

## POTENTIAL LEARNING EXPERIENCES TO SUPPORT LANGUAGE LEARNING

Learning Experiences	How you might use this activity at home	Why you might use this activity
<b>Graphic Organisers</b>	<p><b>Graphic Organisers</b> help students visually organise information and ideas.</p> <p>There are many different kinds of graphic organisers, but they all, in their different forms, help users to organise and understand information. Some popular graphic organisers include:</p> <p><b>Concept/Mind Map:</b></p> <p>This graphic organiser can be used to visually outline relationships and connections between various concepts. It can look like a large web, in which the central concept/theme is connected by linking lines to various pieces of related information.</p>	<p>Graphic organisers can help support students in various scenarios, whether they are reading, writing, revising or researching.</p> <p>Whatever the scenario, graphic organisers can help:</p> <ul style="list-style-type: none"> <li>• Encourage self-directed learning</li> <li>• Break a topic or assignment down into smaller concepts or steps</li> <li>• Organise information and ideas visually, making them easier to understand and internalise</li> <li>• Deepen understanding of concepts</li> <li>• Develop higher-level thinking</li> <li>• Promote deeper retention of complex information.</li> </ul>

	<p><b>Venn Diagram:</b>  A Venn Diagram is a graphic organiser, comprised of two or three overlapping circles, which can be used to compare and contrast characteristics of particular concepts.  A triple Venn diagram, for example, could be used to compare the treatment of a particular theme, in three different texts.</p> <p><b>Sequence Chart:</b>  This can be used to help students visualise the order of steps in a process or in a timeline of events, etc. It can also be used to help organise the outline of a piece of writing.</p> <p><b>Fishbone:</b>  This can be used to structure and explore the many aspects of a complex topic. It can help the student to organise complex information in a simple, visual, comprehensible structure.</p>	

<p><b>Writing</b></p>	<p>Model techniques that can be used during the writing process.</p> <p>Demonstrate strategies that can help with:</p> <p><b>Prewriting:</b> The stage where students generate, select and organise the ideas they'd like to include in their texts, prior to writing.</p> <p><b>Drafting:</b> The stage where students use their ideas and plan, from the Prewriting Stage, to compose the first draft of their written text.</p> <p><b>Revising:</b> The stage where students look back over their written work, possibly reorganising/changing ideas, and proofreading their texts.</p> <p>Use <b>Graphic Organisers</b> to help students visually plan and organise ideas for their writing.</p> <p>Provide a limited menu of writing prompts from which students can choose. These prompts can range from a written phrase to a picture or even an object.</p>	<p>Developing a positive disposition towards writing.</p> <p>Developing an understanding of strategies that can improve the quality of writing.</p> <p>Developing awareness of the structures of formal and informal writing.</p> <p>Developing awareness of the different structures found in letters, emails etc.</p> <p>When students write, <b>graphic organisers</b> can support them:</p> <ul style="list-style-type: none"> <li>• generating, selecting and organising ideas for writing</li> <li>• classifying and categorising information</li> <li>• clarifying a sequence of events</li> <li>• developing opinions and understanding about the writing's topic.</li> </ul>
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	<p>Encourage the writing of a diary/reflective journal/blog.</p> <p>Encourage writing to friends and relatives, both by pen and paper, and by email.</p>	
<b>Reading</b>	<p>Establish a regular “reading time” where the tv and digital devices are turned off, and all family members read for pleasure. To establish this as a habit, keep it at a particular time, every day or week, if possible.</p> <p>Let students choose what books they wish to read. Self-selected reading has been found to be twice as powerful in developing comprehension and motivation as reading books chosen by others.</p> <p>Use <b>Graphic Organisers</b> to help students develop their reading comprehension.</p>	<p>Reading is one of the best ways to reduce stress levels. According to a 2009 study conducted by the University of Sussex, just six minutes of reading a book reduces blood pressure and muscle tension, and can reduce stress levels by as much as 60%! The survey found that reading reduced stress 300% more than going for a walk, and 68% more than listening to music.</p> <p>Regular reading</p> <ul style="list-style-type: none"> <li>• is one of the easiest ways for a person, no matter what their age, to continue developing their literacy skills.</li> <li>• helps develop a reader’s imagination.</li> <li>• benefits cognitive stamina.</li> <li>• affects the development of empathy.</li> </ul> <p>When students read texts, <b>graphic organisers</b> can:</p>

