

The GPLMS Multigrade Manual

**Produced by the
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for use in GPLMS Schools**

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1 The aims of this manual

In at least a quarter of all the schools in South Africa, a single teacher works with more than one grade in the same classroom¹. If you are this kind of teacher, this manual is designed to help you.

Unfortunately, not many teachers have been trained in multigrade methods and class management. If you teach in a multigrade school, you might feel that you are fighting a losing battle as you struggle to teach different grades at the same time, and cover all the CAPS requirements.

You won't find instant answers here, but perhaps some of the information and suggestions will help you to extend your professional skills and to inspire the children in your care to love learning.

This Manual will provide information on the following topics:

- **multigrade schooling around the world**, and what we as South African teachers can learn from multigrade teaching experiences in other countries.
- **methods and strategies** that can be used with multigrade classes. The emphasis is on mathematics and Language teaching, but the general principles apply to other subjects as well
- **using the lesson plans and other resources** provided by GPLMS for teaching multigrade Mathematics and Languages in primary schools
- **the attitude and approach** that contributes to successful multigrade teaching.

2 Multigrade schools around the world

Worldwide, there are about 200 million children in multigrade schools. Such schools are found throughout the world, in affluent communities with access to advanced technologies, and also among the world's poorest, most deprived populations.

2.1 Multigrade schooling in more affluent countries

In countries like Australia, Canada and Britain, most multigrade schools are in rural areas. Small numbers of learners of different ages and grades are taught by the same teacher. Of course, these countries also have some poverty-stricken communities, where the multigrade schools are neglected and poorly resourced. But the best of their multigrade schools are well resourced, with suitably trained teachers. They have libraries, computers and other technology, so the learners can access information for themselves.

The teachers usually plan their lessons around topics or themes. They might read a story to the whole class, then get everyone to discuss it. The older learners then answer comprehension questions on the story, while the younger grade does a simpler activity, like drawing a picture that shows their understanding of the story. This is called **differentiated learning**². The teacher also uses other strategies to keep all the learners busy at the same time. The learners are used to working independently, so the teacher is able to move about, monitoring their activities and dealing with individual problems.

Research shows that multigrade teaching has a lot of benefits:

- The children learn to be independent learners and can find information for themselves
- The teachers get to know the learners as individuals. The teachers can plan work that suits learners' needs and interests
- The learners help each other, for example, older children can listen to the younger ones reading. This means that the older ones can revise their own work, develop teaching skills and learn to be patient and responsible. The school is like a family or learning community.
- Parents and community members can play a part, providing support and helping to make decisions
- The learners work at their own level and their own pace.

Multigrade teaching offers so many advantages that many people see it as the way forward for schooling. In Sweden, for example, there are plans to make all the schools multigrade⁴.

2.2 Multigrade schooling in developing countries

Countries like India have huge numbers of poor people, and millions of children who are not in school. Some of the Indian states have introduced multigrade schooling, and this has helped more children attend school and reduced the dropout rate. The schools are planned like this:

- Classrooms are big enough for about 40 children, with space to move about. They are equipped with lots of simple resources, like sets of levelled work cards and readers.

- The learners work through the materials, practising skills individually. They do not have to do the same work at the same time, but they also take part in some group activities.
- Marking and recording are carefully monitored.
- The classroom walls are lined with chalkboards, and each learner has a section where he or she can practise writing. Learners look at one another's work, comment on it and give help and advice to their peers.
- The teacher is a manager who moves about, observing, explaining, encouraging and directing. She organises group activities and gives lessons where necessary.
- The teacher trains older children to assist her in supervising and helping the younger ones⁶.

In Africa, many countries are working hard to meet their development goals. They realise that it is important to bring education to poverty-stricken rural areas. Multigrade schooling is a way of doing this.

Children in poorer countries often miss school because they have to work, or because their families move about. When they return to a school, they can continue from where they left off without feeling that they have failed or fallen behind.

Some of the African countries that are making creative use of multigrade teaching include Lesotho, Zambia, Botswana, Malawi, Tanzania, Kenya, Rwanda, Angola, Nigeria, Ghana and South Sudan. In recent years there have been two important conferences on multigrade schooling, one in Tanzania and one in Lesotho.

2.3 Multigrade schooling in South Africa

Under apartheid, multigrade schools were mainly farm schools in rural areas. Today they fall under the control of the provincial departments. Some multigrade schools are sponsored and well equipped, but others are poorly resourced and neglected in favour of urban, monograde schools. In recent years there has been a growth in urban and peri-urban multigrade classes, as there is now a demand for learners to be taught in their home languages, some of which are minority languages, and multigrade classes ensure sufficient numbers to validate teaching in that language as LOLT.

There are teachers who enjoy multigrade teaching and understand its benefits, but most multigrade teachers see it as difficult and stressful. Molteno researchers recently interviewed a sample of multigrade teachers in Gauteng. Only a few of the teachers saw any advantages in the multigrade system. In fact, two of them said the job had damaged their health!

The teachers said that they struggle to meet the demands of CAPS. It is difficult to teach two or three grades at the same time, and there is not enough time to plan, prepare or assess, especially when classes are over-crowded and there is a shortage of learning materials or stationery.

But the most serious problem is that multigrade teaching requires teaching methods which are not included in teacher training courses. So teachers try to cope by applying traditional, teacher-centred, monograde methods, which are usually less successful.

3 Growing as a multigrade teacher

Here is some information and advice for multigrade teachers who are committed making their teaching more effective.

3.1 See your role differently

When you were at school, you were probably taught by someone who stood at one end of the room, doing a lot of talking and expecting everyone else in the room to listen in silence until they were asked a question.

As a modern multigrade teacher, your role is different. You are a manager, a facilitator, an organiser of the learning environment. You will still need to give explanations and teach formal lessons, but this is only part of the job. Your main task is to create opportunities for children to learn, express themselves and develop their potential. This is not an easy task and you will face problems, but it will get easier as you find out more and practise what you learn.

3.2 Be a learner yourself

3.2.1 General knowledge

You want your learners to be excited by new knowledge and keen to find out more. They need to see that you are interested in the world around you. Demonstrate your interest by reading newspapers, magazines and books and using the internet to find information. Know what is happening in the news. Find out about technology, medicine, biology – whatever interests you.

Share your discoveries with your learners and encourage them to explore. Most children are eager to learn, and you must build on this.

3.2.1 Professional knowledge

You can also use the internet to make contact with other multigrade teachers and to read articles about multigrade practice (see the **Selected references** on page 42).

3.2.3 Local knowledge

Experts stress that it is important for children to know about the place where they live. Help them to ask and answer questions like these:

- What is the climate and vegetation of the place?
- What birds and plants are found there?
- What are the local languages, cultures, religions and histories of the local people?
- How do most of the people in the area earn their living?

As their teacher, you will be dealing with the local community and you also need local knowledge. What problems do families face? What support structures are there for orphans?

3.3 Understand how children learn

3.3.1 Learners need to be interested and challenged. To exercise their minds, they must solve problems and discuss issues with their teacher, with their peers and others.

