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ABSTRACT

It is useful to think of teachers and students in primary classrooms as a family, where flexibility and meeting individual needs are essential. These "families" should represent all primary age groups. This guide describes how to implement multi-age and multi-ability primary programs in Kentucky schools based on the requirements of the law that establishes the Kentucky primary program (KRS 156.160). The guide first presents several different multi-age grouping options, discussing both their advantages and limitations. Suggestions include that for the first semester, students be placed in a single-age setting based on developmentally appropriate practices that meet the individual student's needs, and in the second semester that they be integrated into a multi-age setting for part of the week. Options for multi-ability grouping are also described. They include grouping for instructional needs, cooperative learning, reinforcement, problem solving, interest, learning styles, peer tutoring, multiple intelligences, and single age. These options give children opportunities to advance at their own rate, to assist other children, and to mix with students of different ages. Attachments include the Multi-Age Multi-Ability Grouping Position Statement of the Kentucky Board of Education and several daily classroom schedules. Contains 14 references. (AS)

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MULTI Age/ Ability

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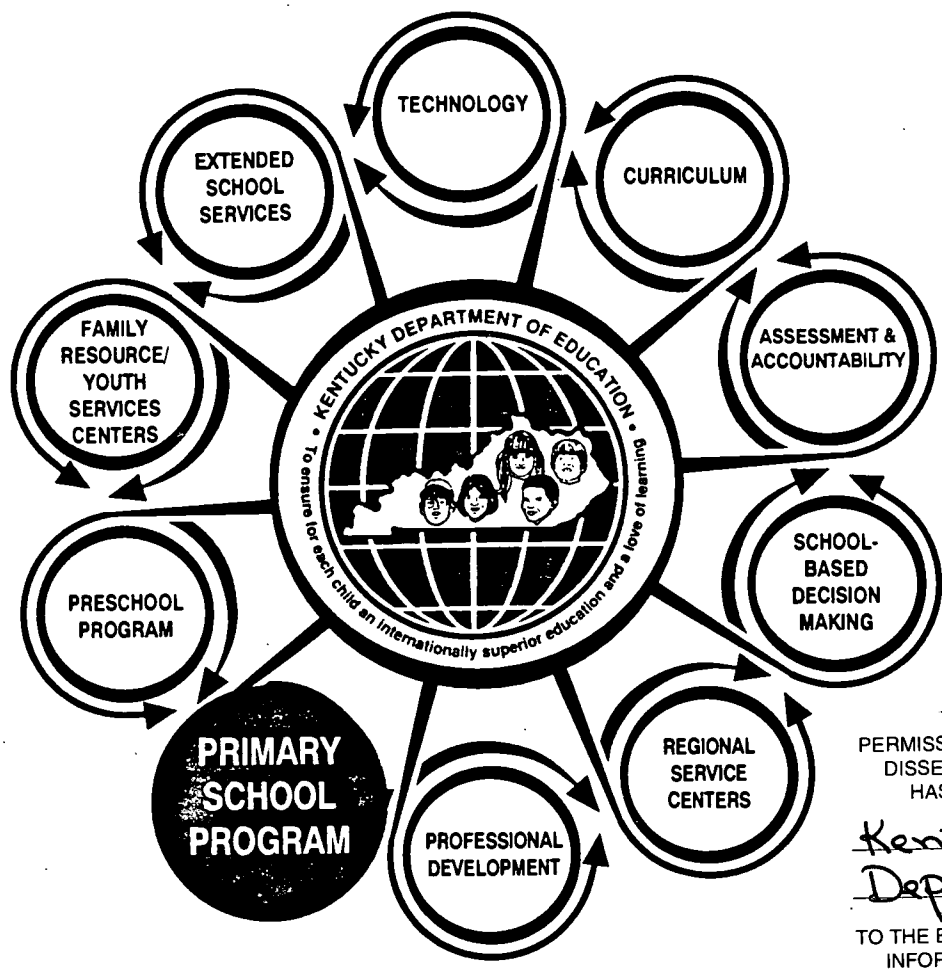
A Guide to Implementation For Kentucky's Primary Program



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INTRODUCTION

Kentucky's primary programs exemplify seven critical attributes listed in KRS 156.160 and defined in 704 KAR 3:440. The critical Attributes are as follows:

Developmentally Appropriate Practices
Authentic Assessment
Qualitative Reporting
Multi-Age/Multi-Ability
Continuous Progress
Professional Teamwork

STATE REGULATION
704 KAR 3:440

Section 2. Expectation for Full-Implementation *Multi-age and multi-ability classrooms means the flexible grouping and regrouping of children of different ages, sex, and abilities who may be assigned to the same teacher(s) for more than one year.*

"Age grouping is based upon physical time, whereas children grow on biological time and operate on psychological time. Biological and psychological times are variable while physical time is uniform. Within the same physical time period one child may grow two inches while another child gains only a quarter of an inch in height. Likewise, within the same physical time period one child will discover decoding while another continues to struggle with letter discrimination. Age grouping based on physical time denies the fact that children are organisms and that they operate on variable biological and psychological time, not uniform physical time."

