

Multilevel Organizer: At-a-Glance

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

Build community and introduce grammar

MaterialsPicture B (from the *Online Teacher's Resources*) with accompanying audio (on the *Ventures* website)**Activity**

Tell a story

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 C**Facilitator**

Group Leader

MaterialsStudent's Book and audio
Lesson C**Facilitator**

Independent

MaterialsStudent's Book and
Workbook Lesson C**Break-out:****Time 1**

Minutes

Facilitator

Group Leader

MaterialsStudent's Book and audio
Lesson C**Facilitator****Teacher****Materials**Student's Book and
Workbook Lesson C**Facilitator**

Independent

MaterialsStudent's Book and audio
Lesson C**Break-out:****Time 2**

Minutes

Facilitator

Group Leader

Materials

Workbook Lesson C

Facilitator

Independent

Materials

Workbook Lesson C

Facilitator**Teacher****Materials**

Student's Book Lesson C

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 grammar

Closing activities

Minutes

Multilevel Organizer: Teaching Steps

Low-level: Book _____
Mid-level: Book _____
High-level: Book _____

Opening activities: Whole group and cross-ability groups

Objective Build community and introduce grammar

Facilitator Teacher

Materials Picture B (from the *Online Teacher's Resources*) with accompanying audio (Lesson A, **2A** on the *Ventures* website)

Activity Tell a story

Teaching steps

1. **T** creates cross-ability groups.
2. **T** shows Picture B and asks **Ss** to agree on answers:
 - Who are the people?
 - Where are they?
 - What are they doing? **OR** What are they talking about?
3. **Ss** share answers and **T** writes answers on board.
4. **T** does one or more of the following:
 - **T** plays audio for Picture B. **Ss** listen and compare with their answers on the board.
 - **Ss** share what they heard and **T** writes responses on board. Low-level **Ss** list vocabulary, higher-level **Ss** retell or write the story.
 - **T** shows a different unit-opening picture from low-level Student's Book and plays accompanying audio. Low-level **Ss** tell the story. Higher-level **Ss** peer-correct.

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 grammar

Teaching steps

- T** does one or more of following:
- On the board, **Ss** write sentences about the pictures. **T** facilitates error correction.
 - Working in cross-ability groups (one **S** from each level), **Ss** point to Lesson C pictures in their book and make sentences or ask questions using key structures.
 - **Ss** work in cross-ability groups to share information or role-play **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 1 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. Ss check answers and practice with a partner.	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 Class 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 C, points out answer key in Workbook, and leaves group to work independently. 2. Ss study 1 Grammar focus in Ss book. 3. Ss work in pairs or small groups to complete Lesson C 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 continue until all exercises in 2 are completed. 4. GL introduces 3. Ss complete all exercises in 3.	Facilitator Teacher Materials Mid-level Student's Book and Workbook Teaching steps 1. T reviews 2A and answers questions. 2. T introduces 2B. 3. Ss complete 2B and T checks answers. 4. T models 3. 5. Ss complete all exercises in 3. 6. T introduces Workbook Lesson C and points out answer key in Workbook.	Facilitator Independent Materials High-level Student's Book with 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 C. 2. Ss work in pairs or small groups to complete Lesson C exercises. 3. GL checks answers using answer key in 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 C exercises. 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.