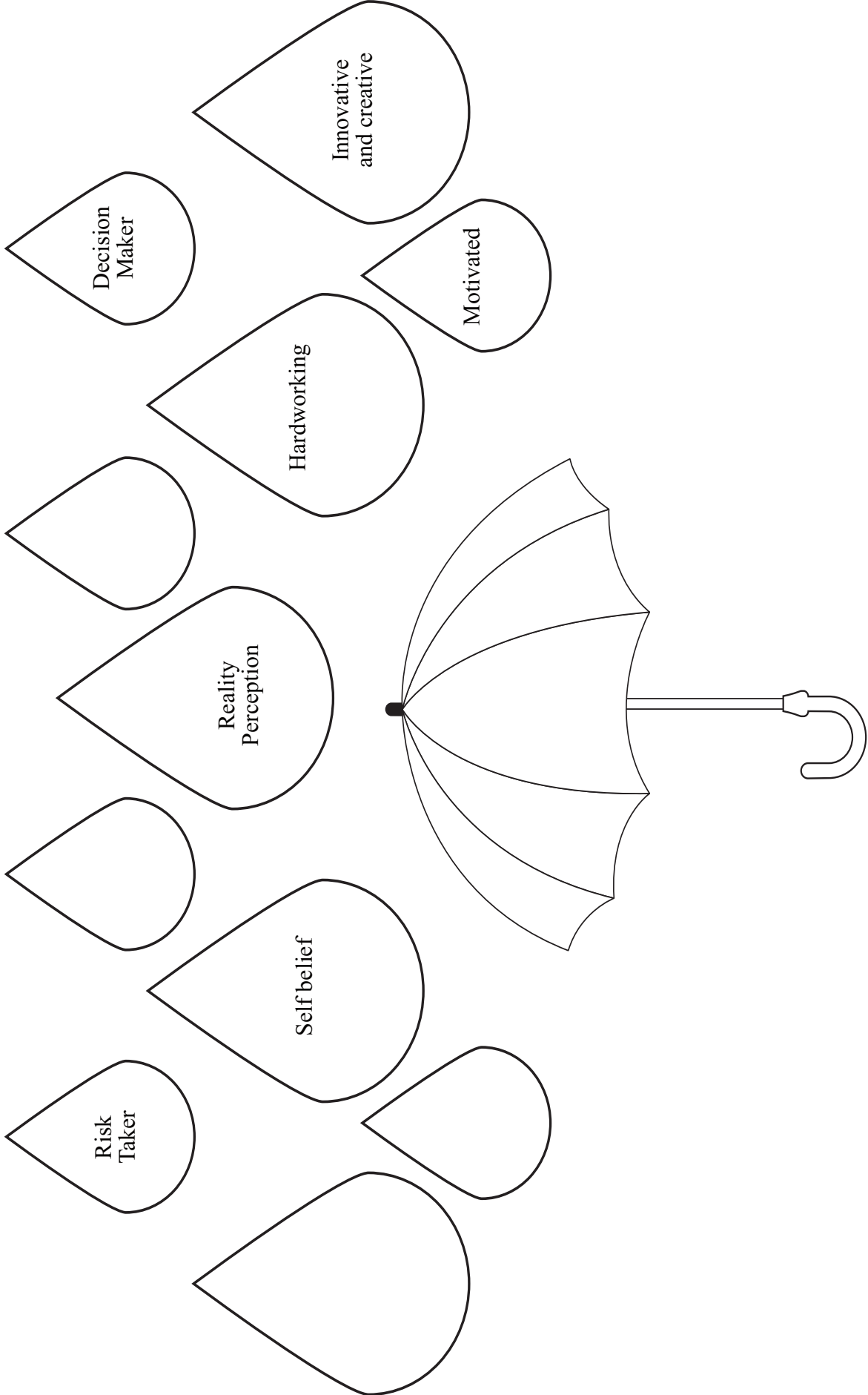
- Pollution
- Core Regions
- Earthquakes
- Weathering

### Science

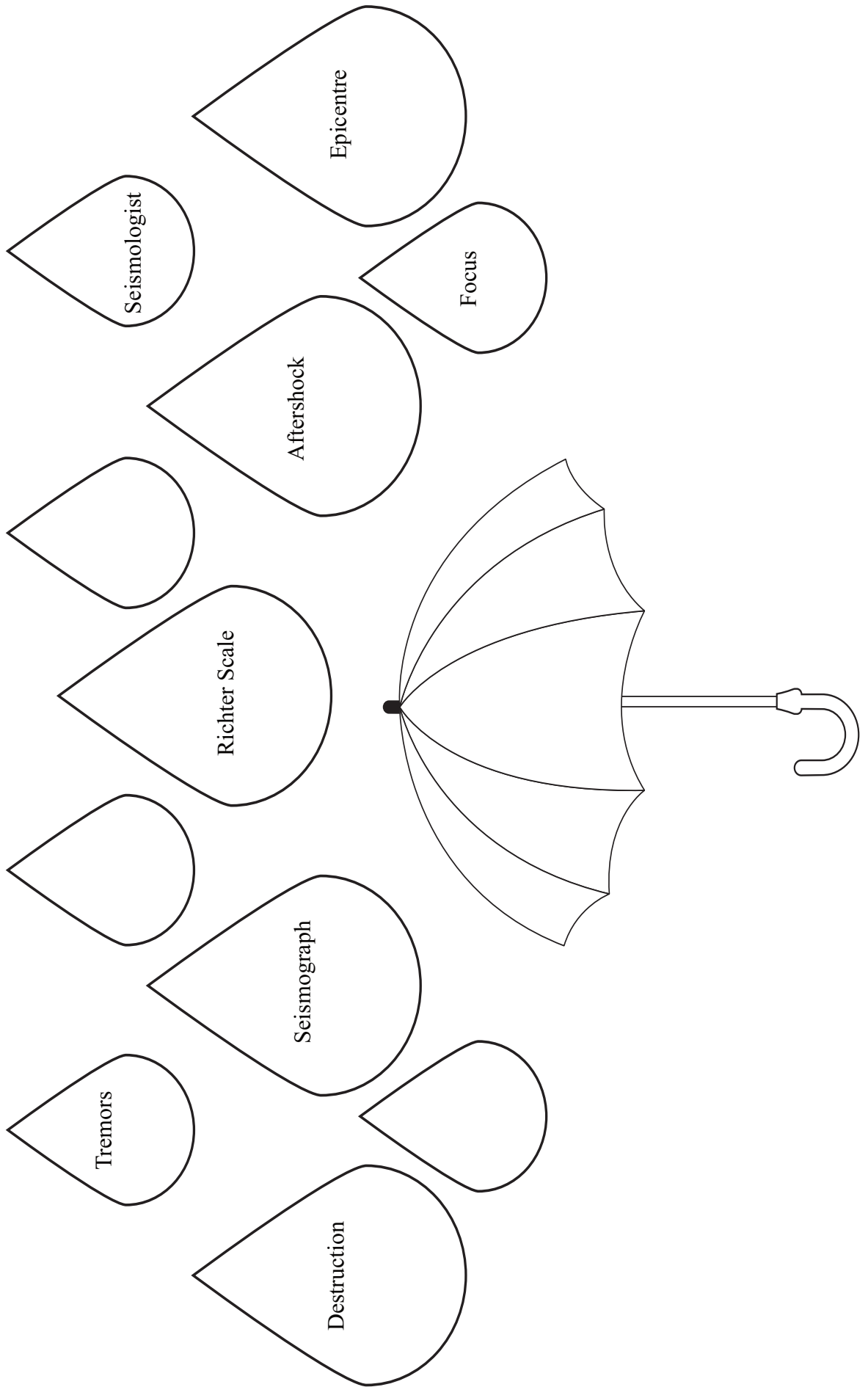
- Human hormones
- Using the microscope
- Learning light
- Human defence system



# 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

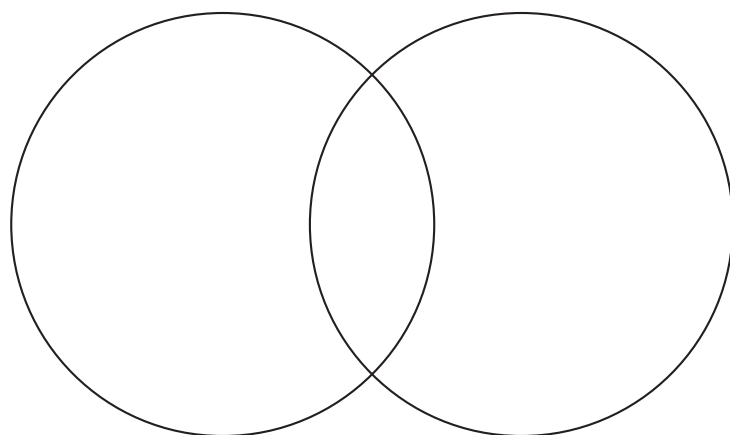
# Manufactured Boards

Board	Criteria	Raw Material	Characteristics	Uses	Thickness
<b>Plywood</b>		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
<b>Strip-core board</b>		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
<b>Chipboard</b>		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
<b>Hardboard</b>		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
<b>Veneers</b>		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

Era	Criteria	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

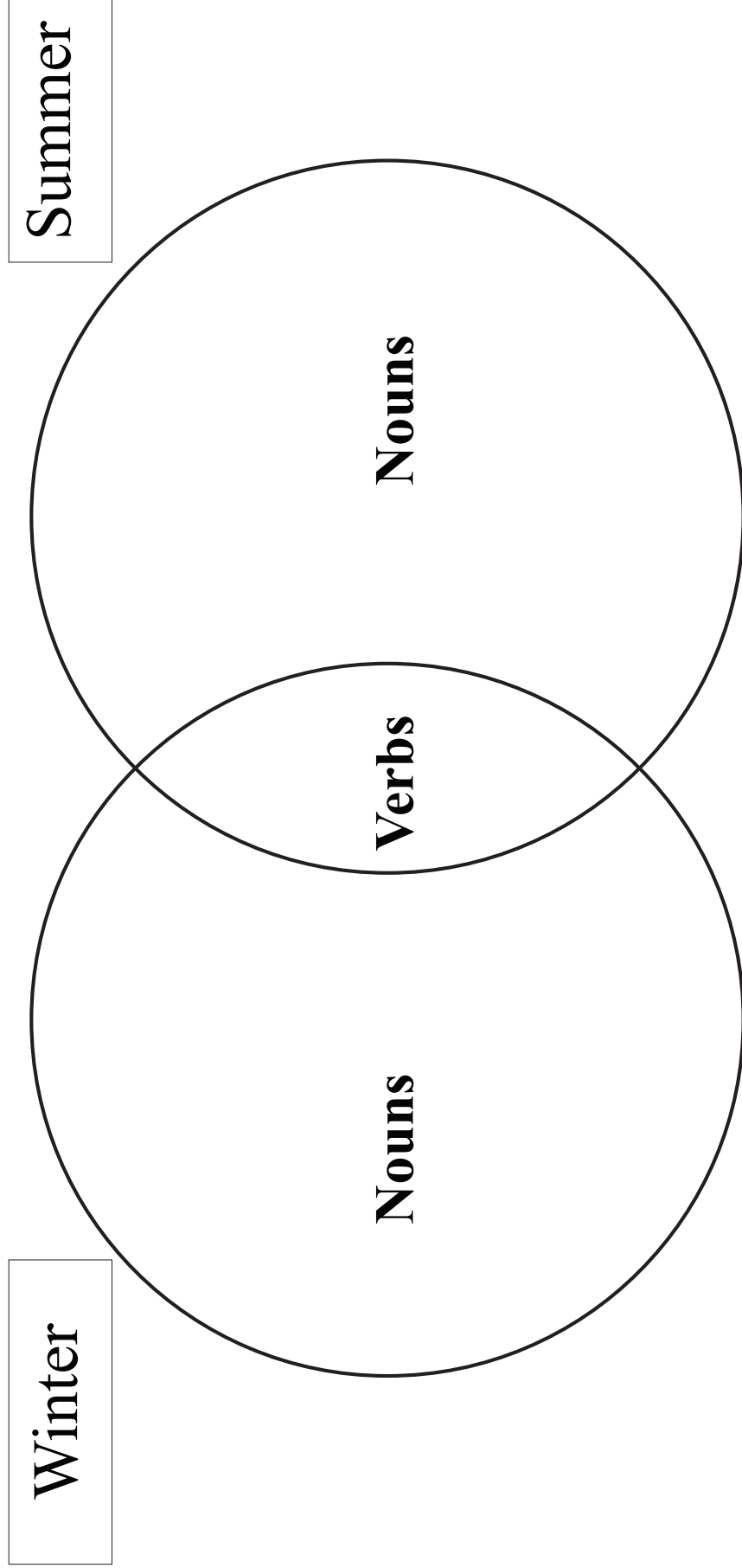
- Luther and Calvin
- Munster and Leinster Plantations
- Italian renaissance artists
- War of Independence/Civil War
- Mesolithic/Neolithic ages
- Photograph/OS Map

