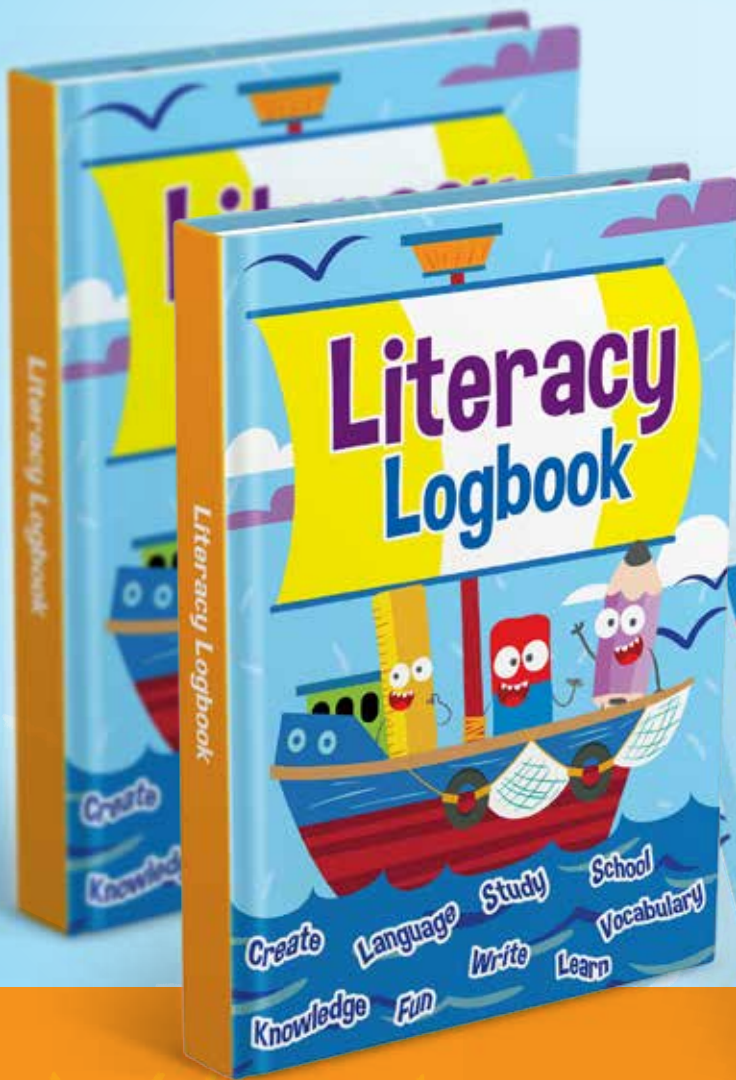


Literacy Logbook

Teacher Manual

- Enjoyable, child-friendly Layout
- Cross-curricular Resource
- Vocabulary Builder
- Reference Book
- Teacher Planning



Developed to address a need that teachers felt in response to the recently introduced *National Strategy to Improve Literacy and Numeracy*.

