



Dive In!

... to Junior Cycle First Year English

Extract from final draft

Teacher's Planner

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FOLENS 

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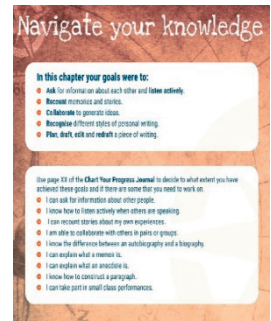
Teacher's Planner

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Note: Teacher feedback templates for Test the Waters are available on [FolensHIVE.ie](https://www.folenshive.ie)

Navigate Your Knowledge

This section comes at the end of every chapter or thematic module. It is designed to explicitly develop the Managing Myself key skill and directs the student to **reflect** on their learning.



Test the Waters

Each chapter of the textbook ends with a **Test the Waters** section, which is referenced in the corresponding plans that feature in this Planner. This is a set of **optional** tasks that are designed to prepare the student for the **classroom-based assessments (CBAs)** in Second and Third Year.

These are intended as **summative assessment** following a body of work to consolidate the learning.

There are three different types of task:

- An individual piece of writing or analysis
- A collaborative task, sometimes with a written or spoken component
- A task with an emphasis on oral language

These tasks have been integrated with the *Chart Your Progress* Student Journal.

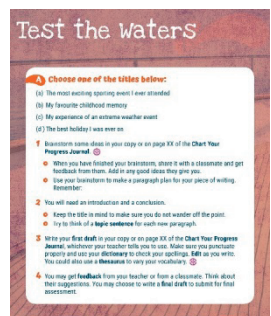


Chart Your Progress Student Journal

The **Chart Your Progress Student Journal** is intended to function like a 'good copy'. It contains:

- **Planning** templates to help the student with their drafting and editing in advance of writing
- Pages for the written **product**
- **Success criteria** and task-specific **feedback** pages for every assignment



Sample from a yearly plan (genre-based): Take a Dip!

(Non-literary texts: Personal writing)

- The **prioritised learning outcomes** for each extract are highlighted in **red**.
- Two to four classes per extract are envisaged depending on your own choices.
- This chapter can take three to six weeks to complete depending on the activities and assessments undertaken.
- A suggested number of classes for each extract is included in the plans. This is in no way prescriptive and should be used simply to help with timing.
- If you choose to teach a **grammar** component where we have suggested it, this will take a full 40 minutes if you do the related activities.
- A broad range of assessment types is provided here – you should **select** and **vary** these to suit the learning outcomes you choose to emphasise.

Personal writing: Non-literary texts	Learning outcomes to be achieved in:		Learning outcomes to be achieved in:	Formative assessment
	Oral language	Reading		
Autobiography <i>Getting Addicted</i> by Cora Staunton (p. 2) Learning focus OL 1, OL 4 Option to do W 11: Nouns (p. 3)	OL 1 Informing and explaining about themselves OL 4 Active listening to other students' work	R 3 Reading to ask questions and to retrieve information	W 3 Inform and explore W 11 Nouns	Creating a personal profile (W 3) 3 classes 4 classes (1 week)
Memoirs <i>A Plate of Peas</i> (p. 4) Learning focus OL 8, R 10 Option to do W 11: Capital letters and full stops (p. 7)	OL 8 Active listening to other students' work OL 10 Collaborate to analyse spoken text	R 3 To question and to link main ideas R 10 Using a thesaurus	W 3 To narrate W 6 Select vocabulary W 11 Capital letters and full stops	Narrate own memories (R 10, W 3) 2 classes 3 classes
Anecdotes <i>Round Ireland with a Fridge</i> (p. 8) Learning focus R 3, W 5 Option to do W 11: Commas (p. 12)	OL 5 Delivering a short oral text in collaboration OL 11 Pleasurable and purposeful activity	R 3 PQE comprehension strategy for understanding, to analyse and evaluate R 13 Appreciate how syntax and word choice create the appropriate register for anecdotal writing	W 3 Narrate, engage, amuse W 5 Learning from model to enrich own work W 11 Commas	<ul style="list-style-type: none"> • Write an anecdote • Deliver anecdote to group/class • Perform short collaborative oral task (piece of improvised dialogue) 2 classes 3 classes