### Science

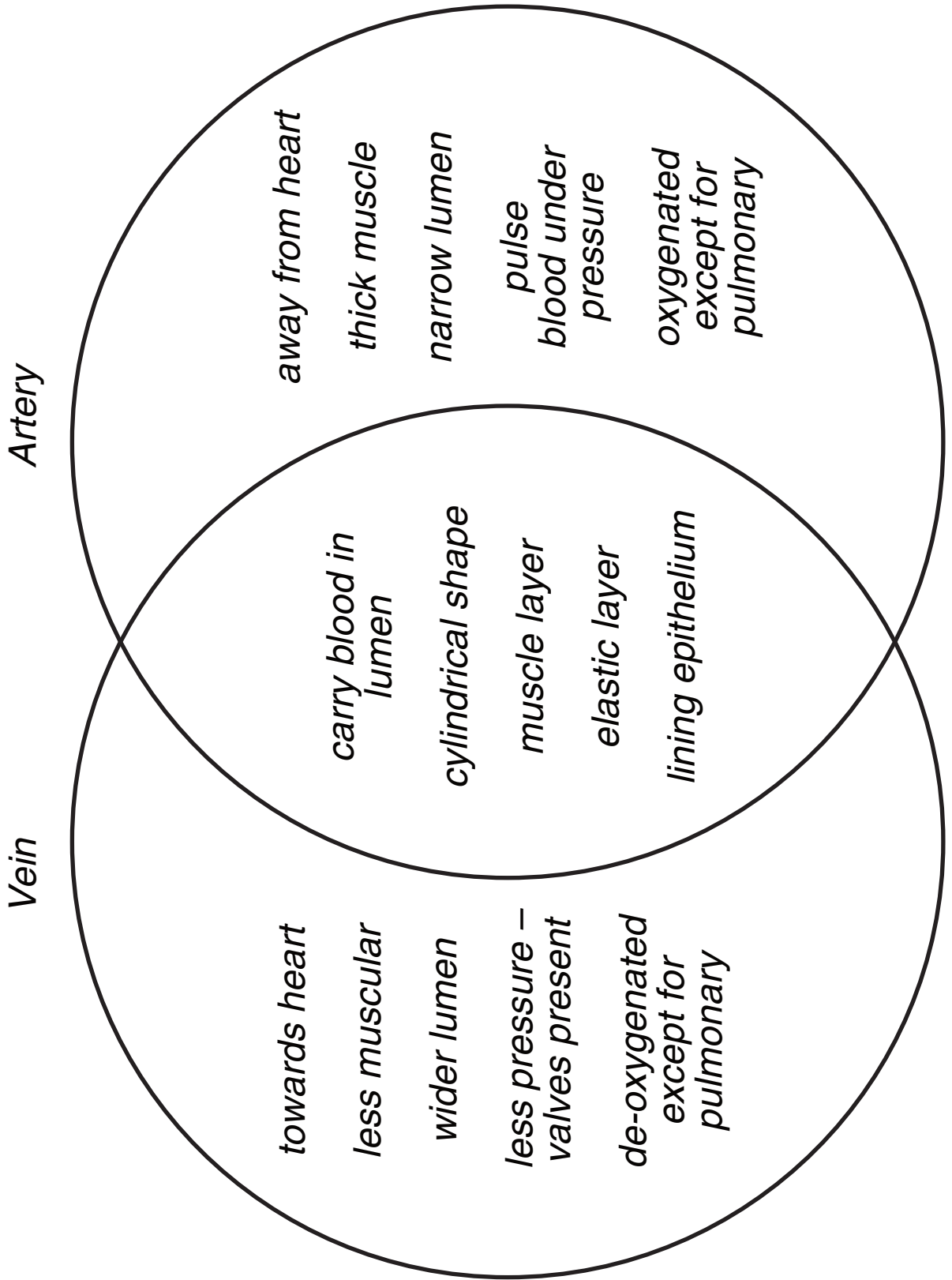
- RNA v DNA
- O<sub>2</sub> v CO<sub>2</sub>
- Photosynthesis v respiration
- Plant cell v animal cell
- Male v female endocrine system
- Mitosis v meiosis
- Endocrine v nervous control
- Circulatory/Lymphatic system

## Preparing an essay on holidays

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

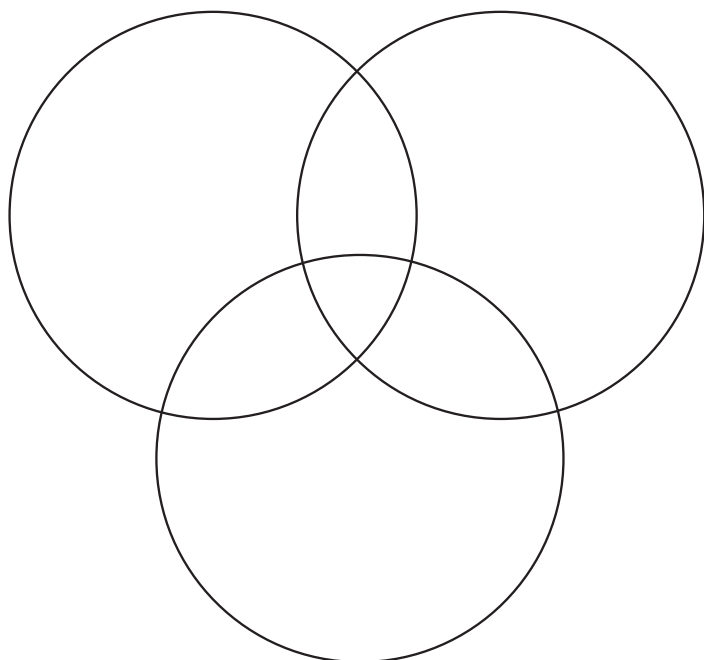


# Vein and Artery





# 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

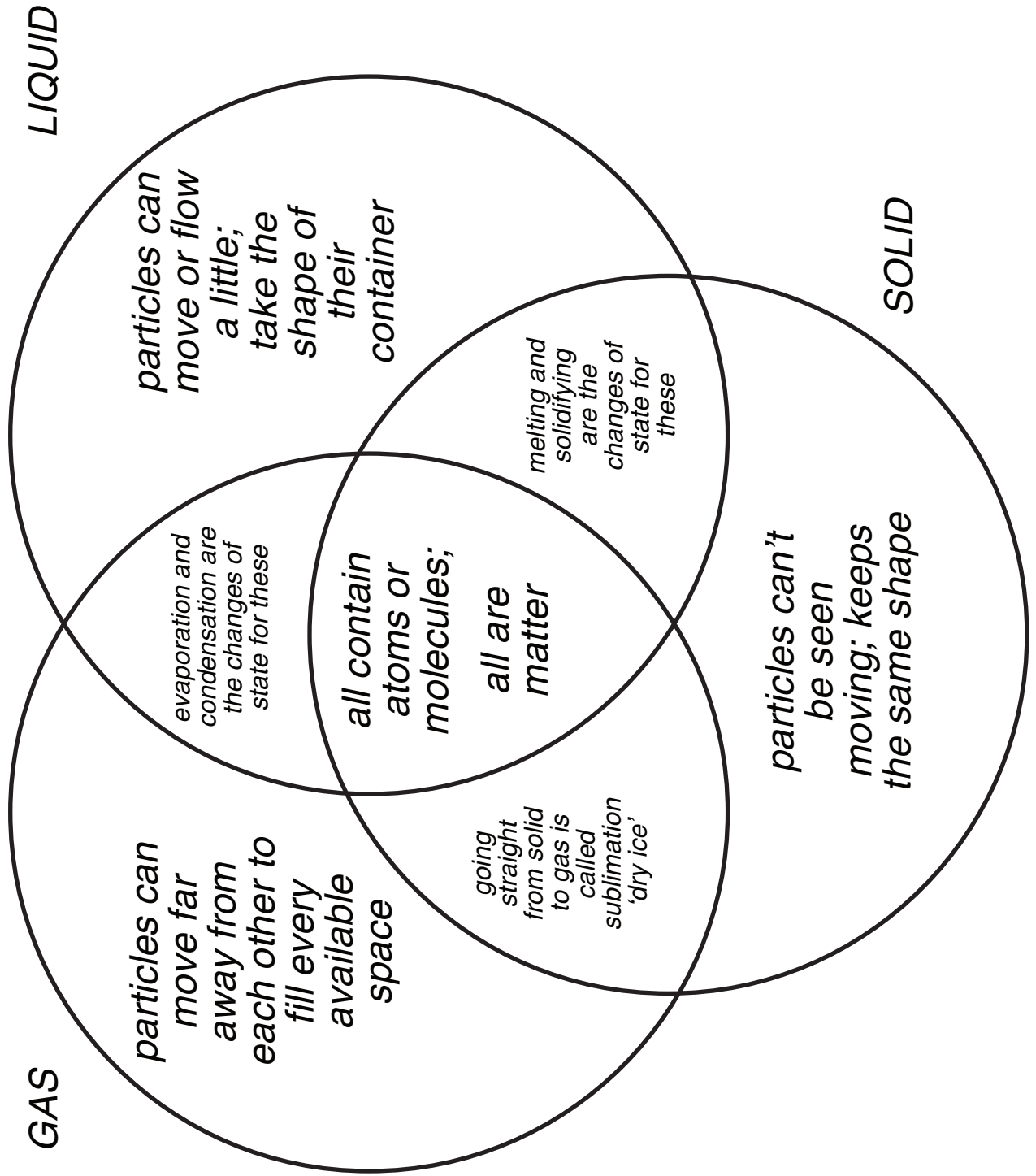
### Science

- 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/ carachtair.
- Past, present, future tense

