



Scríobh Leabhar

Acmhainní ar líne chun tacú le daltaí

FOCLÓIR.IE

Tá an foclóir ar fáil saor in aisce agus in oiriúint do ríomhairí deisce agus do ghléasanna móibíleacha araon.

Tá eolas gramadaí agus comhaid fuaime ag dul leis an ábhar Gaeilge san fhoclóir a bheidh mar lámh chunta an-úsáideach do dhaltai agus iad i mbun ceapadóireachta.

Tá teacht ar an bhfoclóir [anseo](https://www.foclóir.ie).



An Foclóir Nua Béarla-Gaeilge



FIGHTING WORDS

Tá an suíomh idirlín seo dírithe ar scríbhneoirí óga idir 6–12 bliana d'aois. Tá neart acmhainní curtha le chéile acu chun próiséis na scríbhneoireachta a spreagadh as Gaeilge. Tá físeáin le fáil ar an suíomh a chabhróidh go mór le daltaí agus iad i mbun scéal a phleanáil agus a scríobh.

Féach ar roinnt samplaí ag an nasc [seo](https://www.fightingwords.ie).



SNAS AR SCÉAL

Is áis bheag shimplí é Snas ar Scéal a bhfuil féidearthachtaí móra ag baint leis! Is é is aidhm don áis páistí a spreagadh le bheith ag smaoineamh ar roghanna eile agus ar dhóigheanna eile lena gcuid smaointe a chur in iúl agus iad i mbun scríbhneoireachta. Tá idir áiseanna clóite agus chluichí idirghníomhacha Snas ar Scéal ar fáil [anseo](https://www.snasarsceal.ie).



TURAS NA SCRÍBHNEOIREACHTA

Tá an leabhrán seo, atá ar fáil i bhfoirm PDF, breac le samplaí scríbhneoireachta a chabhróidh go mór le daltaí smaointe a chur le chéile agus plean scríbhneoireachta a chur i bhfeidhm. Tá sé oiriúnach ó na bunranganna suas chomh fada le Rang 6. Is féidir leis an múinteoir an leagan digiteach a íoslódáil agus acmhainní ar leith a roghnú. Féach an nasc [seo](https://www.turasna.ie) le tuilleadh eolais a fháil.



BOOK CREATOR

Tá leagan Gaeilge de Book Creator ar fáil anois do dhaltai a theastaíonn uathu cruth álainn a chur ar a gcuid scéalta. Tá go leor féidearthachtaí ann chun scríbhneoireacht na bpáistí a chur in iúl ar bhealach tarraingteach, beomhar leis an acmhainn álainn seo.

Clicéail [anseo](https://www.bookcreator.ie) chun spléachadh a fháil ar an méid atá le fáil.



BOOK CREATOR

OIDE.IE

Tá cáipéis curtha le chéile ag Oide chun tacú le múinteoirí agus an scríbhneoireacht idir lámha acu. Tá neart smaointe praiticiúla le fáil sa cháipéis seo a bheadh thar a bheith oiriúnach agus an tionscadal 'Scríobh Leabhar' ar siúl i mbunscoileanna i mbliana. Tá sé le fáil ag an nasc [seo](https://www.oide.ie).





Scríobh Leabhar

Gníomhaíochtaí chun struchtúr a chur ar scéal

Léarscáil ar scéal – suíomh, fadhb(anna), réiteach.

Taispeáin na codanna seo dóibh i scéalta atá léite acu nó atá léite agat dóibh.

Athinsint a dhéanamh ar scéalta ach é inste ag carachtair éagsúla sa scéal.

Úsáid sí-scéal chuige seo (Na Trí Mhuc/ Cochaillín Dearg).

Athinsint ar scéal i bhfoirm dhifriúil mar shampla greannán, agallamh, cuntas i nuachtán.

Forbairt a dhéanamh ar charachtar



Déan próifíl ar charachtar as leabhar atá léite acu nó atá léite agat dóibh.

Cur síos ar charachtar – taispeáin don rang conas stór focal bainteach le charachtar a chur le chéile. Múin dóibh conas na focail seo a rangú mar shampla tréithe fisiceacha, pearsantacht srl.

Tabhair pictiúr do ghrúpaí comhoibritheacha (pictiúir de dhaoine ó nuachtáin, irisí srl). Iarr orthu ainm a chur ar an duine sa phictiúr, cur síos fisiciúil a dhéanamh agus tréithe pearsantachta a chumadh don duine sa phictiúr. B'fhéidir gur féidir na carachtair nua-chumtha seo a úsáid sa drámaíocht nó in agallamh beirte.

Stíl scríbhneoireachta a roghnú

Línte tosaigh: Labhair leis an rang faoin tábhacht a bhaineann leis an gcéad line i leabhar/i dtéacs. Léigh cúpla sampla dóibh. Aimsigh na cinn is fearr agus cláraigh iad. Iarr ar na páistí abairtí eile a chvardach i leabhair leabharlainne.