3.3.2 Learners need to express their views, talk about their experiences and ask questions. Many teachers do not feel comfortable about letting learners do this. There are different reasons for this:

- They think it is a waste of time and teaches the learners nothing
- They do not know how to communicate with learners in this way
- They have large classes and do not think it is worth the effort
- They think children should listen to adults, not have discussions with them.

Multigrade teachers need to understand how practising these skills develop cognitive skills and self-expression, and empowers them to make decisions in their own lives.

3.3.3 Learners need to practise skills in order to master them. For example, they must become quick at Mental Maths, and practise Home Language and English so they can speak fluently and with confidence. This does not mean they must repeat the same content over and over! You must make sure that learning is not repetitive and boring.

3.3.4 Learners need to feel secure and encouraged. They feel secure when they have routines to follow, and an adult who is there to help them. They feel encouraged when the teacher notices their progress and praises them.

3.3.5 Learners need to build up their knowledge and skills, step by step. They must understand the work properly, otherwise they will not be able to move on. This is why the teacher has to assess all the time, checking that learners understand and remember the work, and can relate it to their own experiences.

3.3.6 Learners need good role models. They need to see that the adults they respect are also keen to know things, that they read and research topics. This obviously applies especially to teachers, as we have discussed in **3.2 Be a learner yourself**, p.9.

3.3.7 Learners need to learn good habits from the examples set by adults. Teachers should demonstrate the following behaviour:

- being polite and respectful to others, whether they are older or younger than you
- being helpful
- being responsible and efficient in daily routines, for example, showing care for the environment.

3.4 Work with other staff

Discuss what you are doing with other staff members. Help one another with preparation and resources.

Multigrade classes are a challenge and the whole school needs to work together to meet the needs of local children as fully as possible. The SMT and other staff should agree on the practical goals they want to set for the school, and the steps they need to take to achieve these goals.

3.5 Work with parents and the community

With the support of the principal, the multigrade teacher needs to build good relationships with parents and other community members. You need to convince parents that multigrade teaching can work well, and that their children are not being disadvantaged. You can do this in different ways:

- By meeting with them and explaining what you are trying to achieve, and how they can help
- By getting them interested and involved in school activities
- By showing how the learners and the community are benefiting from your approach⁹.

Here are some ideas for school activities that involve and benefit communities:

- Campaigns to remove litter and alien plants
- Projects to find out about local history, Interviewing older people about traditional customs, stories, dances, present-day occupations
- Introducing extramural activities that adults can help with, such as gardening, sports. Choirs and crafts.

3.6 Work with volunteers

More South African schools now have volunteer assistance from community members and school-leavers. You need to plan carefully in order to make full use of their efforts. Make it clear to them that they will be required to pull their weight as members of a team.

When you plan lessons, plan what the volunteers will do. In large classes they can give the learners individual attention. Every child needs a chance to work in one-on-one situations with adults, and a volunteer provides this when he or she listens to a learner's reading, or helps a slower learner with an activity. They can also assist with assessment and observation of members of the class¹⁰.

Where there is a shortage of space, volunteers can take groups to work outside or in a spare indoor area. Getting a change of scene and some fresh air can really help children to learn.

4 Getting organised for multigrade teaching

4.1 Plan your classroom

Try to make space for your learners to move about, so they can form different pairs and groups, and do not have to sit in the same place, day after day. If there is not enough classroom space, arrange to use other areas of the school, either indoors or outside. Put your own desk to one side, out of the way.

The best way to learn is usually through visual material, and one picture can be worth a thousand words. The multigrade classroom should have ever-changing displays on relevant topics. The displays are for the learners, not to impress anyone else, so they should be at the right height for easy reading¹¹. Collect some portable pin-boards, so you can store and transport your displays.

You will also need more storage, like extra shelves and cupboards. Collect boxes for storing the new learning materials that you will make and acquire. Some teachers think of creative ways to store materials and stationery, like using colourful cloth bags that hang from hooks on the walls.

Make sure your classroom is a clean, pleasant place where you and your learners are happy to spend time. Get rid of broken furniture and ugly old charts. Display learners' written work and drawings, and change them when everyone has seen them.

Above all, your classroom should be 'print-rich'. There should be plenty to stimulate the learners to read, write, think and enjoy language. (There is more about this in **8.2.1: Creating a print-rich environment**, p. 30.)

4.2 Become a time-keeper

If your classroom does not have a clock, keep your watch or phone with you so you can keep track of time. Begin and end lessons on time and stick to the exact times planned for activities like Mental Maths and comprehension exercises. Train learners to be aware of time, too. To start with, tell them how long they can spend on each task. Keeping to time is a valuable life skill. It is important for multigrade teaching, as you will see when you work with the new GPLMS Lesson Plans.

4.3 Make and use grade lists

Grade lists have the names of all the children in a grade, arranged alphabetically. If your school does not use them, make your own. Photocopy them for your own use and give them to other teachers as well. There are many uses for these lists for example:

- For recording marks
- To keep track of classroom management, e.g. monitors, groups, projects
- To note down informal observations about individual learners
- For other kinds of administration, e.g. whose parents you have sent letters to.

4.4 Plan ahead and prepare lessons

No one feels like planning lessons after a tiring morning in class, but planning does make life easier. Planned lessons mean less time is wasted and there is less boredom and frustration for everyone. If learners are busy and interested, they will not be noisy and disruptive.

Keep a diary to write down what you have covered and what you plan to do the next day and in the long term. Keep track of the dates so you can prepare properly for outings and school events.

4.5 Basic equipment for multigrade classes

4.5.1 The Internet

This is the teacher's best friend. You are free to find information for yourself, as well as exciting teaching resources like pictures, photographs and worksheets. Collect all kinds of materials, and make plans for storing them.

4.5.2 Maps

There should be a map of the world in every Intermediate or Senior Phase class, and a map South Africa in Foundation Phase classrooms. Maps of South Africa and Africa should be available for the higher grades also. You can use them when you teach any subject, and learners need to become familiar with them.

4.5.3 A photocopier

Multigrade lesson planning includes making copies of learning materials and grade-lists. Obviously, you will need enough paper, ink, and toner.

4.5.4 An overhead projector

Some people think this is old-fashioned, but it is a marvellous teaching aid for a multigrade teacher, and it can save you a lot of paper! Many schools have OHPs and screens stored away, unused. If you do not have a screen, make one out of cardboard, fabric or big sheets of white paper, like flip-chart paper. Mount them on cardboard so the surface is flat and can stand up against a wall or a chalkboard.

5 Multigrade classroom management

Classroom organisation and management influences the kind of educational experience that the learners have. It also affects the kinds of relationships they develop with one another and with their teacher.

5.1 Arranging your classroom for multigrade

In some schools there are small numbers of learners, and teachers should make the most of their good luck. However, many of our multigrade classrooms are unacceptably overcrowded, and this prevents real learning from taking place. A classroom where learners are packed in, and the teacher cannot walk between the desks, simply will not work. If you do not have enough space, use other areas of the school, including outside spaces. For example, you could send groups of older learners to read outside, under the trees, with monitors in charge.