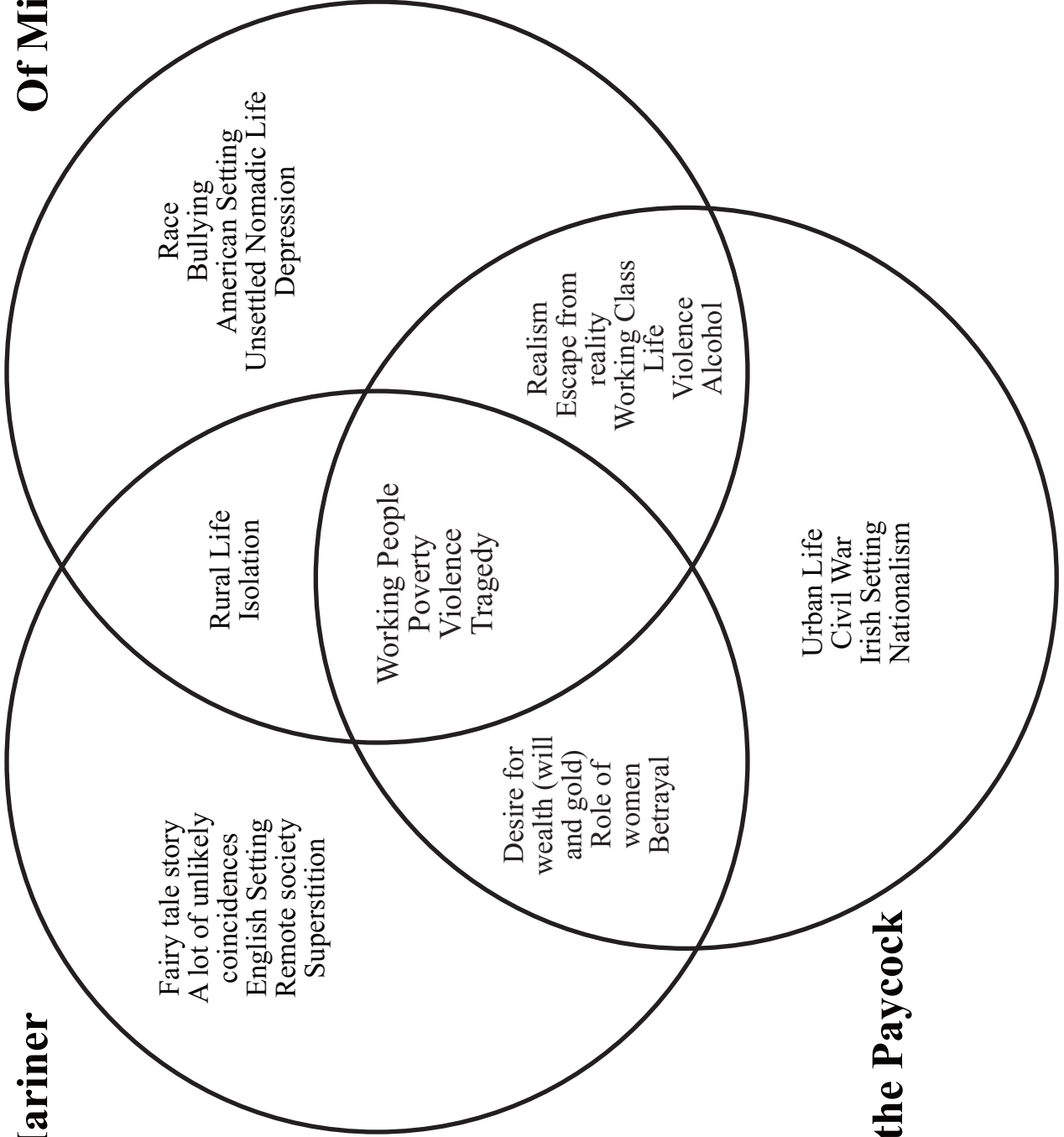
# Solids, Liquids, Gases



# Comparative Question

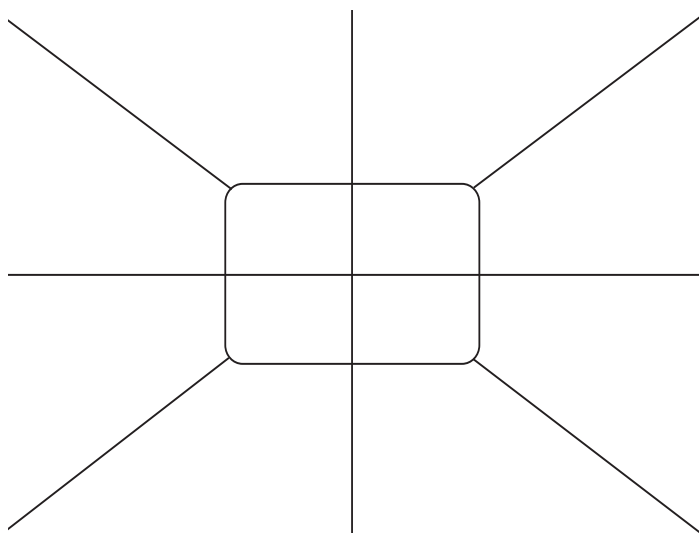
**Silas Mariner**

**Of Mice and Men**



**Juno and the Paycock**

# 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

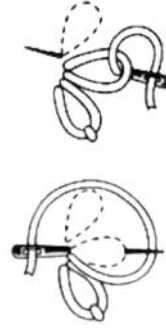
- Production of steel from Iron Ore

# Embroidery Stitches

Use  
to form an  
outline



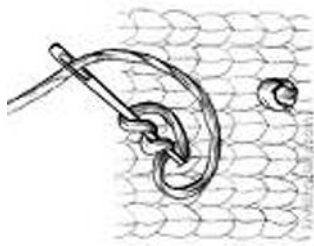
Stem  
Stitch



Lazy  
Daisy

Use  
for  
hand-stitched  
flowers

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



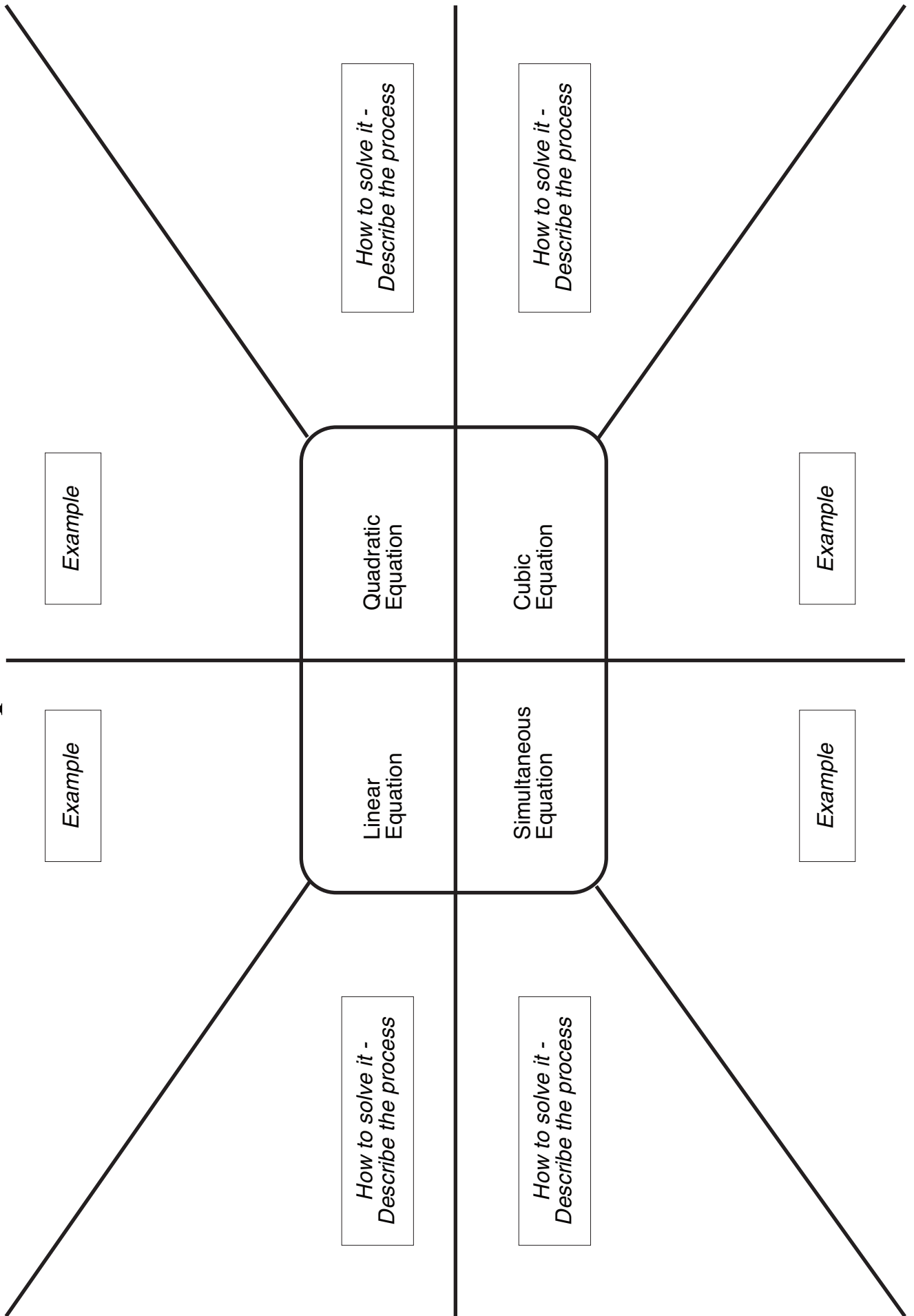
French  
Knots

Satin  
Stitch

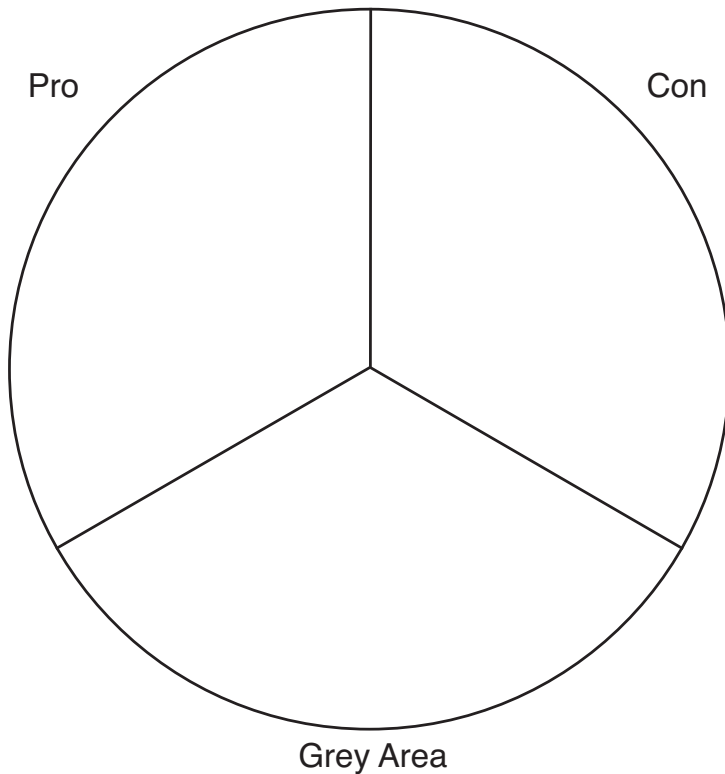
Use  
to  
fill in  
an area  
outline



# 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?

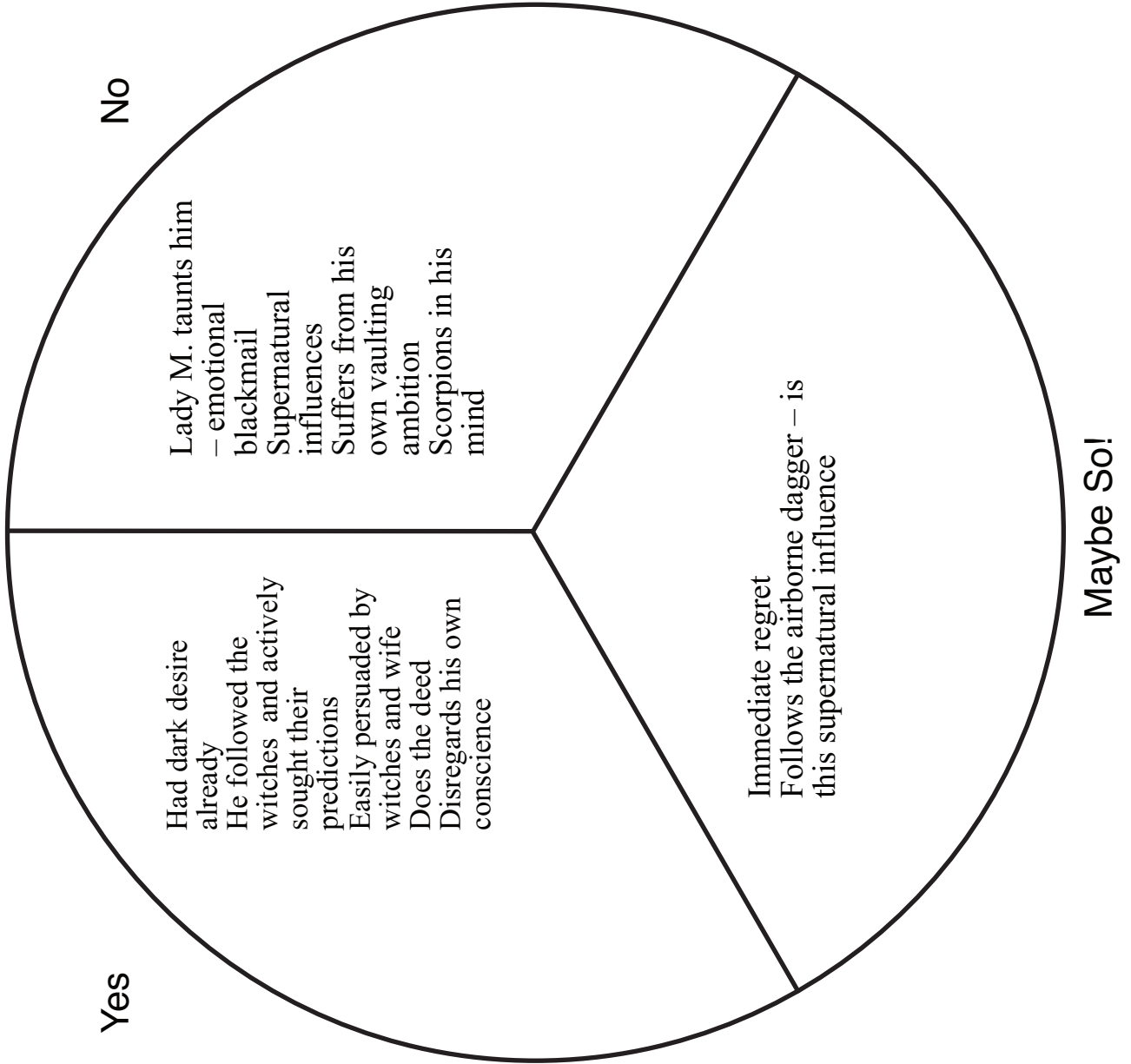
### Business

- Social and Ethical responsibilities of a business

