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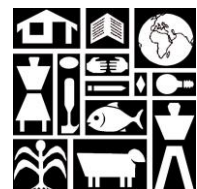
Senegal Teacher's Guide for Multigrade Classrooms

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MINISTRY OF EDUCATION, SECONDARY SCHOOL INSTRUCTION,
ELEMENTARY AND PRESCHOOL INSTRUCTION

TEACHER'S GUIDE FOR MULTIGRADE CLASSROOMS 2009



LIST OF ACRONYMS AND ABBREVIATIONS

Acronym	Definition
ADEA	Association for the Development of Education in Africa
CAP	Certificat d'Aptitude Professionnelle (Certificate of Professional Aptitude)
CE1/CE2	Cours Élémentaire (Elementary Level I/II)
CI/CP	Cours d'Initiation/Cours Préparatoire (Initiation Level/Preparatory Level)
CM1/CM2	Cours moyen (Mid-Elementary Level I/II)
CSLP	Center for the Study of Learning and Performance
EFA	Education for All
FAWE	Forum of African Women Education
IDEN	Inspecteur Départemental de l'Éducation Nationale (District Education Officer)
MGC	Multigrade Classroom
NCNW	National Council of Negro Women
NGO	Non-Governmental Organization
SGS	Single Grade School
UNESCO	United Nations Educational, Scientific and Cultural Organization

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FORWARD

This document is the result of an action research project initiated under the auspices of the LIRE (Learning Initiatives in Rural Education) Project, funded by the World Bank Trust Fund. Its purpose is to contribute to the improvement of school access and strengthening of educators' capacity to deliver and support quality multi-grade education in low population density rural areas in Senegal and The Gambia.

A two-part team conducted the project: 1) the Center for International Education of the University of Massachusetts in the United States: Rebecca Paulson, M.Ed, Paul St. John Frisoli, M.Ed, Sarah Kahando, M.Ed, Alicia Fitzpatrick, MAT, MS and Karla Sarr, under the supervision of Professor Jacqueline Mosselson, Professor Gretchen B. Rossman, and Dr. Mbarou Gassama Mbaye, Ed.D, with the National Council of Negro Women (NCNW), a black women's organization active in Senegal since 1975, is responsible for the financial management and logistics of the project, and 2) the Senegalese group, led by the LIRE Project In-Country Coordinator, Mr. Yaya Diatta, and made up of technical staff from the *Directions Techniques du Ministère de l'Éducation* (Ministry of Education Technical Office), elementary school teaching officers and teachers from the targeted regions (Podor, Kaffrine and Rufisque II), NGO resource people from the education sector (Actionaid, National Coalition for Education for All, Federation of Parent Teacher Associations, the National Commission for Girls' Education and FAWE). They have greatly contributed to the achievement of this teacher's guide and teaching manual.

Various meetings with the Senegalese Ministry of Education, Directors of the Ministry of Education, inspectors, school administrators and teachers, in accordance with World Bank regulations, demonstrated educators' urgent need for a multi-grade classroom guide that would aid in the process towards fulfillment of EFA goals by 2015.

The methodology used was a document review and the sharing of practical experiences between education officers and schoolteachers who were directly involved in the project. The modules were initially prepared by the University of Massachusetts team and then discussed and improved by the project Coordinator. These modules have been tested and further improved during training sessions and monitoring by elementary school teaching officers involved in the project, and then adopted by the Technical Working Group. Throughout the process, the Advisory Council was involved in reflection on the documents, which allowed for continued improvement of document contents.

We would like to thank the Ministry of Education and in particular, the Minister of Education, for his constant support and dedication. The Director of Elementary Education, also deserves particular recognition, as his Office acted as an institutional anchor for the project as well as all the elementary school teaching officers who contributed to the achievement of this document.

Of course, we cannot forget the 31 pioneer teachers of the Project from the District Education Offices of Podor, Kaffrine and Rufisque II. Without their commitment, sacrifices and love that they have for their students, we would not have been able to accomplish this product. We convey to them our sincere gratitude.

INTRODUCTION

Whether you are a seasoned multigrade teacher or a newly recruited teacher stationed at a multigrade school with no MGC training, this Guide can help you to find answers to the many questions that you face in your challenging classroom. You may also be a monograde teacher, curious to learn how you and your students might benefit from certain MGC strategies. This Guide is for you, too.

We have chosen the style of this Guide because we know that many of you are isolated in remote areas without outside assistance and need to react immediately to crises without being able to wait for a training session. We invite you to make this Guide your own.

This guide includes the following training modules:

- 1) **Module 1 : Purpose and Background of Multigrade Teaching ;**
 - Provides the context of MGCs throughout the world and Senegal and explains their relevance and efficiency.
- 2) **Module 2 : MG Classroom Management Tools;**
 - Presents teachers with various tools, techniques and their application.
- 3) **Module 3 : MG Classroom Management Techniques;**
 - Examines different techniques, their use, as well as their benefits to students and teachers.
- 4) **Module 4 : Community as Resource;** and
 - Addresses the relationship between the school and the community, local materials that can be used as teaching tools, and ways that the school can support the community and community members can contribute to student learning.
- 5) **Module 5 : Student Learning Monitoring and Assessment.**
 - Examines the meaning of concepts as well as the various implementation tools.

In order to facilitate your study of these modules, we have structured them according to learning units. At the beginning of each unit we indicate the specific learning objectives and propose content according to the following framework:

- Reflect on your own experience by starting with what you already **Know**;
- Then, ask yourself, “What do I **Want to Know now?**”
- Our entire self-training strategy fits into this framework at the end of which, you will have the opportunity to ask yourself, “What have I **Learned?**”

You will see that you will gain self-confidence as you advance in your study of this Guide and discover how to deal with the many challenges of the multigrade classroom.

But do not settle for studying this guide by yourself. Review it along with other teachers and members of your teaching cluster so that you can mutually benefit from sharing your vision and strategies. If there are aspects that you do not understand, make a visit to a more experienced teacher or inspector in order to improve your teaching practice.

The activities proposed here are in no way exhaustive. Alone or with colleagues, make efforts to create additional teaching and management tools and synchronize self-instructional materials (Independent Activity and Self-Correctional Worksheets) with other IDEN schools in order to create a database and free up time for other activities.

We also suggest that you start a journal where you record, among other things, important successes and the strategies you use to obtain them, along with difficulties that you encounter and the solutions that you reach. While the journal will be of great help to you in the future when you collaborate with other teachers, it will also help you to mark milestones in your professional development.

Without further delay, fellow teachers to your Guides!

MODULE 1:

PURPOSE AND BACKGROUND OF MULTI-GRADE TEACHING

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PURPOSE AND BACKGROUND OF MULTIGRADE TEACHING

INTRODUCTION

Whether you are a multigrade classroom (MGC) teacher who may or may not have undergone formal training in multigrade teaching strategies or a monograde classroom teacher, you will find this module useful. We have designed it to help you understand the following questions: Why are there multigrade classrooms throughout the world? and How can I organize my teaching in a classroom with students of different levels?

You certainly must know of many schools within your school district where teachers provide instruction to more than one class level, as this situation is very common in rural areas and smaller districts. Unfortunately, very few teachers who find themselves in this situation have the training or the support that they need to teach effectively. Many think that they do not possess the necessary skills to manage different student group levels at a time.

In fact, many of you may believe that multigrade teaching only exists in poor and developing countries. You might ask yourself why would one teacher be assigned to teach so many grades at one time. This module is going to help you to answer many of these questions.

SPECIFIC OBJECTIVES

At the end of this module, you should be able to :

- Understand and explain the development of multigrade classrooms throughout the world;
- Explain what is a multigrade classroom, its causing factors as well as the various combinations;
- Understand and explain possible causes of failure of multigrade classrooms ; and
- Understand and explain the relevance and efficiency of multigrade classrooms.

CONTENTS

Unit 1: Multigrade Classrooms in Senegal and Around the World
Unit 2: Factors Leading to Failure of MGCs and Conditions Necessary for Success
Unit 3: Relevance and Effectiveness of MGCs

UNIT 1: Multigrade Classrooms in Senegal and Around the World

INTRODUCTION

In this first Unit, we will investigate the state of multigrade classrooms in Senegal and around the world. In every region of the country there are MGC put in place by the IDEN in order to allow students of all ages to go to school. These classes are largely in rural areas and often in critical conditions due not only to the students but also the under resourced teacher faced with a great challenge.

What is a MGC? What is the state of MGC in Senegal and around the world ? What factors lead to their creation? These are just a few of the questions that we are going to attempt to answer below.

SPECIFIC OBJECTIVES

At the end of this Unit, you should be able to:

- Understand and explain the meaning of multigrade education;
- Recognize the importance of MGCs around the world;
- Understand the conditions that underscore the need to create MGCs; and
- Pay particular attention to the importance of MGCs in Senegal.

(1) CONTENT

(1.1) Definitions

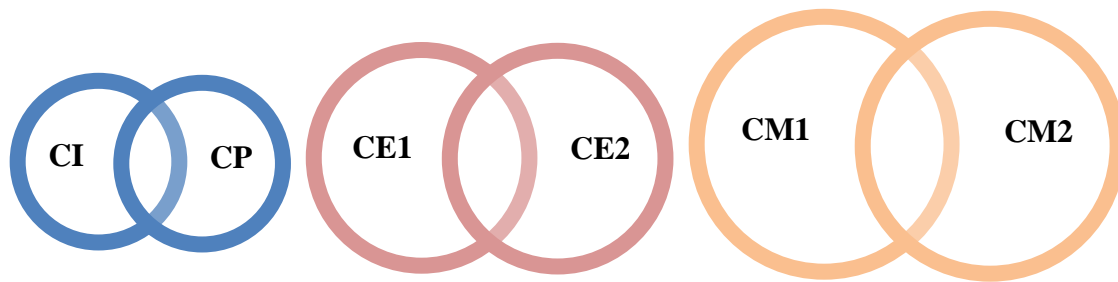
The term “**multigrade teaching**” generally refers to when a teacher is responsible for the instruction of more than one grade level of students during the same teaching period and within the same classroom.

A “**multigrade classroom**” is defined as a classroom in which a teacher is responsible for two or more grade levels.

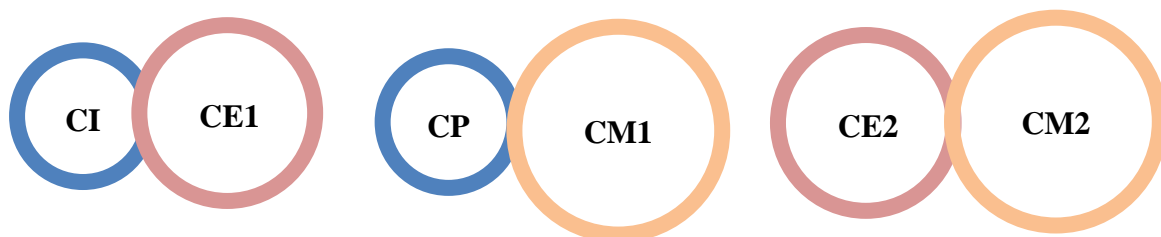
ACTIVITY 1

- Write the definition of a multigrade classroom on a piece of paper;
- Note down the various combinations of grade levels that you know;
- Cite at least five factors that justify the establishment of a MGC;
- How many MGCs are there in your IDEN district? Why?

The grade levels may be from the same educational stage, for example: CI/CP, CE1/CE2 or CM1/CM2:



They may also be levels from different stages, for example: CI/CE1, CP/CM1, or CE2/CM2:



In many countries around the world, there are schools where all classrooms are multigrade classrooms. They are called “fully multigrade schools.” When multigrade and monograde classrooms exist side by side in the same school, this is a “partially multigrade school.”

As far as Single Grade Schools (SGS) are concerned, they have existed in Senegal since colonial times. They are generally located in rural areas and have only one grade level. Students are enrolled in the CI level and the teacher accompanies them through CM2. As you know, the consequences of this system are that:

- Students who need to repeat grade levels have to go to faraway schools if they want to continue their studies. Most often, they drop out in order to help out with the family work;
- Children old enough to go to school must wait six years, a time of coming of age for household work.

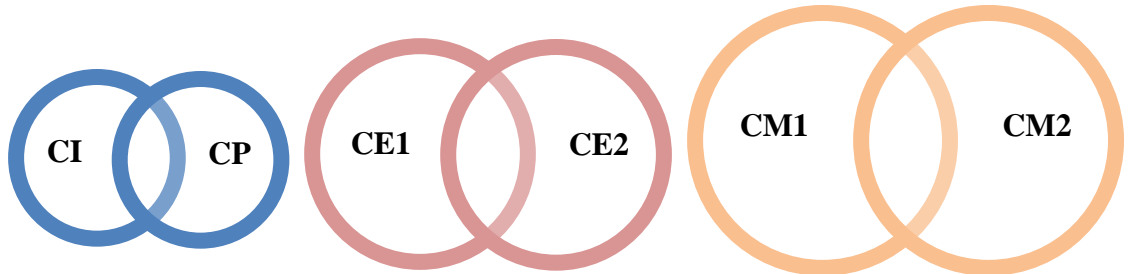
Single Grade Schools, taking into account small class sizes, have adapted the multigrade classroom strategy in order to provide equal opportunities to all children. Inspired by the SGS model where one teacher can teach up to six levels in the same classroom, the MGCs regroup many levels under the responsibility of one teacher.

(1.2) Different Combinations

There is a total of fifteen (15), not including the SGS (Single Grade Schools) where a teacher can have up to six grades (CI to CM2) :

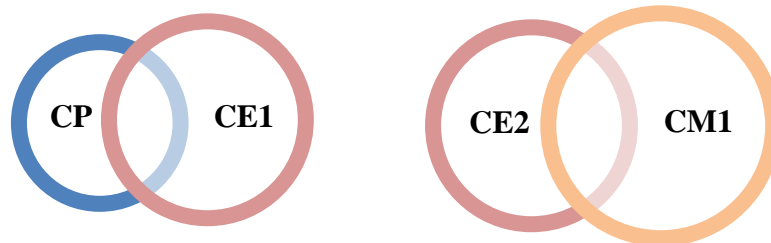
1. **Combined Learning Stages:** (3 options)

Group together year 1 and 2 of the same stage : CI/CP, CE1/CE2, CM1/CM2



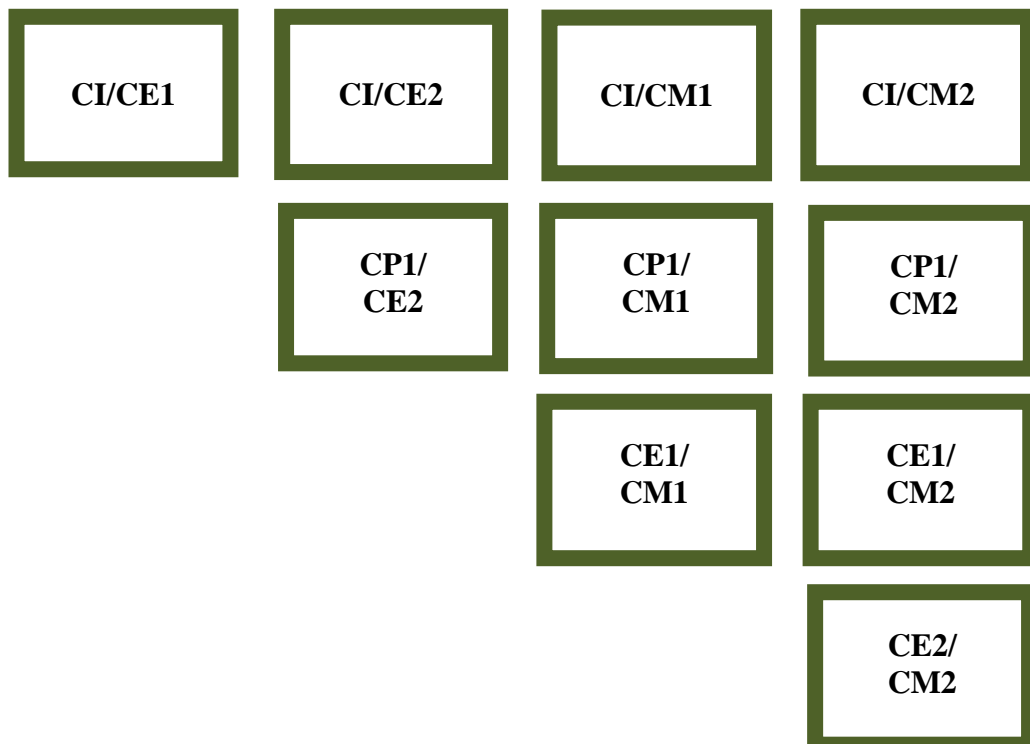
2. **Adjacent Stage Combinations :** (2 options)

Group together year 2 of one stage with year 1 of next stage: CP/CE1, CE2/CM1



3. **Distant Combinations:** (10 options)

Groups together grades from different stages: CI/CE1, CI/CM1, CI/CM2, CP/CE2, CP/CM1, CP/CM2, CE1/CM1, CE1/CM2, CE2/CM2.



Please note: It is common that class sizes exceed the established limit but that no other teachers available. In this case, it is possible to create a “double-shift multigrade system” where the different groupings would alternate based on the double flux cohort model but with only one available teacher.

(1.3) Factors that Lead to the Creation of a MGC

Whether right or wrong, multigrade teaching has often been considered a model of instruction that results from a lack of teachers. This is not always the case. It is often the only realistic option for children living in low population density areas or where other marginalizing factors contribute to a small number of children, and where it is not possible to justify one teacher for each grade.

The majority of educational systems confronted with these conditions adopt a multigrade instruction as the only possible option. Other educational systems, especially in developed countries, have transformed this necessity into a positive teaching approach.