	<p><b>Sequence Chart</b>  <i>Sequence charts</i> can help students to simplify detailed information. This graphic organiser impacts reading comprehension by supporting students in clarifying the sequence of events.</p> <p><b>KWL Chart</b>  The K-W-L strategy is a useful tool for activating prior knowledge and enhancing reading comprehension. This graphic organiser is a three column chart, labelled K (Know), W (Want to know), and L (learned). Readers first consider what they already know about the subject before reading the material (K), then consider what they want to learn while reading (W), before finally taking note of what they learned, when they've finished reading (L).</p>	<ul style="list-style-type: none"> <li>• support students in clarifying the sequence of events.</li> <li>• activate a student's prior knowledge about a topic,</li> <li>• promote active reading,</li> <li>• promote active learning, and</li> <li>• enhance reading comprehension.</li> </ul>
<b>Oral Literacy</b>	<p>Use purposeful dialogue and interaction.</p> <p>Provide opportunities to engage in high-quality, extended discussions on one's interpretation of:</p> <ul style="list-style-type: none"> <li>• Current News Stories,</li> <li>• Material from a variety of school subjects.</li> </ul> <p>Capitalise on a child's interests for discussions.</p>	<p>Oral language skills lay the foundation for the literacy skills of reading and writing. Having a solid foundation in oral language enables children to become strong communicators.</p> <p>Oral language development greatly impacts a person's; Ability to learn,</p>

	<p>Use structured questioning:</p> <ul style="list-style-type: none"> <li>• To elicit details about concepts.</li> <li>• After posing a <b>question</b>, allow for <b>wait time</b> rather than wanting instant responses. This wait time gives students a chance to recall and think about information, and can lead to more developed answers.</li> <li>• Ask more complex questions about a topic, to promote the use of higher order thinking skills.</li> </ul> <p><b>Conduct Interviews:</b> Pair children with a family friend or relative as an interviewee. Assist children in planning and creating appropriate interview questions, before they use either phone or digital technology to carry out the interview. Have children, through verbal presentation, report on what they learned to the rest of their family.</p> <p><b>Create audio blogs.</b> Using podcast/audio blog websites (such as “Podbean”), encourage students to plan and record voice journals about their week.</p>	<p>Relationships with others, Sense of self.</p>
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	<p>This podcast activity works just like a student creating a blog, however they use speech rather than writing, to create it.</p>	
<p><b>Project Based Learning</b></p>	<p>Research information using such resources as World Book Online.</p> <p>In whatever form the student chooses (for example a Poster, a PowerPoint display or using digital technology resources,) have them plan, create and edit their research, before sharing the research through a presentation.</p>	<p>PBL has many benefits:</p> <ul style="list-style-type: none"> <li>• Deepening understanding of concepts through active exploration.</li> <li>• Enhancing higher-order thinking skills</li> <li>• Promoting better retention of complex information.</li> <li>• Encouraging self-directed learning</li> <li>• Increasing long-term retention of content</li> <li>• Developing critical thinking skills,</li> <li>• Building on research skills.</li> <li>• Developing a variety of communication skills.</li> <li>• Hands-on approach of PBL means students are actively engaged in their learning.</li> </ul>

		<ul style="list-style-type: none"> <li>Can nurture a love of learning.</li> </ul>
<b>Digital &amp; Media Literacy</b>	<p>Research various online survey tools.</p> <p>Design an online survey to distribute to family and/or friends. Publish the results of this survey, using appropriate visuals/graphics.</p> <p>Analyse the elements of a particular medium:</p> <ul style="list-style-type: none"> <li>Comparing/contrasting Tabloid and Broadsheet newspapers.</li> <li>Comparing/contrasting advertisements.</li> </ul> <p>Considering such issues as:</p> <ul style="list-style-type: none"> <li>how the target audience can influence style and content of the medium, or</li> <li>what techniques are employed in adverts, and for what purpose.</li> </ul> <p>Create an advertisement, mindful of how content and layout will reflect its particular purpose and target audience.</p>	<p>Draws on, and contributes to the development of critical thinking skills.</p> <p>Develops awareness of the elements used in all forms of media.</p> <p>Supports students in becoming more critically engaged consumers of mass media.</p> <p>Supports students in engaging with digital media in safe and ethical ways.</p> <p>Develops students' ability to use, understand and create digital content.</p>



	Use one story, currently in the news, to create two newspaper articles, one for a tabloid paper and one for a broadsheet.	
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## Resources:

### Graphic Organisers:

#### Use to support both reading and writing.

There are a number of free mind mapping software tools online such as:

<http://www.edrawsoft.com/freemind.php>

<https://bubbl.us>

<https://www.gocongr.com>

## **Oral Literacy:**

There are a number of free podcast/audio blog tools online such as:

<https://www.podbean.com>

## **Project Based Learning:**

<https://www.worldbookonline.com/kids/home>

<https://www.worldbookonline.com/student-new/#/home>

<https://www.worldbookonline.com/advanced/home>

## **Digital & Media Literacy:**

<https://www.medialiteracyireland.ie>

<https://www.webwise.ie>