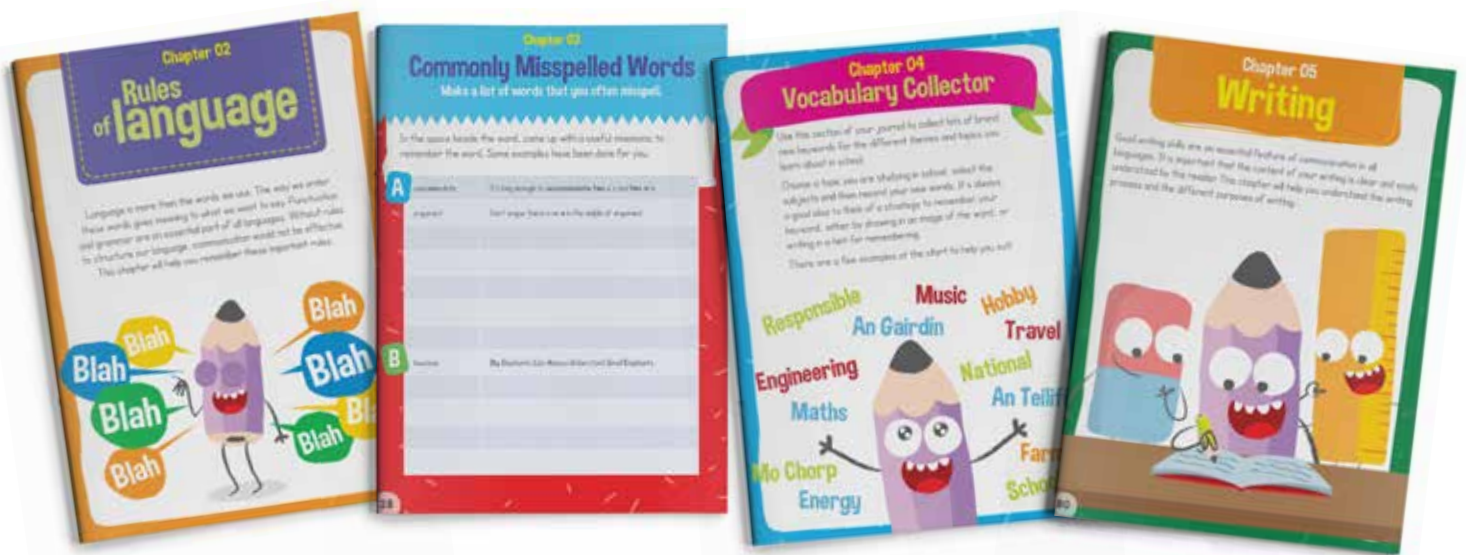
Dear 5th and 6th class teacher,

The Literacy Logbook is unlike the traditional textbooks that your pupils have used in the past. This book was developed to address a need that teachers felt in response to the recently introduced National Strategy to Improve Literacy and Numeracy. Teachers are now required to increase the time spent on the development of literacy skills using a combination of approaches such as:

- *integrating literacy and numeracy skills with other curriculum areas*
- *using some or all of discretionary curriculum time for literacy and numeracy activities*
- *re-allocating time spent on the other subjects in the curriculum to the development of literacy and numeracy*

- *prioritising the curriculum objectives which are considered most valuable in supporting children's learning and delaying the introduction of elements of some subjects* [Circular Letter 0056/2011]

This book was designed as a cross-curricular literacy resource and if used effectively it will provide you with a valuable resource to implement the approaches as outlined above. The book is not meant as a specific subject textbook, it can be used in parallel with existing textbooks and other classroom resources. The advantage of this resource is that it can be used flexibly to complement any teacher's existing scheme of work.



Enjoyable, child-friendly Layout

It is laid out in a very colourful, child-friendly format, and is intended as a personal resource for the individual child. The book is presented as a personal learning journal, so that pupils can be fully engaged in their own learning through reflection and self-assessment. While each pupil's book will reflect the uniqueness of his/her individual learning, guidance from you, the teacher, is required in order to fully enhance the child's learning experience.

Cross-curricular Resource

While this book is focused on the integration of literacy with other curriculum areas, there is a particular emphasis on writing and effective reading and learning strategies for the SESE curriculum. Your pupils will learn how to use mind-maps and other graphic organisers, which facilitate the learning process by providing a visual method for the development, organisation and expression of information and ideas. They will also be introduced

to various learning strategies such as **RAVE CCC, SQ3R, KWHL, Sketchnotes and Mnemonics**, which will enhance the learning achievements of all pupils, whether they are visual, auditory or kinaesthetic learners.

Also included is a section to collate a *Foclóir Gaeilge* under the ten themes of the Irish language curriculum and a section on Music, Art and Drama which will help your pupils learn the vocabulary needed to respond to the Arts. The Literacy Logbook contains material pertaining to all the subjects of the *Primary School Curriculum*. Chapter One provides useful resources for SPHE, and Chapters Two and Three focus on grammar, punctuation and spelling in both languages.

Vocabulary Builder

Research has shown that vocabulary learned in thematic word groups – as opposed to learning words in isolation – can improve long-term vocabulary learning and retention. This book allows

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the pupils to build a growing word bank using a thematic, constructivist approach. At the beginning of fifth class the pupils can start to record the basic vocabulary relating to a topic and build on this over a two-year period, while at the same time reviewing and reinforcing their previously learnt vocabulary.

