



## Teaching one topic to all grades and at varying levels of difficulty using differentiated activity

### What is it?

A multigrade classroom (MG) consists of a single class that contains two or more grade levels. The students are grouped according to their grade level or even their age group, and sometimes separated by spaces, and there is only one teacher who is responsible to teach all the students.

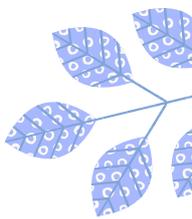
Therefore, multi-grade classrooms have one teacher teaching learners of different ages and levels in a single classroom at the same time. With the purpose of being able to take care of everything and everyone, it is proposed this strategy: teaching one topic to all grades and varying levels of difficulty using a differentiated activity.

### How does it work?

Teachers start their lesson as a general whole, i.e. the first part of the lesson, and the discussion is addressed to everyone and then they are left to interact. Afterwards, the groups are given different tasks or activities appropriate to their grade level following the discussion. For this, the teacher prepares two different tasks. According to multigrade teachers who have implemented this strategy, it allows students in the lower grades to have a preview of possible topics they will encounter in the next grade. While for students in the upper grade, the lower grade lessons serve as a reminder. This grants participants enough time to review the concept being studied. For example, in math, number and number sense are taught in the first trimester of grades 1 and 2, but at different levels of difficulty.

### Materials and Sources

Different tasks or activities can be prepared. These need to be appropriate to each grade level.





## Evidences and Results

The presence of certain words, concepts, themes or characters and comparisons within sets of texts were analyzed. In addition, thematic analysis was used to generate themes on multigrade teaching challenges to search for concepts appearing to capture the essence of the phenomenon under investigation and allows a theoretically flexible approach to analyzing qualitative data.

Suggestions: this strategy achieve better results when the lessons of the two groups are connected or fall under the same theme. Further, the curriculum for multigrade is best delivered in an integrated sequence of learning activities where the class can concentrate on a theme and becomes the focus of all learning activities for the whole class, and not on individual subjects.

Also, it is worth emphasising that the groups usually bring together students from the same grade, but there are cases where students in lower grades are curious about the activities of the higher grades and sometimes request the same activity.

## References

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