ACTIVITY 2

- Compare your definition of multigrade instruction with those listed above;
- Compare your information on classroom combinations with those indicated above;
- What conclusions can you draw?

The list below presents a number of exhaustive school conditions that justify the adoption of multigrade instruction in various countries:

- Schools in low population density areas or where schools are far apart and inaccessible or where there are low numbers of students;
- Schools where student enrollment fluctuates greatly from year to year;
- Schools in areas with low birth rates where small enrollment numbers leads to a reduction in the number of teachers; and
- Schools with a high level of absenteeism and where substitute teachers are too few or not available.

ACTIVITY 3

- After studying the various situations described above, indicate which one corresponds to your school's situation;
- Do you know of any MGCs within your district that were created due to different factors? If yes, which ones?

(1.4) MGCs Around the World and in Senegal

Around the World:

MGCs do not only exist in Africa or in developing countries. They are present throughout the world, and have been for a very long time in developed countries in particular. They allow for the “provision of universal primary education under good conditions, even for the most isolated populations” (Little, 2006, p. 5).

While the slowing of population growth in Europe and rural exodus will eventually lead to the closing of many schools and the transportation of students to larger schools, MGCs have allowed many village communities to maintain quality schools within close proximity (Little, 2006).

Little's analysis allows us to measure the importance of multigrade classrooms in a certain number of countries, for example:

- In England, in 2000, MGCs made up 25.4% of primary school classrooms ;
- In France in 2000, MGCs made up 34%, 4.5% of which were Single Grade Schools ;
- In Ireland in 2001, 42% of primary school classrooms were MGCs;
- In Norway in 200, MGCs made up 34% of primary school classrooms;
- In Nepal in 1998, nearly all primary school classrooms were MGCs;
- In Peru in 1998, 21,000 primary classrooms were MGCs with 41,000 MGC teachers ;
- In India in 1996, 84% of primary schools had three or fewer schoolteachers.

In Senegal:

In Senegal and in Africa, the existence of MGCs began during the colonial period when there were not many schools and when much of the population opposed the foreign school system. There were full cycle regional schools in many of the French colonies that were open to chiefs and their families as well as schools at the sub-division level that welcomed students from surrounding districts who were continuing on to CM1. The “bush schools,” many of which were multigrade, stopped at the CE2 level.

With an improvement in school access, “bush schools” saw a rise in class sizes and multigrade schooling was progressively phased out. In the 1980s and with structural adjustment program policies, multigrade classrooms returned due to dwindling financial resources and a critical lack of teachers.

REFLECTION

ACTIVITY 4

- Recall a definition of MGC and cite the combinations that exist in your school;
- Develop an argument to convince parents at your school that multigrade classrooms exist in other countries; and
- Develop an argument to convince parents at your school that the creation of MGCs is in the best interest of the students and the village.

UNIT 2:
Causes of MGC Failure and Conditions Necessary for Success

INTRODUCTION

Despite the fact that many parents in developed countries prefer that their children learn in MGCs due to their effectiveness, a commonly voiced opinion persists that MGCs do not provide high quality instruction.

Unfortunately, in our country, there are very few schoolteachers with the training and support necessary to be able to effectively provide simultaneous instruction to different grade levels. What are the causes that explain the failure of MGCs in our country and what are the conditions necessary to assure high quality instruction? Together, we will now attempt to provide answers to these questions.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain the causes of MGC failure; and
- Know and implement strategies necessary for effective MGC instruction.

(2) CONTENT

(2.1) Basic Factors Leading to MGC Failure

ACTIVITY 1

- Starting with the situation at your own school, list at least 10 problems that might be the cause of the failure of multigrade instruction; and
- Next, decide which ones derive from the teacher, school administration, the immediate school environment or other source;
- If possible, propose solutions for each of the problems identified.

CASE STUDY #1

The ambiance heats up at the Village Chief's as Mr. Diop, the village schoolteacher, is called to explain himself to the villagers who are not pleased with his teaching methods :

- "In his class," says an older man, "there are children who are just starting and there are also ones who failed the entrance exam to 6^{ème} (middle school) last year. I've also seen Mr. Sarr's students sent to Mbadakhouné two weeks ago, students who enrolled three years ago! How can Mr. Diop teach all these students?"

- "We want a school not a Koranic school! I said a school!" interrupted another villager. "Each grade should have its own teacher. You've got to stop this, Mr. Diop. We're going to send a delegation to the inspector to ask for another teacher!"

- "The other day," said a woman, "on the way to the well, I was surprised by the silence I heard in Mr. Diop's classroom. When I came close to the window, I saw that students were cheating. They were writing with each other and speaking in soft voices while he went from group to group looking as if he was searching for something. I even saw the Imam's son helping little Niokhor hold his pencil! I'm going to pull my child out if things don't change!"

The Village Chief, who was visibly disturbed, asked for silence:

- "Mr Diop has been in the village for only two months. You have seen that he practically lives at the school and that he always takes care of our children. He hardly has a salary. The students say he never gets sick. Let's listen to him! Don't worry Mr. Diop, this isn't a court. The village just wants to understand. We're listening to you, and don't let anyone interrupt!"

ACTIVITY 2

- Why does Mr. Diop have trouble with the villagers?
- What arguments might he use to explain himself?
- Do you think that people will listen?
- List the levels of this MGC.
- What do the woman's comments reveal?

CASE STUDY #2

A young schoolteacher who has recently been assigned to a bush school goes to see the Inspector.

- “Mr. Inspector, there are only two of us at this school and there are four grade levels: CP, CE1, CM1 and CM2. I have come to ask you if it is possible to increase the number of school teachers.”

- The Inspector asks, “I already knew it! What is the total number of students at the school?”

- 26 students for both the CM1/CM2 grades, 12 students in CP and 21 in CE1.

- “Well then, one of you takes the CP/CE1 and the other the CM!” explains the Inspector.

- “My assistant and I, we’ve never been trained to teach these grades and our school is far from all the others!”

- “Make the best of it like all your other colleagues! The only thing I can do is to give you examples of schedules for the necessary grades.”

- “The hut where the classes are supposed to take place hasn’t been refurbished yet because the villagers and their children have been busy with the harvest. There aren’t enough tables. We haven’t found any books! Mr. Inspector, this school has no teaching materials! What are we supposed to do?”

- “I’m still waiting for grant money from the National Government and the Rural Community. I have a few copies of reading books that I’ll give to you in a moment. After that, go back to your post as soon as possible and contact the experienced teachers and your teaching cluster.”

- “When you will come and advise us, because I don’t know even where to start.”

- “Not before December! I have to organize the volunteer recruitment exam and the CEAP and CAP exams. I also have two conferences at the end of October and November in Dakar and I need to accompany the new Préfet on his initial site visit in the beginning of November. Good luck! Every new beginning is difficult!”

ACTIVITY 3

- List the problems encountered by the new teacher;
- What are the solutions and who is responsible for finding them?
- Have you experienced similar problems? If yes, what did you do?
- Identify the people responsible for the situation at the school and briefly describe each of their roles.

(2.1) Basic Factors Leading to MGC Failure (cont.)

Together, we can now identify four essential factors that can explain the failures of MGCs in developing countries :

I. Absence of strong political will on the part of the national government:

- MGCs are considered as to be temporary, a stopgap rather than a development strategy for promoting schooling in rural areas.
- Insufficient application of regulations for construction materials and school supplies and instead of huts and other temporary structures, positive discrimination in the distribution of school supplies and the creation of school cafeterias, and the construction of teacher housing.

II. Absence of real participation on the part of village communities:

- Dilapidated state of schools which provide the appearance that the schools are for poor populations;
- Refusal of parents to send their children to MGC schools; and
- Isolation and inexperience of schoolteachers leading to conflicts with the Community.

III. Lack of teacher motivation due to:

- Sometimes critically excessive class sizes of MGCs;
- Difficult working conditions: temporary structure; missing teaching materials; resistance from parents; lack of clean drinking water running water, latrines, lodging, electricity, health centers; thus, an unattractive rural environment showing signs of poverty;
- Absence of professional development programs and financial incentives;
- Lack of regular support and advising from inspectors.

IV. Lack of teaching materials, characterized by:

- Insufficiency given the lack of resources for the teachers and students:
- Inexperienced teacher's difficulty to manage a group of students at various grade levels without formal training nor necessary tools; and
- Classrooms that are under resourced or not adapted to multigrade teaching.

ACTIVITY 4

For each of the factors that contribute to the failure of MGCs, list measures to take to promote success:

- What role should the government play?
- What is the role of the community?
- What is the role of the schoolteacher?
- What teaching resources can you identify?

(2.2) Conditions for MGC success:

I. The Role of the Government:

- Strong government will that views MGCs not as a stopgap but as a development strategy that can contribute to improved access and school quality in rural areas of low population density;
- Motivation for teachers and local authorities by considerably improving working conditions in the schools. It should be advocate for the rural sector by providing necessary school supplies, teaching materials, school structures and other resources; and
- Further motivation for schoolteachers through an increase in pay and by addressing their isolation through improved teaching clusters and the creation of interactive radio broadcasts where radios are present. In addition, it should provide initial training and continued professional development in multigrade approaches with regular support from inspectors.

II. The Role of the Community:

- The Community should play a large role in integrating the school into its environment. As much as the school should serve as a resource for the village (organize literacy classes, sports and cultural activities, and assist community members) the community should be a resource for the school (supply storytellers, artists, and other individuals to lead activities in the school, support for school groups, cafeterias and gardens, etc.). The Community should play its role as helper and support for the government.

III. The Role of the Schoolteacher:

- Be dedicated and take initiative;
- Become part of the community in order to be more familiar with students; and
- Develop strategies that will continue to improve students' learning.

REFLECTION

ACTIVITY 5

You have decided to organize a community-building day for your school and the village community.

- Make a list of at least 3 activities through which the school will contribute to community development; and
- Make of a list of at least 3 ways that the community can help to improve learning activities at the school.

UNIT 3: Relevance and Effectiveness of MGCs

INTRODUCTION

You have just finished studying the factors that can lead to both the failure and success of multigrade classrooms. You now understand that if the ideal conditions are met that MGC instruction can produce good results. In this Unit, we are going to take a look at the relevance and effectiveness of multigrade classrooms.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain the relevance and effectiveness of MGCs; and
- Put in place different forms of activities that allow a MGC to function within your own classroom.

(3) CONTENT

(3.1) Introduction: The Relevance and Effectiveness of MGCs:

Main points:

- MGCs are an economical way to provide an education to children in isolated communities;
- MGCs are a strong teaching tool that that promote independent learning and reinforce initiative by developing self-confidence;
- Multigrade instruction allows for a more flexible learning progress than automatically advancing to the next grade or repeating the same grade that has become the norm within monograde classrooms;
- MGCs allow students to work cooperatively across age groups and develop positive teamwork skills;
- They present students with interesting challenges and high quality individualized learning.

(3.2) *Relevance to Child Development*

ACTIVITY 1

- List various learning situations of students in a MGC;
- How can students benefit from these situations?
- What does the term “peer mentoring” signify?
- How are children educated in traditional society?
- Compare the principles of traditional education with principles of a MGC.

By examining your responses we see that multigrade instruction can contribute positively to a child’s development: ability to work independently, good attitudes towards solidarity and tolerance towards others.

The necessity that students spend more time doing written and silent tasks because they must share their schoolteacher allows them to develop their personality. They take turns having lessons with their schoolteacher and then accomplish an application task or research, either independently or in a group.

This investment in cognitive exercise, in reflection and application exercises through Independent Activity and Self-Correction worksheets, reinforce and strengthen skills acquired. In the context of your multigrade classroom, you will need to organize classroom work through tutoring, the mentoring of the weaker students by the more gifted students. You must create a climate of teamwork where each child feels that he or she is an integral part of a team and that they must advance together as they would in traditional society.

When you observe closely how a MGC normally operates, you will see that

the school structure of a MGC seems like a traditional family structure where students of are of different ages and there is a diversity of formative roles. Younger students are helped by older ones and thus learn to take on greater responsibility and apply what they have learned to benefit the others. Older students take advantage of childhood pleasures with their younger brothers and sisters while the little ones feel motivated to grown up and act like their older brothers and sisters. (Little, 2006, p.10)

I. Children who have difficulty learning benefit from multigrade instruction:

- For children that have difficulty in school, the multigrade classroom allows greater continuity than the monograde classroom where students move from one grade to the next with a new teacher at the end of each year;
- With its small class size, the MGCs allow for easier detection of specific learning challenges and allow you to help students to improve their learning outcomes.

II. Younger students benefit from multigrade instruction:

- Younger children learn more quickly in multigrade settings. Studies have shown that they have the capacity to assimilate lessons quicker than older students. Often, CM1 students in a CM1/CM2 multigrade classroom are able to attain their certificate of having finished primary school at the same time as their older peers in CM2.

III. Older students benefit from multigrade instruction:

- Experience shows that sharing a classroom with younger students encourages older students to work harder in order to surpass the younger students. In addition, children gain in confidence when they are given responsibilities to help the younger or weaker students in the class.

(3.3) Relevance to Students' Achievement

Let's observe together the results from a study in Sri Lanka by Mr. Vthanapathirana in 2005 about the improvement of multigrade teaching in the two tables below. The study looked at 16 teachers in 10 multigrade schools of grades 3, 4 and 5.

TABLE 1: Grade averages from a pre- and post- mathematics test in classrooms that took part in an experiment where teachers are trained in multigrade instruction:

Grade level	Placement pre-test	Placement post-test	Gain in %
4	40.6	77.6	+37.0
5	49.5	74.0	+27.5

TABLE 2: Grade averages from a mathematics pre- and post- test in classrooms that did not take part in the experiment and where teachers did not receive training in multigrade instruction:

Grade level	Placement pre-test	Placement post-test	Gain in %
4	47.6	50.0	+2.4
5	31.0	37.0	+6.0

ACTIVITY 2

- Look carefully at the two tables. What do you notice?
- What conclusions can we draw?
- Have the teachers at your school benefited from training in multigrade instruction?
- Have you ever compared the results of your students to those of the same level students in a monograde classroom ? If yes, what did you notice?

When the right conditions are reached that allow for effective multigrade instruction, students can achieve the same performance as students in monograde classrooms. They may even be better if the teacher has received training!

(3.4) Advantage of Multigrade Instruction for Teachers

I. Teachers of multigrade classrooms become familiar with their students:

- One of the advantages of multigrade instruction is that teachers have the opportunity to spend more than one year with the same students. You will be better informed of their development and preferred learning styles.
- Multigrade classes help to avoid repeating grade levels because students stay in the same classroom over several years.

II. Teachers find that multigrade teaching can be interesting and satisfying:

Multigrade classroom teachers are equipped to develop a large range of teaching and organizational skills in order to:

- Use a larger range of teaching methods;
- Use different organizational frameworks;
- Distribute resources across grade levels;
- Develop more effective grading and assessment strategies thanks to smaller class sizes.

Many teachers believe that multigrade instruction allows them to be more creative and to experiment with new ideas and methods. They also say that working with the same group over a number of years allows them to observe the progress and development of each student.

Multigrade instruction also allows schoolteachers to use techniques that develop the strengths of the students in their classes and help them to work independently at their own pace. When students are involved in a serious lesson, they are more interested in what they are doing and the teacher is able to manage the classroom more efficiently.

REFLECTION

ACTIVITY 3

You have decided to organize a meeting with villagers in order to convince them of the relevance and effectiveness of MGCs.

- List two arguments that you have drawn from the community in order to illustrate your point.
- List a few arguments that you can draw from your own knowledge of MGCs.

MODULE 2:

MG CLASSROOM MANAGEMENT TOOLS

MODULE 2:

MG Classroom Management Tools

INTRODUCTION

Today, the specificity of multigrade classrooms is recognized and its management is very different from a monograde classroom. The many different levels that you have to teach, and the diversity of students from the community, requires commitment and imagination supported by attention to teaching methods and organization.

The various Units that made up this 2nd Module allow us to examine together classroom management tools used in a MGC.

SPECIFIC OBJECTIVES

At the end of this module, you will be able to:

- Describe many ways to organize the physical space within a MGC;
- Create a schedule for multigrade classes;
- Create independent activity worksheets and know how and when to use them;
- Make the various instruments needed for multigrade classroom management;
- Understand and explain how and why to use them in your classroom.

CONTENT

Unit 1: MGC Organization and Layout
Unit 2: MGC Schedule
Unit 3: Self-Instructional Materials (Independent Activity Worksheet, Self-Correction Worksheet)
Unit 4: MGC Schemes of Work

UNIT 1: MGC Organization and Layout

INTRODUCTION

It does not matter if your classroom is a hut or a building made of mud or concrete! You should start by arranging its space in order to create the necessary conditions for learning progress. The village school is a privileged place of knowledge acquisition where children spend more time than at home. Its structure must be pleasant, attractive and friendly.

The classroom is not only an arrangement but also an organization of space and group levels that will allow you to develop learning activities that will benefit your students.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain the importance of classroom layout and organization to classroom management and various grade level groups; and
- Arrange and organize your own classroom following teaching strategies that you will use.

