

Multilevel Organizer: At-a-Glance

Opening activities: Whole group**Objective**

Build community and focus on reading

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

Language experience – Telling 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 Lesson D

Facilitator

Group Leader

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

Independent

Materials

Workbook Lesson D

Break-out:**Time 1**

Minutes

Facilitator

Group Leader

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

Independent

Materials

Student's Book Lesson D

Break-out:**Time 2**

Minutes

Facilitator

Group Leader

Materials

Workbook Lesson D

Facilitator

Independent

Materials

Workbook Lesson D

Facilitator**Teacher****Materials**

Student's Book Lesson D

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

Sharing stories

Closing activities

Minutes

Multilevel Organizer: Teaching Steps

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

Opening activities: Whole group

Objective Build community and focus on reading

Facilitator Teacher

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

Activity Language experience – Telling a story

Teaching steps

1. **T** elicits words and sentences about the pictures and writes them on the board.
Ss repeat words / sentences.
2. **T** asks **Ss** to use words / sentences to tell a story about the pictures.
3. **T** writes story on the board. **Ss** read and revise the story.
4. **T** does one or more of the following:
 - **Ss** read the story aloud (low-level **Ss**).
 - **Ss** retell the story using their own words (mid-level **Ss**).
 - **Ss** predict a new ending for the story (high-level **Ss**).

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 Sharing stories

Teaching steps

- T** does one or more of the following:
- **T** poses general questions about the reading that work across levels (e.g., *Who is the reading about? What did you learn about the person?*). **T** puts **Ss** in cross-ability groups (one **S** from each break-out group), and **Ss** share information about their story within their group.
 - **Ss** in cross-ability groups (one **S** from each group) read their Lesson D stories aloud and teach new vocabulary.
 - **T** invites **S** from each group to read his / her Lesson D story to the class. Class asks questions (low-level **Ss** ask about vocabulary; mid-level **Ss** ask about confusing sentences; high-level **Ss** ask about details).
 - **T** invites **Ss** from low- or mid-level groups to teach vocabulary in **4 Picture Dictionary**.

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 Teaching steps 1. T leads discussion in 1. 2. T reads story in 2. 3. T points out reading tip and elicits examples in the reading (Books 1–4 only). 4. T introduces 3. 5. Ss complete 3 and share answers. T corrects. 6. T introduces 4.	Facilitator Group Leader Materials Mid-level Student's Book and audio Teaching steps 1. In pairs, Ss complete 1. 2. Ss play audio for 2 and read. 3. Ss complete exercise 3 (Books 1 and 2) or 3A (Books 3 and 4).	Facilitator Independent Materials High-level Workbook Teaching steps 1. T introduces Workbook Lesson D, 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 Student's Book and audio Teaching steps 1. Ss complete 4A. 2. GL plays audio and Ss check answers. 3. GL checks answers using audio script or Teacher's Edition answer key. 4. GL introduces 4B. 5. Ss work in pairs and practice conversation.	Facilitator Teacher Materials Mid-level Student's Book and Workbook Teaching steps 1. T checks exercises and answers questions. 2. T points out reading tip and elicits examples in the reading. 3. T introduces 4 (Books 1 and 2) or 3B and 3C (Books 3 and 4). 4. Ss complete exercises and T corrects. 5. T introduces Workbook Lesson D and points out answer key in Workbook.	Facilitator Independent Materials High-Level Student's Book Teaching steps 1. In pairs, Ss complete 1. 2. Ss read the story. 3. Ss complete 3 (Books 1 and 2) or 3A (Books 3 and 4).

Break-out: Time 3

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Workbook Teaching steps 1. GL introduces Lesson D. 2. Ss work in pairs or small groups to complete Lesson D 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 D exercises. 2. Ss check answers using answer key in Workbook. 3. Ss practice reading answers aloud.	Facilitator Teacher Materials High-level Student’s Book and audio Teaching steps 1. T corrects exercises. 2. T points out reading tip and elicits examples in the reading. Optional: T may play audio for Ss to listen as they read to themselves. 3. T models pronunciation of key vocabulary from 4 Picture dictionary (Books 1 and 2) or 3B Build your vocabulary (Books 3 and 4). 4. Ss complete exercises and T corrects.