### Geography

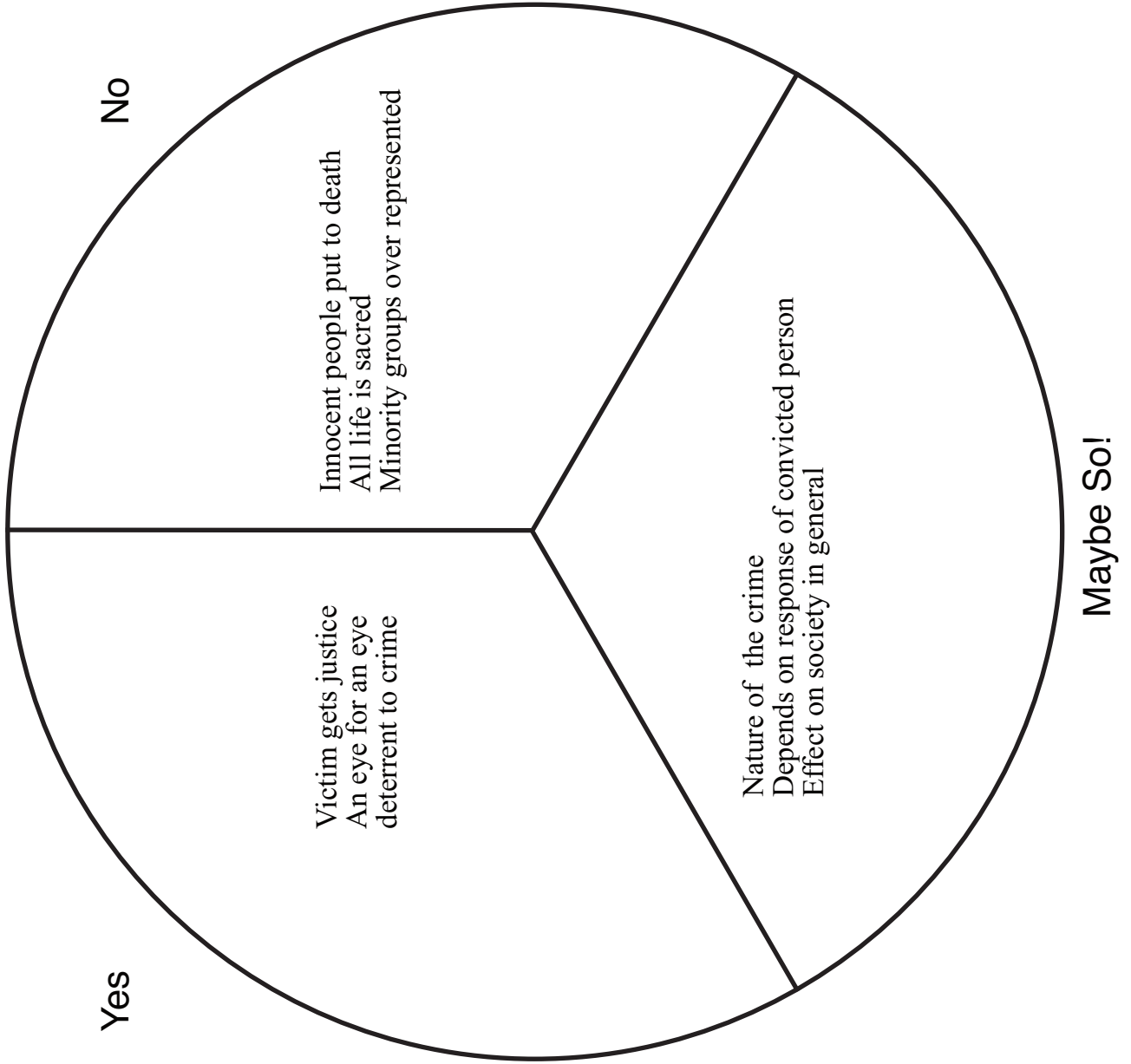
- Planning issues

# Is Macbeth responsible for Duncan's death?

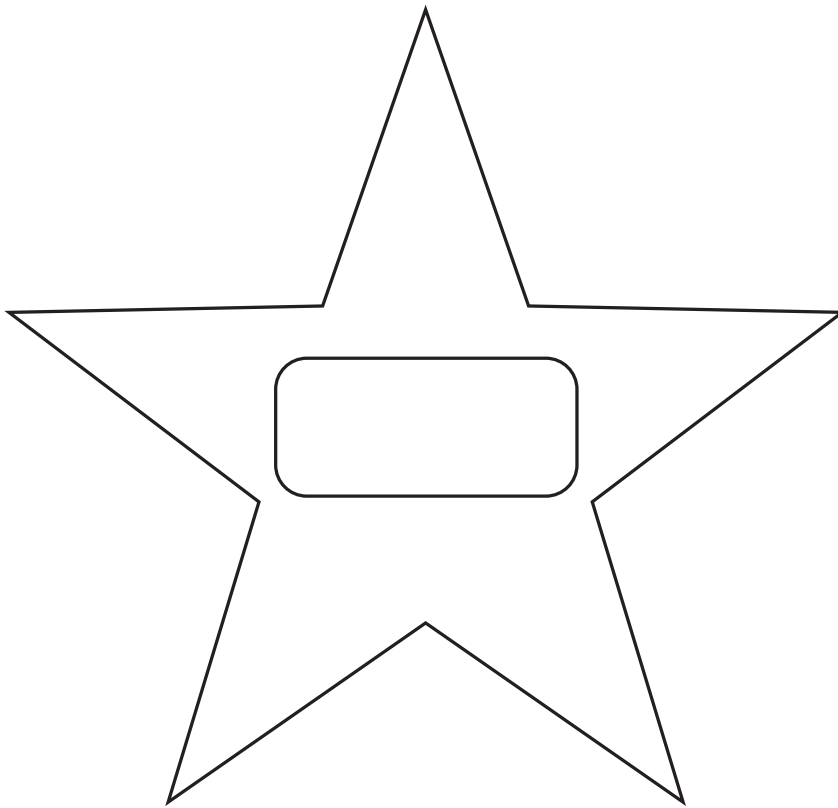




# Should the death penalty be imposed?



# 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, íomhanna 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

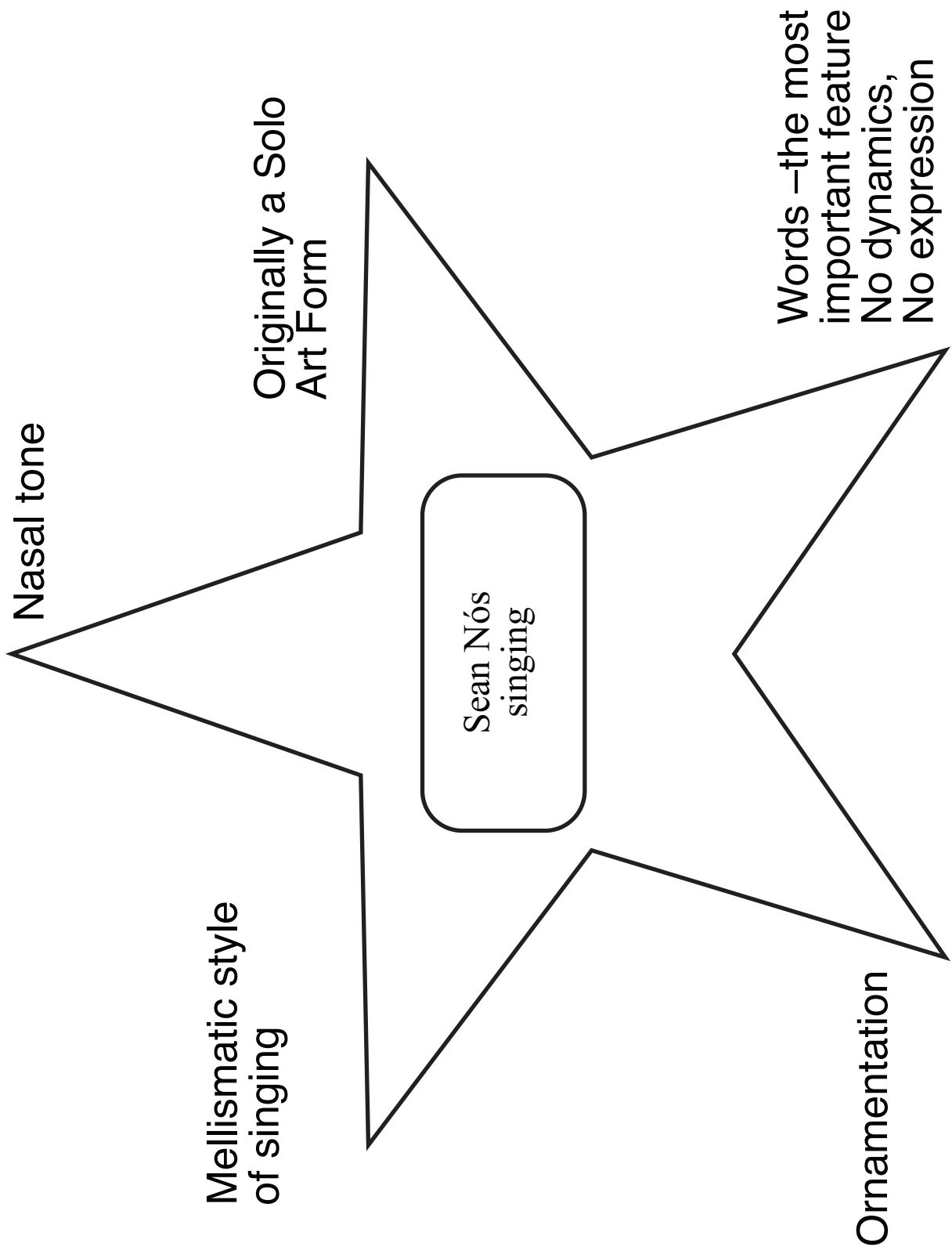
### History

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

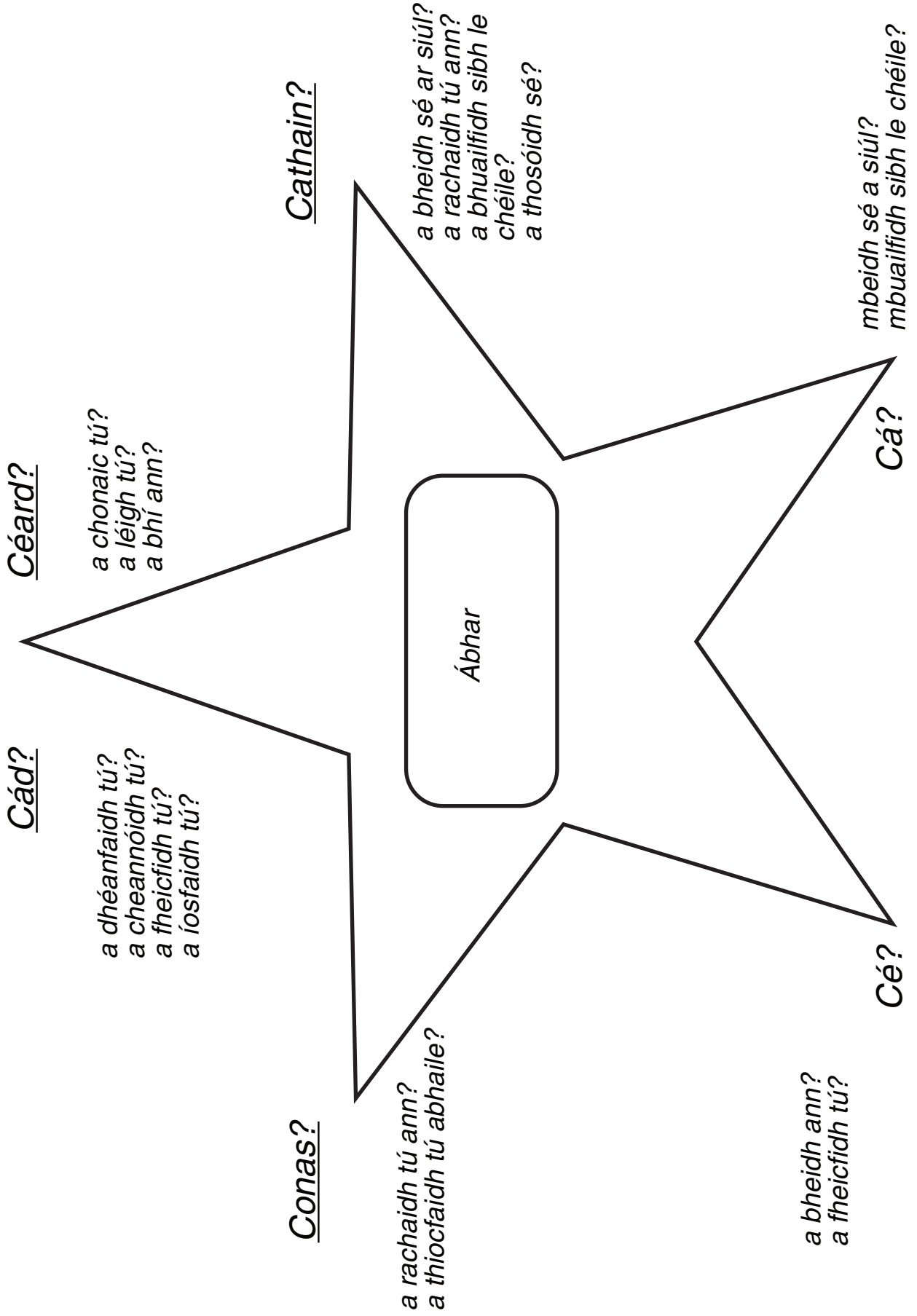
### Art/English

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

# Music Style



# Nóta a Scríobh



# 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

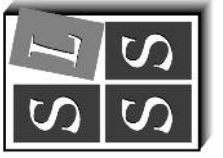
When can I apply? Answer	Closing Date? Answer
Entry Requirement? Answer	What subjects needed? Answer
What does course involve? Answer	What alternative courses? Answer