Reference Book

Chapter Two is a convenient reference resource for pupils, it contains rules of grammar in both English and Gaeilge. It will help enable pupils to quickly access the conventions of grammar and punctuation.

Teacher Planning

While this book can be used at any time, it is intended that pupils keep it on their desks at all times to record and reference vocabulary, spellings and grammar; many teachers have found it useful to allocate between forty minutes to an hour a week to using the book in the classroom. This time can be used to facilitate pupil self-assessment of learning, to teach the various learning strategies or to engage in discrete writing lessons.

To assist your class planning, this teachers' manual will provide you with planning templates which include the curriculum objectives for each chapter of the book. However, it is important to remember that this guide is not meant to be prescriptive. One of the most valuable features of the Literacy Logbook is the flexibility it allows both teachers and pupils.

I sincerely hope that you and your pupils enjoy using this Literacy Logbook.

Mary McDowell,
Author

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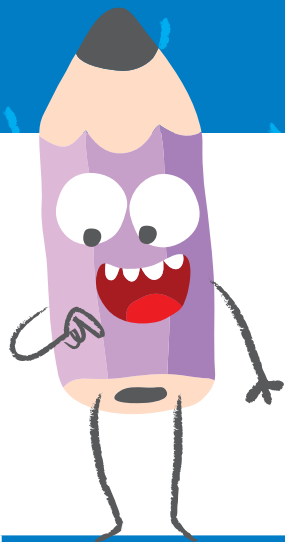
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Chapter 01




My Profile

This chapter reflects the aims of the SPHE curriculum; it incorporates content for six SPHE lessons. These can be used as stand-alone lessons or as follow-up activities to complement programmes such as *Walk Tall*, *Relationship and Sexuality Education (RSE)* or *Stay Safe*.

From page 11 to 27

Strand and Strand Unit	Curriculum Objectives	Suggested Learning Activities
Myself Self-Identity	Self-Awareness <ul style="list-style-type: none"> Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways. 	Page 3 My Profile "Pair and Share" to talk about interests, talents and aspirations. Feedback to rest of class about their partner Complete written activity
Myself Taking Care of my Body	Health and Well-being <ul style="list-style-type: none"> Recognise and examine behaviour that is conducive to health and that which is harmful to health. Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others. 	Page 4 & 5 Making Healthy Choices Pupils explore how the decisions they make can affect their physical health Pupils record their own personal choices on how they will stay healthy and fit



Strand and Strand Unit	Curriculum Objectives	Suggested Learning Activities
Myself and Others Myself and my Family	<ul style="list-style-type: none"> Explore and discuss families and homes and how they can vary in many ways. Explore what belonging to a family means. Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them. 	<p>Page 6 and 7 My Family</p> <p>Different types of family and homes</p> <p>Vocabulary - caring and supporting, sense of belonging, interdependence, roles and responsibilities, sensitive to the needs of others, rules and boundaries, being accountable</p> 
Myself and Others My Friends	<ul style="list-style-type: none"> Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing. Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances. Consider problems that can arise in friendships and other relationships and how these could be handled. 	<p>Page 8 My Friends</p> <p>In groups of three discuss the meaning of friendship</p> <p>Vocabulary - mutual respect, trust, loyalty, listening, communication, laughter, honesty, resolving conflicts, forgiveness, being just and fair</p> <p>Discuss jealousy, uncertainty, feeling left out, pressure to belong and conform</p> <p>Complete written activity</p> 
Myself and the Wider World Developing Citizenship	<ul style="list-style-type: none"> Explore how justice and peace can be promoted between people and groups, both nationally and internationally. Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected. 	<p>Pages 9 and 10</p> <p>Pupils are introduced to the UN Charter of Children's Rights</p> <p>In groups the pupils develop their own classroom charter of rights and responsibilities</p> 

Chapter 02

Rules of language

One of the broad objectives of the English language curriculum is that the child should be enabled to expand his/her vocabulary and develop a command of grammar, syntax and punctuation. It is envisaged that the child will have gained a knowledge and control of some of the principal elements of grammatical convention by the time he/she finishes primary school. However, it is not intended that these be taught in isolation. As with

punctuation and spelling, they should be approached in the context of general language learning [English curriculum]. Pupils may use this chapter throughout the year to refer to the conventions of grammar and punctuation; teachers may also use it as an extra teaching resource for discrete grammar lessons.