Try to think in a new way about how your classroom is arranged:

- The teacher's desk is not the main focus, so it can be at the back or the side, out of the way. Perhaps it can be replaced with a smaller table.
- The learners do not always have to face the chalkboard. They can turn their chairs to face different walls, or to look at a chart.
- There should be enough space for learners to move quickly into groups or pairs, or work individually in a reading corner or workstation. You will keep them interested and motivated.
- Storage and displays are important. You will need extra shelves and cupboards, which do not have to be in the classroom.

5.2 The teacher's own basic routines

Here are some suggestions to help you prepare and get organised. After the learners leave in the afternoon:

- Mark the day's work and enter the marks
- Go through the GPLMS Lesson Plans for the next day. Look at the Multigrade Lesson Plans to see how you can adapt them
- Write the work for the next day on the chalkboard, including page numbers of the activities
- Write instructions on the chalkboard
- Plan how you will group the learners for the activities
- Prepare the materials or equipment that you will use
- Plan stand-by or extension activities that the learners can do when they have spare time.

Good preparation is rewarding: the worksheets or work cards that you prepare can be used again in the years to come.

5.3 Rules and procedures

There should be clear rules and procedures that structure the learners' behaviour and actions¹⁴. Take time at the beginning of the year to explain and discuss them. Practise the routines together, and be consistent. Learners feel safe and learn more effectively in a structured environment.

5.3.1 Learners' classroom routines

Learners should know:

- What work they will do on certain days and at a certain times
- The routines for setting work: these could be for the whole class, a group or individuals. You need to use chalkboard instructions, worksheets and spoken instructions
- How books and other learning materials are distributed, collected and stored.

These routines must be carried out without distracting other learners¹⁴.

5.3.2 Classroom procedures

The learners should know:

- What to do when they need help but the teacher is busy
- How to take out and use the stand-by activities
- How to get the teacher's attention when they want to leave the room or ask permission
- What to do to show they know the answer to a question, when they need to begin a new activity, or when they don't know what to do next¹¹
- The signals that the teacher gives, such as 'All be quiet and listen now', 'Start putting books and equipment away', and so on. These can be spoken instructions or a sound like a whistle or handclaps, or with a colour-coded flag or a message on the chalkboard.

5.4 Having work marked or checked

Avoid having long queues of learners lining up at your desk, waiting to have their work marked, because this is a waste of time. Here are some ideas for marking and checking:

- Move around the classroom yourself, checking learners' progress and marking while they work
- Train your learners to do stand-by activities while you call one child at a time to your desk
- Supply the answers on worksheets, or stick them on the wall, so learners can mark themselves
- Let learners to mark their friend's work, or older learners mark younger learner's work.

5.5 More about stand-by activities

When learners finish their activities, they need something to do to fill in the remaining time without interrupting other learners or the teacher. Build up a collection of stand-by activities. These can include board games, puzzles, reading texts with questions, word-sums, and so on. They must be

educationally sound, geared to the learners' ability, easily monitored and interesting to the learners¹³.

5.6 Managing change-over times

In multigrade classes, it is necessary to have set times for changing from one subject to another, tidying materials and quickly getting out the books that will be used next. The teacher should

- speak to the classes and give clear instructions before the learners are allowed to move
- keep a careful note of the beginning and end of the change-over time
- Give a clear signal to show when the change-over time has ended.

The learners should also have routines for when they line up outside, walk into the room, are marked on the class register, listen to announcements, finish their work and tidy up. At the end of a lesson, to spend five minutes giving instructions about homework and future lessons.

5.7 Appointing monitors

Giving learners responsibilities in the classroom can make the life of the multigrade teacher much easier. It is also good for their social development¹⁴. You must explain exactly what each monitor must do, and rotate the responsibilities regularly. These tasks that can be assigned to monitors:

- Opening and closing windows
- Handing out and collecting books
- Handing out and collecting stationery
- Ticking off the names of learners who are present
- Cleaning the chalkboard
- Writing the date on the chalkboard
- Calling out the answers to grammar activities or Mental Maths.

5.8 Training learners for multigrade success

A bigger range of achievements is possible in a multigrade classroom than in a monograde one. However, multigrade makes greater demands on the teacher's time because she also has to train the learners to be self-directed, motivated and responsible. You should train your learners to do the following:

- set and meet learning goals
- help one another
- follow the teacher's directions
- work with a minimum of supervision
- be able to share a space and resources with others without disruptions.

Training children to behave in certain ways is not easy and takes patience, but they generally respond well to consistency and order. The training needs to be done gradually.

5.8.1 Start with the older learners

Tell the older learners that you need them to help you organise the classroom. They must obey your signals and help you teach the younger ones. Here is an example of how you could get the classes started on a routine that allows you to share your time between the grades:

- Tell the older class that you want them to work independently for the first session of every day. (When this routine is well established, you can vary it.)
- After reading a text together, give the older grade comprehension questions to do on their own. Tell them how much time they have to answer the questions.
- Allow them to work quietly while you are busy with the younger grade. Stop them when the time is up. Give them a starting or stopping signal, or a loud verbal command like 'Stop now!'
- Give the younger class an activity to keep them busy while you go through the answers with the older class. Let them mark themselves or each other, then collect their books for checking.
- Follow the same pattern of giving an instruction and letting the learners work quietly, as individuals. When they are used to this routine, you can introduce other multigrade skills and strategies.

Later, you want the older grade to help with the younger grade, for example:

- being paired with a younger learner, explaining a concept to them
- listening to the younger learner's reading
- marking a younger learner's work and recording the mark.

You should not keep the older class busy like this all the time, but these duties are good for them because they develop in various ways:

- They revise their own knowledge and skills, and their own performance often improves
- They learn to be patient and understanding
- They find out how people learn.

5.8.2 Let the learners work out classroom rules

Everyone should know how to behave when they are in the classroom. Learners are more likely to obey the rules if they have helped to make them.

Tell all the learners that they are part of a special learning community in which everyone helps everyone else. Get them to work out the rules that are necessary for the class to function. Help them simplify their ideas, then make a poster of the rules and display it in class.

Here is an example of a set of class rules:

Class rules

- Follow instructions.
- Complete all tasks.
- Do not leave the classroom without permission.
- Talk quietly in your pairs or groups.
- Be co-operative and helpful to others.

5.8.3 Make a list of what you want the learners to know

Start with the simplest routines and procedures, then gradually introduce others. For example, start with pair work before moving on to group work, since pair work is easier to organise. Break down the activities into their procedures. Here are some examples:

Main activity	Procedures and commands
Discussion with a partner	<ul style="list-style-type: none"> • Arranging the furniture suitably • Talking quietly • Listening to your partner • Making notes of main points
Assessing a partner's work	<ul style="list-style-type: none"> • Making neat ticks or crosses • Writing the total neatly • Signing your name
Calling out Mental Maths questions	<ul style="list-style-type: none"> • Collecting the master copy from the teacher • Waiting until learners are quiet • Giving the instruction for learners to write the numbers in their books • Calling out the questions, pausing after each one • Getting learners to exchange their books for checking • Calling out the answers • Recording the marks • Returning the master copy to the teacher's desk

6 Multigrade methodology

6.1 Whole-class teaching

This is the method that is usually associated with multigrade teaching, but it is not the only one. The teacher teaches a common concept to both the grades.