-David Elkind, Young Child
November, 1987

The topic of this document is the multi-age/multi-ability classroom. These classrooms provide the foundations upon which extended families of students and teachers are built. These family structures are designed to facilitate the flexible grouping and regrouping of children for the purpose of meeting their individual needs.

PRIMARY SCHOOL FAMILIES

When a student enters primary, the teacher/s and the students in the classroom become members of a family. Families are essential to flexibility and meeting individual needs, especially in dual-age settings where the teachers realize they will share the students for their primary careers. Therefore, families should represent all primary age groups. This can be accomplished by combining students and teachers in a variety of ways.

CLASSROOM PLACEMENTS

Classroom placement is usually a focal point of discussion for schools implementing the primary program. In Kentucky, many options are available for the placement of five-year-olds or entry level students.

Entry Level Students in Multi-Age Settings Schools and school districts may determine that entry level students need to remain together in a single-age setting during all or part of the first semester as they become accustomed to the school environment. This decision should be made on an individual student basis to assure that student needs are being met. In the second semester, all entry level students should have an opportunity for learning experiences in multi-age settings with teachers determining the time, activity, and multi-age group that is appropriate for each student. The integration into multi-age settings during the second semester should occur at least two times per week. The following examples exist for both half-day and full-day entry level students:

Fully integrated in multi-age setting all day, all year;
Partially integrated in multi-age setting all year;
Single-age grouping first semester, fully integrated in multi-age setting second semester;
Single-age grouping first semester, partially integrated in multi-age setting second semester; or
Single-age grouping first semester, minimum integration in multi-age setting second semester.

The chart below and the discussion that follows further delineates how the entry level students are included within the primary program.

FAMILY GROUPINGS	Ages: 5's	5,6,7,8's	5,7,8's	5,6's	5,7's	7,8's
A		2 or more classes				
B	1 or more classes		1 or more classes			
C				1 or more classes		1 or more classes
D	1 or more classes				1 or more classes	1 or more classes
E				1 or more classes	1 or more classes	1 or more classes

The above chart gives examples of five families (A,B,C,D,E). Ages across the top are the chronological ages of the members in the individual classrooms in a school. By combining one or more classes of the mentioned age groups you have the different ways of constructing a family.

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Suggested Family Groupings/Classroom Placements/Configurations

Family A - Four Year Age Span This plan blends five, six, seven, and eight-year-old students into one primary classroom. It has full inclusion of the five-year-olds. Utilizing two classes in the family provides more flexible grouping opportunities..

ADVANTAGE: This plan allows children to move through their primary years with one team of teachers who know and understand their needs.

LIMITATION: Schools using this pattern usually have teachers who have been working in the primary setting for several years and understand the complexities of meeting a very wide range of needs. The training has been geared to meet the needs of this type of classroom organization.

Family B - Three Year Age Spans with Partial Entry-Level Inclusion This plan groups six, seven, and eight-year-old students into one primary classroom. The entry level students are included in activities with varying frequency and duration as individual student needs dictate. This plan necessitates regular planning opportunities among teachers.

ADVANTAGE: Some schools like this pattern because of its flexibility. During the first semester of the school year, 5-year-old children may spend the major part of the day as a group familiarizing themselves with classroom and school routines. As the entry-level students gain confidence, they are gradually incorporated into the activities of the older children.

LIMITATION: This organizational pattern spans several years, and teachers may have difficulty accommodating these variances without training and practice.

Family C - Dual Year Age Spans with Full Inclusion of Entry Level Students This plan groups primary students together in age spans of two years. This pattern can be adopted if five-year-olds are included for their full day. Classrooms would consist of groupings of: 1) five and six-year-olds; and 2) seven and eight-year-olds.

ADVANTAGE: It provides for diversity among students, but differences are not as widespread as in Family A and Family B grouping plans.

LIMITATION: This plan could be equated with earlier split-grade arrangements.

Family D - Dual Age Grouping with Partial Inclusion of Entry Level Students If this pattern is selected and the five-year-olds are only included in multi-age/multi-ability practices for a small portion of their day/week, they can not be dual aged with the 6 year olds. Six-year-old students must be in a multi-age setting unless they are flexibly grouped and regrouped for single age grouping based on each individual student need. Therefore, the only dual-aged groupings possible with this configuration are: 1) six and seven-year-olds; and 2) seven and eight-year-old.

ADVANTAGE: It offers dual-age grouping with partial inclusion of five-year-olds.

LIMITATION: Usually, a school does not have enough seven year olds to be evenly distributed between the two dual-age settings. This plan also lends itself to tracking of the seven year olds which can lead to parental concern about the placement of their child.