(1) CONTENT

ACTIVITY 1

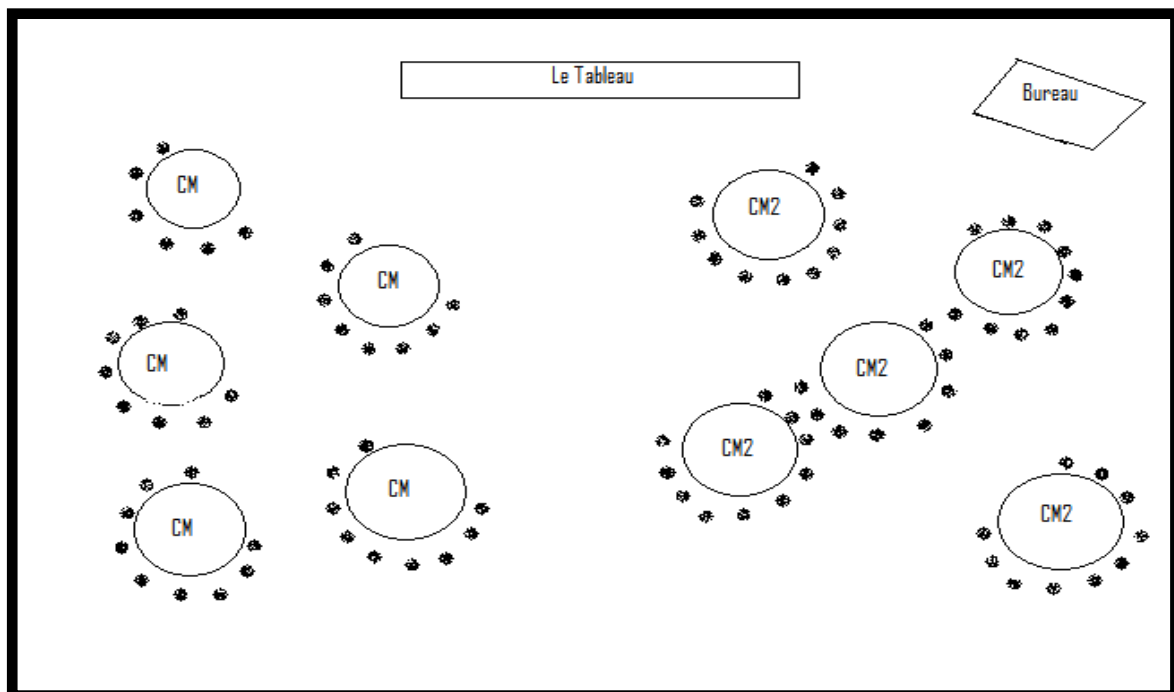
- How many different grade levels are there in your classroom?
- How have you gone about organizing your classroom in the past?
- How have you organized it?
- What are the difficulties that you have encountered?
- How did you overcome them?
- What are difficulties that you have not yet overcome?

(3.1) Classroom Layout and Organization

Classroom layout and organization depend on the number of grade level groups, classroom size and materials available, such as school desk, teacher's desk and chalkboards. You should start by taking inventory of everything that you find in the school or in the classroom: school desks, teacher's desks, cabinets, chalkboards, documents, bulletin boards, etc.

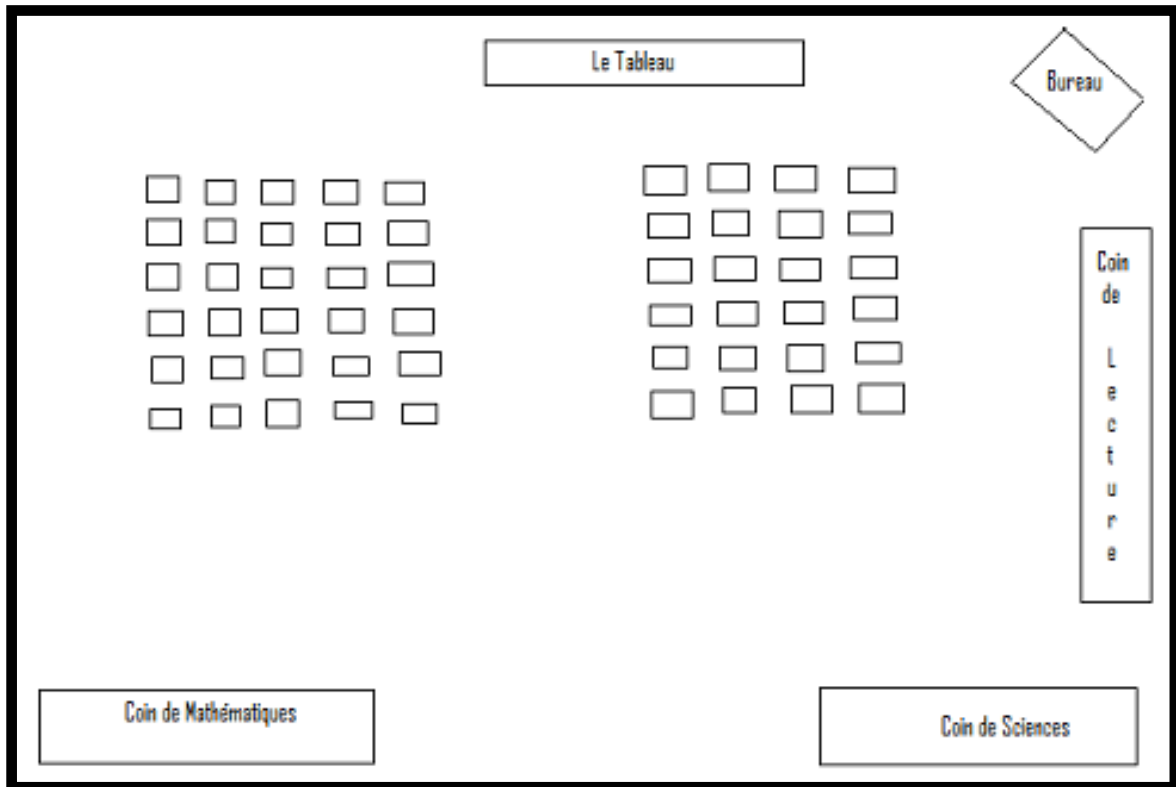
When you only have two grade level groups (the most common case) and one chalkboard, you should divide the board in two equal parts and make certain that each group faces their section of the board. Ideally, you will have as many chalkboards as grade level groups.

Your desk should be arranged so that you can see all the students, whether they are working with you or independently.



The available space should be arranged according to the various learning activities:

- Allow an area for each one of the grade levels;
- If possible, create a space for group work for application activities either in the classroom or outdoors, in a shed or a tent;
- Create special corners for “math,” “life science,” “earth sciences,” “English,” “art activities,” etc.



The separation of grade level groups into left/right columns presents the following advantages:

- Better control over student activities;
- Students feel safe because they know that at any moment their teacher is taking care of them; and
- Easy movement for the schoolteacher between the groups without a loss of time.

You should also make the classroom attractive to the students through engravings, drawings with scenes of human and animal life, human progress, the richness of rural life, etc.

The classroom and its environment should always be clean and documents, books, notebooks and other sheets should be arranged neatly.

Be sure to organize your classroom with function in mind so that each grade can have a sense of independence and intimacy, and so that student's independent work can take in a place normal fashion.

(3.2) Organization of “outdoor” space

Many of your activities, with the exception of physical activity, can take place outdoors. However, these spaces should also be arranged so that you do not lose time at the beginning of each activity.

- The organization of a shaded space (set up a semi-circle of seats made from tree trunks or rocks). The artists that you have entrusted for support can help you out with this: weaving, basketwork, pottery and other manual activities can take place here.
- You can also set up a shed made of straw or palm fronds, according to local practice. The same arrangements can be made in function of local resources.

REFLECTION:

ACTIVITY 2

- Make a diagram of your present classroom. Include student desks, teacher’s desks and any other materials.
- On a blank piece of paper, draw a new diagram of your classroom applying the principles above.
- Experiment with this new arrangement in your classroom.

UNIT 2: MGC Schedule

INTRODUCTION

Your class has been arranged and organized with the help of students. Everything is where it should be: books, notebooks, teaching materials. Learning activities should take place following strict recommendations for the various school subjects, the time allotted weekly for each subject, etc. You may be asking yourself about the need for a daily planning tool for learning activities. This tool is nothing other than a schedule.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain the fundamental principles of MGC schedule development; and
- Develop your own schedule.

(2) CONTENT

CASE STUDY #1

A freshly recruited young schoolteacher without formal training has just been assigned to a bush school. The inspector has only given her examples of classroom schedules for the two grade levels that correspond to her classroom, CM1 and CM2.

After having examined the two schedules and trying without success to merge them, our young teacher comes to see you at your school, the closest school to her own, asking for help.

ACTIVITY 1

- Share any necessary information about multigrade classrooms to this young teacher.
- What should you do to help her design her classroom schedule?
- What advice do you have for her about classroom management?

(2.1) Prerequisites and Principles:

- Understand that a MGC schedule is not the juxtaposition of two monograde class schedules.
- Keep an eye on official texts about the curriculum so that you can respect the hour requirements for each subject;
- Identify the credit hours granted for each subject for the different grades;
- Have a copy of schedules for each grade nearby;
- Respect rules about alternating oral and written activities;
- Remember that class participation and the student's attention decrease at the end of the morning and in the afternoon. As much as possible, schedule the Units that demand the most attention and participation for the morning.

(2.2) Designing a Classroom Schedule

Now that you have mastered the prerequisites, you can begin to piece together the various elements of your planning tool:

Order	Steps
1	Construct the weekly schedule and label recreation periods.
2	Identify and label activities that can be done collectively.
3	Write in the major subjects (French/English, math, early-learning activities, etc.)

Look at the example below that demonstrates the process mentioned above with all its steps:

1 - Construct the weekly schedule and label recreation periods.					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	CE1 / CE2	CE1 / CE2	CE1 / CE2	CE1 / CE2	CE1 / CE2
8:00-11:00					
Recreation					
11:30-13:30					
Break					
15:00-17:30					

2 - Identify and label activities that can be done collectively.					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	CE1 / CE2	CE1 / CE2	CE1 / CE2	CE1 / CE2	CE1 / CE2
8:00-11:00	Vocabulary (30 min.)	Grammar (30 min.)	Physical Ed. (60 min.)	Vocabulary (30 min.)	Ethics/Health Ed. (15 min.)
	Conjugation (30 min.)	Spelling (30 min.)		Spelling (30 min.)	Grammar (30 min.)
	Oral Expression (30 min.)	Writing (30 min.)		Oral Expression (30 minutes)	Writing (45 min.)
	Arithmetic (60 min.)	Measurement (60 min.)	Geometry (60 min.)	Arithmetic (60 min.)	Problem Solving (60 min.)
Recreation					
11:30-13:30					
		Spelling (ex.) (30 min.)	Reading/Reading (ex.) (30 min.)	Recitation (15 min.)	Grammar (ex.) (30 min.)
		Singing (30 min.)	Conjugation (30 min.)	Manual Activity (45 min.)	Ethics (15 min.)
	Arithmetic (ex.) (30 min.)	Measurement (60 min.)	Geometry (ex.) (30 min.)	Arithmetic (ex.) (30 min.)	Problem Solving (30 min.)
Break					
15:00-17:30	Arabic	Spelling (Prep. Dictation) (30 min)	Arabic	Spelling (30 min)	Arabic
		Arithmetic (30 min.)		Arithmetic (30 min.)	
		Handwriting (30 min.)		Handwriting (30 min.)	
		Review (30 min.)		Review (30 min.)	

3 - Write in the major subjects (English, math, early-learning activities, etc.)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	CE1 / CE2	CE1 / CE2	CE1 / CE2	CE1 / CE2	CE1 / CE2
8:00-11:00	Vocabulary (30 min.)	Grammar (30 min.)	Physical Ed. (60 min.)	Vocabulary (30 min.)	Ethics/Health Ed. (15 min.)
	Conjugation (30 min.)	Spelling (30 min.)		Spelling (30 min.)	Grammar (30 min.)
	Oral Expression (30 min.)	Writing (30 min.)	Geography/Conjugation (ex) (30 min.)	Oral Expression (30 minutes)	Writing (45 min.)
	Vocabulary (ex.)/ Reading (30 min.)	Reading/Grammar (ex.) (30 min.)	Conjugation (ex.)/ Geography (30 min.)	Reading/Vocabulary (ex.) (30 min.)	Reading (ex.)/ History (30 min.)
	Arithmetic (60 min.)	Measurement (60 min.)	Geometry (60 min.)	Arithmetic (60 min.)	Problem Solving (60 min.)
Recreation					
11:30-13:30	Observation/Vocabulary (ex.) (30 min.)	Grammar (ex.)/ Reading (30 min.)	Reading (ex.)/Reading (30 min.)	Vocabulary (ex.)/ Reading (30 min.)	History/Reading (ex) 45'
	Conjugation (ex.)/ Observation (30 min.)	Spelling (ex.) (30 min.)	Reading/Reading (ex.) (30 min.)	Recitation (15 min.)	Grammar (ex.) (30 min.)
	Reading/Conjugation (ex.) (30 min.)	Singing (30 min.)	Conjugation (30 min.)	Manual Activities 45'	Ethics (15 min.)
	Arithmetic (ex) (30 min.)	Measurement (30 min.)	Geometry (ex.) (30 min.)	Arithmetic (ex.) (30 min.)	Problem Solving (30 min.)
Break					
15:00-17:30	Arabic	Spelling (Dict. prep.) (30 min.)	Arabic	Spelling (30 min.)	Arabic
		Arithmetic (30 min.)		Arithmetic (30 min.)	
		Handwriting (30 min.)		Handwriting (30 min.)	
		Review (30 min.)		Review (30 min.)	

***Your class schedule is now ready and you are prepared to take care of your lessons.**

(2.3) Examples of Class Schedules From the Senegalese Context: CP/CE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	CP /CE	CP/CE	CP/CE	CP/CE	CP/CE
8:00-11:00	Health Ed. (15 min.)	Language skills/ Math (ex.) (30 min.)	Morals and Ethics (15 min.)	Copying (ex.)/ Civics (15 min.)	Physical Ed. (45 min.)
	Math (ex.)/ Grammar (30 m)	Math (ex.)/Reading (30 min.)	Language skills /Math (ex.) (30 m)	Language skills/ Math (ex) (30 m)	Language skills/ Math (ex) (15 m)
	Language skills (/Grammar (ex.) (30 min.)	Reading (ex.)/ Vocabulary (30 min.)	Reading (ex.)/ Vocabulary (30 min.)	Math (ex.)/ Geometry (30 min.)	Arithmetic/ Reading (ex.) (30 min.)
	Reading/ Reading (ex.) (30 min.)	Math (ex.)/Metrics System (30 min.)	Reading/ Vocabulary (ex.) (30 min.)	Geometry/Math (ex.) (30 min.)	Math (ex.)/ Problem Solving (30 min.)
	Language skills/ Math. (ex.) (30 min.)		Handwriting/ Copying (ex.) (15 min.)	Reading (ex.)/ Reading (30 min.)	
	Math (ex.)/ Arithmetic (30 min.)	Measurement/ Metrics System (30 min.)	Math (ex.)/ Arithmetic (30 min.)	Reading/Reading (ex.) (30 min.)	Reading (30 min.)
	Handwriting/ Copying (15)	Math (ex.)/ Spelling (30 min.)	Arithmetic/Arith. (ex.) (30 min.)	Manual Act. (15 min.)	Math (ex.)/ Writing (30)
RECREATION					
11:30-13:30	Arithmetic/ Math (ex.) (30)	Reading (ex.)/ Oral Expression (30 min.)	Math (ex.)/ Reading (30 min.)	Handwriting/ Geometry (30)	Art (15 min.)
	Reading/ Reading (ex.) (30 min.)	Language skills/ Math (ex.) (30 min.)	Language skills/ Spelling (ex.)(30 min.)	Language skill/ Grammar (ex.) (30 min.)	Music (15 min.)
	Reading (ex.)/ Observation (30 min.)	Reading/Geography (30 min.)	Copying (ex.)/ Handwriting (15 min.)	Copying (ex.)/ Handwriting (30 min.)	Math (ex.)/ Writing (45 min.)
	Language skills/ Assessment (ex.) (30 min.)	Handwriting/Copying (ex.) (30 min.)	Recitation (15 min.)	Math (ex.)/ Histoire (30 min.)	Handwriting/ Handwriting (15 min.)
			Language skills/ Reading (ex)(30m)		Reading(ex.)/ Conjugation (30)
BREAK					
15:00-17:30	Arabic	Reading/Reading (ex.) (30 min.)	Arabic	Language skills/Grammar (ex.) (30 min.)	Arabic
		Arithmetic/Oral Expression (30 min.)		Language skills/ Reading (30 m)	
		Language skills/ Vocab. (ex.)(30 min.)		Math/ Grammar (ex.) (30 min.)	
		Copying (ex.)/ Spelling (30 min.)		Recitation (15 min.)	
		Reading/Reading (ex) (15 min.)		Reading/Reading (ex) (30 min.)	
		Reading (ex.)/ Handwriting (15 min.)		Handwriting/ Copying (ex.) (15 min.)	

(2.4) Examples of Class Schedules From the Senegalese Context CE1/CE2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	CE1/CE2	CE1/CE2	CE1/CE2	CE1/CE2	CE1/CE2
8:00-11:00	Vocabulary (30 min.)	Grammar (30 min.)	Physical Ed. (60 min.)	Vocabulary (30 min.)	Ethics/Health Ed. (15 min.)
	Conjugation (30 min.)	Spelling (30 min.)		Spelling (30 min.)	Grammar (30 min.)
	Oral Expression (30 min.)	Writing (30 min.)	Geography/ Conjugation (ex.) (30 min.)	Oral Expression (30 min.)	Writing (45 min.)
	Vocabulary (ex.)/ Reading (30 min.)	Reading/ Grammar (ex.) (30 min.)	Conjugation (ex.)/Geography (30 min.)	Reading/ Vocabulary (ex.) (30min.)	Reading (ex.)/ Histoire (30 min.)
	Arithmetic (60 min.)	Measurement (60 min.)	Geometry (60 min.)	Arithmetic (60 min.)	Problem Solving (60 min.)
RECREATION					
11:30-13:30	Observation/ Vocabulary (ex.) (30 min.)	Grammar (ex.)/ Reading (30 min.)	Reading (ex.)/ Reading (30 min.)	Vocabulary (ex.)/ Reading (30 min.)	Histoire/Reading (ex.) (45 min.)
	Conjugation (ex.)/ Observation (30 min.)	Spelling (ex.) (30 min.)	Reading/Reading (ex.) (30 min.)	Recitation (15 min.)	Grammar (ex.) (30 min.)
	Reading/ Conjugation (ex.) (30 min.)	Singing (30 min.)	Conjugation (30 min.)	Manual Activities (45 min.)	Morale (15 min.)
	Arithmetic (ex.) (30 min.)	Measurement (30 min.)	Geometry (ex.) (30 min.)	Arithmetic (ex) (30 min.)	Problem Solving (30 min.)
BREAK					
15:00-17:30	Arabic	Spelling (Prep. Dictation) (30 min.)	Arabic	Spelling (30 min.)	Arabic
		Arithmetic (30 min.)		Arithmetic (30 min.)	
		Writing (30 min.)		Writing (30 min.)	
		Review (30 min.)		Review (30 min.)	