From page 11 to 27

English Curriculum

Strand and Strand Unit	Curriculum Objectives	Suggested Learning Activities
Writing Competence, confidence and the ability to write independently	<ul style="list-style-type: none"> Observe the conventions of grammar, punctuation and spelling in his/her writing. Explore the possibilities of syntax and sentence structure in reading and writing. 	Full stops, question marks, exclamation marks, commas, quotation marks, semicolons, colons, apostrophes
Oral Language Competence and confidence in using oral language	<ul style="list-style-type: none"> Understand the functions and know the names of the parts of speech. 	Noun, verb, adjective, adverb, pronoun, conjunction, preposition, article, interjection



Curaclam na Gaeilge

Strand and Strand Unit	Curriculum Objectives	Suggested Learning Activities
Labhairt Ag úsáid teanga	<p>Cumas agus muinín</p> <ul style="list-style-type: none"> Páirt a ghlacadh i gcleachtaí gramadaí igcomhthéacs cumarsáideach. 	<p>Briathra rialta agus neamhrialta na gnáthaimsirí agus modhanna Réamhfhocail a úsáid leis an alt - ar an le hurú (séimhiú in áiteanna); sa le séimhiú (le hurú sa chaint in áiteanna);</p> <p>Forainmneacha: mé, tú, sé, é, í... forainmneacha réamhfhoclacha: orm, ort, air ...</p> <p>Uimhreacha.</p>



Commonly Misspelled Words

Make a list of words that you often misspell.

This chapter is intended to complement any existing spelling programme used in the classroom. While most spelling programmes rely on phonetic and rule-based strategies for spelling, this chapter allows the pupil to become an active agent in his/her learning through the use of self-assessment to identify their own commonly misspelled words and by introducing mnemonics

or memory devices to help them learn.

This section of the book is a useful tool for self-assessment before learning weekly spelling lists.

From page 28 to 36

Strand and Strand Unit	Curriculum Objectives	Lesson Content
Writing Competence, confidence and the ability to write independently	<ul style="list-style-type: none"> Observe the conventions of grammar, punctuation and spelling in his/her writing. Use dictionaries and thesauruses to extend and develop vocabulary and spelling. 	Self-assessment of pupils' own spellings
Oral Language Emotional and imaginative development through language	Experience and enjoy playful aspects of language.	Discussing the origins and effects of unusual words Playing word association games

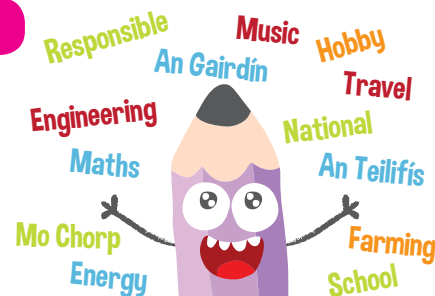


Chapter 04 Vocabulary Collector

This chapter allows pupils to record new vocabulary pertaining to particular topics they have studied in the class. It is designed to facilitate a thematic approach to learning. It also provides space for self-assessment or review of each topic or theme. The themes *Caring for the Environment*, *Transport and Games and Pastimes* have been selected for inclusion in this section because of the opportunities they provide for engaging the pupils in cross-

curricular, integrated thematic work units or projects. There is space to collate the vocabulary for a further twelve topics. Planning templates have been provided which include curriculum objectives; the learning objectives and activities sections have been left blank to facilitate individual teacher planning.

From page 37 to 79



Theme - Caring for the Environment

Integration: Environmental awareness and care is a cross-curricular strand common to the geography and science curricula. Other integration possibilities: English, History, SPHE and PE.