Family E - Dual Age Grouping with Full Inclusion of Entry Level Students This pattern is similar to the previous one except the five-year-olds are included in multi-age/multi-ability practices for their entire day. The configuration would be: 1) five- and six-year-olds; 2) six- and seven-year-olds; and 3) seven- and eight-year-olds.

ADVANTAGE: It offers dual-age grouping for five year olds.

LIMITATION: Usually, a school does not have enough seven year olds to be evenly distributed between the two dual-age settings. This plan also lends itself to tracking of the seven year olds which can lead to parental concern about the placement of their child.

Fourth Grade with Primary Students This option has recently gained wider acceptance among schools throughout the state. Many schools wish to maintain dual-age groupings but offer limited multi-age experiences for five-year-olds. Dual-age grouping with the fourth becomes an attractive option because six-year-olds must be multi-aged. Without entry-level inclusion, this option provides a pattern of: 1) six and seven-year-olds; and 2) eight and nine-year-olds.

REQUIREMENTS: If primary students are organized into classroom settings with fourth graders, the fourth grade must: 1) utilize all seven critical attributes of the primary school; 2) maintain a maximum class size of 24 students unless the school based decision making council adopts another class size option for the school; and 3) all fourth grade classrooms must become ungraded.

SUGGESTION: It is helpful to extend the primary family so that this type of classroom organizational pattern could include fourth grade and possibly beyond.

ADVANTAGE: This type of organizational pattern allows for the continuation of all the primary critical attributes, creates a smoother transition between the primary program and the fourth grade, and promotes connections between curriculum and assessment within the two programs.

LIMITATION: The classroom could be divided into a split-grade situation rather than providing for continuous progress.

Some schools are using combinations of the classroom organizational patterns depending upon the needs of their student populations. For example, one year a school may have an abundance of 6-year-old students. In response to this situation, staff may choose to use both two and three year age span classroom organizational plans. One classroom may contain 5- and 6-year-old students, while a second classroom may contain 5, 6, and 7-year-old students. Still another may contain 6, 7, and 8-year-old students.

Regardless of the type of plan you choose, the goal of any classroom organizational pattern is flexibility and diversity. Organizational patterns should not become a subtle form of tracking or labelling young children. For further information on tracking and ability grouping, please refer to the "Review of Literature on Ability Grouping" disseminated in the fall of 1993 by the Kentucky Department of Education.

FLEXIBLE GROUPING

Flexible grouping is an effective teaching strategy in a multi-age/multi-ability classroom. To give children opportunities to advance at their own rate, assist other children, and mix with peers of different ages, it is suggested that teachers should flexibly group and regroup for the following purposes:

Instructional Needs	Cooperative Learning
Reinforcement	Peer Tutoring
Problem Solving	Multiple Intelligences
Interest	Learning Styles
Cooperative Learning	Single Age

None of the groupings listed above should be utilized for a majority of the time. They promote teaching strategies which focus on the individual child. The flexibility of using various grouping patterns creates learning experiences designed to fit student needs.

Instructional Needs Grouping - A small group of students is instructed in a particular area of need common only to the membership of that group. The children in this group may be receiving instruction in a specific skill, concept, or other clearly defined area. Several ages may be involved in this temporary group.

Children might conceivably be rotating in or out of this type of group on a daily or weekly basis. Children are assigned to this group based on short term need rather than a measure of ability.

Instructional needs grouping and ability grouping are often confused; however, they are not similar in their true nature. The following chart will help clarify the differences between the two groupings.

ABILITY GROUPING	INSTRUCTIONAL NEEDS GROUPING
Composed of a large group of students	Composed of a small group of students
Based on perception of a child's ability	Based on a child's short term need
Identified for an area such as Math, Reading, or Language Arts	Identified for a specific skill or concept need within an area, such as linear measurement, consonant blends, or punctuation of a declarative sentence
Group membership is static	Group membership changes often with students rotating in or out daily or weekly, based on student needs
Composed largely of students of one age	Composed of students of varied ages
Meets regularly over a long period of time - a semester or a year	Meets temporarily for a clearly defined purpose, changing as children's needs change

Reinforcement Grouping - Learners who need more time to develop a depth of understanding in a specific area or on a specific task are grouped together to provide an opportunity for reinforcement. This grouping differs from the instructional needs grouping in that these students already have a basic understanding of the skill or concept and require only a broadening of experiences.

Problem-Solving Grouping - Learners are grouped around a common unsolved topic or problem. The teacher and children discuss what is already known about the topic, what they want to find out and how to find solutions. Groups are then formed and given the responsibility to solve the problem. This group may address the problem as a whole or in a committee-style participation (e.g. elect a leader, facilitator, recorder). It is the responsibility of the teacher to see that the students have an experience base for the understanding of how to proceed in this group.

Interest Grouping - Although this type of grouping is usually self-selecting, teacher guidance is important to ensure that the children volunteering for this temporary group will be challenged by the assignment, yet not frustrated by tasks that are too difficult. Activities and/or projects provided, suggested, or generated in and by this group should cover a diverse range of developmental levels. This will minimize the amount of teacher direction needed while providing an appropriate learning environment for each child involved. The activities should incorporate standards previously agreed upon by the teacher, child, and others.