In both Mathematics and Languages, CAPS often requires that the learners in different grades have to learn about similar language items, such as nouns or adjectives, but at different levels of complexity. So you get this kind of difference:

Grade 4	Grade 5
Common nouns Singular and plural nouns Proper nouns	Revision of common nouns and proper nouns Abstract nouns How abstract nouns are formed

When there is common content, the teacher can introduce it to both classes, then give differentiated work to the different grades.

The teacher often begins by introducing new vocabulary. Once again, the two grades get differentiated work based on these words. For example, the older learners make sentences with ten of the new words, while the younger ones make sentences with five of them. There is no harm in one class learning the new words of the other class; in fact, it gives them wider exposure to the language and more opportunities for incidental learning. Here are some examples of whole-class activities.

- Spoken language work such as story reading and telling, and practising language functions
- Learner's telling their news
- Making up stories together
- Prepared speeches and general discussions
- Problem-solving games
- Drama: plays and role-plays
- Mathematics games e.g. guessing a number in under 20 guesses.

Learners in multigrade classes learn from each other in the exchange of ideas, opinions and skills.

6.2 Individual teaching

One-on-one teaching is usually done in remedial work. It often takes place while the rest of the class is busy with something else. However, every learner in the class needs to have some one-on-one time with an adult. This should be as often as possible, but it is especially important for reading.

Organising this individual work is a challenge. The teacher needs to plan carefully, using a class list to make sure that she gives everyone equal time. It is easier if she has volunteers or older learners assist her.

6.3 Pair and group work

Pair and group work allow learners to practise verbal communication and share their knowledge. It is also beneficial for shy or slow learners. If you are not an experienced multigrade teacher, it is best to start with pair work. Later, you can form groups by doubling up the pairs into fours. Here are some of the different types of learning groups:

- Same-age group (e.g. Gr 4s together and Gr 5s together)
- Same-ability group
- Mixed-ability group
- Social group (friends working together)
- Pair work.

Learners should get the opportunities to work with as many of their classmates as possible.

6.4 Some advice on multigrade group teaching

The groups should be able to get on with the task immediately, so it is easy to monitor their progress and marking is simple and quick. The teacher should also plan how she can re-arrange the furniture.

6.4.1 Choosing random groups

One way to choose random groups is to write all the learners' names on pieces of cardboard at the beginning of the year and keep them in a tin or box. For a group of four, take four names out of the box.

The same method can be used when you are asking questions. You ask a question, and let everyone think of the answer. You then draw a name from the box. This is a way of making sure that every learner is thinking about the question.

To encourage learners to co-operate, these three rules are useful:

1. You are responsible for your own work and behaviour.
2. You must be willing to help any group member who asks.
3. You may ask the teacher for help only when everyone in your group has the same question. ¹⁸

Question 3 prevents same questions being asked over and over again. It also forces the learners to think clearly and to express their ideas by discussing them with their peers.

Group leaders play an important role. They can pass on instructions, hand out teaching materials, lead the group through the activity and report back to the teacher. They should be changed regularly so as many learners as possible get a chance. An older learner can also take the place of the teacher for short sessions with a younger group.

6.5 Peer teaching: Learners teaching learners

Children pick up information and skills from other children. We all know how they teach their friends about cell-phones and computers. At school they learn from their peers, especially when they solve problems through discussion and practical action. Peer teaching is a valuable teaching strategy for the following reasons:

- Children see things differently to adults, so they can often explain concepts to other children better than an adult can
- Peer teaching allows learners to develop relationships of respect and understanding with their classmates
- Abler or older learners who have finished their work can help others.

6.6 Assessment in multigrade classes

6.6.1 Peer assessment

Learners can be trained to assess each another. To start with, stick to straightforward tasks like spelling tests and Mental Maths, where the answers are simply right or wrong. Later, you can ask the learners to see whether or not certain outcomes have been achieved.

Knowing how to apply criteria in order to assess competence is a valuable skill. Any learner who can do this will become a much better student.

Both peer assessment and self-assessment are important in multigrade teaching. Learners must be trained to do them correctly, without direct supervision.

6.6.2 Formal assessment

CAPS sets out the kind of formal assessment tasks that each learner completes during the year. Their year-mark comes from tests, assignments and exams, which you will set and mark. The GPLMS Lesson Plans and exemplars will show you how to assess reading while other learners carry on with other activities.

6.6.3 Informal assessment

You should do this all the time, building up your information about each child's abilities. Observe the learners and make notes about them, keeping track of their progress in various skills, for example, reading. Use grade lists to make notes and jot down marks.

7 Support for multigrade Mathematics teachers

7.1 Using the Multigrade Lesson Plans

The content for Term 1 has been matched up as far as possible for Gr 1 and 2, Gr 2 and 3, Gr 1, 2 and 3, Gr 4 and 5. So, in more than half of the lessons, you will use whole-class teaching. The learners will cover the same work, but will complete activities at their correct grade levels.

Here are the steps to follow in using the Lesson Plans:

- Check the GPLMS Work Schedule to see what the concept of that lesson is for each of the grades. If the concept of the day is the same, you will be able to teach them together, but if the concept of the day is different you will need to teach each grade separately. Here is an example:

Page	Grade	Lesson	Date	Concept	Activity: GPLMS	Assessment
54	Gr 1 L 32*	Multigrade Lesson 25*	12-Feb	Data handling cycle	_ Worksheet 24 (p. 52 and 53)	Assess some learners in counting
36	Gr 2 L 23*			Data handling		Assess some learners in counting
24	Gr 3 L 17*			Tally tables		Assess some learners in counting

- Put bookmarks in the pages where the Lesson Plans for that day are, as indicated on the Work Schedule. You need to have all the examples and the answers right in front of you while you teach.
- Read the lesson preparation in your GPLMS Lesson Plans and choose which examples you want to use from each grade. The best idea is to write these examples on the board. Every second counts in multigrade, so write as much as possible on the board before the lesson.
- Write the worksheet number and page numbers of the exercises on the board. You don't want the learners to sit and waste time because they do not know what exercises to do. Neither do you want them to repeatedly ask for instructions.
- You can also write instructions for each grade on the board before the learners come to class, for example:

Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Do classwork exercise for today: Lesson 14 2. Do DBE Workbook p. 15 and 16. 3. When you finish, find a partner. Play Teacher-Learner. Use cards with number symbols 1-19 and number names. 	<ol style="list-style-type: none"> 1. Do classwork exercise for today: Lesson 21 2. Do DBE workbook p.25 3. When you finish, choose a workcard from the Grade 3 box. Work with a partner. Write in your Extra Maths Book. Mark your work.

This makes it easier to manage a lesson, as the learners know what is expected of them at each step of the lesson. It also helps to train them in the necessary routines.

7.2 Documents to help you teach Multigrade lessons

Here is a summary of the GPLMS documents that you can use to teach Multigrade Maths:

7.2.1 Multigrade Maths Documents for Foundation Phase:

- ***Time Management for Multigrade Maths in Foundation Phase:*** This will show you what to do when the concept of the day is the same for the grades, and when it is different.
- ***Re-ordered Work Schedules for Foundation Phase Maths:*** These align the concept of the day where possible, so that you can teach the whole class the same topic and learners then do activities according to their grade levels.