Subject and Strand	Curriculum Objectives
Geography and Science Environmental Awareness and Care	<ul style="list-style-type: none"> Explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world. Recognise and investigate aspects of human activities which may have positive or adverse effects on environments. Become aware of the importance of the Earth's renewable and non-renewable resources. Foster an appreciation of the ways in which people use the Earth's resources. Come to appreciate the need to conserve the Earth's resources.
Science - Living Things Materials	<ul style="list-style-type: none"> Observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions. Recognise that some materials decay naturally, while others survive a long time in the environment.
History - Local Studies	<ul style="list-style-type: none"> Identify opportunities to become involved in enhancing and protecting the environmental features in my locality.
Physical Education Outdoors and Adventure Activities	<ul style="list-style-type: none"> Develop positive attitudes towards interacting positively with the environment.
SPHE - Myself and the Wider World	<ul style="list-style-type: none"> Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.
Learning Objectives	
Learning Activities	
Differentiation	
Assessment	

Theme - Transport

Integration: SESE: History, Geography and Science. Other Possible Integration: English, SPHE and PE.

Subject and Strand	Curriculum Objectives
Geography Human Environments	People in the local area Transport and communications <ul style="list-style-type: none"> • Learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland. • Become aware of the advantages, disadvantages and roles of these methods. • Become familiar with the work of people in these activities. <p>Study some aspects of the environment and lives of people in one location in Europe and one location in another part of the world.</p> <ul style="list-style-type: none"> • Transport and communications.
Natural Environments	Investigate and learn about the natural features in the locality and county <ul style="list-style-type: none"> • investigate the influence of these features on people - homes, economic activities, transport, communications.
Science - Energy and Forces	<ul style="list-style-type: none"> • Identify and explore how objects and materials may be moved. • Explore the effect of friction on movement and how it may be used to slow or stop moving objects.
Science and the Environment	<ul style="list-style-type: none"> • Appreciate the application of science and technology in familiar contexts.
History - Continuity and change over time	Transport <ul style="list-style-type: none"> • Study aspects of development over long periods. • Identify examples of change and continuity in the 'line of development'. • Identify the factors which may have caused or prevented change. • Refer to or use appropriate timelines.
Learning Objectives	
Learning Activities	
Differentiation	
Assessment	



Theme - Games and Pastimes

Integration: SESE: History, Geography and Science, SPHE, PE, Music, Drama, English

Subject and Strand	Curriculum Objectives
<p>History Local Studies</p> <p>Early peoples and ancient societies Life, society, work and culture in the past</p>	<p>Games and pastimes in the past</p> <ul style="list-style-type: none"> • Become familiar with aspects of the history of games in the locality. • Explore aspects of the leisure interests and games of local people in the past. <p>Refer to curriculum for list of possible societies and cultures to study. Become familiar with aspects of the lives of these people.</p> <ul style="list-style-type: none"> • Culture, art and music, leisure and pastimes.
<p>Science - Energy and Forces</p> <p>Science and the Environment</p>	<p>Design and make a toy</p> <ul style="list-style-type: none"> • Identify and explore how objects and materials may be moved. • Appreciate the application of science and technology in familiar contexts.
<p>Geography - Human Environments</p>	<p>People at work</p> <ul style="list-style-type: none"> • Tourism, leisure and recreation.
<p>Physical Education - Games</p>	<p>Creating and playing games</p> <ul style="list-style-type: none"> • Create and develop games with a partner or with a small group. • Understanding and appreciation of games. • become aware of games events and players locally, nationally and internationally.
<p>SPHE Myself</p> <p>Developing Citizenship</p>	<p>Taking care of my body</p> <ul style="list-style-type: none"> • Recognise and examine behaviour that is conducive to health and that which is harmful to health. • Recognise and explore the positive contributions made to the local community by various organisations. • Become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world.
Learning Objectives	
Learning Activities	
Differentiation	
Assessment	

Chapter 05

Writing

“The process of writing is as important as the product because it is through consistent practice in using that process that children learn to write”.