Cooperative Learning Grouping - Children need training in cooperative work behaviors. The teachers should give very clear assignment and then children can participate in the completion of the assignment without direct supervision from the teacher. The teacher can then circulate and serve as a facilitator among the groups. Just as adult workers in the real world depend on co-workers to have pieces of information which, when shared, produces a better product, students in this type of grouping learn to rely on their peers for some of the information and assistance that traditionally came only from the teacher

Peer Tutoring - Children can learn from one another by giving and receiving assistance. This is usually done in pairs.

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Multiple Intelligences/Learning Styles Grouping - Teachers and students with a common pattern or style of learning utilize this temporary grouping pattern. Students learn new subjects, materials, and ideas in different ways. They use, to varying degrees, seven kinds of intelligence (Gardner, 1991) and approximately twenty-one different learning styles (Dunn, 1985).

While no student is entirely dependent on any one intelligence or learning style, research tells us that each individual does exhibit some preference for"best" learning mode. Students generally tend to gravitate toward activities and situations which allow them to operate most successfully when given some choice.

Opportunities to develop and expand all intelligences in the classroom and within the curriculum should be provided through the use of a wide variety of teaching strategies and instructional materials. While teachers should help students develop intelligences in areas other than the dominant ones, it is important to allow students to separate into their comfort level often.

Single Age Grouping - Single age grouping is a traditional form of grouping that may assist students at specific times of development. It is important to note that such a grouping is based upon individual student need rather than the needs of a large group of children.

This is true because it is indeed rare that an entire class or large grouping of students of the same age will have the same need at the same time during their learning careers.

Grouping and subgrouping patterns are extremely flexible. Children may work in large groups, small groups, in pairs, or alone. Learners are grouped on the basis of one specific task and are regrouped when that objective is reached. Each child should have opportunities to work in groups of many sizes formed for a variety of purposes as well as opportunities to work individually.

Grouping should remain flexible enough so that a child's placement may be changed at any time it is felt to be in the best interest of the child's development, considering all five phases of that development: aesthetic/artist, physical, intellectual, emotional, and social. For this flexibility to occur, a flexible schedule must be in place. Attachment 2 offers a number of classroom schedules for the reader's perusal.

Kentucky Board of Education

POSITION STATEMENT

ON

MULTI-AGE/MULTI-ABILITY GROUPING IN THE PRIMARY PROGRAM

BACKGROUND:

The law that establishes the primary program (KRS 156.160) requires: developmentally appropriate educational practices; multi-age and multi-ability classrooms; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement. Continuous progress through the use of developmentally appropriate practices evolves naturally into multi-age/multi-ability school organization and instructional grouping patterns. House Bill 187, which was the only primary bill passed this session, maintains all the requirements of the primary program while clarifying the flexible instructional groups available to Kentucky's primary teachers. House Bill 187 amends KRS 156.160 with the following language:

> "Section 1 b: A school council established pursuant to KRS 160.345 or if none exists, a school may determine, based on individual student needs, that implementing multi-age and multi-ability classrooms need not apply for every grouping of students for every activity throughout the entire day. The school council or school shall revise the action plan to reflect any changes in the primary program's design."

House Bill 187 also amended language regarding entry level students as follows:

> "Section 1 a: ... and will allow for grouping of students attending their first year of school when determined to be developmentally appropriate."

POSITION:

The focus on developmentally appropriate practices and individual student needs in making grouping decisions will most often result in multi-age and multi-ability classrooms.

For instructional purposes, there may be times during the day or week when students are in single age groupings based upon developmentally appropriate practices meeting individual student needs. The school council, or the school in the buildings without a council, may decide how to appropriately use the flexibility permitted in grouping students. It is unlikely that this type of grouping would result in any one student remaining with the same group of students for an extended period of time.

House Bill 187 does not permit councils or schools to decide <u>not</u> to implement an appropriate primary program, which continues to be required by law to include multi-age/multi-ability grouping.

EXAMPLES OF ACCEPTABLE PRACTICE:

I. General Practices

- A three-teacher team, with shared responsibility for 72 students (24 students each), ages six, seven, and eight, in each of their classrooms, may decide to regroup for math instruction according to the instructional needs of their students. The difference in the primary program is that instructional groupings do not remain constant for very long, because the needs of each student change over time. Some students in the initial grouping primarily made up of six-year olds will catch on very quickly and need to be in instructional settings which move rapidly; others will not. The key for this concept to succeed is to keep focused on each student's individual instructional needs. The team may want to set a specific timeframe to re-examine the groupings to make sure individual students are being regrouped as needed.