(2.5) Examples of Class Schedules From the Senegalese Context: CM1/CM2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	CM1/CM2	CM1/CM2	CM1/CM2	CM1/CM2	CM1/CM2
8:00-11:00	Morals and Ethics (15 min.)	Physical Ed. (60 min.)	Vocabulary (30 min.)	Health Ed. (15 min.)	Civics (15 min.)
	Vocabulary (45 min.)	Measurement (ex.)/Observation (30 min.)	Reading/Arithmetic (ex.) (30 min.)	Grammar (30 min.)	Spelling (30 min.)
	Conjugation (30 min.)	Spelling (30 min.)	Conjugation (30 min.)	Observation/Arithmetic (ex.) (45 min.)	Writing/Spelling (ex.) (45 min.)
	History/Arithmetic (ex.) (30 min.)	Measurement (60 min.)	Geography/Geometry (30 min.)	Grammar (ex.)/Reading (30 min.)	Histoire (30 min.)
	Arithmetic (60 min.)		Geometry (60 min.)	Arithmetic (60 min.)	Problem Solving (60 min.)
RECREATION					
11:30-13:30	Arithmetic (ex.)/ History (45 min.)	Observation/Measurement (ex.) (45 min.)	Recitation (15 min.)	Geometry (ex.)/ Geography (30 min.)	Recitation (15 min.)
			Arithmetic (ex.)/ Reading (45 min.)		Prob. Solv (ex)/ Observ. (45)
	Reading/Conjugation (ex.) (45 min.)	Conjugation (ex.)/ Reading (45 min.)		Music (15 min.)	
			Oral Expression (30 min.)	Arithmetic/ Essay (test) (45)	Reading (45 min.)
	Vocabulary (ex.) (30 min.)	Spelling (ex.) (30 min.)	Conjugation (ex.) (30 min.)	Grammar (ex.) (30 min.)	Drawing (15 min.)
BREAK					
15:00-17:30	Arabic	Spelling/Essay (Prep.) (60 min.)	Arabic	Essay (prep.)/ Grammar (ex.) (45)	Arabic
				Manual Activities (30 min.)	
		Civics (30 min.)		Drawing (15 min.)	
		Grammar (45 min.)		Reading/Spelling (ex.) (30 min.)	
		Correction ex. (15 min.)		Correction ex. (30 min.)	

(2.6) Please note:

- You should help your students become familiar with the classroom schedule and habits so in order to elicit their active participation;
- The day should always begin by presenting the students with the order of activities for that day.
- Visits to artists and outdoor activities should be well prepared, with student assistance as needed.

REFLECTION

ACTIVITY 2

- Do you think it's possible to strictly respect the hour requirements for each subject according to the curriculum?
- If yes, how?
- If not, how will you resolve this problem?

UNIT 3: Self-Instructional Materials

INTRODUCTION

In a traditional classroom, the schoolteacher initiates the majority of collective activities: writing on the chalkboard, reading or doing exercises in a schoolbook, etc. However, what is specific to multigrade instruction is the fact that students take responsibility for their own learning process. Therefore, one of the most important but also difficult tasks is to help students become independent learners.

In order to do this, you should choose exercises or activities that correspond to the different needs and skills of each one of your students and help them to become confident and independent learners.

This may seem like a difficult task, but remind yourself that your students have their own experience, talents and skills that are specific to each one of them. Encourage them to participate in the development of their own resource materials. This will help their learning and make their lessons more effective.

The tools that can help you to overcome this challenge are self-instructional materials: independent activity worksheets and self-correctional worksheets.

SPECIFIC OBJECTIVES

By the end of this Unit, you will be able to:

- Understand and explain the place and role of self-instructional materials within multigrade strategies;
- Conceptualize and develop these materials within your classroom.

(3) CONTENT

CASE STUDY #1

Baba Aly, a young schoolteacher without formal training, has just been assigned to your two-grade school. He has 18 students in CE1 and 21 in CM1. You have already helped him to design a classroom schedule and organize the classroom equipment and materials. But, after having created his preparation sheets to begin his class, he approaches you for help on how to teach two grades at the same time.

ACTIVITY 1

- Explain to him how he should go about giving his lessons;
- If you invite him into your multigrade classroom, what would you want him to see that would help him to start teaching?

(3.1) Examples of an Independent Activity Worksheet and a Self-Correction Worksheet

Take a moment to examine these two types of worksheets presented below:

Independent Activity Worksheet – Number 1

Level: CM

Subject: Energy sources

Specific Objective: List sources of energy and where they come from

Context : Your city is often in the dark as the electricity is often cut. You are a good student and you worry about doing your homework at night.

Instructions:

1. Say the possible solutions to have light.
2. Choose two energy sources that are simple and more economical.

Self-correction Worksheet – Number 1

Level : CM

Subject: Energy Sources

1. Possible lighting solutions:
 - a) candles, storm lamps, gas lamps, solar lamps, flashlight
2. The simple and more economical energy sources are:
 - a) Storm lamp, solar lamp

ACTIVITY 2

- What is an independent activity worksheet ? What is a self-correction worksheet?
- Under which circumstances should a schoolteacher use them?
- How are these worksheets designed?

(3.2) Definition of Independent Activity Worksheets

These are worksheets of exercises that you provide to students of a given level that they must do independently - individually or in groups - while you work with students from the other grade level.

They can also be defined as a set of exercises with an answer key that students can use individually or in a group during a typical multi-grade level class and without asking for your help.

(3.3) How Can You Go About Making Independent Activity Worksheets?

First of all, you should know that these sheets are unavoidable in multigrade teaching. You cannot get around them. They are also not extraordinary or beyond your reach. You must simply reflect upon your teaching experience in a monograde classroom.

ACTIVITY 3

Imagine you are a monograde classroom teacher:

- Think about your practice and indicate how you would write out the exercises that you give to students?
- How are they corrected and when?
- What is your role within these exercises?

In a monograde classroom

Every time you finish a lesson you end with an assessment exercise that you often do in workbook or test booklet. The exercise that is either written on the board or indicated by a page number for a particular book always ends with work instructions. These instructions indicate to students what is required and what they should do. This should be very clear.

After having done the exercise, you move on to correcting it by having students come up to the blackboard. After that, you ask those who did not find the answer to revise it. But, have they truly understood the correct response? You often don't have the time to dwell on this as you need to move quickly on to the next lesson!

In a Multigrade Classroom

Learning in a MGC is learner-centered and the self-instructional materials for different subjects are necessary to make students independent. The schoolteacher is free to design them for all the subjects. They can be for individual or collective work.

Also understand that self-instructional time is not only for application exercises. You can also have students work independently to prepare a geography, history or science lesson or make mathematical folds or tracings, etc.

Instructions
The instructions are clear and precise;
Each worksheet is coded so that you can find them easily;
There is only one objective for each worksheet;
It is possible that there are many worksheets for the same objective by gradually increasing the difficulty of the exercises;
Foresee a self-correction worksheet for each independent activity worksheet;
Separate groups of students can work on different worksheets and exchange them once completed with other groups;
The independent activity worksheets and the self-correction worksheets should have the same code number;
Situations given on the worksheets come from manuals, your imagination and documents from your daily life; and
The ways that instructions are formulated can vary according to the intended objectives for each activity.

I. *Design an independent activity worksheet*

- In order to design an independent activity worksheet, follow the following steps making note of the necessary components:

1 – A number to each worksheet for easy identification:

Independent Activity Worksheet #1

2 – Indicate the appropriate grade level of students that will use the worksheet:

Independent Activity Worksheet #1

Level: CE1
Subject : Numbers

3 – Specify the learning objective of the worksheet:

Independent Activity Worksheet #1

Level: CE1
Subject: Numbers
Objective : Do an addition exercise with numbers that carry over between 100 and 500.

4 – Precisely clarifier the instructions:

Independent Activity Worksheet #1

Level: CE1
Subject: Numbers
Objective : Do an addition exercise with numbers that carry over between 100 and 500.
Instructions: Write and correctly complete these operations in your workbooks:

a) $145+239=$
b) $325+95=$
c) $235+185=$

II. *Design a self-correction worksheet*

- In order to design a self-correction worksheet, follow the following steps making note of the necessary components:

1 – Assign a number to the worksheet that corresponds to the number of the independent activity worksheet:

Self-Correction Worksheet #1

2 –Indicate the grade level and subject that correspond to the self-correction worksheet

Self-Correction Worksheet #1

Level: CE1
Subject : Numbers

3 –Display the correct responses to the questions

Self-Correction Worksheet #1

Level: CE1
Subject: Numbers

a) 384

b) 410

c) 420

a)	b)	c)
145	325	235
<u>+239</u>	<u>+ 95</u>	<u>+185</u>
384	410	420

(3.4) Use of Self-Instructional Materials in Class

The independent activity worksheets are not “busywork” that allow you to work with one group without disturbing the other. They are rather a real learning curriculum, a strategy that allows you to help students to be independent and develop their personalities.

For individual work:

Children should be able to evaluate themselves with self-correction worksheets before moving on to another worksheet. If they find all the answers, the subsequent worksheet should aim to consolidate their acquired knowledge by reinforcing it with new difficulties to overcome. However, if they did not find all the answers or have made a lot of errors, this indicates that they have not completely understood the rule or that they were not able to follow the lesson. In this case, the subsequent worksheet should be a reminder of the rule with an exercise that has the same objective as the first one. Students can only move on to a higher level of difficulty after having mastered the first worksheet. The rationale here is that students learn at their own pace. We do not abandon them “alongside of the road” as is the case with monograde classrooms.

For group work:

In this case, it is necessary to place students according to level. Horizontal relationships develop between the strongest and the weakest students, between those who were the first to understand and those who are experiencing difficulty.

Don't forget to develop a tool that is especially important to the learning process: the grading sheet where you will note the progress of an individual student or group. This allows you to best manage follow-up activities. Although it may be true that independent work reduces the teacher's amount of effort in the classroom, it is however true that he or she must rigorously prepare activities from home. These materialize in the form of a scheme of work.

(3.5) Examples of Independent Activity and Self-Correction worksheets from the Senegalese Context:

Independent Activity Worksheet #2

Level: CM

Subject: Math

Object : Understanding division

Instructions: Read the following exercise carefully. Do the exercise in your workbook. Compare your results with your neighbor;

- I. A housekeeper bought five bars of soap. She gives one bill of 2,500F and she receives 50F. What is the cost of a bar of soap?
- II. A livestock breeder orders chicks for a sum of 446,250 francs. How many chicks will he get if each one costs 525 francs?
- III. A worker is paid 4,750 francs per hour. How many hours has he/she worked for 646,000 francs?

Self-Correction Worksheet #2

Level: CM
Subject: Math

- I. 490 francs
- II. 850 chicks
- III. 136 hours

I. 2,500 $\begin{array}{r} - 50 \\ \hline 2,450 \end{array}$	II. $2,450/5 = \mathbf{490}$ $446,250/525 = \mathbf{850}$	III. $646,000/4,750 = \mathbf{136}$
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Independent Activity Worksheet #3

Level: CM2
Subject : Reading
Object : Find the correct conjugations for these verbs.

Instructions:

- Read the text “Sidi and Rama” attentively (Exercise 1, page 62).
- Finds the verbs in the text that are conjugated in the first person.
- What tense are they conjugated in?
- Compare your answers with your neighbor.
- One student should go get the self-correction worksheet.
- Correct your answers in blue in your workbook.

Self-Correction Worksheet #3

Level: CM2
Subject : Reading

<u>Conjugated Verb</u>	<u>Tense</u>
I am eating	Present Continuous
I am writing	
I am running	
I am sleeping	

Please note: The instructions should be written in such a manner that students do not need to ask the teacher for clarification. They should evaluate themselves before moving on to the

next exercise that could be of a higher level of difficulty than the level that was taught. The student should know which worksheet to select and why.

Worksheets are used to:

- Prepare a lesson independently from precise instructions or from a given scenario; and
- Serve as learning or reinforcement exercises, as quizzes and assessments.

You should teach your students how to correctly use the worksheets, both individually and in groups.

(3.6) Comment:

From the beginning, you should dedicate several class sessions to teaching your students how to use the self-instructional materials both individually and in groups.

While respecting each student's particular nature and allowing everyone to follow their own learning pace, the group and the children that are the most gifted should help those who are slower to pick up the pace! Eventually the students will do this automatically.

REFLECTION

ACTIVITY 5

- How can students benefit by doing individual work ?
- What are the benefits of group work for :
 - students?
 - teachers?
 - the group?

UNIT 4: MGC Schemes of Work

INTRODUCTION

By now, you have organized and laid out your classroom in function of the various grade levels and you have also developed your classroom schedule so that each subject makes up the correct portion the students' learning. While preparing for various lessons, you have developed self-instructional materials that allow one grade level group to work autonomously while you work with the other group.

You should now organize your daily work plan as a way to avoid wasting time. The tool that will help you to do this is a scheme of work.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain what a scheme of work is;
- Develop a scheme of work for any MGC.

(4) CONTENT

ACTIVITY 1

- Reflect back to your own experience in a monograde classroom: outside of your classroom schedule, what other tools do you always use?
- Describe them briefly.
- Share with your colleagues the role that these tools play in your daily activities.

(4.1) Preparation Tools for a Monograde Classroom

If you have ever taught in a monograde classroom, a **lesson plan** is the main tool that you use to record what occurred during the lesson. You design it according to subject and the number of sessions that day. It is an indispensable tool for your teaching practice.

The second tool is the **classroom log** where you write down all the worksheets from the day followed by the order of their utilization.

The classroom log is what the inspector often consults when he comes to see you and what you need to turn in to your School Director the day before with all the sheets already entered. He/she should then verify that all the lessons have been well prepared and that the content conforms to the curriculum, the class level and the progress towards completion of the curriculum.

(4.1) Preparation Tools in a MGC

In a MGC, the schoolteacher prepares a tool called a scheme of work. This tool is a synthesis of the classroom log and lesson plans.

There is not a catalog of titles like the classroom scheme of work nor does it contain all the contents of the preparation sheets. We find:

- 1) The components of the classroom log (the listing of all worksheets for that day and lesson titles);
- 2) Lesson plans (steps for each lesson);
- 3) Time brackets are indicated as well teacher controlled activities and independent student activities.

It should be concise while indicating the path that the teacher and the class will follow in order to obtain the day's objectives. When you think about the number of preparation worksheets that monograde classroom teachers must design each evening, you might ask yourself what are teachers' lives like if they have to juggle two to three grade levels and need to make just as many worksheets for each one?

*****Please note: The scheme of work helps the teacher from spending nights writing preparation sheets with the risk of being inefficient the next day. Its objective is not to make additional work for the teacher but rather, it aims to lessen the time needed for worksheet preparation .*****

The scheme of work answers the following question:

- How does the teacher proceed after delivering the daily agenda and launching activities with students of different grade levels who follow the same schedule?

(4.2) Examples of Schemes of Work

Examine the two examples of schemes of work below:

ACTIVITY 2

- Read the two schemes of work and compare them;
- Which of the two would best help you to manage your multigrade classroom?;
- Compare them to a monograde classroom log;
- Then indicate which of the two more closely resembles a scheme of work;
- What suggestions can you make to improve the one that seems most unlike a scheme of work?

EXAMPLE 1: SCHEME OF WORK (8:00-11:00 am): CP/CM2

* (T) – Signifies the position of the teacher.