Labhair leo faoi na cosúlachtaí: Iarr ar na páistí focail eile a lorg a bhfuil an bhrí chéanna leo. (Mar shampla freisin, chomh maith; beagnach, geall le)

Déan stór focal d'aidiachtaí chun cur síos a dhéanamh ar bhia, cheol, aimsir, mhothúcháin, dhaoine, áit srl.





Malairtí: Tóg giota as scéal atá scríofa ag na páistí. Iarr orthu, i mbeirteanna, an giota sin a athscríobh ag malartú aidiachtaí i.e. Chuaigh an t-uan beag bán isteach sa chistin bheag chúng v Chuaigh an t-uan mór dubh isteach sa chistin mhór leathan.

Leathnú ar abairt: Triail gníomhaíochtaí ó bhéal ar dtús – ag cur aidiachtaí le habairtí bunúsacha i.e. Shuigh an fear cois tine v Shuigh an seanfhear leisciúil cois tine. Cuir an rang i ngrúpaí chun abairtí eile a leathnú.

Abairtí ceangailte: Scríobh dhá abairt ar an gclár bán. Iarr ar na páistí an dá abairt a cheangal le chéile chun abairt amháin a dhéanamh i.e. Chonaic mé teach. Bhí sé mór. Chonaic mé teach mór.



Iarr orthu cinn níos deacra a cheangal le chéile i.e. Bhí eagla ar Mháirín. Níor theastaigh uaithi dul isteach sa chaisleán. Bhí taibhse istigh ann.

Bhí eagla ar Mháirín toisc nár theastaigh uaithi dul isteach sa chaisleán ina raibh taibhse.

Ag críochnú abairte: Scríobh an chéad phíosca d'abairt agus iarr ar an rang, i ngrúpaí, an abairt a chríochnú agus ceann de na focail seo a leanas in úsáid acu: má/mura(r)/mar/toisc (go/gur)/cé go/áfach

Caint dhíreach: Iarr ar na páistí samplaí den caint dhíreach a fháil in úrscéalta nó leabhair leabharlainne. Gabh siar ar na rialacha a bhaineann leis an gcaint dhíreach.

Ag scríobh scéalta go comhoibritheach



Roinn an rang i ngrúpaí de bheirt nó triúr.

Taispeáin pictiúr amháin dóibh de shuíomh áirithe mar shampla: feirm, fothrach, caisleán, trá srl. (Tá pictiúir as leabhair mhóra úsáideach chuige seo).

Iarr ar na páistí liosta a dhéanamh de na focail a bhaineann leis an suíomh sin ag cuimhneamh ar bhliain/lá/aimsir srl.

Iarr ar na páistí na carachtair a bheadh sa suíomh sin a shamhlú. B'fhéidir gur féidir rólímirt a dhéanamh.

Tarraingíonn na páistí na carachtair agus iarrtar orthu smaoineamh ar cén saghas carachtair a bheadh sa suíomh sin, cén t-ainm a bheadh air/uirthi, cén aois a bheadh aige/aici agus cén cur síos fisiceach a dhéanfá air/uirthi.



Tabhair fadhb le réiteach dóibh. Labhair leo faoin bhfadhb.

Spreag iad chun smaoineamh ar chúpla réiteach ar an bhfadhb. Úsáid straitéisí drámaíochta chuide seo ar nós frámaí reoite agus rólimirt.

Caithfidh gach grúpa aontú ar réiteach na faidhbe.

Ansin déanann gach grúpa léarscáil den scéal faoi na teidil seo: Suíomh, carachtair, fadhbanna agus réiteach.

I ngach grúpa roghnaigh scríbhneoir, bainisteoir agus duine chun súil a choimeád ar chúrsaí ama don tasc.

Tabhair go leor ama do gach grúpa chun dréacht a dhéanamh. Is leor 20 nóiméad.



Stiúraigh an dul siar a dhéanfaidh na páistí ar an scéal.

Scrúdaigh ábhar an scéil ar dtús. (Iarr ar pháiste as an ngrúpa an giota a léamh os ard don ghrúpa.)

Scrúdaigh an foclóir a úsáideadh agus an cur síos/aidiachtaí sa ghiota. Scrúdaigh an litriú.

Scrúdaigh an phoncaíocht.

Déan cinneadh ar an bhfoilseachán – lámhscríbhinn, clóbhuailte, cur i láthair digiteach mar shampla.

Déan cinneadh ar na léaráidí, clúdach an scéil. Tabhair freagracht do gach duine sa ghrúpa.

Bíodh ceiliúradh/seoladh/léamh ar deireadh.

Tógfaidh an próiséas seo 3/4 seachtaine.



**TÁ NEART ACMHAINNÍ EILE LE FÁIL
CHUN TACÚ LIBH AR [OIDE.IE](https://oide.ie)**





Scríobh Leabhar

Online resources to support students

FOCLÓIR.IE

The dictionary is available for free and is compatible with both desktop computers and mobile devices.