- In the same team of three teachers, one of their social studies units for the first semester will focus on the world of work, and for this activity, the teachers might like students grouped with only their age peers for some sustained interaction. For example, the eight-year olds may all be assigned to one teacher to work for the second grading period one hour twice a week on editing and publishing the Young Author Books of the whole team. The seven-year olds may be operating an assembly line to prepare gifts for parents the whole team will sell to the school in December as a team project. The six-year olds would have a different, age-appropriate activity, etc.

- Within the same team, the teachers may choose one common science unit, such as Animals. A variety of approaches and activities may be set up to study and explore this topic for six weeks or so, and the students may choose the area they want to explore. This grouping, based on student interest, would most likely result in 6, 7, and 8 year olds in each grouping of 24, with a variety of instructional strategies and designs to accommodate the range of development in the group.

II. Entry-Level Student Inclusion Practices

The council or school may determine that entry level primary students need to remain together in a single-age group for the first few weeks, or semester, but not all day, every day, all year. The following examples exist as options for each entry-level student:

- fully integrated in multi-age setting all day, all year
- partially integrated in multi-age setting all year
- single-age grouping first semester; fully integrated second semester
- single-age grouping first semester; partial integration in multi-age setting second semester
- single-age grouping first semester; minimum integration in multi-age setting second semester

With this flexibility, a full range of grouping options may exist even within the same school. One team of teachers may decide during the first few weeks of school all entry level students remain together familiarizing themselves with classroom and school routines. As individual students gain confidence and instructional readiness, they are gradually incorporated into activities with older children. Another team may decide to organize entry level students into the class assignment patterns with one or more other age groups from the first day of school, and use the regrouping options described in Example I above. Yet another school or team of teachers may decide to include entry level students in multiage groups for spcific types of activites, such as learning centers, special projects, thematic unit activities, buddy reading, or others.

These are just a few examples. The types and varieties of groupings and regroupings are limitless.

CLASSROOM SCHEDULES

While scheduling should be individualized to fit each group of children and each teacher's style, the following pages provide two examples of some successful schedules by Kentucky teachers. You may want to adapt one of these to meet your needs or design your own.

SAMPLE SCHEDULE

7:45 - 8:15	Limited choice (Children are arriving) Reading, Writing, or Computers
8:15 - 8:45	Morning Meeting News of the Day Reading Aloud from a Chapter Book Songs Weather
8:45 - 9:00	Super Silent Reading
9:00 - 9:15	Snack
9:15 - 10:15	Writing Time (process writing) Children Choose Topics for Writing
10:15- 10:30	Recess
10:30- 11:30	Math Half-Day Students Arrive
11:30- 11:45	Buddy Reading (Half Day Students Arrive at Different Intervals)
11:45- 12:00	Afternoon Meeting Half-Day Students Share News with Full-Day Students Read Aloud a Picture Book
12:00- 12:30	Lunch
12:30- 1:30	Plan, Do, Review Children PLAN (identify) an activity. WORK at that activity, and RECALL the activity with a group. *Note: This activity differs from free choice, or assigned center time because children are responsible for planning, implementing, and evaluating their own work.
1:30- 2:00	Special Classes Music, Library, or P.E.
2:00- 2:30	Journal Writing or Guest Reader

NOTE: Social Studies and Science content is integrated throughout the day as children read and write.

The schedule on the left reflects the inclusion of half-day entry level students. Carol Cramer and Sharyl Emberton have utilized this schedule within their Saffell Street Elementary School classroom in Anderson County.

The next three pages in this Attachment are sample schedules developed by Maureen McAvinue. She did not delineate specific time periods but rather time frames, i.e., 30 minutes for this section of the schedule might be appropriate. Following the actual schedule, two children from her classroom have been placed within the schedule so the reader may visualize how these children's individual needs can be met.

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ATTACHMENTS

SAMPLE SCHEDULE

DAILY SCHEDULE WITH MENU

COLLABORATORS:

DAILY:	CHOOSE 1 DAILY:
30 minutes **Centers** • Welcome • Attendance	☐ Other ☐ Conferences w/ parent/s ☐ Anecdotal records ☐ Assist individuals
30 minutes **Grouptime** • Calendar math • Agenda items • Sharing	☐ Other ____ * K-aide observes calendar and repeats it in P.M.
60 minutes **Math/Centers** • Model activity • Assign groups • Answer questions • Assess individuals • Assist individuals	☐ Conferences w/ student/s ☐ Anecdotal records ☐ Facilitate small group/s ☐ Assist talent pool ☐ Other ____
30 min **Literature** • Read aloud to whole class	☐ Authors chair ☐ Open-ended ?'s for discussion ☐ Students retell story ☐ Students dramatize ☐ Other
45 minutes **Writing** Students: • Journals • Learning logs • Post office	☐ Assist at editing table ☐ Small group/s - grammar ☐ Small group/s - phonics ☐ Small groups - spelling strategies ☐ Other ____
50 min. Lunch/Recess	½ day students leave
45 minutes **Reading** • Conference w/ 4-5 students. • Students alone or w/ peers	☐ Peer (buddy) reading ☐ Choral reading ☐ "Needs" groups ☐ Multiple copies trade books — groups ☐ Interest groups (ie. "The Babysitters' Club", Big Books) ☐ Other ____
30 min. **Grouptime** Feedback and agenda for co-op	☐ Feedback ☐ Research strategies ☐ Other
60 minutes **Co-operative Learning** Varied/Thematic - Projects - Science experiments - Homework - Research - Math	☐ Conferences ☐ Facilitate group/s ☐ Group sharing time ☐ Teacher planning time ☐ Anecdotal records ☐ Checklists ☐ Other ____
20 min. **Cleanup**	Student participation Teacher facilitates

NOTE: Set up a small center, let students rotate in and out.