Time	CP	CM
8:00-8:15	Health education: having clean hands (T)	Math: written exercises; division of fractions
8:15-8:45	Reading Exercise: underline the words containing short and long “o” sounds. Identify and write down other words that have short and long “o” sounds.	(T) Observation: dental hygiene
8:45-9:15	Language skills: acquisition: Congratulate a classmate (T)	Spelling: fill in the blanks with the following homonyms: read and red, led and lead, ate and eight, break and brake
9:15-10:00	Math: exercise: formulate and complete the following problems:	(T) Vocabulary: study the meaning of these words
10:00-10:30	Reading: acquisition: study of the sounds bl and pl (T)	Vocabulary: exercise: make sentences with the words you have studied
10:30-11:00	Writing: write words containing the sounds bl and pl	(T) Arithmetic: rule of the number 3

EXAMPLE 2 : DAILY JOURNAL (8:00-10:00 am) CE1/CE2

Time	CE 1	CE 2
8:00-8:30	<p><u>Collective Activity:</u> Vocabulary <u>Objective:</u> Use the following words to form sentences: discuss-cousin-in the shadow of <u>Steps:</u></p> <ul style="list-style-type: none"> - Reading of a text followed by comprehension questions - Highlight words to acquire - Explain words in order of appearance - Formulation of sentences with studied words <p><u>Evaluation:</u> 1) Form sentences with the words, “discuss,” “cousin,” and “in the shadow of” 2) Fill in the blanks exercise (T)</p>	
8:30-9:00	<p><u>Independent Activity:</u> Reading <u>Objective:</u> Respond to questions in the text <u>Instructions:</u></p> <ul style="list-style-type: none"> - Read the text carefully - Pull out words that are difficult - Look up their meaning - Reread the text - Answer the questions individually - Bring together the answers from the group - Correct on the board 	<p>(T) <u>Activity:</u> Numbering <u>Objective:</u> Read and write numbers from 10,000 to 20,000 <u>Steps:</u></p> <ul style="list-style-type: none"> - Present the number 10 000 - Rearrange the Montessori cards - Place the 1, 2, 3 and 4 cards on top of the 10,000 card - Read and write the resulting numbers - Replace the ten thousand by 2 to have 20,000 <p><u>Evaluation:</u> Read the numbers written in letters on the board</p>
9:00-9:30	<p><u>Activity:</u> Arithmetic (T) <u>Objective:</u> Do an addition problem that involves carrying <u>Steps:</u></p> <ul style="list-style-type: none"> - Begin with a situation that produces an addition problem that involves carrying - Try it on writing tablets - Do the problem on the board - Explain how tens work in addition problems <p><u>Evaluation:</u> Ask and complete addition problems with carrying</p>	<p><u>Independent Activity:</u> Reading <u>Objective:</u> Identify the main characters, paragraphs and idea of the text <u>Steps:</u></p> <ul style="list-style-type: none"> - Read the text silently - Look up difficult words using a dictionary - Work in groups following instructions - Put the answers on the board
9:30-10:00	<p><u>Individual Activity:</u> Spelling <u>Objective:</u> Transform adjectives into adverbs. <u>Instructions:</u></p> <ul style="list-style-type: none"> - Take worksheet number... Exercise: Transform the adjectives into adverbs - Carefully read the examples and then the rule - Fill in the blanks with the correct adverb - Check your answers against the answer key - If you have gotten any wrong, continue to study the rule in order to understand it well 	<p>(T) <u>Activity:</u> Geography <u>Objective:</u> Provide the borders and the expanse of the Saint Louis region <u>Steps:</u></p> <ul style="list-style-type: none"> - Make observations about the national Senegalese map - Identify the Region of Saint Louis and describe it - Compare its size with that of other regions - Provide the surface area of the region - Trace the outline of the region and identify its border areas - Identify the northern, southern, eastern and western boundaries <p>Review: Return to the main points of the lesson Students write summary in notebooks</p>

Comments about the examples above:

- **Example 1:** This more closely resembles a classroom log, as its contents are limited to the various worksheets used. Only an experienced teacher who is well versed with the curriculum and the teaching methods or the various disciplines can use it.
- **Example 2:** This resembles a scheme of work. It describes the various steps in lesson and provides clear and precise instructions.
- Both cases demonstrate the teacher's position within the lesson very well.

(4.3) Conceptualizing a Scheme of Work

On one page, indicate the activities that you will direct and those that students will do independently. You must split your time between the various groups so that each group attains the necessary hour requirement.

This is why you need to indicate the following clearly in your scheme of work:

Instructions
Activity planned for each group;
Objective envisioned for each group;
Materials needed for each activity (books, texts written on the board, independent activity worksheets, preparation worksheets, and other materials)
Main steps to follow (the various components of the lesson are provided as instructions)
Summary items that you will review with the participation of the students;
Anticipated application exercises, preferably included in the independent activity worksheets and their answer keys (self-correction worksheets);
Assessment exercises at the end of the activity; and
Position of the teacher within the classroom.

Design a multigrade lesson within the scheme of work

- Follow the steps below, paying attention to its necessary components, in order to design a multigrade lesson plan in the scheme of work:

1 – An activity planned for each group

Time	CE 1	CE 2
8:00-8:30	<u>Collective Activity</u> : Vocabulary	
Time	CE 1	CE 2
8:30-9:00	<u>Independent Activity</u> : Reading	<u>Activity</u> : Numbering
9:00-9:30	<u>Activity</u> : Arithmetic	<u>Independent Activity</u> : Reading

2 – The envisioned objective for each group

Time	CE 1	CE 2
8:00-8:30	<u>Collective Activity</u> : Vocabulary <u>Objective</u> : Form sentences with the following words: discuss-cousin-in the shadow of	
Time	CE 1	CE 2
8:30-9:00	<u>Independent Activity</u> : Reading <u>Objective</u> : Answer the questions from the text	<u>Activity</u> : Numbering <u>Objective</u> : Read and write the numbers from 10,000 to 20,000
9:00-9:30	<u>Activity</u> : Arithmetic <u>Objective</u> : Do an addition problem that involves carrying	<u>Independent Activity</u> : Reading <u>Objective</u> : Identify the main characters, paragraphs and idea of the text

3 - Main steps to follow (the various components of the lesson are provided as instructions);

Time	CE 1	CE 2
8:00-8:30	<u>Collective Activity</u> : Vocabulary <u>Objective</u> : Form sentences with the following words: discuss-cousin-in the shadow of <u>Steps</u> : - Reading of a text followed by comprehension questions - Highlight words to acquire - Explain words in order of appearance - Formulation of sentences with studied words	
8:30-9:00	<u>Independent Activity</u> : Reading <u>Objective</u> : Answer the questions from the text	<u>Activity</u> : Numbering <u>Objective</u> : Read and write the numbers from 10,000 to 20,000 <u>Steps</u> : - Present the number 10 000 - Rearrange the Montessori cards

		<ul style="list-style-type: none"> - Place the 1, 2, 3 and 4 cards on top of the 10,000 card - Read and write the resulting numbers - Replace the ten thousand by 2 to have 20,000
Time	CE 1	CE 2
9:00-9:30	<p><u>Activity:</u> Arithmetic</p> <p><u>Objective:</u> Do an addition problem that involves carrying</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Begin with a situation that produces an addition problem that involves carrying - Try it on writing tablets - Do the problem on the board - Explain how tens work in addition problems 	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Identify the main characters, paragraphs and idea of the text</p>

4 - Anticipated application exercises, preferably included in the independent activity worksheets and their answer keys (self-correction worksheets);

Time	CE 1	CE 2
8:00-8:30	<p><u>Collective activities:</u> Vocabulary</p> <p><u>Objective:</u> Use the following words to form sentences: discuss-cousin-in the shadow of</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Reading of a text followed by comprehension questions - Highlight words to acquire - Explain words in order of appearance - Formulation of sentences with studied words 	
Time	CE 1	CE 2
8:30-9:00	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Respond to questions in the text</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Read the text carefully - Pull out words that are difficult - Look up their meaning - Reread the text - Answer the questions individually - Bring together the answers from the group - Correct on the board 	<p><u>Activity:</u> Numbering</p> <p><u>Objective:</u> Read and write numbers from 10,000 to 20,000</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Present the number 10,000 - Rearrange the Montessori cards - Place the 1, 2, 3 and 4 cards on top of the 10,000 card - Read and write the resulting numbers - Replace the ten thousand by 2 to have 20,000
9:00-9:30	<p><u>Activity:</u> Arithmetic</p> <p><u>Objective:</u> Do an addition problem that involves carrying</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Begin with a situation that produces an addition problem that involves carrying - Try it on writing tablets - Do the problem on the board - Explain how tens work in addition problems 	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Identify the main characters, paragraphs and idea of the text</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Read the text silently - Look up difficult words using a dictionary - Work in groups following instructions - Put the answers on the board

5 - Evaluation exercises at the end of the activity;

Time	CE 1	CE 2
8:00- 8:30	<p><u>Collective Activity:</u> Vocabulary</p> <p><u>Objective:</u> Use the following words to form sentences: discuss-cousin-in the shadow of</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Reading of a text followed by comprehension questions - Highlight words to acquire - Explain words in order of appearance - Formulation of sentences with studied words <p><u>Evaluation:</u></p> <ol style="list-style-type: none"> 1) Form sentences with the words, “discuss,” “cousin,” and “in the shadow of” 2) Fill in the blanks exercise 	
Time	CE 1	CE 2
8:30- 9:00	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Respond to questions in the text</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Read the text carefully - Pull out words that are difficult - Look up their meaning - Reread the text - Answer the questions individually - Bring together the answers from the group - Correct on the board 	<p><u>Activity:</u> Numbering</p> <p><u>Objective:</u> Read and write numbers from 10,000 to 20,000</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Present the number 10 000 - Rearrange the Montessori cards - Place the 1, 2, 3 and 4 cards on top of the 10,000 card - Read and write the resulting numbers - Replace the ten thousand by 2 to have 20,000 <p><u>Evaluation:</u></p> <p>Read the numbers written in letters on the board</p>
9:00- 9:30	<p><u>Activity:</u> Arithmetic</p> <p><u>Objective:</u> Do an addition problem that involves carrying</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Begin with a situation that produces an addition problem that involves carrying - Try it on writing tablets - Do the problem on the board - Explain how tens work in addition problems <p><u>Evaluation:</u></p> <p>Ask and complete addition problems with carrying</p>	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Identify the main characters, paragraphs and idea of the text</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Read the text silently - Look up difficult words using a dictionary - Work in groups following instructions - Put the answers on the board

6 – Position of the teacher within the classroom.

Time	CE 1	CE 2
8:00-8:30	<p><u>Collective Activity:</u> Vocabulary</p> <p><u>Objective:</u> Use the following words to form sentences: discuss-cousin-in the shadow of</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Reading of a text followed by comprehension questions - Highlight words to acquire - Explain words in order of appearance - Formulation of sentences with studied words <p><u>Evaluation:</u></p> <ol style="list-style-type: none"> 1) Form sentences with the words, “discuss,” “cousin,” and “in the shadow of” 2) Fill in the blanks exercise (T) 	
8:30-9:00	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Respond to questions in the text</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Read the text carefully - Pull out words that are difficult - Look up their meaning - Reread the text - Answer the questions individually - Bring together the answers from the group - Correct on the board 	<p>(T) <u>Activity:</u> Numbering</p> <p><u>Objective:</u> Read and write numbers from 10,000 to 20,000</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Present the number 10 000 - Rearrange the Montessori cards - Place the 1, 2, 3 and 4 cards on top of the 10,000 card - Read and write the resulting numbers - Replace the ten thousand by 2 to have 20,000 <p><u>Evaluation:</u></p> <p>Read the numbers written in letters on the board</p>
9:00-9:30	<p><u>Activity:</u> Arithmetic (T)</p> <p><u>Objective:</u> Do an addition problem that involves carrying</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Begin with a situation that produces an addition problem that involves carrying - Try it on writing tablets - Do the problem on the board - Explain how tens work in addition problems <p><u>Evaluation:</u></p> <p>Ask and complete addition problems with carrying</p>	<p><u>Independent Activity:</u> Reading</p> <p><u>Objective:</u> Identify the main characters, paragraphs and idea of the text</p> <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Read the text silently - Look up difficult words using a dictionary - Work in groups following instructions - Put the answers on the board

**(4.4) Examples of Pages of Schemes of Work from the Senegalese Context:
Example 2: Scheme of Work¹**

Time	CM1	CM2
8:00 - 8:30	Vocabulary: Collective Activity Subject: Word Study: Assistance and deserving Objective : Correct oral and written usage of the studied words Steps : <ul style="list-style-type: none"> - Supervised silent reading - Teacher reads the text out loud - A few good students read the text out loud - Analysis of the text - Isolate certain words - Detailed explanation of these words - Guided and free utilization of words <u>Evaluation</u> Formulate sentence using the words, “assistance” and “deserving” (T)	
8:30 - 9:00	Reading: Acquisition (T) Subject: Study of a narrative text: The Thunder Storm Objective: Derive the main idea from the text Steps : <ul style="list-style-type: none"> - Introduction of the text - Supervised silent reading - Teacher reads the text out loud - Pull out difficult words and expressions - Explanation of these words and expressions - Search to identify the main idea 	Arithmetic: Independent Activity A1 Grade CM2 Subject: Multiplication of decimal numbers Objective: Correctly perform multiplication problems with decimal numbers Instructions: Carefully read the exercises <ul style="list-style-type: none"> - Recopy and do them in your notebook - Compare your answers with a classmate - A student should retrieve the self-correction worksheet - Exercise 48.62 x 54 54.6 x 17.15 5403 x 28.5 54.02 x 62.04
9:00 - 9:30	Conjugation: Collective Activity (T) Subject: Modal Verbs Objective: Correctly conjugate sentences with the words “may” and “should.” Steps: <ul style="list-style-type: none"> - Oral and written review (previous lesson) - Elaborate a corpus with the students - Put it up on the board - Supervised silent reading - Teacher reads the text - Ask students to identify modal verbs and any auxiliary words - Conjugation through dialogue - Underline the various verb forms on the board - Highlight the word endings (underline the similarities and differences) - Provide the rule: check-in and transfer <u>Evaluation:</u>	

¹ Translator’s Note: French examples have been modified to reflect the English language.

Example 3: Scheme of Work

Time	CI/ CP	CM
8:00/8:15	<p>Health Education: (T)</p> <p>Objective: students should wash their hands properly</p> <p>Steps: the Teacher presents two ways to wash hands: collective and individual washing</p> <p>Analysis: Students compare the two types of washing</p> <p>Synthesis: Students determine the best way to wash hands</p>	<p>Math: Individual work</p> <p>Objective: Be able to perform addition exercises with carrying</p> <p>Instructions: Copy and do the following 4 exercises</p> <ul style="list-style-type: none"> - Compare your answers with your classmates - Check against the self-correction worksheet
8:15/8:45	<p>Reading: Individual work</p> <p>Objective: Students should recognize the hard and soft “a” sounds in the following words</p> <p>Instructions CI:</p> <ul style="list-style-type: none"> - read the text - underline the words - compare your answers with a classmate - check against the self-correction worksheet <p>Instructions CP : Same instructions with the hard and soft “o” sounds</p>	<p>Observation (T)</p> <p>Objective: Students should be able to keep their teeth clean</p> <p>Steps : The teacher introduces two students: 1 with well-maintained teeth and the other whose teeth are not well-maintained</p> <p>Analysis: Students compare and say why the teeth are clean or stained</p> <p>Synthesis: Review the key points of the lesson</p> <p>Write summaries in notebooks.</p>
8:45/9:15	<p>Language skills (acquisition) (T)</p> <p>Objective: Students should be able to greet the teacher</p> <p>Steps : Identify two students: a representative of the teacher and another student</p> <p>Through miming, students discover how to greet their teacher</p> <p>Dialogue exercise</p> <p>Wrap-up with CP: for reinforcement</p>	<p>Spelling: Independent work</p> <p>Objective: Fill in the blanks</p> <p>Instructions: Get spelling sheet #3</p> <p>Writing “ie” and “ei”</p> <p>Slowly read the rule and the examples provided</p> <p>Check against the self-correction worksheet</p>
9:15/9:45	<p>Math: Independent work</p> <p>Objective: Students can recognize the numbers 10 and 25</p> <p>Instructions: Copy and do the exercises</p> <p>CI/CP</p> <p>5+5 =</p> <p>9+1=</p> <p>7+--= 10</p> <p>3+2+5 =</p> <p>Compare your answers with your classmates</p> <p>Correct with the self-correction sheet</p>	<p>Vocabulary: (T)</p> <p>Objective: Form sentences with the following words: “organize,” “ceremony,” “joyous”</p> <p>Steps: Reading of the text followed by comprehension questions</p> <p>Highlight words to learn</p> <ul style="list-style-type: none"> - Explain the words in order of their appearance - Formulation of sentences with the words studied - Evaluation exercises: <ul style="list-style-type: none"> - 1) Formulate phrases with “organize,” “ceremony,” and “joyous” - 2) Fill in the blanks exercise <p>Evaluation: Suggest combinations for the composition number 25</p>

(4.5) Comments

Even though the scheme of work considerably reduces the amount of time that you will need for written work, it is not as helpful much when it comes to the preparation of important worksheets. Everything depends on your academic level and your command of the various teaching methods for the different subjects.

It is not necessary to recopy previous lessons and steps that you have already included in the scheme of work. You simply need to indicate their number in the space that corresponds.

At the beginning of every morning, you should present the agenda to the students. Your groups should know how they will need to share you during the day. Those who will be working independently should know that you will soon be with them. Keeping a scheme of work requires you to have good mental preparation for lessons and a strong understanding of subject content.

REFLECTION

ACTIVITY 3

- Do you think it is possible for another teacher to use this scheme of work to lead classroom activities in his/her absence?
- Recall the differences between a classroom log and a scheme of work.

MODULE 3:

MG Classroom Management Techniques

MODULE 3:

MG Classroom Management Techniques

INTRODUCTION

By now, you have organized and arranged your classroom, you have developed your classroom schedule and your preparation worksheets as well as the self-instructional materials and the scheme of work. What remains is to begin working with the students who the community has entrusted to you. The children are impatient! They want to learn and they are counting on you! How are you going to guide these children towards the acquisition of knowledge and independence? Classroom management techniques will provide you answers to this question.

SPECIFIC OBJECTIVES

At the end of this module, you will be able to:

- Identify and explain MG classroom management techniques;
- Understand their place within multigrade instruction; and
- Utilize them effectively in the classroom.

CONTENT

You will study this module through the following Units:

Unit 1: Skills of the Multigrade Teacher
Unit 2: Whole Group Instruction and Breaking Out
Unit 3: Alternation and Independent Work
Unit 4: Tutoring, Pairing and Mentoring

UNIT 1: Skills of the Multigrade Teacher

INTRODUCTION

Multigrade classroom teachers must manage two or more grade levels at once. In addition to the diverse and particular needs of students in a monograde classroom, the multigrade classroom has the additional complexity of a group of students of different grades and ages. Furthermore, multigrade classroom teachers should have the necessary aptitudes that will allow them to manage all these diverse factors.