Personal writing: Non-literary texts	Learning outcomes to be achieved in:	Learning outcomes to be achieved in:	Learning outcomes to be achieved in:	Formative assessment
Material for use	Oral language	Reading	Writing	Options for assessment
<p>Diaries <i>Diary of a Music Fan</i> (p. 13)</p> <p>Blog/vlog (multi-modal options) (pp. 15–16)</p> <p>Learning focus OL 5, OL 7, OL 11, R 3, W 5 Option to do W 11: Sentences (p. 15)</p> <p>Biography <i>Ice Man – Tom Crean</i> (p. 17)</p> <p>Learning focus OL 5, OL 11, R 10, W 3 Option to do W 11: Verbs and adverbs (p. 20)</p>	<p>OL 8 Listening actively to evaluate effectiveness of media broadcast</p> <p>OL 5, OL 11 Delivering a short oral text (vlog) as a pleasurable and purposeful activity</p> <p>OL 5 Deliver a short oral text for chosen purpose</p> <p>OL 11 Oral language as pleasurable and purposeful activity</p>	<p>R 3 Retrieve information from digital text to summarise and analyse</p> <p>R 3 Monitor, analyse and evaluate</p> <p>R 10 Using dictionary/thesaurus</p> <p>R 10 Using a dictionary/thesaurus</p>	<p>W 5 Learning from model to enrich own work</p> <p>W 11 Paragraphs, sentence structure</p> <p>W 3 Imagine, engage and persuade</p> <p>W 11 Verbs and adverbs</p> <p>W 1 Clear purposes established for planning, drafting, redrafting and editing</p> <p>W 6 Use of editing skill to enhance meaning and impact</p> <p>W 9 Engaging in the writing process as a private, pleasurable and purposeful experience</p> <p>W 11 Using language conventions appropriately – punctuation and spelling</p>	<p>Write own blog/diary (W 5)</p> <p>Create and perform a vlog (OL 5, OL 7)</p> <p>4 classes</p> <p>4 classes</p> <p>Imagining and exploring thoughts and feelings (W 3)</p> <p>Imagining and describing a storm (W 3)</p> <p>Writing and performing a short speech (OL 5, W 3)</p> <p>3 classes</p> <p>4 classes</p> <p>Evaluate process and end product of personal writing assignment</p> <p>2 classes</p> <p>Total: 16 classes</p> <p>Total: 20 classes</p>
<p>Summative assessment:</p> <p>Test the waters</p> <p>Writing about myself</p> <p>Personal writing assignment incorporating:</p> <ul style="list-style-type: none"> Brainstorming Paragraph planning Drafting Writing Submission and feedback Possible final draft for assessment <p>Learning focus R 10, W 1, W 6, W 11</p>				

Sample yearly plan (thematic): Coming of Age

DIVE IN!

- The **prioritised learning outcomes** for each extract are highlighted in **red**.
- The time frames envisaged per module depend on your own choices.
- Suggested **grammar** components have been integrated. These will take a full 40 minutes if you do the related activities.
- A broad range of assessment types is provided here – you should **select** and **vary** these to suit the learning outcomes you choose to emphasise.
- Navigating My Knowledge pages have been specifically designed for the thematic approach and are available to photocopy on pp. 40–45 in this *Teacher's Planner*.