NOTE: HAVE ½ DAY S'S READ - 20 min. WRITE - 20 min BOTH AM/PM

NOTE: 5 YEAR OLD AIDE MAY REPEAT CALENDAR MATH

M. McAvinue '94

*OTHER: P.E., Music, Art, Write to Read Lab, Teacher Planning

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DATES: WEEKLY SCHEDULE

	MON.	TUES.	WED.	THURS.	FRI.
30 centers	• return of weekly reports	• 8:00 conference SHONDRA • CHEN RETURNS	ANECDOTAL RECORDS	conference w/ TITANIC GROUP	ANECDOTAL RECORDS
30 group	CALENDAR	CALENDAR • CHEN SHARES HIS TRIP	CALENDAR • CHART PLANS FOR MON. FIELD TRIP	CALENDAR • TELLERS SET UP BANK	• CALENDAR • STUDENTS SHARE RESEARCH
60 MATH/ centers	• CHOOSE BUDDY • SELECT SHARK • RESEARCH SIZE of SHARK • MAKE POSTER	• SHARKS / STRING MEASURING • SKILLS GROUP: SUBTR. / REGROUP. • ANECDOTAL REC.	• SKILLS MEASURING SEE TUES. ANECDOTAL RECORDS	• Bank open 9:00-9:30 • Skills group: multiplication	• SHARE SHARK POSTERS/STRINGS •
30 LITERATURE	LITTLE ISLAND / Author: chen shares	LITTLE ISLAND / RETELLING / ?JAR / ORAL RESPONSES TO STORY	AUTHORS' CIRCLE • ANECDOTAL REC.	P.E. TEACHER PLANNING	BABY BELUGA / BABY BELUGA SONG
45 WRITING conferences: ANECDOTAL RECORDS	Write to READ • PEER TUTORS SPELLING KETAN JOY SUREKHA TAYLOR	Write to READ • PLAYWRIGHTS GROUP CHEN COURTNEY TONY ERIC	Write to READ • PEER TUTORS SPELLING CHEN SHONDRA ELI PRICE	Write to READ • Songwriters group ANNIE LUIS JAMAL ANGIE	Write to READ LEE ETAN AMY ALEC NICOLE R.J.
30 lunch/RECESS		CAFETERIA CLEAN-UP DUTY			
45 READING conferences:	SKILLS GROUP: "CONSONANT BINGO" LITTLE ISLAND "RETELLERS" MEET CHEN LUIS AMY JAMAL	SMALL GROUP: "BABYSITTERS CLUB" KETAN SHONDRA NICOLE ALEC	LIBRARY 30 minutes IND. TEACHER PLAN TAYLOR R.J.	SMALL GROUP: READERS' CIRCLE COURTNEY JOY TONY LEE	SKILLS GROUP: SHARE HOMEWORK (COLLECTION OF 'B' OBJECTS) SUREKHA ERIC ELI PRICE
30 GROUP	DICTIONARY / Directions for	ENCYCLOPEDIA / REVISIT DIRECTIONS	TRADE BOOKS / CHART ICEBERG DIRECTIONS	TRADE BOOKS / PREPARE TO SHARE	90 MINUTES MY TEAM SHARES W/OTHER TEAM IN FAMILY GIVING PLANNING TIME TO THOSE TEACHERS
60 CO-OP LEARNING	TIPS / RESEARCH "SINK OR FLOAT?" EXPERIMENTS	"SINK OR FLOAT?" EXPERIMENTS / TITANIC GROUP / ANECDOTAL RECORDS	• FLOAT PAPER CUP ICEBERGS • RECORD OBSER. / TITANIC GROUP	SHARE: • SINK/FLOAT • ICEBERGS / TITANIC GROUP PLAYGROUND CLEANUP DUTY	Weekly Reports
20 CLEAN-UP	SPIN JOB WHEEL	JOBS	JOBS		

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SAMPLE SCHEDULE

To help you visualize how two children align with this schedule, see the chart below. This chart is for illustration purposes only. It is not expected that teachers would fill out such a chart for any individual child. The purpose is to help the reader understand the previous schedule.

