

Multilevel Organizer: At-a-Glance

Opening activities: Whole group**Objective**

Build community and introduce unit theme

MaterialsPicture A (from the *Online Teacher's Resources*)**Activity**

Build vocabulary

Opening activities

Minutes

Break-out activities: Like-ability groups**Objective**

Develop level-appropriate language skills

Low-level	Mid-level	High-level	
Facilitator Teacher Materials Student's Book Lesson A	Facilitator Group Leader Materials Student's Book and audio Lesson A	Facilitator Independent Materials Workbook and audio Lesson A	Break-out: Time 1 Minutes
Facilitator Group Leader Materials Workbook and audio Lesson A	Facilitator Teacher Materials Student's Book and Workbook Lesson A	Facilitator Independent Materials Student's Book and audio Lesson A	Break-out: Time 2 Minutes
Facilitator Group Leader Materials Student's Book and audio Lesson A	Facilitator Independent Materials Workbook and audio Lesson A	Facilitator Teacher Materials Student's Book Lesson A	Break-out: Time 3 Minutes

Closing activities: Whole group and cross-ability groups**Objective**

Assess learning from break-out groups

Materials

Student's Books from each level

Activity

Review vocabulary

Closing activities

Minutes

Multilevel Organizer: Teaching Steps

Low-level: Book _____

Mid-level: Book _____

High-level: Book _____

Opening activities: Whole group**Objective** Build community and introduce unit theme or vocabulary**Facilitator** Teacher**Materials** Picture A (from the *Online Teacher's Resources*)**Activity** Build vocabulary**Teaching steps**

1. T asks, "What do you see?"
2. Ss identify what they see in the picture.
 - Low-level Ss respond with words and phrases.
 - Higher-level Ss use sentences.
3. T writes vocabulary on the board.
4. T does one or more of the following:
 - Ss say words and T points to items in picture.
 - Ss ask and answer questions about the picture.
 - Ss say words, and other Ss circle the words on the board.

Break-out activities: Like-ability groups (see next page)**Closing activities: Whole group and cross-ability groups****Objective** Assess learning from break-out groups**Facilitator** Teacher**Materials** Student's Books from each level**Activity** Review vocabulary**Teaching steps**

1. T does one or more of following:
 - Ss from each group write key level-appropriate vocabulary on board.
 - Ss ask whole group to identify / pronounce words.
 - Ss in higher groups help Ss in lower groups pronounce / identify words in the lower-level Ss books.
2. Ss from each group come to the board. T names a letter of the alphabet. Ss write one or more words from their Student's Book that begin with that letter.

Abbreviations used in the organizers

T = teacher GL = group leader: instructional aide, volunteer, student leader

S = student Ss = students

Picture A = unit-opening picture from Student's Books Basic, 1, or 2

Picture B = unit-opening picture from Student's Books 3 or 4

1A/2B (any boldfaced numbers and letters) = reference to exercises in the Student's Books

Break-out activities: Like-ability groups

Objective Develop level-appropriate language skills

Break-out: Time 1

Low-level	Mid-level	High-level
Facilitator Teacher Materials Low-level Student's Book and Workbook Teaching steps 1. T focuses Ss on opening picture in 1 Before you listen. 2. Review vocabulary. 3. T models pronunciation of key vocabulary. 4. Ss identify and pronounce key vocabulary. 5. Ss point to and discuss people / things in the picture. 6. T introduces Lesson A in the Workbook and plays audio.	Facilitator Group Leader Materials Mid-level Student's Book and audio Teaching steps 1. GL introduces 2A and plays audio. 2. Ss complete exercise. 3. GL checks answers using audio script or Teacher's Edition answer key. 4. GL reads directions for 2B and plays audio. 5. Ss complete exercise. 6. GL checks answers using Teacher's Edition answer key. 7. Ss continue until all exercises are completed and checked.	Facilitator Independent Materials High-level Workbook Teaching steps 1. T introduces Workbook Lesson A and plays audio. T points out answer key in Workbook, and leaves group to work independently. 2. Ss work in pairs or small groups to complete exercises. 3. Ss check answers (with answer key, or with partner and then with answer key).

Break-out: Time 2

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Workbook and audio Teaching steps 1. GL introduces Lesson A and plays audio. 2. Ss work in pairs or small groups to complete Lesson A exercises. 3. GL checks answers using answer key in Workbook. 4. Ss read answers aloud.	Facilitator Teacher Materials Mid-level Student's Book and Workbook Teaching steps 1. T reviews 2 Listen. 2. T facilitates completing items in 1 Before you listen and models pronunciation of key vocabulary. 3. Ss identify and pronounce key vocabulary. 4. T introduces Workbook Lesson A, plays audio, and points out answer key in Workbook.	Facilitator Independent Materials High-level Student's Book and audio Teaching steps 1. Ss read directions for 2A, play audio, and complete exercise. 2. Ss check answers using audio script or Teacher's Edition answer key. 3. Ss do same for 2B. If time, Ss role-play conversations in 2B, using audio script at back of the Student's Book.

Break-out: Time 3

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Student's Book and audio Teaching steps 1. GL reads directions for 2A and plays the audio. 2. Ss complete the exercise. 3. GL checks answers using audio script or Teacher's Edition answer key. 4. GL does same for 2B. 5. GL and Ss continue until all exercises are completed and checked.	Facilitator Independent Materials Mid-level Workbook and audio Teaching steps 1. Ss play audio. 2. Ss work in pairs or small groups to complete exercises. 3. Ss check answers using answer key in Workbook. 4. Ss practice reading answers.	Facilitator Teacher Materials High-level Student's Book Teaching steps 1. T reviews 2 Listen. 2. T facilitates completing items in 1 Before you listen and models pronunciation of key vocabulary. 3. Ss identify and pronounce key vocabulary. 4. T uses unit grammar to discuss pictures in 1 Before you listen. 5. T asks questions to expand Ss' use of unit vocabulary.