7.2.2 Multigrade Maths Documents for Intersen Phase:

- ***Time Management for Multigrade Maths in Intersen:*** This will show you what to do when the concept of the day is the same for the grades, and when it is different.
- ***Re-ordered Work Schedules for Intersen Maths:*** These align the concept of the day where possible, so that you can teach the whole class the same topic and learners then do activities according to their grade levels.

7.3 Grouping the learners

Decide how you want to do this:

- If you are going to assess the work, the learners must sit separately. You could let a Gr 1 learner sit next to a Gr 2 learner.
- If you are not assessing the learners, you can let them sit in pairs, e.g. a Gr 1 and a Gr 2; two friends; a stronger Gr 2 with a weaker Gr 2; random pairs. You could also let the learners sit in mixed groups where anyone can help anyone.

7.4 Mental Maths for multigrade

Learners must be able to read the symbols and perform the calculations. They must also be able to interpret the heard version of a mathematical problem, so both read and heard versions of Mental Maths tests must be given regularly.

You can train the learners in a multigrade class to listen carefully for their question while you give two Mental Maths tests at the same time. This is a very good exercise in listening skills and concentration.

Days	Grade 4 or 6	Grade 5 or 7
Monday	Teacher directed : oral	Teacher directed : oral
Tuesday	Teacher directed : oral	Teacher directed : read and write
Wednesday	Learner directed: Read and write	Learner directed: Read and write
Thursday	Learner directed: oral	Learner directed: oral

7.5 Resources and stand-by activities

A multigrade classroom requires extra resources and stand-by activities for the learners to do when they have finished their work. Examples are working with work-cards, building 3D objects, doing Sudoku or Magic Squares, playing dominoes or board games like Snakes and Ladders, playing 'In the Shop'.

The activities must be suitable for the learners to use independently and relevant to the skills and knowledge which the learners must learn or practise. The CAPS document lists the resources that you should have in your classroom.

It is important for the Foundation Phase learner to be able to work and play with real equipment so they can build up the more abstract concepts that they will need to understand numbers, shapes, measurement, and so on.

This is how you can use material downloaded from the Internet:

- Print worksheet and answers. Label the worksheet clearly and store master copies
- Stick worksheets and answers back-to-back, or on cardboard. Store them in plastic sleeves or labelled boxes, e.g. **Gr 5 Worksheets, Subtraction**.
- Maths monitors must keep the worksheets and stand-by activities neat.
- Look for 'free' and 'printable' worksheets, charts and games for Mathematics. Be critical of what you download and make sure it is of a suitable level for your learners. Paste

worksheets onto cards and laminate them if possible, to make them more durable. Here are some useful websites:

http://www.helpingwithmath.com/printables/tables_charts/cha0301multiplication81.htm

multiplication and bonds flash cards plus hundreds of worksheets

<http://www.mathsphere.co.uk/> Games

<http://www.learn-with-math-games.com/> Games

<http://www.homeschoolmath.net/> - worksheets with answers. This is a very useful site. You can generate a different worksheet each time you click 'Refresh'

<http://www.math-aids.com/> Highly recommended. Covers topics such as Addition, Decimals, Divisions, Exponents, Geometry, Factors, Place Value, etc.

7.6 Keeping track of the learners' work and results

Use grade-lists for continuous assessment of learners' performance. The more marks you record, the more accurate your records will be and the easier you will find it to identify learners who need extra help. Here is an example of how you can use class-lists to record for Grade 3: (From CAPS)

Grade List: Gr 2 Mathematics : Topic 4.4 – Time *Ability of the learner to:*

	Name and sequence days of the week	Name and sequence months of the year	Place birthdays, religious festivals, public holidays and school events on a calendar	Tell 12-hour time in hours , half-hours and quarter-hours on an analogue clock		
1. Biyase: Gugu	7	6	5	3		
2. Chiliza: Jabulani	7	6	5	4		
3. Chonco: Khulekani	7	4	5	6		
4. Dlomo: Mpumelelo	7	7	7	7		
5.						

Keep grade-list on the wall or in a file. Learners fill in their results and date of completion, for example:

Gr 5	Subtr. WS 1 Total: 10	Subtr. WS 2 Total: 10	Subtr. WS 3 Total: 10	Subtr. WS 4 Total: 10	Subtr. WS 5 Total: 10	Subtr. WS 6 Total: 10
4 Bhembe:Andile	8	9				
5 Bhengu: Umazile	6					
6 Cebekhulu :Cebile	5	2				
7 Dladla: Dumisani	10	9	10			

7.7 Using a grade-list to identify problematic areas

The monitors can identify the answers that most the learners got wrong in the Mental Maths or the homework. They circle the numbers of the relevant questions in the columns (see p.25). You can then check back to the Mental Maths or homework in the Lesson, and re- teach the learners when they do not understand.

Mental Maths or Homework (cross out one)	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
	4		4		4		4	
	5	_____	5	_____	5	_____	5	_____
	6		6		6		6	
	7		7		7		7	
	8		8		8		8	
	9	Lesson _____						
	10		10		10		10	
Names of learners								

7.8 Teaching Maths terminology

The learners must be able to understand and use Maths terms. They must also learn to do a written or a verbal calculation accurately. In other words, they must be able to read and complete a calculation from a worksheet or textbook, and also listen to a maths question and know what operation or calculation they must do.

The specific words and concepts they need must be taught concretely and actively. Reciting a definition does not show that the learners have any real understanding.

Numbers/operations	Patterns	Shapes	Measurement	Data
Number names: e.g. "five" and all the number symbols, - 5	First, second, third, last etc.	Circle, sphere, square, triangle	Mass, length, volume, capacity	X axis, y- axis , line graph, bar graph, pie graph
Operations symbols (+, -, x, ÷ or /) and all the words that mean the same e.g. subtract, take away, find the difference, less, less than, etc. Fraction Decimal	Behind, below, in front of, next to, after, etc.	Side, angle, (acute, obtuse, right)equal, area, perimeter, etc.	Millimetre, centimetre, metre, kilometre, etc. Longest, longer, shortest, highest etc. Money Time	Research Questionnaire

8 Support for multigrade language teachers

CAPS methodology stresses communicative language teaching and an integrated, genre-based approach, with reading texts playing a central part. The GPLMS Lesson Plans have been provided to help the teacher, and can be adapted so that multigrade teachers can use them with their classes.

Obviously, Foundation Phase and Intermediate Phase learners have slightly different needs, but the basic principles are the same. Here are a few hints on adapting language lessons to multigrade requirements.

8.1 Listening and speaking

8.1.1 Knowing what to say

Most FP learners will learn in their mother tongue, while IP learners are making a transition to the LOLT. But all learners should be trained and communicate with one another other, in both the HL and the FAL. A multigrade classroom cannot function unless members of the class co-operate and treat one another with respect. To do this, they must be able to talk to their peers. Here are some of the things the learners must be able to use language for:

- **Arranging to work together:** e.g. 'Hi, I'm Thembi. I am your partner for this activity. Let's sit together and read the question'; 'Bring your chair here so we can sit together.'
- **Agreeing with another learner during a discussion:** e.g. 'I think you're correct when you say that'; 'I agree with Thembi that
- **Disagreeing with another learner during discussion:** e.g. 'I don't agree with you about that. I think ...'