SPECIFIC OBJECTIVES

At the end of this unit, you will be able to:

- Identify and understand the skills needed by a MGC teacher;
- Explain and apply these techniques in your own teaching practice and classroom management.

(1) CONTENT

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ACTIVITY 1

- What should a good multigrade teacher do?
- Write down the things that you think multigrade teachers consider if they want to satisfy the learning needs of their students?
- Share your ideas with other colleagues who manage MGCs;
- What have you learned from this exchange of ideas?

Work towards improving the relationship between the school and the community;
Utilize a larger range of teaching methods;
Effectively coordinate students' independent activities;
Use various organizational methods;
Develop effective strategies to monitor and evaluate student progress;
Distribute classroom materials and time equally between groups.

CASE STUDY #1

Mr. Diongue is a schoolteacher who says he has ten years of experience. The inspector recently assigned him to a Pulaar village where difficulties that teachers have been having threaten to close the school. Upon arrival, he visits the village officials and purchases cola nuts to distribute to the various age groups in order to gain their prayers for him. He has arranged to stay in a hut whose owner has permanently left the village. The entire village (men, women, youth and students) comes together to help him build the school structure (School hut) and design two screens to separate the class levels. They also clear the courtyard and arrange a shed made out of millet stalks.

Given that there is a CE1 class of 12 students and a CM2 class with 10 students, he decides to enroll students for CI. After discussions with the imam who is also the instructor of the Koranic school, they find a compromise to enroll 25 students old enough to go to school.

During one of these meetings with members of the village community, they agree to help Mr. Diongue with the school whenever asked, including artists, village officials and the village griot.

The entire village is pleased with the teacher's collaboration and makes this clear when students who have been having problems at school invade his house in the evening seeking his help with their lessons. With the help of the Parent –Teacher Association President's daughter and the village chief, he then convinces parents to support review classes designed for students who have been having problems. The PTA President's daughter herself had to stop her studies at the secondary school level in order to join her husband in the village.

ACTIVITY 2

- Read Case Study #1 attentively and then list what you consider to be good initiatives that the school in this village is taking;
- Comment briefly on each one of these initiatives;
- Why do you think the imam allowed certain of his *talibés* (followers) to enroll in school?
- Do you think Mr. Diongue will be able to turn around the school? If yes, why?

(1.2) Work Towards Improving the Relationship Between the School and the Community

Mr. Diongue is a teacher who was able to quickly become part of his school's community. By buying a hut, he becomes a landowner, and becomes a full-fledged member of the community. He is no longer considered as a stranger and he gains rights within the village.

He also was able to put into place a number of good initiatives:

- Become a landowner within the village;
- Visit all the village officials and send cola nuts to the various age groups to inform them of his new assignment to the village and ask for their prayers;
- Involve the villagers in school activities and provide a good example by participating in the work that had to be done at the school;
- With the help of the community, identify individuals that may serve as resources and may be interested in assisting at the school;
- Reconciliate the school with the community;
- Gain the support of the two key people in a Puulaar village: the imam and the village chief.

(1.3) Utilize a larger range of teaching methods;

In addition to these initiatives that should inspire any teacher, especially those assigned to a one-teacher village school, a multigrade classroom teacher should develop a number of skills that are particular to the multigrade classroom environment. These skills should help you to:

- Identify themes and subjects within the curriculum that may be adapted to teaching multiple grade levels.

This is one of the most difficult challenges that you will face. The national curriculum was developed for monograde instruction. If you want to effectively teach your various levels, you will need to select and adapt material from the national curriculum.

- You must choose and develop resources materials that may be used independently by the various grade groups.

In a multigrade classroom, you should help your students become independent by choosing exercises and activities that correspond to each student's different needs and skills. You can also invite community members to help you with storytelling, fieldtrips, manual, theater and even sports activities.

(1.4) Effectively Coordinate Students' Independent Activities

Here, you will have few opportunities to teach both levels at the same time. You need to be creative in how you design the student groups, organize individual work, form pairs, provide instruction, etc., keeping in mind the various skill sets of your students.

(1.5) Develop Effective Strategies to Monitor Student Progress

You will need to record the achievements of your students using various forms of assessment that are capable of measuring all the aspects of their progress. Students should also participate in their own assessment. This will help them to identify their weaknesses and understand what they can do to make improvements.

(1.6) Organize the Classroom Space in a Way that is Amenable to All Age Groups and Methods of Instruction

You will need to be as flexible as possible in the way that you use your classroom space. Mobile partitions made from reeds or light bamboo can be used to create space for private learning. You can also divide your class into two sections: quiet research or silent study and for investigative work and creative activities. Your students will quickly learn to work by rotating through various corners of the classroom that can be designated as places for science, math, language, geography, history, manual work, etc.

(1.7) Effective Time Management

You will need to judiciously manage your time in order to grant each level the time allotted. No level should be shirked. You also need to find time to help students who have learning difficulties as well as those who are gifted and who can go ahead.

REFLECTION

ACTIVITY 3

- Look through your journal and make note of any major difficulties that you have encountered as an MGC teacher ;
- How did you overcome them?
- Do you think the skills mentioned above are attainable for all MGC teachers?

UNIT 2: Whole Group Instruction and Breaking-Off

INTRODUCTION

Depending on the subject or the grade you are teaching, there will be moments when you want to work with the entire class as if it was a traditional classroom. At other moments, you will need to free up one group while you work with the other. Whether to use one technique or the other depends upon the combination of students as well as the subject matter.

SPECIFIC OBJECTIVES

At the end of this Unit, you should be able to:

- Understand and explain whole group instruction and breaking off; and
- Use these techniques efficiently in your classroom management.

(2) CONTENT

ACTIVITY 1

- What do these terms mean to you: whole class instruction and breaking off?
- Have you ever used these two techniques? If yes, explain how you proceeded;
- Compare your definitions with the definitions below; and
- Make revisions if necessary.

(2.1) Definitions:

Whole Class Instruction: A teaching method that allows a teacher to deliver one content lesson to two groups simultaneously. The level of instruction is the same for both groups.

Breaking Off: A technique used when the content is same at the beginning but is designed for the lowest level of the two groups, who will then break off to allow the other group to continue at a level of instruction that is more complex. The lesson always begins with whole group instruction before breaking off.

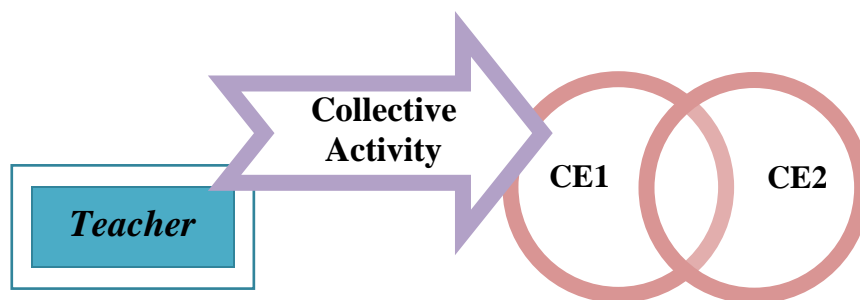
These two techniques are often used together, especially with adjacent combinations (CI/CP-CE1/CE2- CM1/CM2). Whole group instruction is most often used with subjects such as ethics, civics, health education, good habit development, drawing, manual activities and singing.

(2.2) How to Proceed?

1. First of all, you bring together all grade groups at a particular time to begin a collective activity.
2. Secondly, at a particular time, the lower grade level is excused and the group breaks off to do an independent assessment or application exercise that relates to the lesson they have just learned and is prepared on independent activity worksheets.
3. You can assign a formative evaluation exercise to the upper grade level in order to occupy them, allowing you the time to help the lower group begin their independent work.
4. Introduce the task and necessary instructions to the lower level group that broke off and who needs to do their assessment activity.
5. Return your attention to the upper level group to quickly correct the formative evaluation exercise on what they just learned and then continue with the lesson until the end.
6. At the end of the lesson, have students that stayed with you do a formative evaluation activity.
7. You next proceed to correct the two assessment exercises given to both grade levels.
8. At the end, give both groups a learning assessment with graduated difficulty according to grade level.

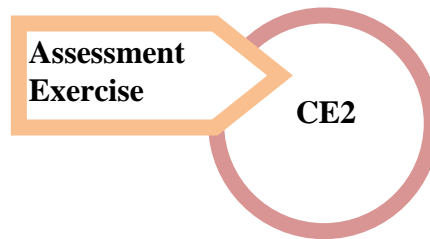
(2.3) How to Proceed - Demonstration

1 - Bring together all grade groups at a particular time to begin a collective activity;

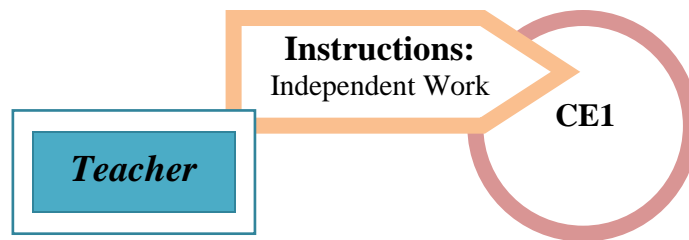


2 - At a particular time, the lower grade level is excused and the group breaks off to do an independent assessment or application exercise that relates to the lesson they have just learned and is prepared on independent activity worksheets.

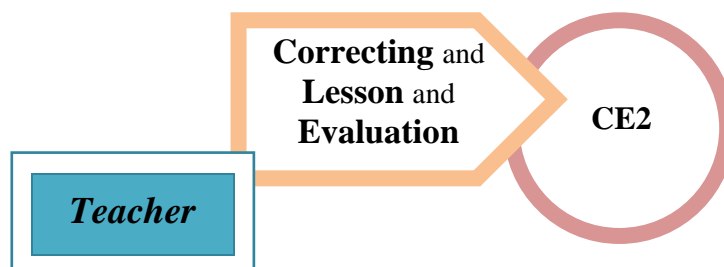
This can be done in the following manner: You can assign a formative assessment exercise to the upper grade level in order to occupy them, allowing you the time to help the lower group begin their independent work;



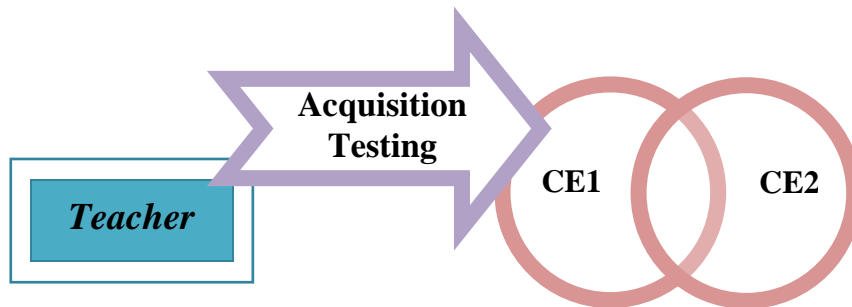
3 - Introduce the task and necessary instructions to the lower level group that broke off and who needs to do their assessment activity.



4, 5, 6 - Return your attention to the upper level group to quickly correct the assessment exercise on what they just learned and then continue with the lesson until the end. At the end of the lesson, have students that stayed with you do a formative assessment activity.



7, 8 - At the end, give both groups a final assessment with graduated difficulty according to grade level.



(2.4) Commentary

When you lead collective activity as part of whole group instruction, you see that it is like a monograde classroom. You must be careful not to transform one of the grade groups into spectators. Always keep in mind the level difference that necessitates the MGC. Each group should benefit from your teachings. This means, not only do you situate yourself within the classroom so that you can attract the attention of all the students, but your questions should be well thought out so that students of all levels can actively participate in the lesson.

REFLECTION

ACTIVITY 2

- Say what you have learned that is new;
- Are there other things that you would like to learn before you are able to use these techniques in your classroom?
- What is the place of independent activities given these techniques?
- What precautions must you take to provide each group level with the required amount of attention?

UNIT 3: Alternation and Independent Work

INTRODUCTION

Independent work (individual and group work) is at the center of the set of teaching strategies used in multigrade classrooms. It is indispensable when the teacher breaks off one group or when it is impossible to deliver a collective lesson given the distance between the groupings (CI/CM-CE1/CM2, CP/CM etc.). It plays a great role in a child's personality development. Once more, teachers must know how to organize it so that it can be beneficial for students.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain alternation and independent work; and
- Apply these techniques efficiently in your classroom.

(3) CONTENT

ACTIVITY 1

- What is alternation within a MGC?
- When you work with one level, what is the other level doing?
- What content do you provide for independent work?
- What are the key elements of group work?
- Have you ever used these techniques in your classroom? If yes, how?
- What lessons have you learned?

(3.1) Definition

Alternation: When you cannot lead one collective activity with both grade levels due to the distance between the grouping levels or the incompatibility of the proposed activities. You must then work with one group while the other group works independently.

Independent work: When the student, or group of students, autonomously takes on a learning activity without direct assistance from the teacher, but with the help of precise instructions provided by the teacher.

(3.2) How to Proceed?

Alternation:

In alternation, the teacher provides an entire lesson to one of the groups:

- Perform a quick formative evaluation of the group with whom you are going to teach the lesson;
- Introduce the lesson and give necessary instructions to the group that broke off, that is, the group that is doing independent work;
- Before you begin the lesson, come back and correct the formative evaluation exercise with the group with whom you are currently working;
- From time to time, give the students who are independently working small exercises in order to check their progress, their difficulties, etc.

Independent Work:

Independent work may be done in the following ways:

- Start with individual independent work where students work on an activity by themselves. Conclude with group work that brings together the various answers to form a more elaborate group of responses to present to the class or to the teacher;
- Group together students from different grades according to the group dynamic and in order to promote socialization;
- Students work individually and over time and according to their needs and progress, they use the independent activity and self-correction worksheets;
- Use only group work.

(3.2) The Benefits of Independent Work for Children and Teachers

What do children gain from independent work?	What do teachers gain from independent work?
<ul style="list-style-type: none"> Children who are less advanced can learn more quickly when they are in contact with their classmates; 	<ul style="list-style-type: none"> They know their students better;
<ul style="list-style-type: none"> Younger children can learn better when they are in groups with older children; 	<ul style="list-style-type: none"> They are able to better follow individual students progress due to continual assessment of student achievement;
<ul style="list-style-type: none"> Older children can increase their self-confidence when they help younger or less advanced students. This can lead to improvement. They also have to work hard in order to not be in last place among the other students; 	<ul style="list-style-type: none"> They can devote themselves to the group they are working with more;
<ul style="list-style-type: none"> Children become more independent being able to work among themselves; 	<ul style="list-style-type: none"> They identify weaknesses and are able to make modifications and offer additional support.
<ul style="list-style-type: none"> They develop study, investigative and organizational habits. They learn to make their own decisions about their work; and 	
<ul style="list-style-type: none"> The most gifted children benefit because older or more gifted students stimulate them and they learn quickly. 	

REFLECTION

ACTIVITY 2

- Compare your definitions with those above;
- What do students gain from independent work?
- What do teachers gain?
- How should you organize workgroups taking into account the unique nature of each child and his/her level?

UNIT 4: Tutoring, Paring and Mentoring

INTRODUCTION

If you have already taught in a monograde classroom, you already know about your students' diversity in terms of level and temperament. In a multigrade classroom, the situation is even more complex with many levels that are fairly heterogeneous.

You must rely on your classroom resources by calling upon upper-level students for help with the younger or beginning students. You can also solicit the help of the strongest, most gifted and fastest comprehending students. There are also community members who are equipped to help you with the student learning process.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain tutoring (forming pairs) and mentoring;
- Use them efficiently to improve your students' learning.

(4) CONTENT

ACTIVITY 1

- Say how you understand the notions of tutoring and mentoring.
- Have you ever called upon these techniques in your classroom ? If yes, how did you proceed ?
- If you are already familiar with these techniques, cite at least three advantages for students.

(4.1) Definition

Tutoring (forming pairs) : Student to student association about a given subject over a controlled period of time as defined by the teacher.

(4.2) How Do Students Benefit from Tutoring?

- Both students benefit from the individualized work. Students tutored become conscious of their need to receive tutoring and that they should also do the same one day to help out a weaker student;
- Students who are tutored receive help and competence from someone who is above his/her immediate level and difficult to attain;
- Real-life role models who are closer to their age than the teacher inspire tutored students. They take in everything around them. They do not imitate their tutors but they make a selection, an adjustment based on what they already know ;
- If students want help to progress in their acquisition of knowledge, they need to learn to communicate their difficulties explicitly to the tutor;
- Tutors themselves benefit from the mere presence of the tutored student as it gives them the chance to take a step back and to see what they already know. They see in the tutored student as an earlier version of themselves and can measure their progress. They also use this perspective to determine the best strategies to advise and assist the tutored student;
- The exchanges and confrontations between the students lead to considerable modification in the older students' attitudes as they are validated and given responsibility within the classroom. Younger students develop trusting relationships and learn to draw from different people.

(4.3) How to Proceed? Tutoring (Forming Pairs)

In the case of tutoring, students count on and are associated with other students who are having problems learning. The tutor is asked to assist the tutored student to achieve a certain task.

To foster the best learning progress, the class should be organized in pairs. The tutor and the tutored student should be working to solve the same problem at the same level of difficulty. They do the same investigation and proceed to prioritize and categorize based on the same set of criteria.

The teacher must provide precise instructions that define the goal of the exercise and the roles of each student within the pair.

In this manner, the tutor helps the tutee to move forward and accomplish the task. They can be of different ages, grade levels and skill levels.

(4.4) Definition

Mentoring: the linking of a resources person with a group of students for a specific activity as defined by the teacher. In this situation, the teacher calls upon resources within the community to help students in need with a specific task.

(4.5) What Do Students and Teachers Gain from Mentoring?