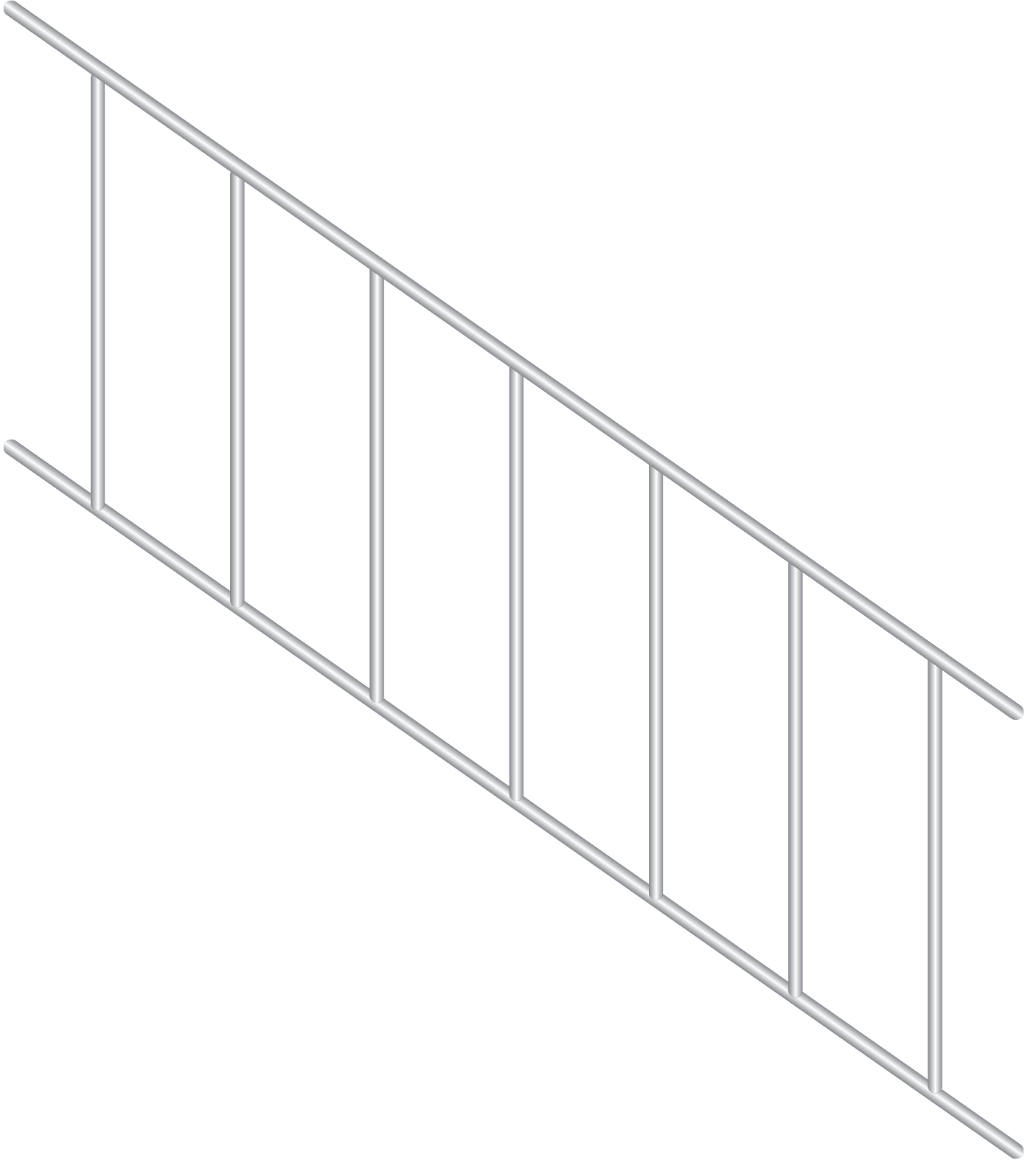


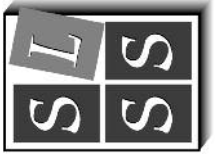
## Section 2

# Graphic Organisers for use in the classroom

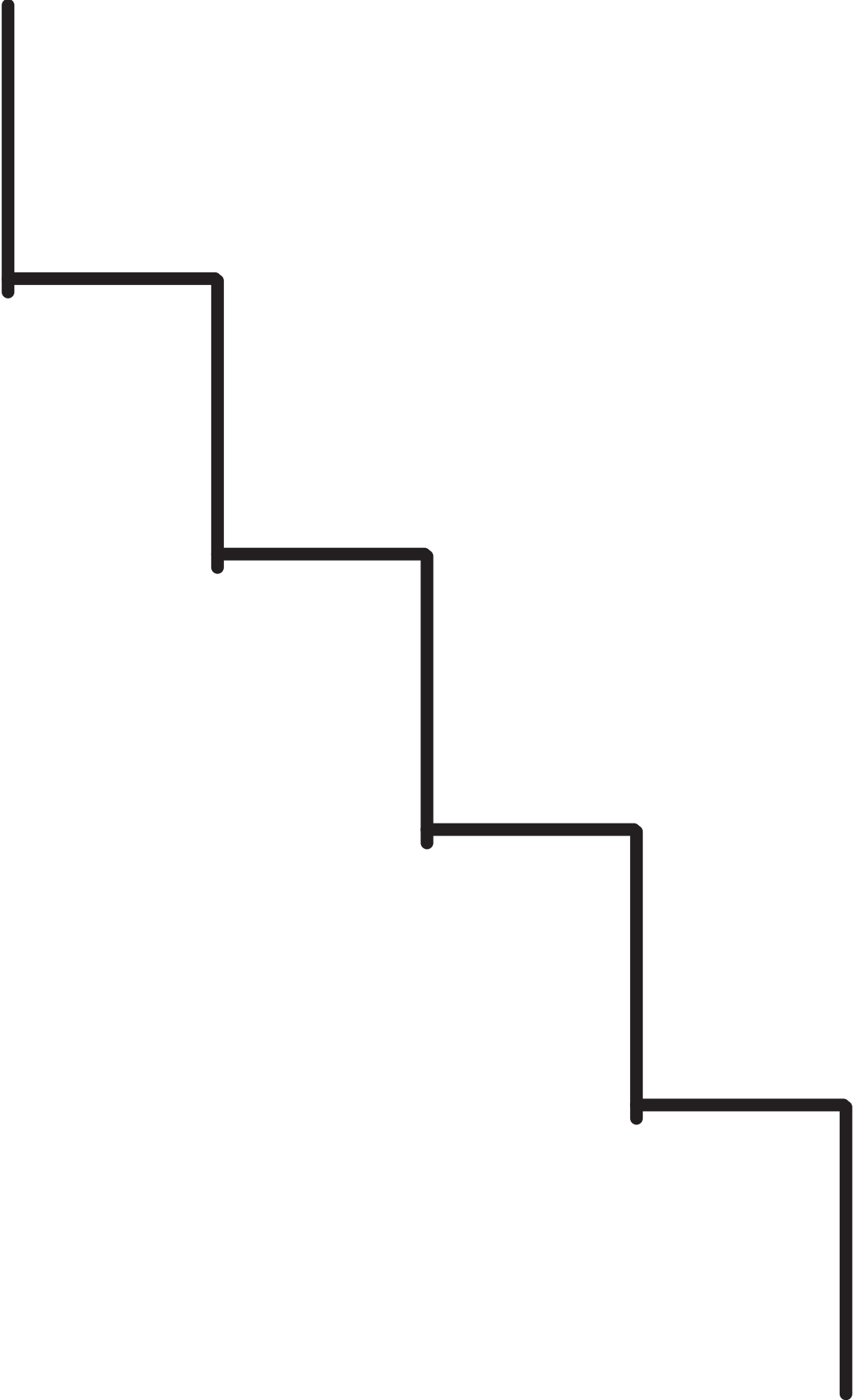


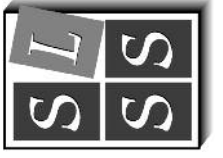
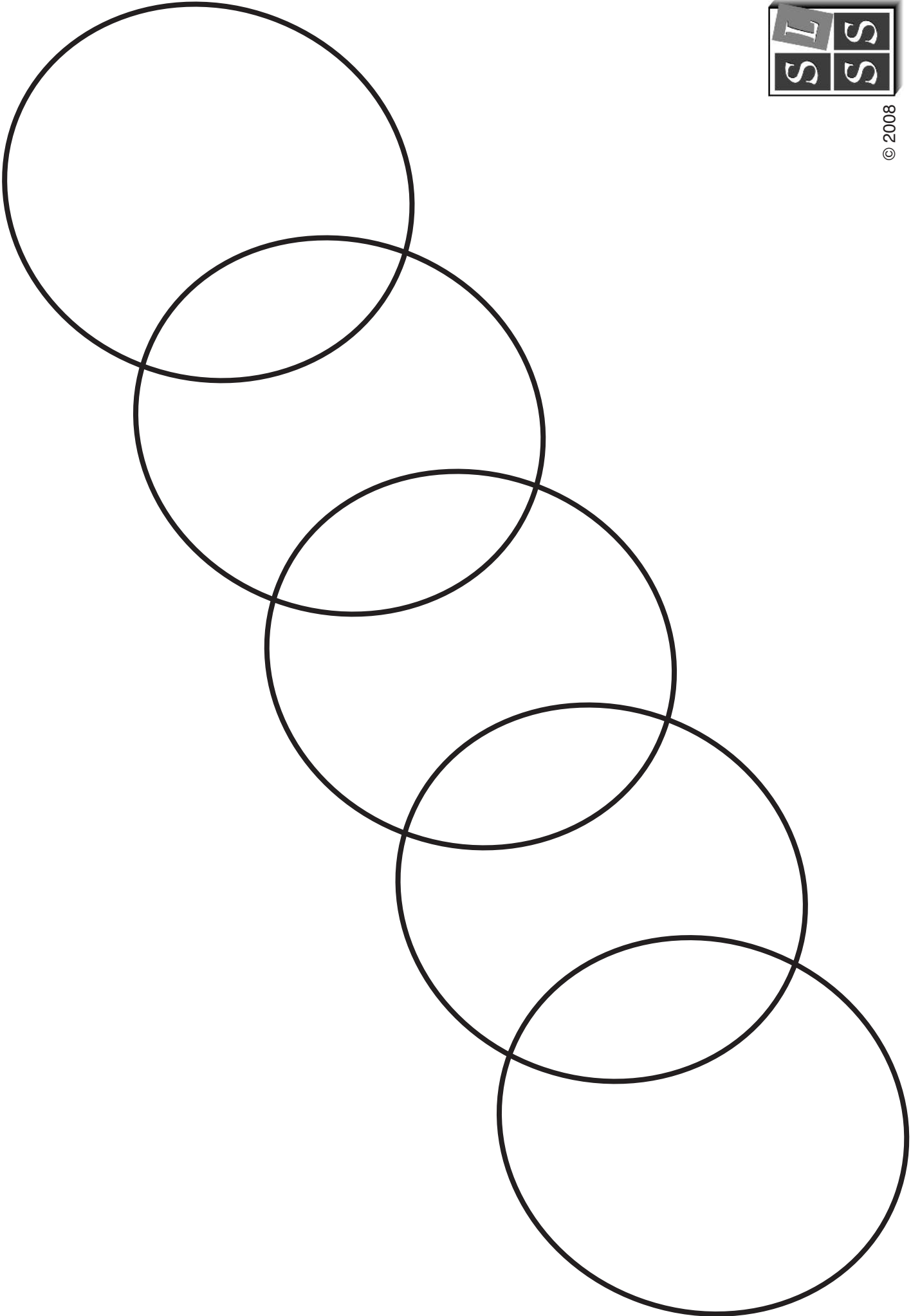
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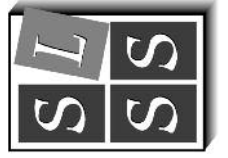
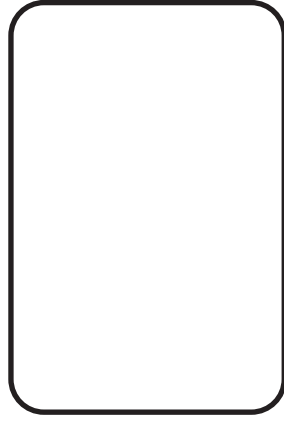
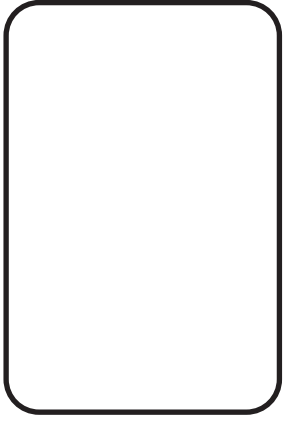
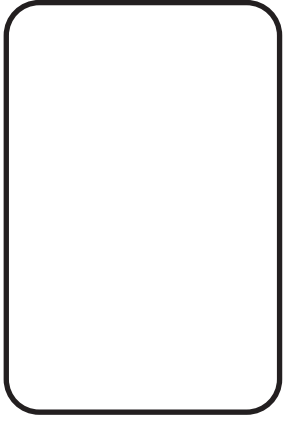


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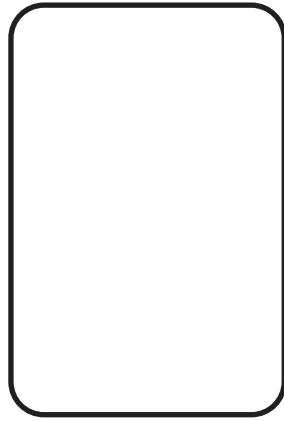