These ways of saying things are called **language functions**, and the teacher needs to make a special effort to teach the useful ones to the learners. Many of them can be found on the Internet by typing *Language functions* into the search engine. Simplify them for the learners.

Print simple dialogues on big posters and display them in the classroom. The learners can practise them in pairs as standby activities, when they have extra time to fill.

An important note on classroom language

Being bored, excluded and humiliated because their language does not help children to learn! Your main task is to get the learners understanding and communicating, so don't make a fuss if they need to code-switch. And don't hesitate to use a different language yourself, if it helps to make something clear.

You can then help learners to translate what they say into the target language. For example, you can say to the class: 'Thembi told us about her family. Let's put one of her sentences into English, so we can all practise it.' You then write a simple sentence on the board in English, and get the learners to repeat it.

8.1.2 Talking about thinking and learning

Learners need to be able to discuss what they do at school. They should know the names of different kinds of activities, and be able to use them in conversation. This is called metacognition, which means taking about thinking and about learning. Being able to talk about different kinds of activities in the language class helps learners to understand their purposes and what is expected of them, and this can make a big difference to their learning.

As well as the terms required by CAPS, learners should gradually become familiar with words and phrases like these: *phonics, word-list, heading, group reading, paired reading, individual reading, text, vocabulary, new words, dictionary, language structure, idiom, edit, draft, plan, role-play, dialogue, discussion, assess, make a note of, refer to, look up, context.*

Introduce these terms, explain them if necessary and try to help the learners to use them and get used to them.

8.1.3 Knowing the rules

When people are discussing something in a group or a pair, they need to keep the following rules in mind:

Rules for group work and pair work

- Take turns and give one another time to say what they want to say.
- Listen carefully to make sure you understand correctly.
- Ask questions to check facts and get more information.
- Do not speak loudly during your discussion.
- Speak politely, whether you agree or disagree.

Plan to implement these rules over time. To begin with, print them clearly on newsprint posters. Go through them with the learners. Display the posters on the walls, but do not leave them there all the time as the learners will get used to them and stop noticing them. Store them and take them out when they will be used again.

8.1.4 Encouraging a love for the spoken word

There are many ways of doing this, for example, you can get someone else to prepare a story and perform it for the whole class. This could be done by an older person, a staff member, a school leaver or any other suitable person. This kind of activity serves a number of different purposes:

- It establishes themes for discussion and further language work
- It provides content for interviews, role-plays and dramatizations, allowing learners to communicate and improvise in the target language
- It provides models for expressive speech
- It enriches the learners' cultural experience and general knowledge

- It gives the teacher a chance to take a back seat and observe the learners' individual responses.

There are many other ways of getting learners to enjoy the spoken word:

- Make a class collection of jokes, puns, riddles, songs and rhymes to share in class.
- Choral verse: The learners perform a poem, with different groups or individuals reading different sections aloud. The words can be combined with movement and music.
- Let the learners listen to recordings of plays, poems and stories

Create enjoyable opportunities for the learners to practise oral work in the target language:

- One of the most successful ways of doing this is through singing. Make sure the learners understand the lyrics of their songs. Put the words on posters and discuss them together.
- Encourage all kinds of conversations in the target language.
- Have fun with rhymes, tongue-twisters clapping games and word-games.

8.2 Reading

You will teach reading according to the Multigrade Lesson Plans provided by GPLMS. FP will need to stick to the CAPS requirements for teaching phonics in addition to group guided and shared reading. All multigrade teachers need to create an environment that encourages literacy development, and makes it fun.

8.2.1 Creating a print-rich environment

Make sure that your classroom is **print-rich** by making sure that reading and writing are practised for enjoyment, and not just in official lessons:

- Display interesting pictures, maps and photographs on the walls. Refer to them in class. Change your displays around, storing the items to use again at a later date.
- Display texts such as jokes, stories, rhymes and poems, news reports and factual articles. Change your displays regularly, and store your posters for future use.
- Collect extra resources such as language puzzles and games, magazines and books, dictionaries and encyclopaedias.

As a language teacher, you should be a role-model and a teaching resource, demonstrating a love for the written and printed word. See **Section 3.2 Become a learner yourself**.

8.3 Providing sufficient reading practice

8.3.1 Peer teaching in reading

One child, in the same class or a higher class, listens to the reading of another. This can have a positive effect, both educationally and socially, on the peer 'teacher' as well as on the peer 'learner'. It can be a very practical way of bringing individual help to reading. And, perhaps surprisingly, the 'teacher's' reading level often improves! Reading tutors can sometimes be slow readers themselves: by helping younger learners, their own confidence gets a boost.

8.3.2 The paired reading technique

This technique is based on reading which alternates between joint reading aloud by both tutor and learner, and independent reading by the learner. Positive comments are used to reinforce correct and independent reading.

The learner-tutor is trained to:

- introduce the book in an encouraging way
- delay the correction of errors until the learner has tried to correct them for himself
- discuss the passage after it has been read
- check on his or her own performance as a tutor and on the progress of the learner, by completing report cards and checklists.

Consider using an older or competent learner to read to a small group. This frees the teacher to work with another group.

Shared reading can be organised with other multigrade classes. For example, each learner in Gr 4&5 could have a reading buddy in Gr 6&7 (and Gr 2&3). This shared reading could be put onto the timetable so that it takes place every week for 20 minutes.

8.3.3 Other kinds of class reading

- **Displays of work:** Choose the work on different learners to be displayed on the wall or pin-board. Encourage Other learners to read what their peers have written
- **Wall magazines:** These consist of news, articles of interest, jokes, poems, letters, fashions, reviews and anything else that one might find in a magazine. They are displayed on the wall or pin-board. Give all the learners a chance to produce the contents, and encourage them to read what their classmates have put together.

8.4 Writing

8.4.1 Handwriting practice

In the Foundation Phase, learners need to develop and practice handwriting as well as expressive writing. In the Intersen Phase, meanwhile, it focuses only on the learners in expressing themselves in writing sentences, comprehension responses, and different genres of texts. This does not mean that the Intersen Phase should not also be encouraged to write neatly and use their handwriting for a range of different purposes:

Both phases can include handwriting practice at the appropriate grade level but doing some of the following:

- Do the lettering for class posters and displays
- They can make birthday charts and greetings cards for special occasions, decorating them with their own drawings

- They can make bookmarks and reading record charts, adding their names and the titles of the books they read
- They can produce attractively lettered versions of their own stories, poems and plays, to be displayed and for other learners to read
- They can label their books, files and storage spaces, lettering them attractively.

The decorative and functional use of handwriting is appropriate even in older classes, as it promotes precision, neatness and a sense of individual achievement and identity. As we have stressed before, the teacher must provide a model for the use of neat, correct handwriting.

8.4.2 Drawing

Drawing is important in all the grades, not just for the Foundation Phase. We now know that for a large percentage of learners, it is far easier to learn new information through pictures rather than by means of words alone. They need to produce pictures, not just make meaning from them, since this helps them to understand concepts more clearly.