TUESDAY

Students:	Chen	Shondra
30 centers	• ABSENT MON. - HELP HIM CHOOSE CENTERS	8:00 PARENT/STUDENT TEACHER CONFERENCE (15 MIN)
30 group	• ORALLY SHARES "THE BEST AND WORST" STORIES ABOUT HIS TRIP. • ANSWERS T.'S	participate
60 MATH/ centers	W/ A BUDDY: CUT A PIECE OF STRING AS LONG AS A (choice) SHARK. FINISH POSER	Work w/ Shondra, Amy, Jamal, Elitony * NEED EXTRA HELP REGROUPING/SUBTRACTION
30 LITERATURE	Little Island / SHARE LATEST BOOK AUTHORED	Little Island / retelling / PARTICIPATE
45 WRITING	• Write to READ (30 MIN.) • INDIVIDUAL CONFERENCE (5 MIN) SHARE CHEN'S JOURNAL	• CONFERENCE TO REINFORCE STRATEGIES FOR SPELLING DISCUSSED W/ PARENTS IN THE A.M. (5 MIN.)
30 LUNCH/RECESS	CAFETERIA CLEAN UP	CAFETERIA CLEANUP
45 READING	SKILLS GROUP: "CONSONANT BINGO" W/ ERIC, KETAN, RYAN AND AMY (anecdotal records)	• EDITORS TABLE TO BIND AND COVER "SHARK" BOOK (45 MIN.)
30 GROUP	RESEARCH TIPS / PARTICIPATE	RESEARCH TIPS / PERFORM WHALE SONG SHE CO WROTE
60 CO-OP LEARNING	• WORK W/ SMALL GROUP TO FINISH "SINK OR FLOAT?" EXPERIMENTS • RECORD RESULTS	EXPANDED ACTIVITY: RESEARCH PROJECT TITANIC (MOPE) POSSIBLE: SONG, ART, PLAY?
20 CLEAN-UP	SWEEPER	CHAIR STACKER

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1993-94 DAILY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45	Organization	Organization	Organization	Organization	Organization
8:00	Lunch / Attendance Personal Journals	Lunch/Attendance Personal Journals	Lunch/Attendance Personal Journals	Lunch/Attendance Personal Journals	Lunch/Attendance Personal Journals
8:30	Daily Oral Language	Daily Oral Grammar	Daily Oral Grammar	Daily Oral Grammar	Daily Oral Grammar
9:00	Calendar Time	Calendar Time	Calendar Time	Calendar Time	Calendar Time
9:30	Whole Group Math/Science	Whole Group Math/Science	Whole Group Math/Science	Whole Group Math/Science	Whole Group Math/Science
10:00	Math/Science Learning Centers	Planning Time	Math/Science Learning Centers	Math/Science Learning Centers	Individualized Math
10:30					
11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	Book Talk	Book Talk	Book Talk	Book Talk	Book Talk
12:00	Recess 12-12:20	Recess 12-12:20	Recess 12-12:20	Recess 12-12:20	Recess 12-12:20
12:30	Writing Process	Writing Process	Planning Time	Writing Process	Planning Time
1:00 / 1:30	Language Arts Centers	Language Arts Centers	Language Arts Centers	Language Arts Centers	Language Arts Centers
2:00	DEAR	DEAR	DEAR	DEAR	Weekly Journals
2:30	Planning	Planning	Planning	Planning	Planning
3:00	Tutoring 2:30-3:30	Family Time	Teachers' Meeting	Tutoring 2:30-3:30	

Cundiff/Tatum Team
Third and Fourth Year Primary

Central City Elementary
Muhlenberg County

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1993-94 DAILY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 8:00 8:30	Organization Attendance, Snack Tally Pledge, Journals, Spelling, Alpha DEAR. D.O.L.	Organization Attendance, Snack Tally Pledge, Journals, Spelling, Alpha D.E.A.R. D.O.L.	Organization Attendance, Snack Tally Pledge, Journals, Spelling, Alpha D.E.A.R. D.O.L.	Organization Attendance, Snack Tally Pledge, Journals, Spelling, Alpha D.E.A.R. D.O.L.	Organization Attendance, Snack Tally Pledge, Journals, Spelling, Alpha D.E.A.R. D.O.L.
9:00	Calendar - Whole Group	Calendar - Whole Group	Calendar - Whole Group	Calendar - Whole Group	Calendar - Whole Group
9:30 10:00 10:30	Centers: Use parent volunteers. Children will go to 2 centers daily. 1. Computers: Write to Read 2. Teacher Directed (Skills)	3. Parent Read 4. Social - Large Motor	5. Science - Experiment Listen & Sing 6. Math - Hands-On Skill	7. Sandi Kirtley (Language Arts) 8. Writing (Name and Letters)	9. Teacher Directed (Skills) 10. Listening Station (Books)
11:00 11:30 12:00	Lunch Outdoor Physical Activities Rest/Listening Act. Snack	Lunch Outdoor Physical Activities Rest/Listening Act. Snack	Lunch Outdoor Physical Activities Rest/Listening Act. Snack	Lunch Outdoor Physical Activities Rest/Listening Act. Snack	Lunch Outdoor Physical Activities Rest/Listening Act. Snack
12:30 1:00	Math Centers: Computers Discovery Time Teacher Directed	Primary Block Planning P.E., Music, Library	Math Centers: Computers Discovery Time Teacher Directed	Math Centers: Computers Discovery Time Teacher Directed	Math Centers: Computers Discovery Time Teacher Directed
1:30	Music - Lindsey Library - Mitchell P.E. - Pendley	Box It - Bag It Math	P.E. - Lindsey Music - Mitchell Library - Pendley	Theme Specials	Library - Lindsey P.E. - Mitchell Music - Pendley
2:00	Learning Logs	Learning Logs	Learning Logs	Learning Logs	Learning Logs
2:30 3:00	Planning	Planning Family Time	Planning Family Planning Faculty Meeting	Planning	Planning