The Irish content in the dictionary is accompanied by grammar information and audio files that will be a very useful aid for students as they write their stories. The dictionary can be accessed [here](https://www.foclóir.ie).



TURAS NA SCRÍBHNEOIREACHTA

This booklet, available in PDF format, is packed with writing samples that will greatly assist students in formulating ideas and implementing a writing plan. It is suitable from the primary classes up to Rang 6. The teacher can download the digital version and select specific resources.

See this [link](#) for more information.



FIGHTING WORDS

This website is aimed at young writers aged 6–12 years. Here you will find a wealth of resources to encourage the writing process as Gaeilge. There are videos on the site that would be of great help to students as they plan and write a story.

See some examples at this [link](#).



BOOK CREATOR

An Irish language version of Book Creator is now available for students who want to present their stories in various different formats.

There are many possibilities to express children's writing in an attractive, lively way with this beautiful resource.

Click [here](#) to get a sample of what's available.



BOOK CREATOR

SNAS AR SCÉAL

Snas ar Scéal is a diverse resource with big potential! The aim of the resource is to encourage children to think about other options and other ways to express their ideas when writing. Both the printed resources and interactive Snas ar Scéal games are available [here](#).



OIDE.IE

Oide has compiled a document to support teachers in guiding writing in the classroom. This document contains many practical ideas that would be particularly useful as the 'Scríobh Leabhar' project takes place in primary schools this year. It can be found at this [link](#).





Scríobh Leabhar

Activities to structure a story

Map of a story – location, problem(s), solution.

Highlight these parts in stories that students have read or that you have read to them.

Retelling stories from the perspectives of different characters in the story.

A fairytale could be an enjoyable example of this approach (The Three Little Pigs/Little Red Riding Hood).

Retelling a story in a different form; a comic, an interview, a newspaper account etc.

Developing characters



Profile a character from a book children have read or you have read aloud in class.

Character description – show the class how to create vocabulary related to character.

Teach them how to categorize these words such as physical characteristics, personality traits etc.

Give collaborative groups a picture (pictures of people from newspapers, magazines, etc.). Ask them to name the person in the picture, give a physical description, and invent personality traits for the person in the picture. These newly invented characters could perhaps be used in drama or in a one-on-one interview.

Choosing a writing style

Opening lines: Talk to the class about the importance and the impact of the first line in a book/text. Read a few examples aloud. Find the best ones and list them. Ask the children to look for other sentences in library books.

Talk to students about the similarities. Ask the children to find other words that have the same meaning. (For example, also, as well, almost, almost)

Build a vocabulary of adjectives to describe food, music, weather, feelings, people, places, etc.





Variations: Take a passage from a story that the children have written. Ask them, in pairs, to rewrite that passage, swapping adjectives, i.e. The little white lamb went into the small narrow kitchen vs The big black lamb went into the large wide kitchen.

Sentence expansion: Try oral activities first – adding adjectives to basic sentences i.e. The man sat by the fire vs The lazy old man sat by the fire. Put the class into groups to expand other sentences.



Connected sentences: Write two sentences on the whiteboard. Ask the children to connect the two sentences together to make one sentence i.e. I saw a house. It was big. I saw a big house.

Ask them to connect more difficult ones together i.e. Máirín was scared. She didn't want to go into the castle. There was a ghost inside.

Máirín was afraid because she didn't want to go into the castle where there was a ghost.

Completing a sentence: Write the first part of a sentence and ask the class, in groups, to complete the sentence using one of the following words:
if/unless/because/because/however/however

Direct speech: Ask the children to find examples of direct speech in novels or library books. Review the rules associated with direct speech.

Writing stories collaboratively



Divide the class into groups of two or three.

Show students one picture of a particular location, for example: a farm, a ruin, a castle, a beach, etc. (Pictures from big books are useful for this).

Ask the children to make a list of words related to that location, remembering the year/day/weather etc.

Ask the children to imagine the characters who would be in that situation. Perhaps role-play could be done.

The children draw the characters and are asked to think about what kind of character would be in that setting, what his/her name would be, how old he/she would be and what physical description you would give him/her.



Give the class a problem to solve. Talk to them about the problem.

Encourage them to think of a few solutions to the problem. Use drama strategies for this such as freeze frames and role-play.

Each group must agree on a solution to the problem.

Each group then makes a map of the story under these headings: setting, characters, problems and solution.

In each group, choose a writer, a manager and someone to keep track of time for the task.

Give each group enough time to draft. 20 minutes is enough.



Guide the children's retelling of the story.

Examine the content of the story first. (Ask a child from the group to read the excerpt aloud to the group.)

Examine the vocabulary used and the description/adjectives in the passage. Examine the spelling.

Check the punctuation.

Decide on the publication – manuscript, printed, digital presentation for example.

Decide on the illustrations, the cover etc. Give everyone in the group responsibility.

Have a celebration/launch/reading at the end.

This process will take 3/4 weeks.



**THERE ARE PLENTY OF OTHER RESOURCES
AVAILABLE TO SUPPORT YOU ON
WWW.OIDE.IE**

