

# Planning for Multiage



**By Marion Leier**

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“We cannot impose a curriculum on a young mind; instead we must feed the mind with enabling skills that empower it to grow on its own.”

- Dr Raymond Hartjen *Empowering the Child (P.110)*



# “Enabling skills”

Students fully engaged in the *process* of learning.....

- Take responsibility , self-regulated
- Develop standards of excellence
- Aware of own strengths and weaknesses and how to deal with them productively and constructively
- Aware of curriculum goals and ‘big picture’ of how activities relate to goals

How does *content* fit into a workshop approach?

# The Project Approach

Sylvia C Chard, PhD

- framework for integrated, in-depth topics
- based on real-life topics
- planned in negotiation with students
- allows teachers to be accountable
- enables students to have some choice in research
- develops student intrinsic motivation
- [www.project-approach.com](http://www.project-approach.com)

# Options to address multi-year content topics:

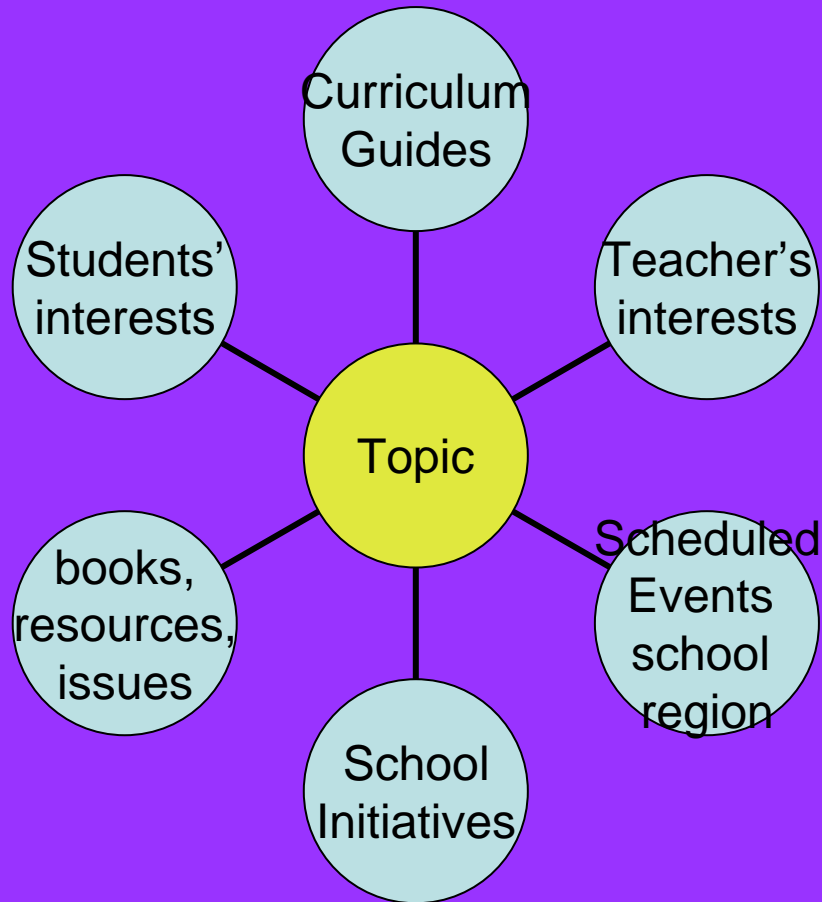
**Science      social studies      health**

Choose the topics of the older group first year;  
the younger group the next year.