(English Curriculum, Teacher Guidelines)

This chapter focuses on the writing process. The skill of writing needs to be learned and the teacher should spend some time teaching and modelling the different stages of the writing process.

As recommended by the curriculum, the pupils should experience varied and consistent oral language activity as part of the **pre-writing** process, this can take the form of discussion or brainstorming in whole-class, group or pair settings or through conferencing with individual pupils. As well as choosing a topic, pupils must be clear as to the **purpose** and the **audience**.

During the **planning stage**, graphic organisers can help the pupils structure their thoughts or ideas. This section includes graphic organisers that are suited to a variety of **writing genres** (see p.98). Mind-maps, story paths, step and ladder graphic organisers will assist the pupils organise their thoughts and ideas in the planning stage of their writing.

It is at the **writing stage** that pupils begin to structure their thoughts and ideas on paper. The layout of chapter five will enable the pupils to refer to their pre-writing thoughts and plans as they write their first draft.

Pupils need to be encouraged to **revise** their writing - this entails adding, deleting, changing, replacing and reorganising. Until

the pupils become proficient at the revision stage, it is perhaps best done in conference with the teacher or with a peer. The use of formative assessment strategies such as **two stars and a wish** can be used at this stage to encourage collaboration and improvement of the first draft.

At the **editing** stage students proofread their first draft, correcting spelling, punctuation, capital letter, sentence structure, and grammar mistakes.

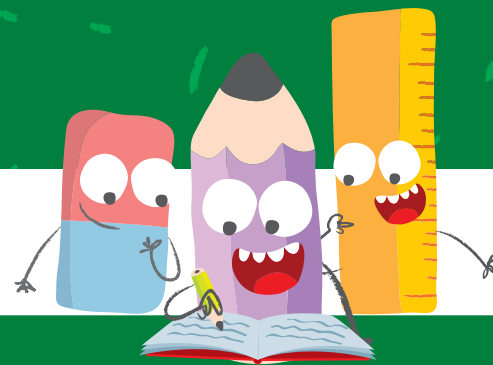
The **publishing** stage is the final stage of the writing process, this may be handwritten or typed. Pupils will need to consider the purpose and the audience when deciding on the format of their final piece of work.

This chapter also includes sections to record useful words and phrases to describe **characters; settings; synonyms for overused words; and rhyming words and alliterative phrases** to use in poetry. It also allows pupils to collect vocabulary and phrases to use in various writing genres.

From page 80 to 129



Chapter Five - Curriculum Objectives



Strand and Strand Unit Writing	Curriculum Objectives	Lesson Content The Writing Process
Competence, confidence and the ability to write independently	<ul style="list-style-type: none"> • write regularly on chosen topics • engage in the writing of one piece over a period 	<p>Pre-writing stage</p> <p>Whole-class, group or paired discussion, think-pair-share activity Brainstorming activity</p> <p>Discuss purpose, audience and genre and decide on format and style of writing</p>
Competence, confidence and the ability to write independently	<ul style="list-style-type: none"> • Experience varied and consistent oral language activity as part of the pre-writing process. • Choose a register of language appropriate to subject and audience. 	<p>Writing Stage</p> <p>Teacher models a piece of writing</p> <p>Pupils begin to write on chosen topic</p>
Competence, confidence and the ability to write independently	<ul style="list-style-type: none"> • Observe the teacher improving writing by drafting, revising, editing. • Write independently through a process of drafting, revising, editing and publishing. 	<p>Revision and Editing Stages</p> <p>Pupils revise their first draft Peer assessment strategies such as 'Two stars and a wish'</p> <p>Pupils edit their revised draft checking for spelling, punctuation, capital letters, sentence structure and grammatical errors</p>
Competence, confidence and the ability to write independently	<ul style="list-style-type: none"> • Write independently through a process of drafting, revising, editing and publishing. • Observe the conventions of grammar, punctuation and spelling in his/her writing. • Use dictionaries and thesauruses to extend and develop vocabulary and spelling. • Explore the possibilities of syntax and sentence structure in reading and writing. • Help others with editing their writing. 	<p>Publishing Stage</p> <p>Pupils write their final draft. Handwritten or typed? Share the final product with the intended audience</p>



Chapter 06

Reading

“As children begin to read and as their reading develops they will be able to experience a greater variety of text and this will be reflected in a widening of their responses. At this stage they should be encouraged to share their individual choices of books and other reading materials with others.”