NOTE: 9:30 - 11:00 Centers - Students rotate among the three classrooms. Each child completes two centers per day.

Lindsey/Mitchell/Pendley Team
Entry Level and Second Year Primary

Central City Elementary
Muhlenberg County

1993-94 DAILY SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45	Organization Personal Journal	Organization Personal Journal	Organization Personal Journal	Organization Personal Journal	Organization Personal Journal
8:00	Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
8:30	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
9:00	Workshops + Computer	Workshops + Computer	Workshops + Computer	Workshops + Computer	Workshops + Computer Spelling Mastery Test
9:30					Library - Reno Music - Taylor
10:00	Daily Oral Language	Music - Reno Library - Taylor	Daily Oral Language	Daily Oral Language	Daily Oral Language
10:30	Language Arts Sharing	Language Arts Sharing			
11:00	11:21 Lunch - Reno 11:24 Lunch - Taylor	11:21 Lunch - Reno 11:24 Lunch - Taylor	11:21 Lunch - Reno 11:24 Lunch - Taylor	11:21 Lunch - Reno 11:24 Lunch - Taylor	11:21 Lunch - Reno 11:24 Lunch - Taylor
11:30	11:45 Recess	11:45 Recess	11:45 Recess	11:45 Recess	11:45 Recess
12:00	Story Time + Snacks (Chapter Book)	Story Time + Snacks (Chapter Book)	Story Time + Snacks (Chapter Book)	Snack + Chapter Book	Snack + Chapter Book
12:30	Family Planning Time Students go to Music, Library, or P.E.	Daily Oral Language Math	Spelling Math	Math	"Reading Rainbow" KDT Math
1:00				1:30 P.E. - Reno 2:00 P.E. - Taylor	
1:30	Math	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time	D.E.A.R. Time
2:00	D.E.A.R. Time Jot List	Jot List Planning	Jot List Planning	Jot List Planning	Jot List Planning
2:30	Planning	Family Time			
3:00					

Taylor/Reno Team
Third and Fourth Year Primary

Central City Elementary
Muhlenberg County

Attachment 4

SAMPLE SCHEDULE

LEARNING CENTER SCHEDULE

Weekly Learning Centers

Students go to two centers daily. Parent volunteers are used for some centers and some centers are teacher directed. The centers are housed in three classrooms and students rotate to different centers.

9:30 - 10:00

1. Computers (Write to Read)
2. Skills (Teacher Directed)
3. Library (Parents read to students)
4. Social (Large/Fine Motor Skills)
5. Science Experiment
   Listen and Sing
6. Math Skills (Hands-On, Use of Manipulatives)
7. Language Arts (Teacher Directed)
8. Writing (Name and Letters)
9. Skills (Teacher Directed)
10. Listening Station (Books)

Lindsey/Mitchell/Pendley Team
Entry Level and Second Year Primary
Central City Elementary
Muhlenberg County

Attachment 4

SAMPLE SCHEDULE

LEARNING CENTER SCHEDULE

All Day Learning Centers

8:30 - 9:00	Large group conference for center directions and initial assignment of students to the first rotation.
9:00 - 11:30	Students rotate through three of the 40 minutes with time for clean-up and movement between centers.
11:30 - 12:00	Lunch
12:00 - 1:30	Students rotate through two more centers with same time allotment.
1:30 - 2:00	Large group conference for discussion and reaction to center activities.

Ten learning centers will be set up for a two week period in order for all students to rotate through all the centers. The examples below are ten possible centers for a two week time period. Centers may vary from time to time as they reflect thematic studies and specific needs and/or interests of the students.

Centers for Rotation

- Listening Center
- Art Center
- Writing Center
- Mathematics Center
- Computer Center (Teacher selected software or student choice from available menu)
- Exploration/Science Center
- Library Center
- Research Center (Related to Social Studies/Science theme or student choice)
- Game Center (Focus on Language/Reading strategies)
- Dramatics Center

For more information on learning centers, refer to Primary Thoughts, pages 51-65. This book contains information on permanent learning centers, temporary learning centers, more center options, and management of learning centers.

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Attachment 5

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