

Multilevel Organizer: At-a-Glance

Opening activities: Whole group**Objective**

Build community and focus on life-skills reading

Materials

Life-skills reading from low-level Student's Book

Activity

Scan for information

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 F

Facilitator

Group Leader

Materials

Student's Book Lesson F

Facilitator

Independent

Materials

Workbook Lesson F

Break-out:**Time 1**

Minutes

Facilitator

Group Leader

Materials

Student's Book Lesson F

Facilitator**Teacher****Materials**Student's Book and
Workbook Lesson F**Facilitator**

Independent

Materials

Student's Book Lesson F

Break-out:**Time 2**

Minutes

Facilitator

Group Leader

Materials

Workbook Lesson F

Facilitator

Independent

Materials

Workbook Lesson F

Facilitator**Teacher****Materials**

Student's Book Lesson F

Break-out:**Time 3**

Minutes

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

Assess learning from break-out groups

Materials

Lesson F, Grammar connections; Self-assessments

Activity

Review 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 focus on life-skills reading

Facilitator Teacher

Materials Life-skills reading from low-level Student's Book

Activity Scan for information

Teaching steps

1. **T** asks questions to focus on schema and develop scanning skills.
 - What is the heading?
 - What is the format? (table, chart, graph)
 - What are the key parts? (name, number, location, personal information)
2. If time allows, **T** selects a different life-skills reading from Lesson F in another level of the Student's Books and repeats process.

Note: In whole-group activities, it is recommended that you select life-skills readings from lower-level groups. This provides lower-level **Ss** with additional practice and builds self-confidence. It also naturally encourages cross-ability tutoring by higher-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 Lesson F, Grammar connections; Self-assessments

Activity Review grammar

Teaching steps

T does one or more of the following:

- **T** selects one Lesson F grammar chart and exercise and teaches it to the whole class.
- In cross-ability groups, low-level **Ss** teach higher-level **Ss** a Lesson F grammar chart and exercise from low-level Student's Book.
- **Ss** from each level volunteer to teach Lesson F exercise to whole group.
- **Ss** complete unit self-assessment in their Student's Book. In like-ability or cross-ability groups, **Ss** help each other with problem topics.

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 introduces 1. 2. T reads questions in 1A and students locate answers. T corrects answers. 3. T reads direction line for 1B. Ss complete the exercise. 4. T introduces 2A.	Facilitator Group Leader Materials Mid-level Student's Book Teaching steps 1. Ss read 1 Life-skills reading. 2. Ss answer questions in 1A. 3. GL or Ss check answers in Teacher's Edition answer key. 4. Ss work in pairs and complete 1B.	Facilitator Independent Materials High-level Workbook Teaching steps 1. T introduces Workbook Lesson F, points out answer key, and leaves group to work independently. 2. Ss work in pairs or small groups to complete Lesson F exercises. 3. 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 reviews 2A instructions. Ss complete exercise 2A. 2. GL checks answers. Optional: GL checks answers in Teacher's Edition answer key. 3. Ss complete remaining exercises and share answers.	Facilitator Teacher Materials Mid-level Student's Book and Workbook Teaching steps 1. T reviews exercises in 1 and identifies the type of life-skills reading. 2. T introduces 2A. 3. Ss complete exercise and share answers. 4. T introduces 2B and Ss do activity. 5. T introduces Workbook Lesson F and points out answer key in Workbook.	Facilitator Independent Materials High-level Student's Book Teaching steps 1. Ss read 1 Life-skills reading. 2. Ss answer questions in 1A. 3. Ss compare answers. 4. Ss work in pairs and complete 1B.

Break-out: Time 3

Low-level	Mid-level	High-level
Facilitator Group Leader Materials Low-level Workbook Teaching steps 1. GL introduces Lesson F. 2. Ss work in pairs or small groups to complete Lesson F exercises. 3. GL checks answers using answer key. 4. Ss read answers aloud.	Facilitator Independent Materials Mid-level Workbook Teaching steps 1. Ss work in pairs or small groups to complete Lesson F exercises. 2. Ss compare answers. 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 exercises in 1 and identifies the type of life-skills reading. 2. T introduces 2A. 3. Ss complete 2A and share answers. 4. T introduces 2B and Ss do activity.