Beautiful SAVIOR

WHAT MAKES OUR MULTI-GRADE CLASSROOMS SO BENEFICIAL?

Individual Curriculum



Example #1 – Jenny, a 3rd grade student who is advanced in reading, is easily placed in the same group with a 4th grader at the same reading level.

Example #2 – Abe, a 8th grader who struggles with spelling and language work, can join in with the 7th graders as a review to strengthen those concepts.

Example #3 – Small class sizes mean more individualized attention in individual subjects. An 8th grade math class with less than 5 students or an individual preschool art project during center time are just a few examples.

Example #4 – As one group is being taught, the other group learns independence (using reading centers with step-by-step directions; responsibility in putting away materials; self-guided work with self-assessment of where help is needed). This leads to higher confidence and higher maturity.

Older Student "Leadership Building"



Example #5 – Julie, a Kindergarten student, has an opportunity to be a leader as she works with a K4 partner in language centers.

Example #6 – As they sing in music class, the 5th graders take pride in what they can do that younger children have not yet mastered.

Example #7 - Younger children in the classroom see older children excelling in reading and math and view them as "role models." (This also happens school-wide in events such as the musical, science fair, and Christmas program.)

Example #8 – Ben, a supportive 7th grade student, helps the incoming 6th grader adjust to the style of the new History textbook.

Example #9 – Brennan, a 2nd grader who has further developed his fine motor skills, helps a fellow 1st grade classmate with his art project.

Example #10 – All the 4th graders are responsible for helping the incoming 3rd grade students learn the classroom rules, showing that they are taking ownership of *their* class.

Same Teacher for Multiple Years



Example #11 – Because Karen has had the same teacher for three years in a row, the parents and teacher have formed a close relationship. When Karen's family is going through a tough time, the parents' trust in the teacher allows them to share many details with the teacher, who is now well-informed. The teacher is genuinely concerned and adjusts accordingly to Karen's needs.

Example #12 - Because Jake has had the same teacher for two years in a row, the parents and teacher have formed a close relationship. The teacher feels comfortable sharing family news with the parents (and sometimes the students), creating a closer bond and a family environment inside and outside of the classroom.

Example #13 - Because Alex has had the same teacher for three years in a row, it only takes two days (not two months) for him to master the already-familiar classroom procedures at the beginning of the year.

Example #14 – The teacher already knows Sara's reading and math level from last year. Since this will be the second year in her class, little time will be wasted in determining her ability level in those areas.

Example #15 – The teacher knows Kyle's struggles with note-taking. Since Kyle will be a returning student in his classroom, as the teacher is planning in summer, he is already forming strategies to assist Kyle with those additional needs.

Example #16 – Meg struggled with a social behavior last year. After the parents and teachers met, they were able to implement strategies that were working towards the end of the school year. Since Meg is a returning student in that same classroom, the teacher and parents already understand the plan for extra assistance, thereby eliminating any time lost for training parents about the process.

Older Student Review / Younger Student Preview



Example #17 – While Sam, a 1st grade student, is busy with "Drop Everything And Read," he is able to listen in to the 2nd grade social studies lesson, giving him a preview of what will be taught to him next year. Brain-based research show that this multiple-contact with learned material builds brain "pathways," which leads to better retention of information.

Example #18 – During a grammar lesson, the 6th grade curriculum provides the basis for the lesson; this is on-level for the 6th graders, but acts like more of a review for the 7th/8th graders. However, the 7th/8th graders are given an advanced mini-lesson on the same topic, providing a preview to the 6th graders.

Example #19 – During a review discussion of today's Bible lesson, different levels of questioning are asked to different grade levels. The 3rd grade students receive more of the basic comprehension questions, while the 5th graders receive more of the in-depth analysis and evaluation questions. The comprehension questions provide a review for all students, while the analysis and evaluation questions provide a higher level of thinking for those who are ready for them.

Example #20 – In a history, science, or religion discussion, different age groups have different perspectives and understanding that can be shared with the entire group, allowing all students to receive a well-rounded viewpoint on a certain topic that they may not have normally had the opportunity to receive.

Family Atmosphere



Example #21 – Students of different ages learn to work together on projects review and review activities, such as web quests, group presentations, and other authentic performance assessments. This generates a family atmosphere among the students, which fosters learning.

Example #22 – On the recess playground, it is common to see organized sports and other games that include a mixture of all ages. The older students take on the role of "big brothers" and "big sisters."

Example #23 - Older students learn patience through leadership responsibilities that they initiate.