



A Multiage Classroom

Choice & Possibility

Maureen McCann Miletta

Foreword by Maxine Greene

Multiage Classroom Choice And Possibility

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Multiage Classroom Choice And Possibility:

A Multiage Classroom Maureen McCann Miletta,1996 This book describes how four teachers created a multiage classroom a place where learning is valued where students can choose what they want and need to study and where teachers are at liberty to develop imaginative programs

Resources in Education ,1997

True Stories from Four-Blocks

Classrooms Patricia Marr Cunningham,Dorothy Hall,Tracy Soles,Joey Bland,2001 Each story includes useful tips or ideas to help solve problems implement strategies and tailor activities to the needs of a particular class

Developmental Continuity Across the Preschool and Primary Grades Patricia A. Scully,2003

Understanding Multiage Education Sandra J.

Stone,Kathleen G. Burriss,2019-04-30 Presenting a compelling case for changing our system of education from a graded curriculum centered approach to a multiage child centered approach Understanding Multiage Education is a comprehensive exploration of the philosophy and foundations of multiage education Veteran educators Stone and Burriss examine the why of multiage education exploring how multiage classrooms structure environment strategies and assessments unfold and complement the multiage philosophy and pedagogy Delineating the differences between a standard and a mixed age approach each chapter features Inside Insights short vignettes case studies examples of multiage in practice and discussion questions challenging readers to engage with the core concepts and examine how we might define success in a multiage classroom Designed for graduate level students of early childhood elementary and general education courses as well as experienced practitioners this is an essential guide for anyone interested in understanding the rationale implementation and benefits of multiage education

Multiage Classrooms ,1993 Multiage programs in other schools Also many articles by

Ernest Boyer Albert Shanker Kathleen Cushman John O Neil etc

Joyful Learning in Kindergarten Bobbi Fisher,1998 This new edition of Joyful Learning not only demonstrates how to link student centered theory and practice in the preschool and kindergarten classroom but also provides a detailed index and new routines activities and strategies

Resources in Education ,1997

El-Hi Textbooks & Serials in Print ,2003 ,2003

Curriculum Books William Henry Schubert,2002 A

substantial revision of Curriculum Books The First Eighty Years this new volume is a comprehensive presentation of

curriculum books that have contributed to theoretical and practical discourse about curriculum throughout the twentieth

century Following an introduction that explains the book s purpose and how it was constructed the authors present each

decade in a chapter that provides contextual reminders about the social political and cultural events of the time period

discussion of salient events in curriculum discourse and a comprehensive bibliography by year of curriculum books More

than 3 000 curriculum books are weaved into this presentation The original and updated conclusions are offered to provide

interpretative perspective on curricular trends state of the field and possibilities for the future of curriculum studies

Publisher description

Social Studies & the Young Learner ,2003

Creating the Multi-age Classroom ,1995

Endless Possibilities Pat Cordeiro,1995 Compilation of successful lessons integrating social studies and literacy using

interactive learning **The Multi-age Classroom** William Cook Miller,1991 **Choosing to Learn** Penelle Chase,Jane Doan,1996 this book thoughtfully refutes the notion that children are not learning unless teachers are teaching **Books in Print** ,1991 **El-Hi Textbooks and Serials in Print** ,2006 **El-Hi Textbooks & Serials in Print, 2005** ,2005

Interpreting Educational Research Daniel R. Hittleman,Alan J. Simon,2002 This book provides the basic knowledge and skills to read interpret evaluate and write about quantitative and qualitative educational research It allows teachers to make program curriculum and instructional decisions based on research results The authors goal is to guide readers to think as research consumers through directed learning activities based on current integrated language arts principles and practices Chapter topics include the research process research designs reading and evaluating research reports reading and evaluating sections abstract background and purpose reading and interpreting reviews of research and locating information about research reports For teachers of any and all grade levels pre kindergarten through post graduate **Toddlers Playing in Multiage and Same Age Groups** Mary Anne Chalkley,1988

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