[Teacher Guidelines, p.66]

This chapter allows the pupils to respond to their reading in a variety of ways. They can keep a record or log as they read an increasing variety of genres and texts. This section contains useful vocabulary that the children will need when responding to characters, settings and plots. Also included in this chapter are

templates for the pupils' first drafts of book reviews.

From page 130 to 131



Strand and Strand Unit Reading	Curriculum Objectives	Lesson Content
Receptiveness to Language	<ul style="list-style-type: none"> Engage with an increasing range of narrative, expository and representational text. 	Allow time in class for USSR (uninterrupted, sustained, silent reading) or DEAR (drop everything and read)
Competence and Confidence using Language	<ul style="list-style-type: none"> Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability. Read to satisfy personal interests. 	Organise book-related events to stimulate the child's interest in books and reading Encourage the pupils to express preferences for genres, authors or books on particular topics Visits to the public library
Developing Cognitive Skills through Language	<ul style="list-style-type: none"> Continue to keep a record of personal reading in various forms. 	Use the reading log to keep track of characters or events by jotting down thoughts as a book is being read Record new vocabulary relating to characters to build up character profiles under headings such as appearance, personality and habits
Emotional and Imaginative Development through Language	<ul style="list-style-type: none"> Continue to share response to an ever increasing variety of texts with the wider community of readers. 	Write book review to share with the rest of the class or to publish on the school website

Music, Art and Drama

The Arts Education curriculum consists of three subjects - Art, Music and Drama. This chapter will enable children to enrich the vocabulary they use as they explore and express the ideas,

feelings and experiences they encounter as they respond to art, music and drama.

From page 143 to 152

“A basic understanding of the visual elements is essential to purposeful teaching in the visual arts. Line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation are the basics of two-dimensional and three-dimensional composition. The teacher should be aware of the visual elements and informally draw attention to them as they arise in the children’s work, in the work of artists and in the observed environment.”

[Teacher Guidelines, p. 8]

Strand and Strand Unit	Curriculum Objectives	Lesson Content
ART Looking and Responding	<ul style="list-style-type: none"> Look at and talk about his/her work, the work of other children and the work of artists. 	<p>Describe what is happening in the piece of art</p> <p>Describe what the pupil or the artist was trying to express</p> <p>Compare and contrast how other artists have interpreted the theme in similar or dissimilar ways</p>
MUSIC Listening and responding to music	<ul style="list-style-type: none"> Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context. Respond imaginatively to music in a variety of ways. 	<p>Expand the class’s listening repertoire by playing music from a wide range of styles including those from other cultures and eras</p> <p>Write a poem or story</p>
DRAMA Exploring and making drama Co-operating and communicating in making drama Reflecting on drama	<ul style="list-style-type: none"> Distinguish between various genres, such as comedy, tragedy, fantasy. Develop, out of role, the ability to co-operate and to communicate with others in helping to shape the drama. Reflect on a particular dramatic action. 	<p>Respond in groups to the teacher saying, ‘Let’s make a drama about ...’</p> <p>As part of the group, work out what genre, setting, character, scene and action will best communicate the issue being examined</p> <p>Record new vocabulary in logbook</p>