Module title: Coming of Age		Time frame: 4 weeks
Learning focus	Optional material and group activities	Assessment options
<p>OL 1, OL 2, OL 4, OL 5, OL 8, OL 11 R 3, R 10 W 1, W 3, W 4, W 5, W 6, W 11 (grammar)</p>	<p>Optional material</p> <ul style="list-style-type: none"> • <i>Getting Addicted</i> (autobiography) (p. 2) Personal profile OL 1, OL 4 • <i>A Plate of Peas</i> (memoir) (p. 4) Active listening OL 8, R 10 • <i>Diary of a Music Fan</i> (p. 13) (diary) OL 5, OL 11, R 3, W 5 • Blogs/vlogs (pp. 15–16) • 'Awakening' (poem) (p. 208) Alliteration R 3 • <i>Billy Elliot</i> (screenplay) (p. 170) Introduction to film OL 2, OL 8, W 3 • Formal letter of application (p. 150) W 4, W 5 <p>Integrated grammar options</p> <ul style="list-style-type: none"> • Nouns (p. 3) W 11 • Capital letters and full stops (p. 7) W 11 • Sentences (p. 15) W 11 	<p>Options for formative assessment</p> <ul style="list-style-type: none"> • Create a personal profile (<i>Chart Your Progress Student Journal</i>, p. 4) • Narrate own memories • Write own blog post/diary on a topic of choice • Write dialogue in pairs • Written analysis of opening scene • Mime activities • Critical viewing of film opening/comparison to written script • Write a formal letter <p>Summative assessment (optional assignments)</p> <ul style="list-style-type: none"> • Creation of personal profile (<i>Chart Your Progress Student Journal</i>, p. 4) • Creation of learning profile (<i>Chart Your Progress Student Journal</i>, p. 6) • Navigating my knowledge of the Coming of Age module (<i>Teacher's Planner</i>, p. 40) • Chapter 1: Take a Dip!: Testing the waters: Writing about myself (<i>Chart Your Progress Student Journal</i>, p. 8) R 10, W 1, W 6

Photocopiable 'Navigate Your Knowledge' pages for thematic modules

Navigating my knowledge of the Coming of Age module

	Strongly agree	Agree	Disagree	Strongly disagree
I can ask for information about other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to listen actively when others are speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recount stories about my own experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to collaborate with others in pairs or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognise if a piece of writing is a memoir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain <i>alliteration</i> with an example from a poem I have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can brainstorm and write a formal letter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyse the opening of a play or film to explain how it catches the audience's attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can discuss the differences between <i>reading</i> a script and <i>watching</i> a film or play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can brainstorm for ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write paragraphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can express my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can pay attention to detail to help me write well descriptively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can check my work for mistakes in grammar and spelling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal reflection on my learning

The activity I feel I did best in was _____

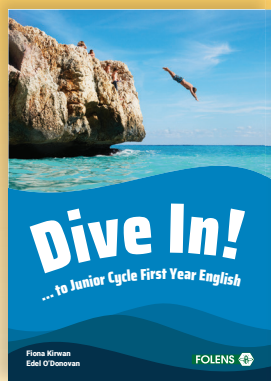
An area I feel I could work on is _____

Because _____

Our NEW Post Primary Programmes for 2020

Junior Cycle

LC Oral Language



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IRISH



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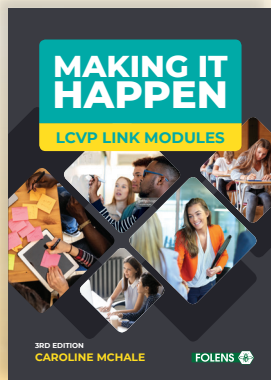


FRENCH

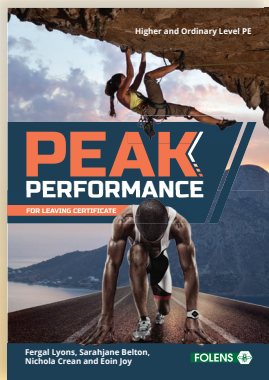


GERMAN

Leaving Certificate



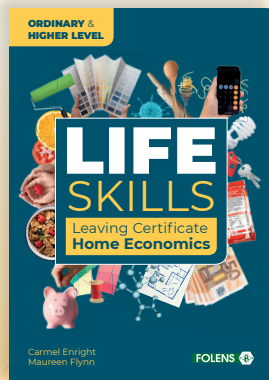
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BUSINESS



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SPANISH

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