Here are some examples of how drawing can be used in the Intermediate Phase:

- Learners can illustrate their own written texts
- Learners can use their own sketches of maps in oral activities and in practising language functions such as asking for directions
- When describing processes or giving instructions, learners can use their drawings to show the steps in the sequence, the ingredients in a recipe, and so on
- The teacher can also use the learners' drawings and sketches as an indication of their comprehension of a story or a listening text.

8.4.3 Process writing

This kind of activity is very much a feature of CAPS. It stresses the process of sharing, editing and improving texts rather than just writing them. This approach fits in very well with the kind of mutual support that multigrade should encourage. However, process writing is often unpopular with learners because it seems to go on for too long, and they lose sight of why they are going through all the steps.

Process writing works best if:

- you get learners to exchange their work in groups of about five learners, sitting together, so that they can get comment from different peers
- you time the interactions carefully, so they do not become boring
- you keep reminding the learners of the outcomes they should achieve: interesting, well-structured, error-free pieces of writing
- you spend time sharing the final product, showing how it has been improved from the first to the final draft. Display their work, or make other opportunities for them to show it to their classmates, other classes and family members.

8.5 Word-level work: Vocabulary development

Dictionaries that are designed for the correct level for your learners are useful resources for your classroom. You will have to teach the learners how to use them, starting with practice in alphabetical ordering.

Primary school learners cannot cope with looking up long lists of words: you will still need to teach new words using flash-cards and adding items to the word-wall in your classroom. Reinforce learners' comprehension of the meanings by getting them to:

- enter the words and their meanings in their personal dictionaries
- make sentences with a certain number of the new words and illustrating the sentences with their own drawings.

8.6 A basic approach to Foundation Phase language lessons

There are two main aims of all multigrade language teachers:

- To deliver the CAPS curriculum
- To combine the Lesson Plans for the two or three grades in such a way that all the grades spend all their time productively, and are not idle or bored.

Many multigrade Foundation Phase teachers struggle because they have to cope with three grades in a single classroom. GPLMS will give you a set of exemplar lesson plans that will show you how the teacher can teach one grade while keeping the other grades busy with productive work. For this to succeed, you will need to train the children gradually, getting them used to working on their own for different lengths of time. This is not easy, as young children demand attention and have short attention spans, but it is possible if you approach it gently and consistently.

On the following page is an example of a multigrade lesson plan for one day for two grades. Notice how the teacher's time is divided between the grades. The shaded areas are for teacher directed time, the unshaded areas show when the learners on their own. Exact timing is very important, and it is obviously easier if you have some assistance.

	Time	Grade 1	Grade 2
Whole Class oral work and phonics introduction	10	<p>Discuss the day, the date, the weather; any special events</p> <p>Prepare the learners for the phonics lesson by getting learners in both grades to take out their phonics books:</p> <p>Settle the learners as in the core methodology (CM)</p>	
Phonics Grade level/ DBE wkbk	10	Teach according to the (CM p8) P -pan pen pig.. pat .. pot	Learners copy the spelling words into their homework books
	10	Learners copy and complete a mind map, as in CM p.8	Teach according to the CM p.7 oo – spoon.. room.. food.. book.. cook.. food.. broom.. poof
Change-over	8	<p>Instruct the Grades on differentiated activities. Grade 1 learners get out their readers in preparation for GGR, and their handwriting books for the next segment. Grade 2 learners get out their Handwriting books and crayons. Following CM p.11 use the lines you have prepared on the board to demonstrate the handwriting activity for both grades.</p>	
Handwriting, GGR and IR	15	<p>GGR with the class</p> <p>As this is a formal assessment week, use this time to assess 3-5 learners each day. Whilst you are assessing instruct learners to read in pairs</p> <p>Instruct team leaders to make sure learners put away readers and get out handwriting books and crayons</p>	Handwriting activity/Pairs read (for those who complete the Handwriting activity early).
	15	Handwriting activity	<p>GGR with the Grade 2s</p> <p>As this is a formal assessment week, use this time to assess 3-5 learners each day. Whilst you are assessing instruct learners to read in pairs</p> <p>Use the DBE text We try to eat well p.58-59</p>
Shared reading	20	<p>Shared reading with the whole class</p> <p>Grade 1 - flashcard words: my friend come</p> <p>Grade 2 - potatoes screamed</p> <ul style="list-style-type: none"> Follow the CM (p.15) for Grade 1 to teach the 3 flashcard words to Grade 1 (this can be revision for Grades 2 (encourage the Grade 2s to participate but not to dominate the lesson. Prioritise participation of the Grade 1s 	
Total time	88		

Here is a plan for three multigrade classes in the Foundation Phase:

	Time	Grade 1	Grade 2	Grade 3
Whole Class oral work and phonics introduction	6	Introduce the new sound to be covered by Grade 1 and get learners in Grades 2 and 3 to recall the two sounds learnt this week. Instruct grade groups as to the independent work they will do		
Grade level phonics	8	Follow the CM (p.11) for revising the sounds learnt this week. Show how to blend the sounds together, e.g. a & t = at	Learners get out their writing and comprehension books in preparation for the spelling test Learners revise spellings learnt this week	Learners get out their writing and comprehension books in preparation for the spelling test Learners revise spellings learnt this week BE comprehension
	8	Learners in groups write and build words with sounds learnt so far, following CM p.12)	Do spelling test with learners as in CM	DBE workbook reading comprehension
	8			
DBE workbook activities	10	Learners do DBE workbook activity p.31-33	DBE workbook reading comprehension pages 58-9. Explain to the learners according to the CM	Do spelling test with learners as in CM
	10			
GGR/finishing work/independent reading	10	GGR with the class As this is a formal assessment week, use this time to assess 3-5 learners each day. Whilst you are assessing instruct learners to read in pairs	GGR with the class As this is a formal assessment week, use this time to assess 3-5 learners each day. Whilst you are assessing instruct learners to read in pairs	DBE workbook reading comprehension
	10	Finish written work/independent reading		
	10	Paired reading	Finishing written work/independent reading	GGR with the class As this is a formal assessment week, use this time to assess 3-5 learners each day. Whilst you are assessing instruct learners to read in pairs
	80			

8.7 Intersen language lessons

In delivering the CAPS curriculum and combining the work of two grades, keep the following in mind:

- Time the activities strictly.
- Be prepared to switch your attention from one grade to another. Begin by teaching both the grades together, then concentrate on one grade for 10 minutes, while the other grade does an activity in their own. Then change around.
- In your preparation, look at the GPLMS Lesson Plan and divide it into the **content** part, in which you teach, and the **activity**, which they can often do on their own while you are busy with the other class.