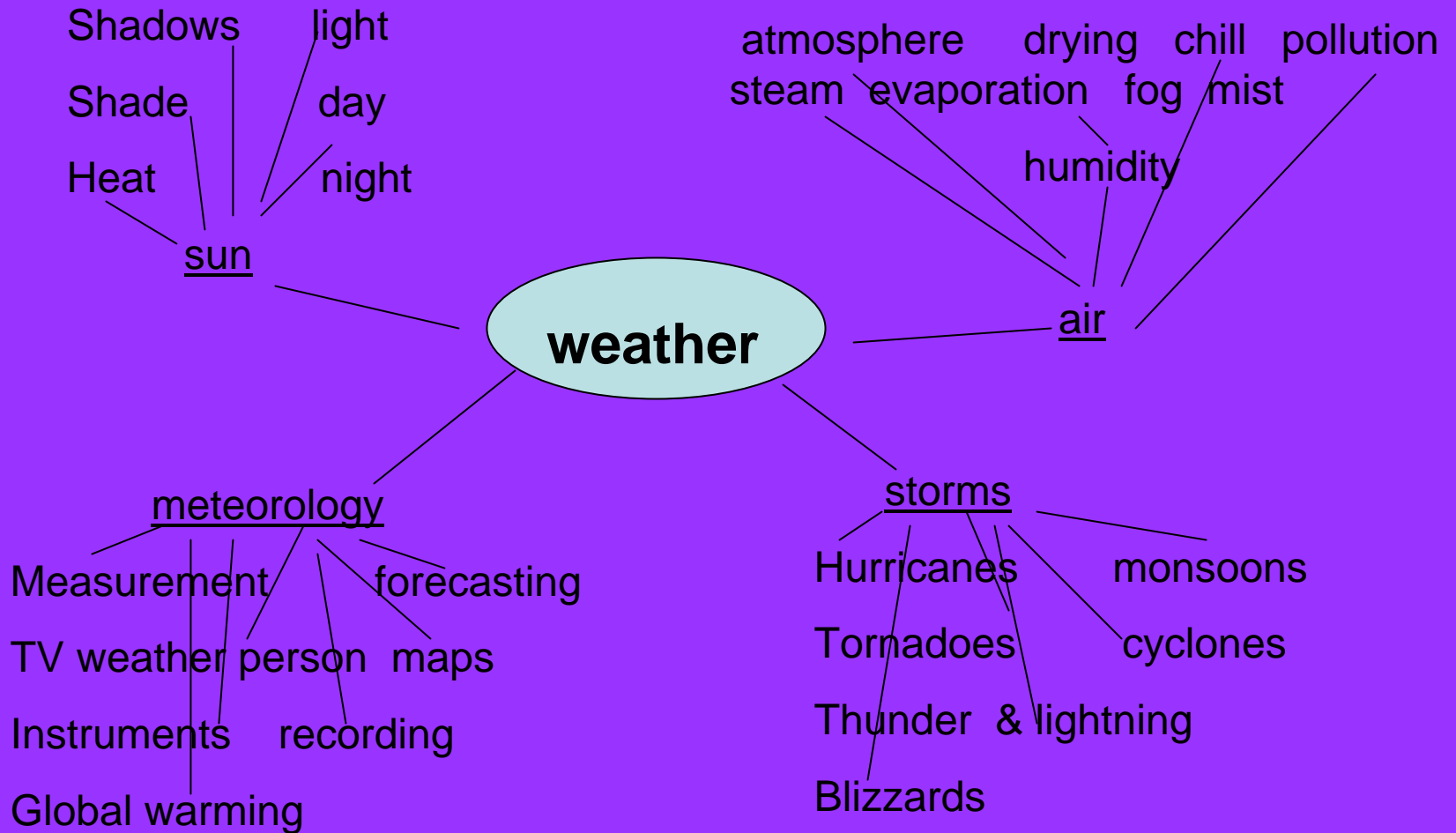
Choose half the topics of one age group,  
half of the other age group

Create integrated class projects that connect  
topics across age groups.

# Considerations when choosing topics:



# Topic Web



Design a curriculum map for the year, segregating elements for planning only.

Check map for SCO's from curriculum guides.

Project Approach

- accountable
- flexible
- constructivist

|                | Sept       | Oct | Nov   | Dec |
|----------------|------------|-----|-------|-----|
| Topic          | MAG ISLAND |     | ROOTS |     |
| Read aloud     |            |     |       |     |
| projects       |            |     |       |     |
| Oral language  |            |     |       |     |
| reading        |            |     |       |     |
| writing        |            |     |       |     |
| spelling       |            |     |       |     |
| math           |            |     |       |     |
| Social studies |            |     |       |     |
| science        |            |     |       |     |



Select 'read aloud' books to enhance topics.