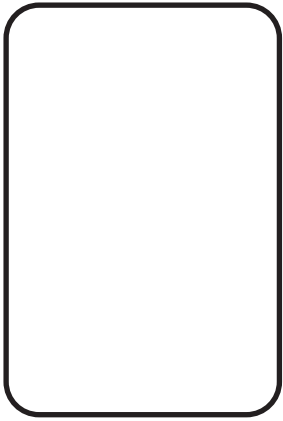
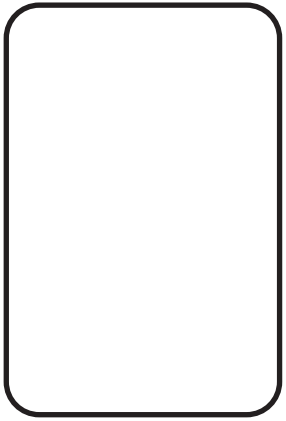
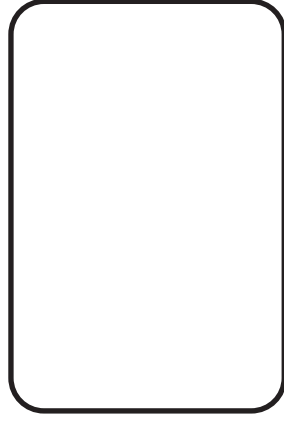
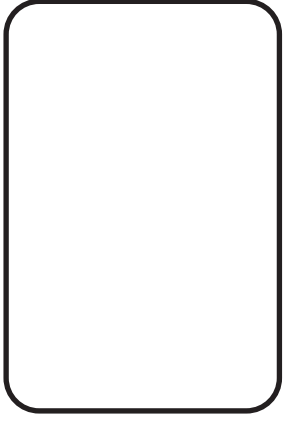
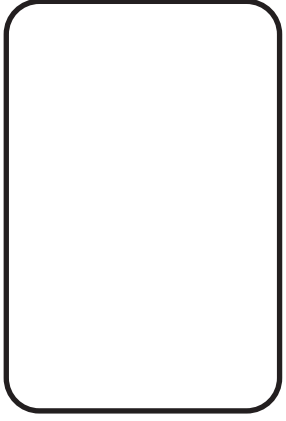


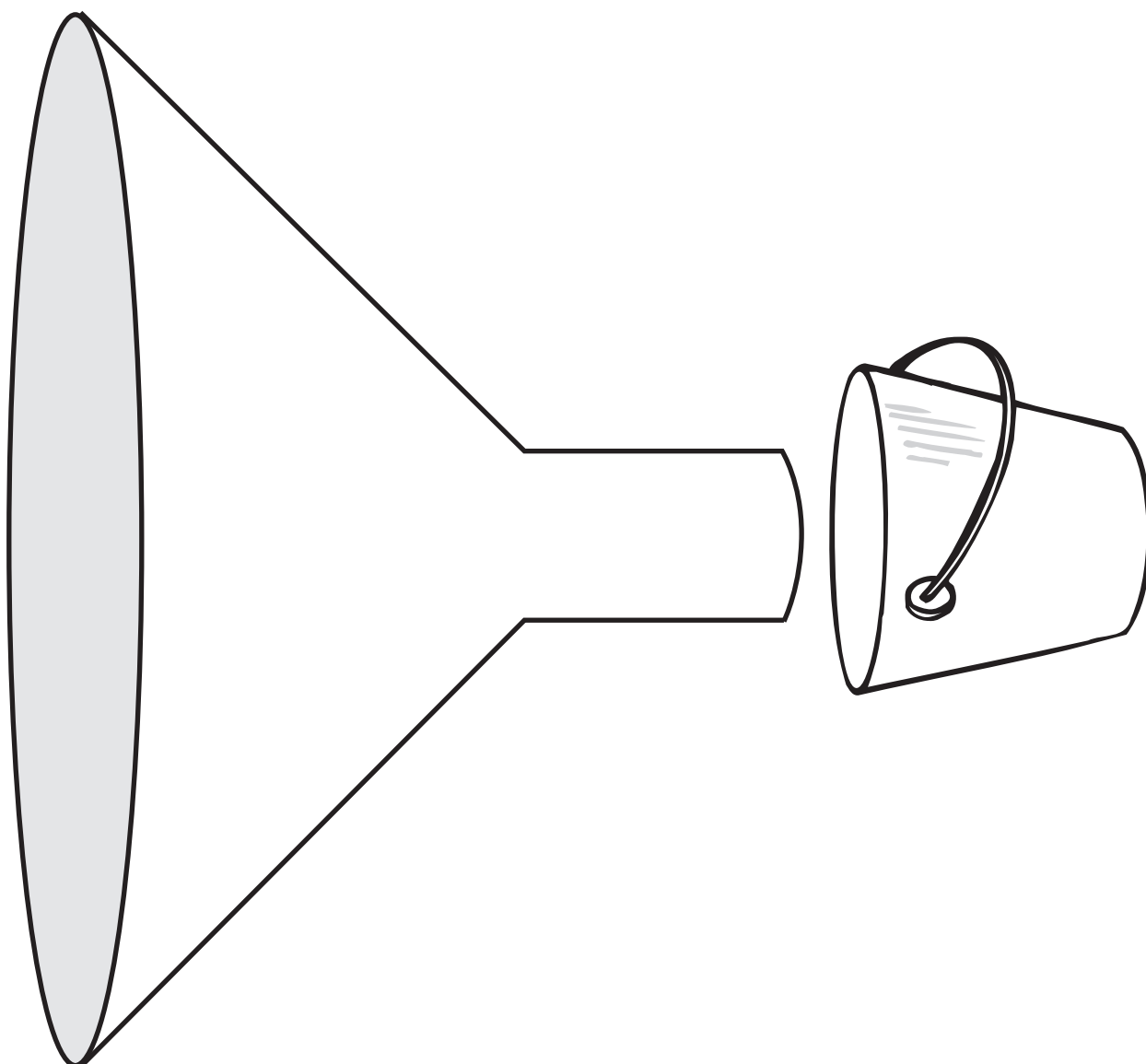
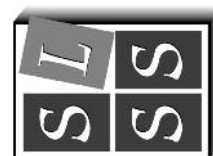


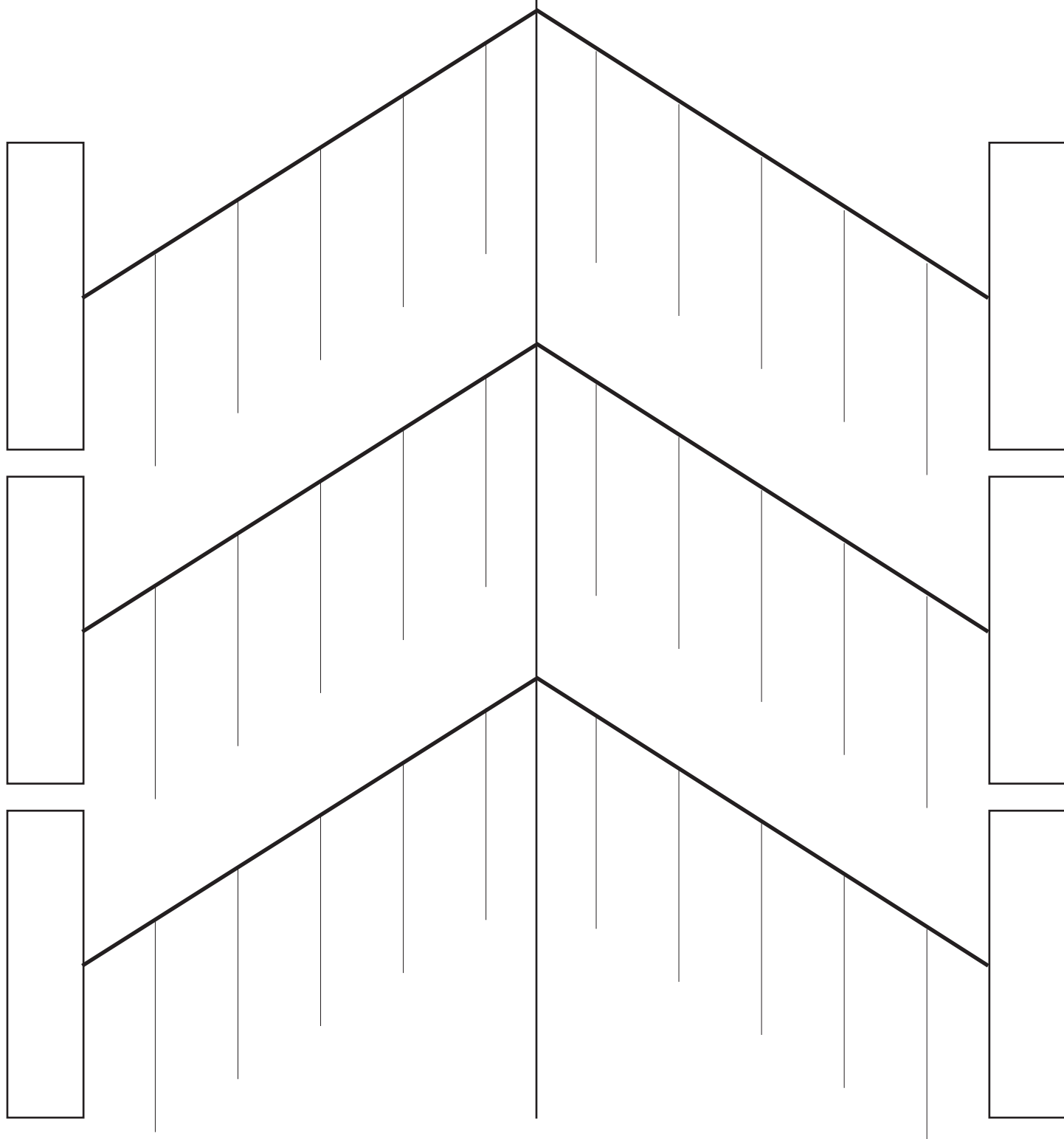
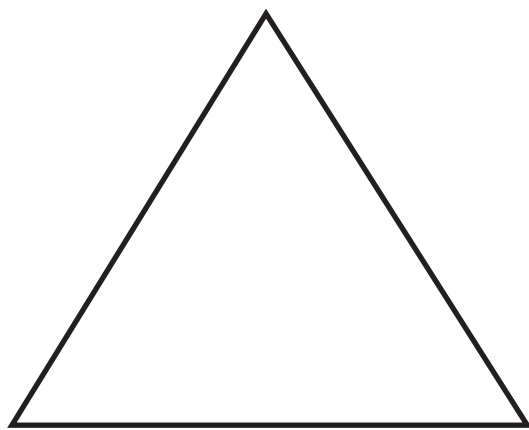
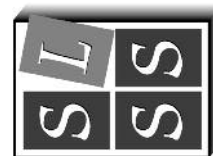
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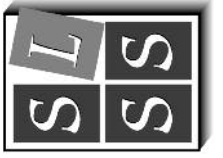