The following Lesson Template gives you a basic pattern for language lessons for 2 grades. It is for a 30-minute lesson required by CAPS:

Timing	Grade 4 or 6	Grade 5 or 7
5 min	<p>Give instructions for the lesson to both classes. Tell them what they will do during this session, e.g. working in pairs. Let them prepare for this by moving their chairs, getting out their books, or whatever else is necessary.</p> <p>If using a textbook or workbook, write the reference on the chalkboard.</p> <p>Introduce a poster, read a story or article – whatever stimulus material is required for either grades. The whole class can listen, respond and discuss briefly.</p> <p>Teach new words for one or both of the grades. The other class can listen to the explanations. This is incidental learning.</p> <p>Briefly introduce the work to the older class. Teach new words needed for the lesson.</p>	
10 min	<p>Teacher-directed work: You have looked at the GPLMS Lesson Plans and divided the lesson for this grade into content and activity.</p> <p>Teach the content of the lesson – this means that you must explain and discuss the concept with the learners.</p> <p>Give them an activity to do on their own.</p>	<p>Independent work: The learners work on their own. This might involve an activity like silent or paired reading, a language or vocabulary activity, or other written response.</p>
10 min	<p>Independent work: Learners complete the activity.</p>	<p>Teacher-directed work: You have looked at the GPLMS Lesson Plans and divided the lesson for this grade into content and activity.</p> <p>Teach the content of the lesson – this means that you must explain and discuss the concept with the learners.</p> <p>Give them an activity to do.</p>
5 min	<p>Gr 4: Check work quickly, Collect books. Gr 5: Activity to be completed for homework.</p>	

8.8 Using the exemplars

Look at the exemplars provided by GPLMS. They are FAL for the IP combinations of Gr 4&5 and Gr 6&7. They cover weeks 7 and 8 of Term 1. Looking at them will show you how to teach the different kinds of language lessons to two grades at once. The lessons are then repeated in every two-week cycle.

Look at the example below. You will see that it follows the basic template in the previous section:

Week 7 Lesson 8: Language structures and conventions (Grammar)		GPLMS FAL 4&5
Timing	Grade 4	Grade 5
5 min	Introduce compound nouns to both classes.	
10 min	Lesson 8: Learners write down examples of compound nouns in pairs.	Lesson 8: Explain and discuss content.
10 min	Lesson 8: Explain and discuss content.	Lesson 8: Learners complete activity on pronouns.
5 min	Gr 4: In pairs, check activity. Gr 5: In pairs, check activity.	

Please note that you will still need to refer to the GPLMS Lesson Plans for details of the content you should teach.

8.9 More about stand-by activities

Stand-by activities teach specific skills. They are intended as filler activities, to be done when a learner has some extra time after finishing their work. These are the different kinds of stand-by activities:

- **Language activities that are on-going:** The most important of these is obviously individual reading. Encourage learners to take out a book and read silently or quietly in pairs, when at any time of the school day. Learners should also keep their personal dictionaries up to date, and you will need to check on this. Every now and then, use some class time for everyone to catch up on this kind of task, and to complete any unfinished work.
- **Worksheets and answers:** Start collecting these – the Internet is a good source. Print them and laminate them, and keep them in labelled boxes. Let your learners work on them during spare time, marking their own work or bringing them to you to check. Record their marks.
- **Journal-writing:** This is an excellent activity for older children. It develops writing fluency and self-expression. Many children also find it therapeutic to write about their lives and their problems. However, it should be sensitively handled by the teacher. The learner should

write in a book that is kept especially for this purpose, and the teacher should not read it unless the child wishes to share it. The teacher can write comments on the content, but should not correct language or spelling, or award marks. The child should feel free to use other languages, to make drawings, to stick in pictures or articles. It is his or her private property, and should be treated with respect by others, including the teacher.

- **Games and puzzles:** These can be done individually or in pairs and groups. They should each have a serious purpose in developing language skills, and both the teacher and the learners should be aware of what this purpose is. They are fun to do, so they can also be used as rewards for good or improved work. Examples are Boggle and Junior Scrabble (for spelling and vocabulary development), Hangman (spelling), crosswords and word-searches (vocabulary development and spelling), riddles and word-puzzles (reading, wordplay and problem-solving).
- **Drawing:** It is important not to neglect this as many children learn best through the visual mode. It reinforces comprehension, memory and thinking, as well as contributing towards the development of handwriting and fine motor skills.

9 Glossary of terms

Best practice:	what has been proved to be the most successful way of doing things
Cognitive skills:	the developing ability of a child to think clearly and logically. Such skills include comparing, classifying, analysing, and so on
Competent:	able to perform the required tasks to a satisfactory level
Concrete	real, part of the physical world
Consolidating:	revising or reviewing something to make sure learners remember it
Differentiated learning:	children learning at a level that is suited to their ages, grades or abilities
Exemplar:	a model or example that shows how something functions
Individual work:	an activity in which the learner works alone
Grade lists:	up-to-date, alphabetical lists of the names of all the learners in a grade. Such lists have multiple uses, especially for the multigrade teacher
Graphic material:	pictures, charts, diagrams, illustrations and other visual material
Group work:	working as a member of a group of learners
Implementing:	introducing, putting into practice
Language functions:	practical, communicative reasons why we use language, e.g. to apologise for something, to ask for information, to give an opinion, etc.
Levelled:	graded, arranged in order of difficulty, from easiest to most difficult
Master copy:	a dated list of activities, with questions and answers that is kept in a file. It is used when, for example, when a monitor calls out spelling words or Mental Maths questions. The monitor can read the questions and answers from the master copy
Mental Maths:	activity in which learners write responses to questions read out orally. The focus is on speed of calculation, understanding of verbal mathematical statements, and understanding of number concepts in different languages

Metacognition:	thinking about thinking and about learning. In a teaching situation, the teacher should speak to the learners about their learning activities, telling them why they are doing them, what skills they are practising, and so on.
Monograde teaching:	one teacher at a time teaching a single grade in one classroom
Multigrade teaching:	one teacher teaching more than one grade in the same classroom
Online:	on the internet
Overhead projector:	piece of classroom equipment used to project a transparency onto a screen
Pair work:	learners completing an activity with partners, in twos
Peer assessment:	form of assessment in which one or more of the learners assesses the work of their classmates
Print-rich:	demonstrating many examples of stories, poems, articles and other texts, as well as photographs, illustrations and other material that promotes visual literacy, learners drawings and written work, etc.
Procedure:	systematic, logical method of doing something
Process writing:	system of teaching writing in which the learner drafts their work, submits it for comment, then goes on to rewrite and improve their own work based on the feedback they receive
Projection:	a slide or transparency projected onto a screen or wall
Recording:	making a note of assessment results or other details about each learner
Reinforcing:	revising or reviewing work to make sure that the learners remember it
Remedial work:	work done with the purpose of correcting or improving a learner's skills or understanding
Resources:	anything that can be used for particular purposes, e.g. teaching and learning
Self-assessment:	learners evaluating and marking their own work
Self-expression:	communicating one's own thoughts, feelings and opinions, either in speech or writing

SMT:	Senior Management Team. This consists of the school principal and other senior members of the staff, and makes the most important decisions for the school
Stand-by activities:	games, puzzles and other activities that are available in the classroom for the learners to use when they have spare time, or when they want to develop particular skills
Target language:	the language the teacher is teaching to the learners, trying to get them using it accurately and fluently
Visual literacy:	the ability to make meaning from graphic material such as photographs, diagrams and maps
Vocabulary development:	Gradually adding to the learners' knowledge of word meanings and formation
Whole-class teaching:	the teacher teaches both the classes together, for example, by reading a story aloud while both classes listen

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