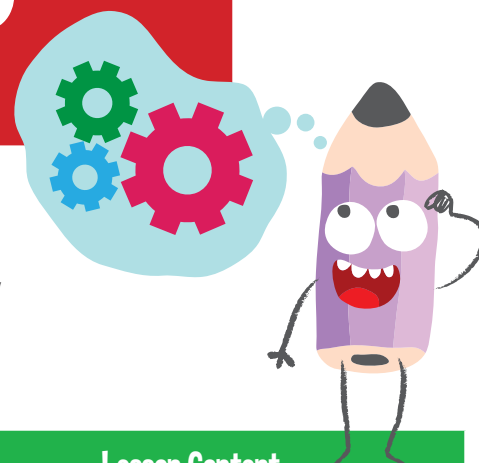


Chapter 08

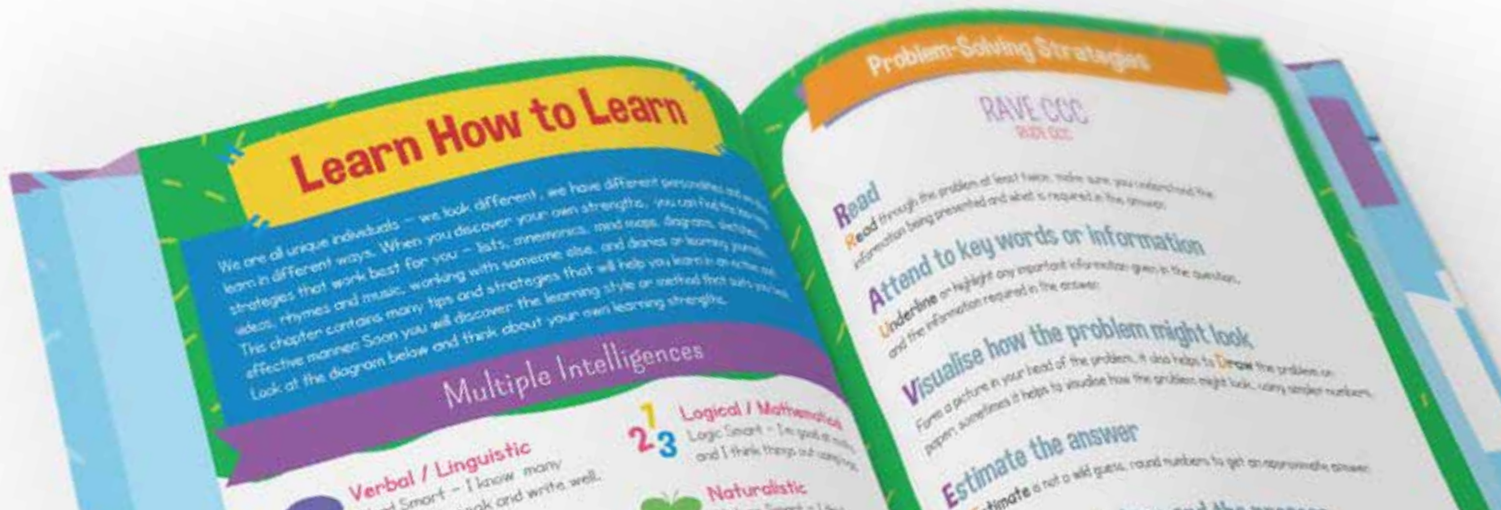
Great Ways to Learn

This chapter contains different strategies that will help your pupils learn in an active and effective manner. It includes a section on Multiple Intelligences, mathematical problem-solving strategies and comprehension and learning tools such as SQ3R, KWHL, Sketchnotes and Mnemonics.

From page 153 to 169



Strand and Strand Unit	Curriculum Objectives	Lesson Content
SPHE MYSELF Self-Identity	<ul style="list-style-type: none"> Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways. Enhance skills to improve learning. 	Page 154 Learn How to Learn Pupils are introduced to the concept of multiple intelligences. In pairs or small groups they discuss their own talents and interests to gain an understanding of their own strengths and learning styles and to reflect on ways to improve learning
MATHEMATICS All Strands	Problem solving "Children should be taught a variety of strategies and to experiment with applying the same strategy to different problems and different strategies to the same problem." [Teacher guidelines p.35]	Page 155 - Problem-Solving Strategies RAVE CCC RUDE CCC
READING Developing Cognitive Abilities through Language	<ul style="list-style-type: none"> Develop study skills such as skimming, scanning, note-taking and summarising Retrieve and interpret information presented in a variety of ways; flowchart, table, diagram, list, web. Use information retrieval strategies in cross-curricular settings. 	Pages 159-169 SQ3R (survey, question, read, recite and review) KWHL (what I know; what I want to know; how I can learn; what I learned) Sketchnotes Mnemonics





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