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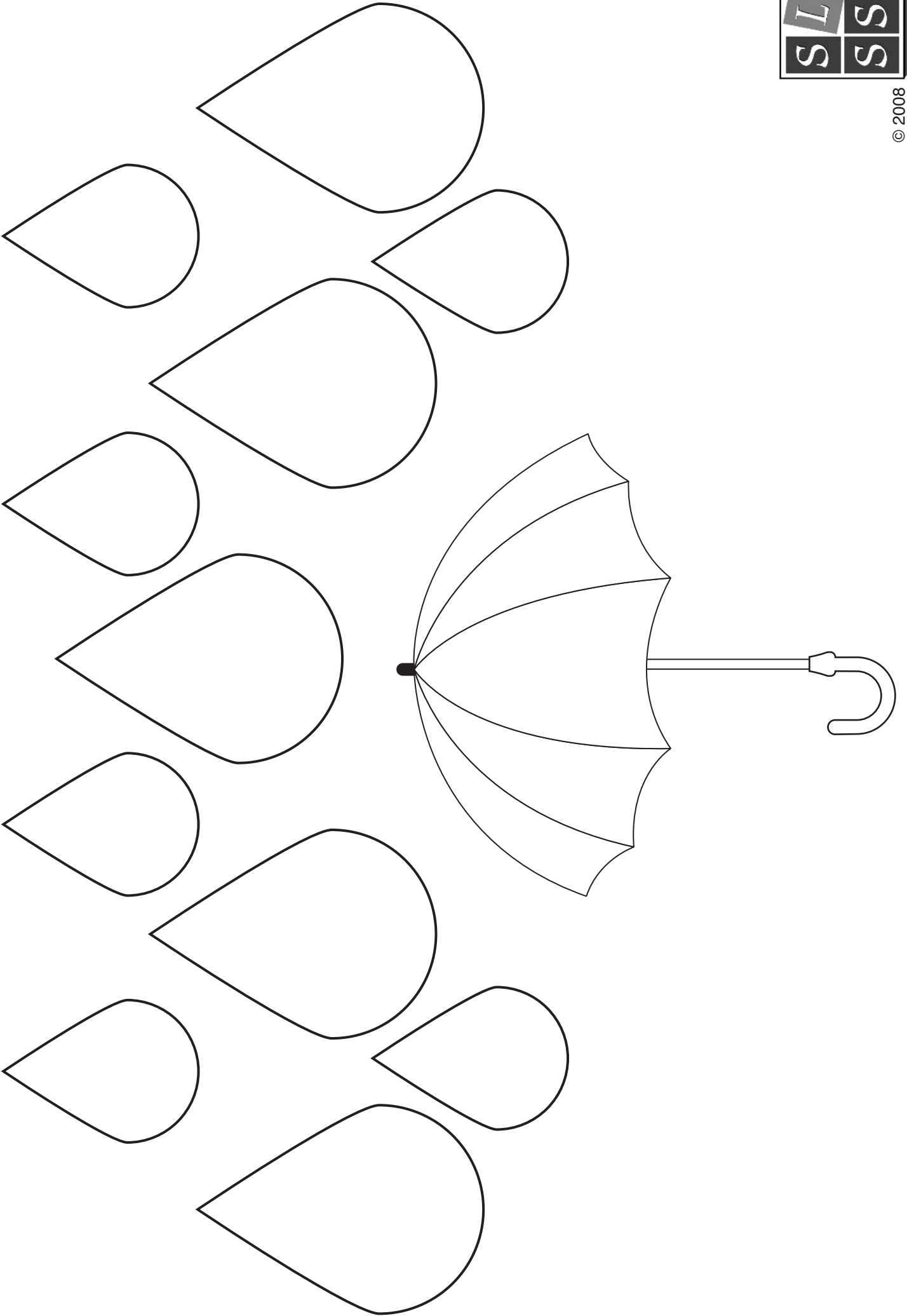






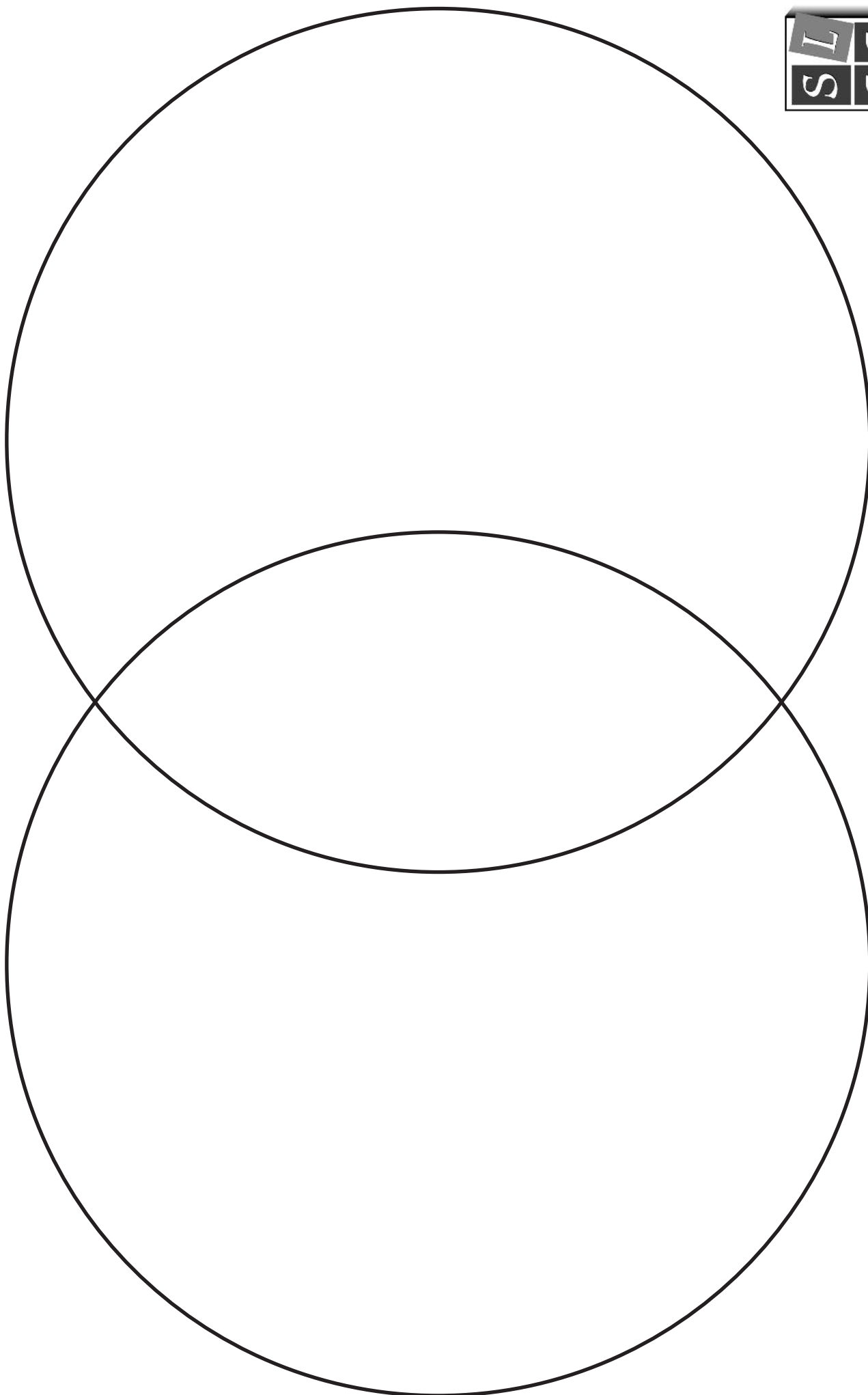
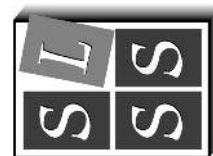


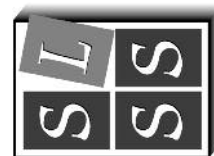
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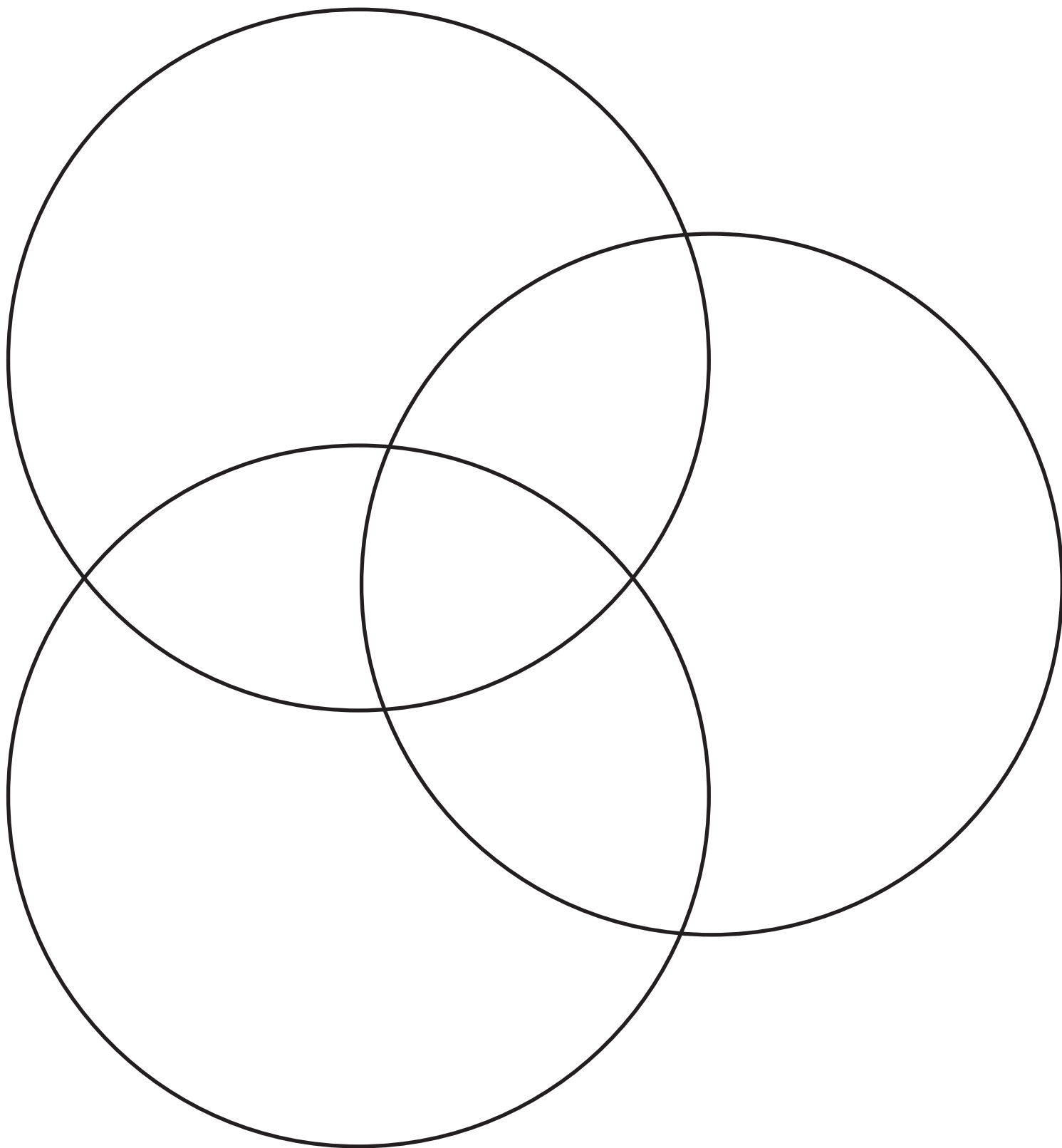