<p>What do students gain from mentoring?</p>	<p>What do teachers gain from tutoring (forming pairs) and mentoring?</p>
<ul style="list-style-type: none"> • Students may be less stressed when working with someone from the community other than the teacher who they know better; 	<ul style="list-style-type: none"> • Tutors and mentors help teachers to take care of students in need. They can care for other issues within the classroom;
<ul style="list-style-type: none"> • Taking up a difficult task with someone other than the teacher may trigger the students; 	<ul style="list-style-type: none"> • Teachers achieve student improvement without additional cost or hardship to them or parents;
<ul style="list-style-type: none"> • They are motivated to learn quickly and come back to the larger group with the teacher. 	<ul style="list-style-type: none"> • They can obtain better results in their classroom;
	<ul style="list-style-type: none"> • Help reinforces the collaborative relationship between children and between the school and community.

(4.6) How to Proceed? Mentoring

In the case of mentoring, the mentor is generally a member of the community. The teacher gives him/her a precise task to accomplish with very clear guidelines either at the school or outdoors.

Once the goal is achieved, the mentor has another duty to accomplish. They can be asked by the teacher to work with a group of students at home in order to help them improve their learning.

While the tutor and the tutee may develop their relationship beyond the classroom, perhaps leading to a lasting friendship, the mentor does not have any particular relationship with the students.

REFLECTION

ACTIVITY 2

- Compare your definition with the one above;
- Carefully read what is written above and then list once more three advantages that tutoring can have for two students;
- this with your findings from Activity 3;
- Thinking about your MGC, indicate the number of pairs that you might have;
- Provide four different activities for four pairs indicating the work instructions and desired results each time.

MODULE 4:

COMMUNITY AS A RESOURCE

MODULE 4:

Community as a Resource

INTRODUCTION

As we have already seen in Unit 3 of this Module that discusses the necessary conditions for MGC success, the community's participation and its implication in the school's activities is one of the conditions for success of student learning.

In this Unit, we are going to examine the interactions between the school and its environment.

SPECIFIC OBJECTIVES

At the end of this module, you will be able to:

- Identify and collect local resources as instructive materials to use in teaching your students;
- Identify and organize activities that contribute to community development and reinforce the school's integration in its surroundings;
- Identify human resources that may be interested to contribute to improving students learning and plan for ways to use them.

CONTENT

The study of this fourth Module is divided into the following Units:

Unit 1: Local Resources;
Unit 2: School as Community Resource; and
Unit 3: Community as School Resource.

UNIT 1: Local Resources as Teaching Materials

INTRODUCTION

Young inexperienced teachers are often distraught faced with a lack of teaching materials even though the school courtyard, its surroundings and the village overflow with many and varied resources that might be used as instructive materials for student learning.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Identify and collect local resources as instructional materials to use to teach your students.

(1) CONTENT

ACTIVITY 1

- List 10 local resources found in the school's environment that you can use as teaching materials;
- Indicate how to use them and for which subjects.

(1.1) Local Resources as Instructional Materials

The list below demonstrates a number of resources found in the school milieu and their use as teaching materials.

Local Resources	When to Use
Small rocks, shells, caps, twigs, sticks	Counting in CI/CP, decoration activities, partition-making
Bottles, drinks cans, cans, jars	Measuring capacity, volume, cylinders, building a scale with a bottle, class decoration

Local Resources	When to Use
String, vines, wire	Sensory activities for CI/CP, Metric system, building various shapes, dotted line, circle, semi-circle, square
Cardboard, raffia mats, palm fronds	Cutting out geometric shapes, bulletin boards, making wall posters, various models (human body, organs, different animals, insects, plants, etc.)
Animal skeletons, bird feathers, varied horns, animal skins	Observation, study of animals and birds, decoration, manual activities
Agricultural products: millet, rice, peanuts, beans, fonio, bananas, mangos, pineapples, oranges, mandarins, lettuces, carrots, parsnips, etc.	Sprouting seeds, agriculture, commercialization, climates, cultural areas, simulating selling and buying in a store, weighing, calculating
Leaves from various plants, young plants in pots, diverse flowers	Knowledge of local animals, plant life, cycle, decorating the classroom and the courtyard
Liquids: drinking water, river or sea water, milk, different local drinks: bissap (hibiscus), ginger, tamarinds, ditakh, madd fruit	Using liquids to study human and animal life, production and conservation and commercialization
Pieces of fabric, oil skins, local cotton, spinning wheel and waving loom	Sewing, making clothes, decoration, making dolls, building models
Pottery, basketwork, sculpture, jewelry, plowing instruments, etc.	Work of local artists, artistic pieces, manual labor and farming tools

As you can see, the school milieu overflows with many resources that you should use to help your students.

UNIT 2: School as Community Resource

INTRODUCTION

The educational team's attitude towards the school is determined in the process of developing partnership between the two entities. Teachers should consider themselves as development workers, who, beyond educating the village's children, promote grassroots development through community organization and support of local populations, such as women's cooperatives and youth initiatives.

Teachers must become part of the community, participating if possible in the various ceremonies and manifestations that contribute to solidarity and collective assistance.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand the importance of the school as a community resource;
- Understand the role that the teacher should play to reinforce beneficial ties with the community;
- Identify and organize activities that contribute to community development and reinforce the school's integration in its surroundings.

(2) CONTENT

ACTIVITY 1

- Did you do a study of the setting when you arrived in the village?
- What are the different ethnic, religious or brotherhood groups that live there?
- Does your school (teaching team) work to maintain its relationship with the community?
- What is the role of the school within the community?
- List five activities that your school could develop that would benefit the community;
- Plan for their coordination by indicating strategies of implementation, desired results and the beneficiaries.

(2.1) Role of the Multigrade Classroom Teacher:

- Be familiar with the needs of the community within which you intervene;
- Integrate the community because you need their assistance to assure and improve teaching quality and children's education;
- Frequently act as a counselor for families particularly in regards to their children's future as it is possible that you are the only educated person in the surroundings;
- Construct teaching materials from local resources collected with the help of students and adapted to local realities (dominant activities within the community);
- Help parents and community members to support school instruction by reinforcing instruction at home;
- Contribute to community development through various initiatives: women's and adult literacy, supporting youth organizations activities, promoting local culture through theater and other cultural manifestations;
- Assure child protection by making parents aware of child labor (for example, child maids, lucrative begging, etc.) and early marriage;
- Serve as a model for the community and children through your morality, social conduct and respect for tradition, cultural and religious practice, religious and brotherhood beliefs and political opinions.

(2.2) Five School Activities for Community Benefit

The list below indicates five activities that school members can lead in order to better integrate the life of the community.

No.	Activities	Expected Results	Strategies	Timeline
1	Sensitization of girls education	Increase in the % of girls in school and their retention	Awareness raising meetings, discussions and door-to-door canvassing	CIE enrollment period, other periods
2	Women's literacy	Literate women lead development activities	Identify women's development activities Connect women with literacy organization if there is no possibility at the school	Year long and according to beneficiaries
3	Supporting youth through sports and theater	A football or handball team depending upon class size Functioning theater troupe	Choose activities with the youth and assure support by school strengths	Year long and if possible, during breaks
4	Provide manpower for village clean-up	Clean public spaces before expected large community events	School (teachers and students) collaborate with youth organizations to provide volunteers	Specific calendar dates and important events
5	Parasite treatment campaigns for students and community children	Students and children regularly follow parasite treatments	Involve health, youth and women's organizations as well as the opinion of community leaders	Determined in conjunction with the community

UNIT 3: Community as a Resource

INTRODUCTION

The community harbors enormous potential in the form of human resources that school members should identify in order to help them provide the best conditions for student learning. This means that school members must perform a site study upon their arrival and take inventory of its resources.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Identify possible human resources that may contribute to the betterment of student learning and plan for their usage.

(3) CONTENT

ACTIVITY 1

- What is the relationship that your school maintains with the community?
- Did you perform a site visit when you arrived at the school?
- Have you already used resources from the community at school? if so, how? If not, why not?
- Identify five resources from the community and plan on how they might be used within your classroom.

(3.1) Role of the Community

The community should:

- Reinforce the school's teaching because it is also responsible for children's education;
- Provide resources to the school for construction of instructional materials;
- Help the teacher improve student learning by:
 - Supervising the classroom while the teacher is working with other students;
 - Providing artists to discuss subjects linked to their trade with students in small groups;

- Supervising and checking homework quality according to children's progress reports;
- Helping to facilitate hands-on activities (community gardens, football games, cultural weeks, debates, etc.)
- Contributing by teaching lessons on culture and tradition;
- Help the teacher make the curriculum more relevant by adapting to the local context and needs;
- Hire monitors and tutors for less advanced students;
- Identify learning materials for lessons;
- Helping teachers to better understand their children (meetings with parents)
- Paying attention to their students' behavior in class; and
- Helping to resolve disputes between teachers and other community members.

(3.2) Teacher-Community Partnership

- Like a husband and wife, football player and coach, the school and the community share responsibility for educating children. They have precise roles to play for a common goal;
- In the multigrade context, there is often a lack of resources. If other people work with the teacher to instruct children, the quality of education will be improved;
- The entire community, whether or not they went to school, can contribute to the life of the school: parents, village leaders and elders, vendors, community health and other civil service workers, farmers and other teachers;
- Advantages of partnership with the community:
 - Community members can help you address certain parts of the curriculum;
 - The community can help with school repairs, organizing events and weeding;
 - A better learning environment with community members, and fluid communication about the challenges of classroom management and student progress;
 - Transfer of local knowledge: the school can become a place to learn specific skills based on local realities and linked to the national curriculum;
- The partnership develops over time and with trust from community members. It is a long process that should be developed and reinforced, particularly by schoolteachers. It is a reciprocal relationship, for just as the school should take part in the community the community should involve itself in the school. The school will not be able to

mobilize community members for its benefit until it has proven its integration within the community. It does so by initiating development activities that benefit this same community population.

(3.3) Five Human Resources from the Community who Benefit the School

No.	Human Resource	When to Use
1	Griot/Storyteller	History, ethics, art
2	Nurse	Health education, observational science, early pregnancies
3	Artists	Manual activities, studying trades
4	Koranic school teacher	Religious education, ethics
5	Retired teachers or young educated people	Mentoring, extra-help classes, oversight for students in need

MODULE 5:

MONITORING AND EVALUATING STUDENT LEARNING

MODULE 5:

Monitoring and Evaluating Student Learning

INTRODUCTION

Monograde and multigrade schoolteachers use the same monitoring and evaluation procedures. You should, therefore, already be familiar with many of the techniques that we are going to touch upon in this module.

Because students in a multigrade classroom often spend two or more years with their teacher, it is particularly important that you, as multigrade schoolteacher, maintain individual files on student progress and achievement for the time that they are with you. This means that you not only maintain records of results obtained on written exercises and tests but also detailed files on the progress and particular learning problems for each student.

SPECIFIC OBJECTIVES

At the end of this Module, you will be able to:

- Understand the importance of regular monitoring and evaluation of your students' learning progress;
- Understand different monitoring and evaluation methods that may be used to measure all aspects of student development and achievement; and
- Understand how you can use these techniques to improve student achievement.

CONTENT

The study of this fifth Module is divided into the following units:

Unit 1: Monitoring and Evaluating Student Achievement

Unit 2: Various Student Learning Evaluation Methods

UNIT 1: Monitoring and Evaluating Student Achievement

INTRODUCTION

Multigrade teaching strategies require constant monitoring and regular learning evaluations of students who must spend the majority of their time working alone or in groups, given that they share their schoolteacher with other students from different grade levels.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand and explain monitoring and evaluation; and
- Understand the importance of the schoolteacher and parents to students.

(1) CONTENT

ACTIVITY 1

- What do you know about monitoring and evaluation in a MGC?
- How can you assure evaluation during lessons?
- When should you evaluate?

(1.1) Definition

Monitoring: What is monitoring? The dictionary defines it through the following words: “surveillance,” “observation,” “keeping an eye on,” and “supervision,” All these terms describe the monitoring process.

Constant attention helps you to closely follow what is happening in your classroom. Does everyone understand the lesson? Are the groups working on their assignments? Do some students need help? Have they finished the exercise? Is there a behavioral problem somewhere?

Responses to these questions will inform you of possible actions you should take to improve learning in your classroom.

(1.2) Implementing Monitoring

What are the strategies that will help you to effectively follow what your students are doing?

1. **Be visible:** Be sure that everyone can see you and that they understand that you can see them. Circulate through the classroom looking at student work, giving advice and speaking to groups or students. Maintain discipline.
2. **Observe:** Make note of exercise samples while you are moving about the classroom. These are useful for two reasons:
 - They provide immediate feedback about an exercise. Students know that they are moving in the right direction.
 - This helps you to perceive the difficulties that a group or student may have. You can provide immediate support to one or two students in a group and then move on to the next group encouraging students to share with others what you have said. This is called the “cascade effect.”
3. **Manage time effectively:** Time management in a multigrade classroom is more strictly regimented as the teacher pays attention to one grade level’s activity while the other works independently.

(1.3) Definition

Evaluation: A process that helps you to measure your students’ achievement and progress.

ACTIVITY 2

- When can you evaluate your students?
- Cite the various types of evaluation that you know; and
- Give their definitions.

(1.4) Types of Evaluation

Your decision about what to evaluate and how to use evaluation procedures will depend on what you want to find. Here are three principle methods of evaluation:

1 – DIAGNOSTIC EVALUATION

Definition: If you want to identify student levels or difficulties that they have before beginning a certain activity, you can use diagnostic or predictive evaluation.

Examples: You can ask simple questions about the subject matter that you want to address in order to evaluate students' level of comprehension.

Why use diagnostic evaluation? It allows you to identify the needs of your students and the difficulties they encounter. It also allows you to know where to start and how to address it.

2 – FORMATIVE EVALUATION

Definition : However, if you want to help students to do well during the course of a lesson, you ask them oral or written questions and say “good” to those who have answered correctly and “wrong” to those who have not. This is called “formative evaluation.”

Examples: At each step of the lesson, you should ask some questions. You can give either written exercises in their copybooks or on writing tablets, all the while providing positive and negative affirmation.

Why use formative evaluation? This is how you evaluate students' knowledge and learning styles so that you can motivate them and improve their level of learning. This allows you to review concepts that are not understood.

3 - SUMMATIVE EVALUATION

Definition: But if you also want to assess student learning in order to help you understand exactly to which point students have attained lesson objectives, you should do an evaluation that provides information to your students and their parents on individual student achievement, in terms of both their personal ability and in relation to other students in the class. We call this “summative evaluation.” In a multigrade classroom, you can use summative evaluations more effectively as you will continue to work with the same students for at least another year.

Examples: Summative evaluation is generally obtained through tests at the end of the trimester or school year.

Why use summative evaluation: In general, formative evaluation provides immediate feedback that helps you to improve student learning in order to provide them with advice and support or by making adjustments to your teaching. But, it does not sufficiently inform parents of their students' progress. Only summative evaluation can do this.

ACTIVITY 3

- How do you evaluate student achievement?
- Why do you evaluate their progress?
- How does evaluation benefit students, teachers and parents?

(1.4) Goals of Evaluation

When we evaluate something, we make a judgment about its value or relevance. Let's pause for a moment and think about the evaluation process.

When you evaluate students, you base your judgment not only on how they reach learning goals, but also other factors, such as:

- Your expectations of each student;
- Student achievement in relation to prior achievement;
- The way each student makes progress in relation to the rest of the group.

This information is essential if you want to be able to provide appropriate assistance to each student.

(1.5) The Link Between Monitoring and Evaluation

In the school setting, the terms "monitoring and evaluation" are closely linked. The monitoring process helps you to identify achievement levels, including areas of weakness or specific learning difficulties for your students.

Information gathered from these evaluation activities helps you to make decisions about changes needed to improve your teaching strategies and advice that you can provide to help your students to improve themselves.

We all understand that evaluation is an essential part of the learning process and even if you are only teaching a short lesson, you should try, in one way or another, to measure your students' achievement. Have you ever thought about how to do this?

(1.6) Importance of Monitoring and Evaluation for Teachers

The majority of teachers think about of their capacity too provide feedback on the quality of student learning.

As such, assessment:

- Shows the level of achievement attained by each of your students;
- Indicates their readiness to move on to the next stage;
- Provides a record of their progress over a period of time that will help you to identify their particular learning challenges.

However, teachers should also perform self-evaluation. The majority of teachers are familiar with the reflection process (self-evaluation) and often ask themselves after a lesson, what about my lesson today or this week was effective? Did I:

- Use classroom space well?
- Use the corner arrangements well?
- The most appropriate method to teach each group?
- Avoid a line of students at my desk waiting for me to grade the exercise or waiting to ask me a question about the work they should be doing?
- Anticipate and control disruptive behaviors?
- How can I improve?

It is very useful to reflect on your lesson, but the risk is seeing only the implementation of the lesson rather than student achievement. You should only do a complete assessment of your teaching effectiveness if you have evaluated and graded the exercise or activities that you asked the students to do. If so, you are now in a good position to answer the following questions:

- Have all the students reached the learning objectives of the lesson?
- Have all the students really understood the assignment?
- Are there students or groups of students that did not understand the lesson? What assistance can I provide to help them improve their learning progress?

(1.7) Importance of Monitoring and Evaluation for Students

Monitoring and evaluation can have the same benefits for students as for teachers. First of all, it provides feedback about the students' level of learning and achievement. Let's return for a moment when you were students faced with exercises given by the teacher. Can you remember what results meant for you?

Exercises help to realize:

- To what extent has the student understood the lesson?
- What did the teacher expect from the student?
- What additional study does the student need to do?

Monitoring and evaluation serve to not only improve learning levels but also learning quality.