Organize topic related websites in [ww2.ikeepbookmarks.com](http://ww2.ikeepbookmarks.com)

|                | Sept           | Oct             | Nov                    | Dec                |
|----------------|----------------|-----------------|------------------------|--------------------|
| Topic          | MAG ISLAND     |                 | ROOTS                  |                    |
| Read aloud     | <i>The Cay</i> | <i>Pit Pony</i> | Traditional Literature | <i>Irish Chain</i> |
| projects       |                |                 |                        |                    |
| Oral language  |                |                 |                        |                    |
| reading        |                |                 |                        |                    |
| writing        |                |                 |                        |                    |
| spelling       |                |                 |                        |                    |
| math           |                |                 |                        |                    |
| Social studies |                |                 |                        |                    |
| science        |                |                 |                        |                    |

Ensure all math strands have block of time.

Plan ahead special projects /events.

Repeat *process* but not *content* another year.

|                | Sept                                         | Oct                                     | Nov                                                             | Dec                                              |
|----------------|----------------------------------------------|-----------------------------------------|-----------------------------------------------------------------|--------------------------------------------------|
| Topic          | MAG ISLAND                                   |                                         | ROOTS                                                           |                                                  |
| Read aloud     | <i>The Cay</i>                               | <i>Pit Pony</i>                         | Traditional Literature                                          | <i>Irish Chain</i>                               |
| projects       | island video<br>Shark, dolphin<br>webquest   | Island model                            | Pumpkin plants<br>Hydroponic<br>Cold frame<br>dykes             | Acadian song for<br>school concert<br>Class play |
| Oral language  | Class meeting<br>Movie script                | presentation                            | Story telling                                                   |                                                  |
| reading        | Indiv conferences, logs<br>Reading responses |                                         | Historical fiction genre<br>Play: <i>Evangeline and Gabriel</i> |                                                  |
| writing        | paragraph                                    | story structure<br>lead                 | elaborating<br>sentences                                        | report genre<br>poetry                           |
| spelling       | 'white words'<br>assessment                  | Word study<br>buddy                     | Root words<br>Prefix, suffix                                    | Homophones                                       |
| math           | Data<br>management                           | Number sense<br>+, - facts      x facts |                                                                 | probability                                      |
| Social studies | Landforms<br>racism                          | NS map<br>Children's<br>rights          | Early Acadians<br>Expulsion                                     | Halifax<br>Explosion                             |
| science        | Tracking daily<br>temp, wind                 | Rocks,<br>minerals                      | Erosion,<br>Plant roots                                         | Global<br>warming                                |

Large blocks of time

Reading  
Writing  
Math

Overlay content into process workshops

| 2004-2005<br>Leier | Mon      | Tues     | Wed      | Thurs    | Fri      |
|--------------------|----------|----------|----------|----------|----------|
| 8:30-8:40          | O Canada | O Canada | O Canada | O Canada | Assembly |
| 8:40-9:10          | FRENCH   | FRENCH   | FRENCH   | FRENCH   |          |
| 9:10-9:40          | MUSIC    |          | MUSIC    | LIBRARY  |          |
| 9:40-10:40         |          |          |          |          |          |
| 10:45-11:00        | RECESS   | RECESS   | RECESS   | RECESS   | RECESS   |
| 11:05-12:05        |          |          |          |          | FRENCH   |
|                    |          |          | PHYS ED  |          |          |
| 12:05-1:00         | NOON     | NOON     | NOON     | NOON     | NOON     |
| 1:00-2:05          |          |          |          |          |          |
| 2:05-2:25          |          |          |          |          |          |
| 2:25-2:30          | DISMISS  | DISMISS  | DISMISS  | DISMISS  | DISMISS  |

*Notes*