

Multilevel Organizer: At-a-Glance

Opening activities: Whole group**Objective**

Build community and introduce vocabulary / grammar

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

Preview vocabulary / grammar

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 and audio Lesson B	Facilitator Group Leader Materials Student's Book and audio Lesson B	Facilitator Independent Materials Student's Book and Workbook Lesson B	Break-out: Time 1 Minutes
Facilitator Group Leader Materials Student's Book and audio Lesson B	Facilitator Teacher Materials Student's Book and Workbook Lesson B	Facilitator Independent Materials Student's Book and audio Lesson B	Break-out: Time 2 Minutes
Facilitator Group Leader Materials Workbook Lesson B	Facilitator Independent Materials Workbook Lesson B	Facilitator Teacher Materials Student's Book Lesson B	Break-out: Time 3 Minutes

Closing activities: Cross-ability groups**Objective**

Assess learning from break-out groups

Materials

Unit-opening picture in Student's Book from each level

Activity

Review vocabulary / grammar

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 vocabulary / grammar

Facilitator Teacher

Materials Picture A (from the *Online Teacher's Resources*)

Activity Preview vocabulary / grammar

Teaching steps

1. **T** describes picture using key vocabulary / grammar.
2. **T** asks questions about picture:
 - *Yes / No* questions for low-level **Ss**
 - *Wh-* questions for higher-level **Ss**
3. **T** does one or more of the following:
 - **Ss** ask and answer questions about the picture.
 - **Ss** draw pictures of key vocabulary / grammar. Other **Ss** guess things / actions.
 - **Ss** do question / answer line-up activity. Lower-level **Ss** read questions. Higher-level **Ss** answer.

Break-out activities: Like-ability groups (see next page)

Closing activities: Cross-ability groups

Objective Assess learning from break-out groups

Facilitator Teacher

Materials Unit-opening picture in Student's Book from each level

Activity Review vocabulary / grammar

Teaching steps

- T** does one or more of the following:
- **Ss** work in cross-ability groups (one **S** from each group). Low-level **Ss** point to their picture and say and spell words. Higher-level **Ss** show their picture and describe the picture.
 - **Ss** write lesson vocabulary (low-level **Ss**) and sentences (higher-level **Ss**).
 - **Ss** in higher groups help **Ss** in lower groups pronounce / identify words in the lower-level Student's Books.
 - **Ss** share information or role-play their conversations in **3 Communicate**.

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 audio Teaching steps 1. T introduces vocabulary or grammar focus. 2. T elicits answers for first two items in 2A. 3. Ss complete exercise and T checks answers. If time, Ss write answers on board. T corrects answers. Optional: T plays audio for Ss using Student's Book. Ss check answers.	Facilitator Group Leader Materials Mid-level Student's Book and audio Teaching steps 1. Ss study 1 Grammar focus. 2. Ss complete 2A. 3. GL or Ss check answers using audio or Teacher's Edition answer key. 4. Ss read answers in pairs or small groups.	Facilitator Independent Materials High-level Student's Book and Workbook Teaching steps 1. T introduces Workbook Lesson B, points out answer key in Workbook, and leaves group to work independently. 2. Ss study 1 Grammar focus in Student's Book. 3. Ss work in pairs or small groups to complete Lesson B in the Workbook. 4. Ss check answers (with Workbook 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 Student's Book Teaching steps 1. GL reads directions for 2B. 2. Ss complete the exercise. GL checks answers using Teacher's Edition answer key. 3. Ss complete and check all exercises in 2. 4. GL introduces 3. Ss complete all exercises.	Facilitator Teacher Materials Mid-level Student's Book and Workbook Teaching steps 1. T reviews 2A. 2. T introduces 2B. 3. Ss complete 2B and T checks answers. 4. T introduces 3. Ss complete all exercises in 3. 5. T introduces Workbook Lesson B and points out answer key in Workbook.	Facilitator Independent Materials High-level Student's Book and audio Teaching steps 1. Ss review 1 Grammar focus. 2. Ss complete 2A. 3. Ss check answers and practice with a partner. Optional: Ss play audio and check answers.

Break-out: Time 3

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Workbook Teaching steps 1. GL introduces Lesson B. 2. Ss work in pairs or small groups to complete Lesson B. 3. GL checks answers using answer key in the Workbook. 4. Ss read answers aloud.	Facilitator Independent Materials Mid-level Workbook Teaching steps 1. Ss work in pairs or small groups to complete Lesson B. 2. Ss check answers using answer key in Workbook. 3. Ss practice reading answers aloud.	Facilitator Teacher Materials High-level Student's Book Teaching steps 1. T reviews and answers questions about the grammar focus and 2A. 2. T introduces 2B. 3. Ss complete 2B and check answers. 4. T introduces 3. 5. Ss complete all exercises in 3.