(1.8) Importance of Monitoring and Evaluation for Parents

Have you ever thought of your responsibility to the parents of the children you teach? The results of your evaluation activities are an important piece of information to parents. It helps to inform them of their children's progress and understand what they can do to help them improve.

The majority of schools do not encourage parents to visit. Your attitude can be a determining factor in their interest in the school.

(1.9) Importance of Evaluation for Your School

The results of your evaluations can help the other teachers in your school who will receive your students. You also will need to know something about the needs and abilities of the students who will come to you from other classes.

Finally, evaluation plays an important role in the information about your multigrade classroom's learning achievement that the school needs to provide to local school authorities. You can also compare these results with the results of similar classes or monograde classrooms. This information can help people who have negative prejudices against MGCs to have a better idea of the quality teaching and learning activities that multigrade schools can provide.

UNIT 2: Various Methods of Student Learning Evaluation

INTRODUCTION

In this Unit, we will visit a number of methods that you can use to collect information on your students' progress. Checklists, rubrics, portfolios, and quizzes and written tests can be developed to evaluate cognitive outcomes and cognitive motor skills. They are also necessary to evaluate affective outcomes (social development and attitudes).

These instruments are particularly useful in multigrade situations where you need to observe the characteristics of many groups over a long period of time. They are easy to read and can quickly and simultaneously provide a summary of achievement for you, parents, other teachers and the school administration.

SPECIFIC OBJECTIVES

At the end of this Unit, you will be able to:

- Understand the multiple outcomes that may be evaluated by the methods below; and
- Expand upon the various methods in order to use them in your classroom.

(2) CONTENT

ACTIVITY 3

- What do you know about checklists, rubrics, portfolios, evaluation sheets for independent work and written tests?
- Have you already used them in your classroom? If yes, how?

(2.1) Checklists

Use checklists to assess tasks that can be divided into a series of logical points, such as the development of reading or particular math skills. Checklists make sure that you are evaluating students according to specific objectives indicated in the lesson.

Checklists are used to show how students have developed specific skills or how they are capable of performing certain tasks.

EXAMPLE 1: READING CHECKLIST

In the example below, you will notice how one identifies particular skills that you want students to achieve as they have begun learning to read.

SOUND AND WORD RECOGNITION CHECKLIST		
Student name:.....		
Date.....		
Subject: Visual and auditory discrimination		
Objective achieved?	Yes	No
1- Distinguish between letters seen	X	
2- Capable of reading words appropriate to level	X	
3-Distinguish between heard sounds		X
4-Distinguish between words heard		X

An evaluation like this one will need to be performed more than once in the trimester in order to see if there has been any improvement. You will also need to add different criteria as reading level increases.

EXAMPLE 2: LESSON SERIES CHECKLIST

In the example below, you will see how we use checklists to evaluate a series of climate lessons at the end of the trimester.

CHECKLIST: LESSON SERIES Subject: Climate						
Student Level	Musa CE2	Fatu CE2	Lamine CM1	Pape CM1	Bintu CM2	Badu CM2
Objective: Class 1 Can use correct vocabulary to describe the weather in our locality	X	X		X	X	
Objective: Class 2 Can explain how the climate affects people's lives in our locality	X	X				X
Objective: Class 3 Is capable of making simple climate instruments		X		X	X	X
Objective: Class 4 Can record rain and temperature exactly using images	X	X	X		X	X
Objective: Class 5 Can explain causes of climate season change	X	X		X	X	X
Objective: Class 6 Can explain how changes affect human activities in various areas of our country	X	X	X			X

The previous section uses checklists to evaluate cognitive achievements. They are also used to evaluate skills and attitudes.

EXAMPLE 3: CHECKLIST TO EVALUATE STUDENT ATTITUDES

The example below shows how you can use checklists to evaluate student attitudes during group work and play activities over the semester.

CHECKLIST: GROUP WORK SKILLS 1ST TRIMESTER						
Student Level	Musa CE2	Fatu CE2	Lamine CM1	Pape CM1	Bintu CM2	Badu CM2
Shows interest in activities	X	X		X	X	
Demonstrates leadership	X	X				X
Listens to the ideas of others		X		X	X	X
Accepts and respects group decisions	X	X	X		X	X
Effectively organizes tasks	X	X		X	X	X
Offers appropriate assistance	X	X	X			X

(2.2) Rubrics

The checklists we have just looked at are used to show how much students have developed specific skills or how capable they are to do particular tasks.

A modified version of the checklist, called a “rubric,” can also be used to evaluate the development of skills during the trimester. This tool is particularly necessary when you speak with parents at the end of the trimester.

EXAMPLE 1: RUBRIC FOR SOCIAL SKILLS

The rubric below shows the development of social habits during the trimester.

RUBRIC: SOCIAL SKILLS 1ST TRIMESTER			
Name: Lamine Diatta Grade: CM1			
Social Skills	(1) Little	(2) Decent	(3) Good or Very Good
Behavior towards others in the class			X
Motivation (attitude towards work)	X		
Independent as a learner	X		
Self-esteem	X		
Willingness to help with tasks outside of class (collecting and distributing books, sweeping)			X
Sub-total	3		6
		Total	9

* Discuss your observations and comments with the student in question. Sometimes, your understanding of an incident may be very different from that of the student.

You should make similar sheets for each student to attach to their composition book for the trimester in order to inform parents of their child’s certain behaviors.

(2.3) Portfolios

Student portfolios are collections of a student's assignments. The multigrade situation provides an excellent opportunity for teachers and students to compile portfolios. The key to judicious use of portfolios is in selecting which assignments to include.

You will need to think about:

- The reason for making portfolios and who decides what products should be included;
- The type of work that students should include (for example: only samples of their best achievements or a selection of both good and weaker assignments);
- Criteria for assessment (used to evaluate individual work);
- The destination for the final product.

You can also decide to include written notes about something that you think is of particular importance to a particular student's achievement or behavior in the portfolio.

An Anecdote: A short tale about a noteworthy incident

It is not necessary to do them with just any student. These grades, in anecdotal form, are more necessary as a recording mechanism of changing attitudes and behaviors, particularly, in the case of students with behavior or learning difficulties.

Because you have the possibility to work with the same students over the course of several years, it is especially necessary for you to review the portfolio to see where your students have encountered difficulty or made significant progress. If another teacher should receive your students, you can give them this precious document in order to become more familiar with children's situations.

EXAMPLE 1: ANECDOTE

ANECDOTE
Name: Zeynabou Grade: CE1
Date: 23 January 2003
Comments: Contrary to all expectations, she who never participated in class, volunteered to read a story to her classmates.

EXAMPLE 2: ANECDOTE

ANECDOTE
Name: Fatimata Grade: CE1
Date: 12 March 2003
Comments: She continues to talk in class! I am sick of this behavior! It is impossible that she follow along! When will she change?

It is important to:

- Write anecdotal notes about behavior or learning attitudes which, according to you, are significant;
- Write notes as objectively as possible. You should not include your personal feelings about the student;
- Be certain that the notes are made regularly in order to represent the child's typical behavior (focusing on both negative and positive behaviors);
- Keep notes for each child in a separate envelope. In this way, it will be easy to identify achievement and behavior tendencies.

(2.4) Written tests

Written tests are the most commonly used instruments to measure and assess cognitive development. As a MGC teacher, you need to give different tests for each grade or questions of varying difficulty.

When it comes to an assignment, the teacher prepares a series of questions. These questions can be divided into two main categories:

I. Close-ended questions

II. Open-ended questions

I. Close-Ended Questions

- Close-ended questions ask students to give a correct response or choose the correct response from a given set of options. Both are used to test factual knowledge.

There are four frequently used close-ended questions:

1. Fill-ins;
2. True or false;
3. Drawing arrows;
4. Multiple choice

1 – Fill-ins

“Fill-in” questions provide students with a series of questions or phrases that they should finish themselves by giving the correct response.

EXAMPLE 1: FILL-IN

FILL-IN
The Capital of Senegal is.....
The expected response is “Dakar.” It is the only valid answer.

EXAMPLE 2: FILL-IN

FILL-IN
The president of Senegal is.....
The expected response is “Abdoulaye Wade”

EXAMPLE 3: FILL-IN

FILL-IN
Does two plus two equal five.....?
The expected response is “no”

2 – TRUE OR FALSE

“True or False” questions provide students with a series of statements that they must declare as true or false. In constructing this sort of question, always write the statements so that the meaning is very clear.

The main disadvantage with True or False questions is that there is a 50% chance that the student guesses the correct answer.

EXAMPLE 1: TRUE OR FALSE

TRUE OR FALSE: SCIENCE	
Question: Six planets surround our sun.	
TRUE []	FALSE []

EXAMPLE 2: TRUE OR FALSE

TRUE OR FALSE: MATH	
Question: If I multiple 2 by 1, the answer is 3.	
TRUE []	FALSE []

EXAMPLE 3: TRUE OR FALSE

TRUE OR FALSE: ENGLISH	
Question: “Ate” is the past tense form of the verb “to eat”	
TRUE []	FALSE []

3 – DRAWING ARROWS

This type of question provides students with two lists of words or expressions and asks them to draw lines that show how the words are connected.

EXAMPLE 1: DRAWING ARROWS

DRAW ARROWS: CONNECT EACH COUNTRY AND ITS CAPITAL	
Instructions: Draw an arrow that links each country in the left column with its capital in the right column.	
COUNTRIES	CITIES
Seychelles	Lusaka
Zambia	Gaborone
Uganda	Kampala
Tanzania	Dar es Salam
Botswana	Victoria

EXAMPLE 2: DRAWING ARROWS

DRAW ARROWS: CONNECT THE PROBLEM WITH ITS ANSWER	
Instructions: Draw an arrow that links each problem in the left column with its response in the right column.	
PROBLEMS	ANSWERS
$5 + 8 =$	8
$6 \times 2 =$	3
$12 - 4 =$	12
$6 / 2 =$	13

EXAMPLE 3: DRAWING ARROWS

DRAW ARROWS: CONNECT EACH ORGAN WITH ITS SENSE	
Instructions: Draw an arrow that links each organ in the left column with its sense in the right column.	
ORGAN	SENSE
Eyes	Touch
Skin	Smell
Nose	Sight

4 – MULTIPLE CHOICE QUESTIONS

These are choice questions. Each type of question has two main parts: the source and the answer. The problem is stated as a source or a stem and proposes 4 or 5 options to students from which they are asked to choose the correct answer.

In multiple-choice questions, the source is either stated as a direct question or an incomplete sentence. In the example below, the source is an incomplete sentence, however note that it could also be formulated as a question: What is the capital of Senegal?

EXAMPLE 1: MULTIPLE CHOICE QUESTION

MULTIPLE CHOICE QUESTION: GEOGRAPHY
Question : The capital of Senegal is...
<input checked="" type="checkbox"/> Dakar
<input type="checkbox"/> Nairobi
<input type="checkbox"/> Harare
<input type="checkbox"/> Pretoria

In multiple choice questions, the possible answers must be possible (meaning that they must seem possible to a student who is uncertain of the correct answer). Look again at the example above. What do you notice about the alternatives or answers? They are all capitals of African countries.

You can also create multiple choice questions with more than one correct answer that ask more than simple fact recall.

EXAMPLE 2: MULTIPLE CHOICE QUESTION

MULTIPLE CHOICE QUESTION: MATH						
Question : Which of the numbers are multiples of 3.						
<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 15	<input checked="" type="checkbox"/> 48	<input checked="" type="checkbox"/> 87	<input checked="" type="checkbox"/> 159	<input type="checkbox"/> 449	<input checked="" type="checkbox"/> 636

II. Open-Ended Questions:

- Open-ended questions ask students to think and to express themselves according to the given instructions. These are used most often with composition questions. There are two types of composition questions:
 1. Those that require a structured response;
 2. Those that require a prolonged or drawn-out response.

The main difference between the two is the freedom given to students to formulate an answer.

1 – STRUCTURED RESPONSE

Students' responses are limited because the structure of the response is clearly stated. Questions that ask for structured responses may vary in length.

In the following example, students are asked to write three simple phrases.

EXAMPLE 1: STRUCTURED RESPONSE

STRUCTURED RESPONSE: HEALTH EDUCATION
Instructions: Give three reasons why we need to keep gutters and sewers clean.

Certain questions may ask for a longer structured response.

EXAMPLE 2: STRUCTURED RESPONSE

STRUCTURED RESPONSE: CIVICS
General instructions: Explain to a friend how to prepare your favorite dish.
In the first paragraph, you should cite the ingredients and materials necessary to prepare it;
In the second paragraph, you should explain the various steps of preparation;
In the third and last paragraph, you should explain why it is your favorite dish.

2 – DRAWN-OUT (PROLONGED) RESPONSE

In this case, the student is free to determine both the structure and content of the response. Composition questions of this kind are given to high school students as they require a high level of skill in understanding of the subject matter, language use, and the way the response should be structured.

Drawn-out or prolonged responses can be used for all subject areas, for example, we can expect students to write compositions or essays in a language like English or French, where they respond to questions from history or geography.

EXAMPLE 1: DRAWN-OUT (PROLONGED) RESPONSE

DRAWN-OUT (PROLONGED) RESPONSE: HISTORY

Instructions:

Analyze the importance of Senegalese international relations since Independence in an essay.

EXAMPLE 2: DRAWN-OUT (PROLONGED) RESPONSE:

DRAWN-OUT (PROLONGED) RESPONSE: ENGLISH

Instructions:

Write an essay in English on what did you during vacation.

EXAMPLE 3: SENEGALESE CONTEXT

DRAWN-OUT (PROLONGED) RESPONSE: SCIENCE

Instructions:

Explain how the human heart functions.

(2.5) The Advantages and Limitations of Using Composition Questions

The main advantage of composition questions is that you can assess a much broader range of learning situations, for example, comprehension.

Constraints of this type of composition:

- Your subjective judgments may influence the grade given; or
- You may not agree with the opinions expressed; or
- You may feel that the question should have been responded to in a different way; or
- You may be tired when you are correcting the assignment.

(2.6) Correcting Composition Questions

Before beginning to correct, you should develop a rubric that will guide you to focus on certain particular situations and will help you to give a grade for each category that you identify as part of the rubric.

- **Organization:** Is there a clear introduction, body and conclusion?
- **Content:** Is the content well formed at the end of a week or a day?
- **Grammar and vocabulary:** Is the sentence and paragraph structure, punctuation, spelling and the use of words appropriate and correct?
- **Comprehension and analysis:** Does the work respond to the question?

You may decide that certain parts should have more points than others. This is called “favoring.”

(2.7) Using Test Results to Diagnose Problems

A rubric is an instrument used to grade an assignment. Many “rapid tests,” such as spelling tests or mental calculations are used over a period of a week or a day to see if the students have learned or can “recall” certain facts or procedures. This is valuable in itself but you need to be able to see beyond the raw grade if you want to be able to diagnose specific problems that individuals have in relation to learning.

CASE STUDY #1

(*Translator's note: English language example adapted from French version)

Look at Mariama's spelling test. She received a 2 out of 5. Why did she miss the spelling of these words?

In this case, when you look closely at her sheet you notice immediately that she has a problem with "ie" and "ei."

Name: Mariama	
recieve	x
conceive	√
retrieve	√
percieve	x
beleive	x

Maybe she forgot to apply the rule that she was given.

In this case, you should have her review and reread the rule before giving her a similar test for consolidation.

(2.8) Assessment Sheets for Independent Activities

Assessment sheets are used with independent activities, whether individually or in groups. When they are individual, the students makes note of achievements as well weaknesses as they use the various exercise and auto-correction worksheets. When used by the group, the group leader assures that the assessment sheets are filled out.

These sheets also take into account the progress of students or groups and allow for better management of review activities. Each time, teachers should nonetheless compare the notes on the assessment sheet with the results from the exercises to be certain that no one is taking advantage of their trust.

EXAMPLE 1: ASSESSMENT SHEET FOR INDEPENDENT ACTIVITIES

NAME:					LEVEL:		
	1 st time		2 nd time			3 rd time	
	Date	Score	Date	Score	Date	Score	
Worksheet 1		U		P		S	
Worksheet 2							
Worksheet 3							
Worksheet 4							
Worksheet 5							
Worksheet 6							
Worksheet 7							
Worksheet 8							
Worksheet 9							
Worksheet 10							
Worksheet 11							
Worksheet 12							
Worksheet 13							
Worksheet 14							
Worksheet 15							
Worksheet 16							
Worksheet 17							
Worksheet 18							
Worksheet 19							
Worksheet 20							

U= Unsatisfactory

S= Satisfactory

P = Passing

You can make as many of these sheets as the academic subjects you teach and exercise worksheets you have in order to get students used to self-assessment. They allow you evaluate the performance of students who work independently even though you are with another grade level group.

CONCLUSION

You have just completed your study of this Guide on multigrade classrooms. We hope that all your concerns have lifted! You can now begin to invest your energies in your classroom while waiting for a specific training that the educational team from your district will certainly organize in order to equip its young schoolteachers who are ready to go, trowel in hand!

This Guide cannot replace formal training, far from it! However, it has its usefulness!

For those of you who are assigned to the bush, at an isolated school, far from large built-up areas, in the middle of farmers or herders who have placed a lot of hope in you, this tool will help you make your first steps in multigrade teaching, or reinforce your experience.

But do not limit yourselves to studying it alone. Take advantage of weekends to join up with a nearby school where you hope to find schoolteachers more experienced than you. Discuss together the content in order to have a better understanding. Don't forget your journal where you write down all your observations, questions, unfulfilled expectations or suggestions for improvement. Submit it to the harsh reality check of classroom experience and the fine-toothed comb of constructive criticism.

We are in the middle of an Action Research process and you are central to the process as since the beginning you have participated in the development of this tool. It is thus, only the first version. There will certainly be others as action and reflection continue to be mutually enriching!

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