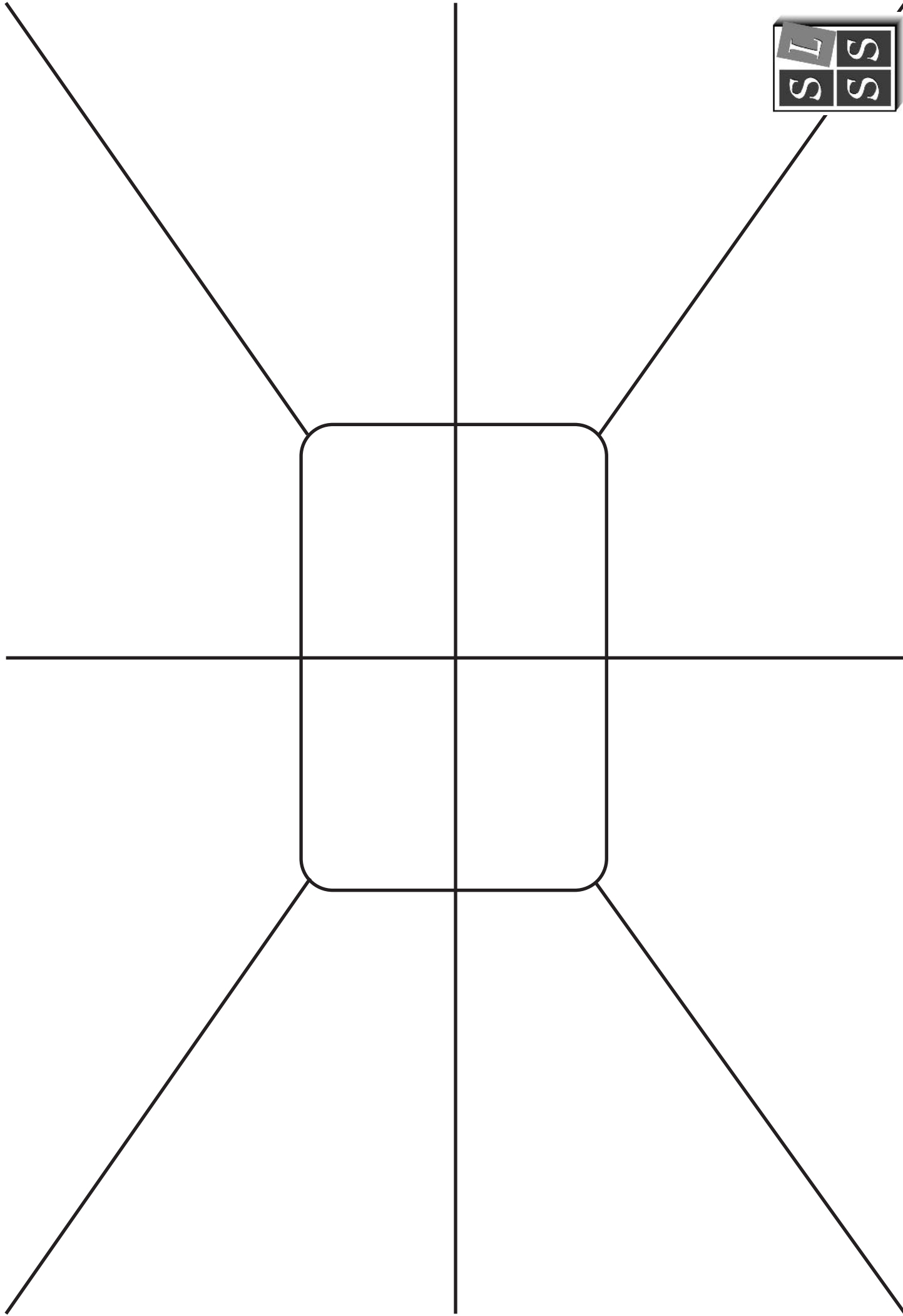
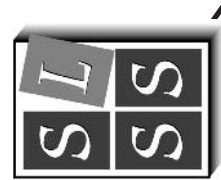






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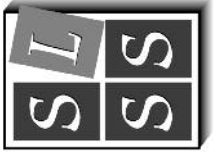




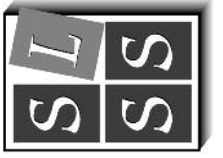
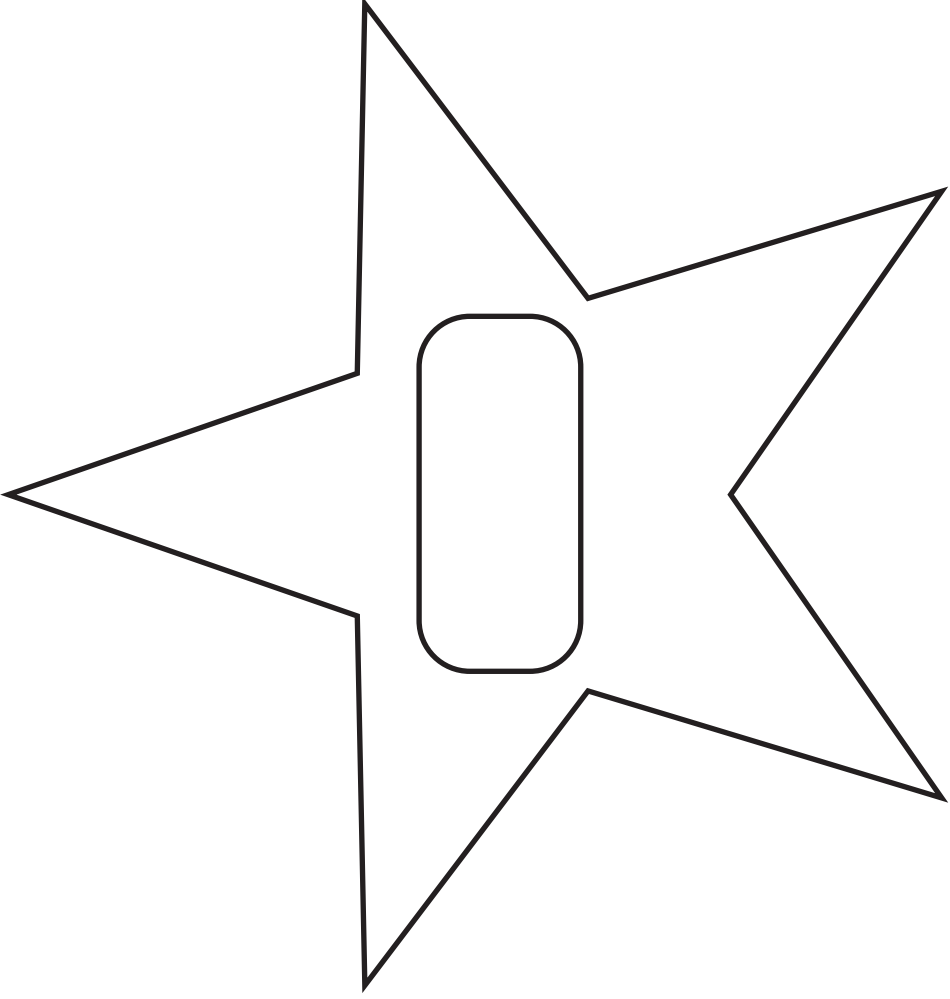
Con

Pro

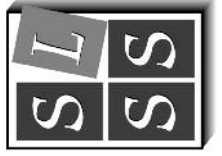
Grey Area



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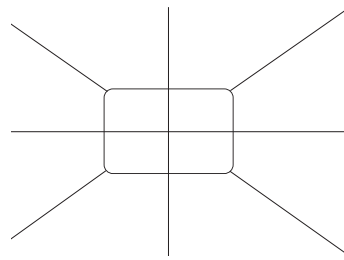


Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer



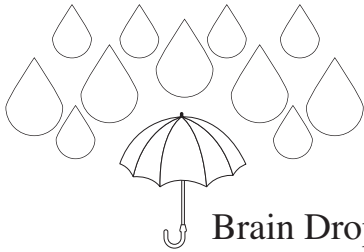
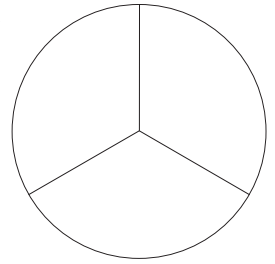


Ranking Ladder

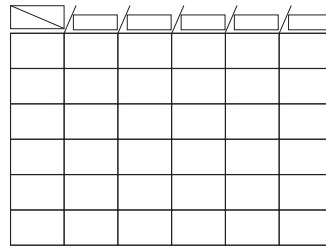


Four Corner Organiser

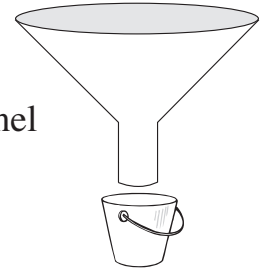
Tri Pie



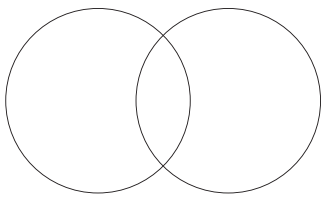
Brain Droplets



Cross Classification Chart

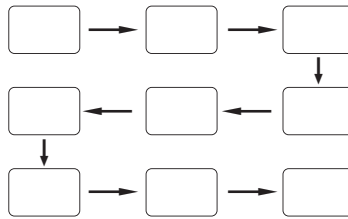


Funnel

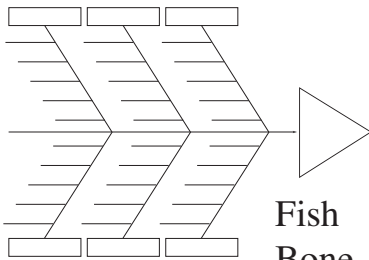
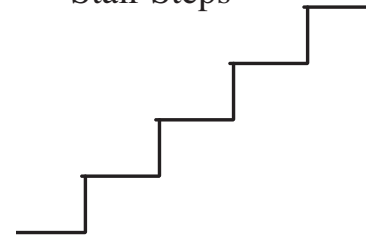


Double Venn

Sequence Chart

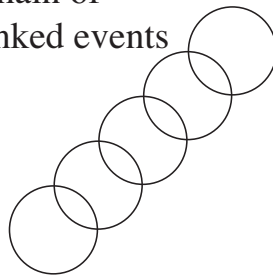


Stair Steps

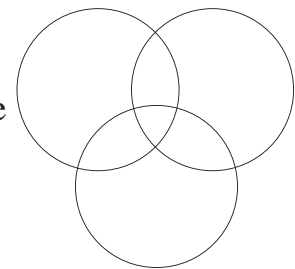


Fish Bone

Chain of linked events



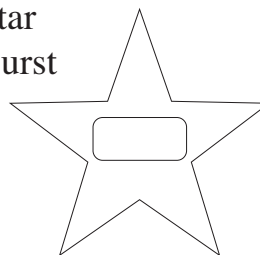
Triple Venn



Research Grid

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

Star Burst



SECOND LEVEL  
SUPPORT SERVICE

SEIRBHÍS TACAÍOCHTA  
DARA LEIBHÉAL