American English LIVE: Teacher Development Series 2
Every other Wednesday at 8 a.m. and 1 p.m. Eastern Time from Washington, D.C.
May 2, 2018 - July 11, 2018

Earn a digital badge for attending each session!

Learn from English Language Specialists!
Managing the multilevel classroom can be challenging, as both providing enough challenge and support is crucial to engagement.

**During this session, participants will learn strategies for:**
- Identifying students’ levels and establishing learning goals
- Adapting materials and activities to support and challenge learners
- Keeping students engaged, motivated, and on task *despite* proficiency levels
Kitty has worked in Korea, China, Indonesia, Vietnam, Tajikistan, Turkmenistan, Turkey, Kuwait, Oman, and Spain. She is currently teaching in a Master’s in TESOL program in California.

Kitty has a PhD in Applied Linguistics from the University of California, Los Angeles (UCLA). Her professional interests include methodology in local contexts and professional ethics.

Kitty served as an English Language Specialist in Tajikistan, conducting an English teacher mentor program with teachers from across the country.
Creating and Adapting Materials for Multilevel Classes

Kitty Purgason

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Session Goals

Teachers will...

• observe techniques for adapting or creating multilevel activities for the four skills, plus vocabulary enhancement and projects

• discover ways to challenge high level students and support low level students
Overview

• Multilevel classes: what and why
• Classroom management
• Solutions (various examples) that involve:
  – Input (short or long text)
  – Support (a lot, some, or no help)
  – Task (easy or hard, a lot or a little)
• Questions
Let’s see what you think!
What does “multilevel” mean to you?
What are some reasons students in the same class are at different levels?
“Multilevel” classes in this presentation
Classroom Management
Multilevel class with distinct groups
Multilevel class with all students mixed
Groups or Pairs: **Same** Level

- **Emotions**: when low level students need to feel secure
- **Learning**: when high level students need to face a challenge
Groups or Pairs: **Mixed** Levels

- **Learning**: when high level student can grow by helping another
- **Classroom management**: when low level student needs help
  
  Rule: the lower level student has to go first
  
  After that, the partner can supplement.
- **Classroom management**: when we want to create a unified classroom community
Labeling students “high” or “low”

- How old are the students?
- How many students of each level are there?
- What is the reason for the multilevel class?
Reading, Speaking, and Writing
# Reading

<table>
<thead>
<tr>
<th>Higher level students</th>
<th>Lower level students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy more autonomy</td>
<td>Require more support</td>
</tr>
<tr>
<td>Read more text</td>
<td>Read less text</td>
</tr>
<tr>
<td>Require less time</td>
<td>Require more time</td>
</tr>
<tr>
<td>Higher level students</td>
<td>Lower level students</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>What does this quote mean?</td>
<td>Only: nothing except A life lived for others: a life [which is] lived for others A life worthwhile: a life [which is] worthwhile Meaning: To live a worthwhile (meaningful) life, you should live for others, or live to help other people.</td>
</tr>
</tbody>
</table>

“Only a life lived for others is a life worthwhile.” — Albert Einstein
<table>
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<th>Higher level Students</th>
<th>Lower level Students</th>
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<tr>
<td>- Albert Einstein</td>
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</tr>
<tr>
<td>“We only have what we give.”</td>
<td>“We only have what we give.”</td>
</tr>
<tr>
<td>- Isabel Allende</td>
<td>- Isabel Allende</td>
</tr>
<tr>
<td>“Self-improvement comes mainly from trying to help others.”</td>
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</tr>
<tr>
<td>– Sir John Templeton</td>
<td>– Sir John Templeton</td>
</tr>
<tr>
<td>“We are healed to help others. We are blessed to be a blessing. We are saved to serve.”</td>
<td></td>
</tr>
<tr>
<td>– Rick Warren</td>
<td></td>
</tr>
<tr>
<td>“The best way to find yourself is to lose yourself in the service of others.”</td>
<td></td>
</tr>
<tr>
<td>– Mahatma Gandhi</td>
<td></td>
</tr>
</tbody>
</table>
THIS READING INCLUDES a description of the two most celebrated family days: Mother’s Day and Father’s Day. Though National Grandparents’ Day and International Children’s Day also exist, they are not as widely celebrated in the United States as Mother’s Day and Father’s Day.

Mother’s Day

On the second Sunday in May, American children of all ages treat their mothers to something special. It is the day when children, young and old, try to show, in a tangible way, how much they appreciate their mothers, or those who have served as mother figures in their lives.

England was one of the first countries to set aside a day to recognize mothers. In the eighteenth century when many people worked as household servants for the rich, “Mothering Sunday” was reserved for them to return home to be with their mothers. Though this custom changed when the Industrial Revolution altered people’s working and living patterns, mothers in England are still honored with a special day in March.

In the United States, the idea of Mother’s Day was first introduced in 1872 by Julia Ward Howe, a famous writer and social reformer of the time. However, the establishment of an official day to honor mothers was due largely to the perseverance and love of one daughter, Anna Jarvis. Anna’s mother had provided strength and support as the family made their home in West Virginia and then Philadelphia, Pennsylvania, where Anna’s father served as a minister. As a girl, Anna had helped her mother take care of her garden, filled mostly with white carnations, her mother’s favorite flower. When Mrs. Jarvis died on May 5, 1905, Anna was determined to honor her. She asked the minister at her former church in West Virginia to give a sermon in her mother’s memory. On the same Sunday, their minister in Philadelphia also honored Mrs. Jarvis, and all mothers, with a special Mother’s Day service. Anna Jarvis began writing to members of congress, asking them to set aside a day to honor mothers. In 1910, the governor of West Virginia proclaimed the second Sunday in May as Mother’s Day. A year later, every state was celebrating it, and in 1914 President Woodrow Wilson declared the first national Mother’s Day.

On Mother’s Day morning, some American children follow the tradition of serving their mothers breakfast in bed. Other children will give their mothers gifts that they have made themselves or bought in stores. Adults also give their mothers cards, gifts, and flowers—often red carnations, the official Mother’s Day flower. If their mothers are deceased, they may bring white carnations or other flowers to their gravesites. Mother’s Day is the busiest day of the year for American restaurants. On her special day, family members do not want Mom to have to cook dinner!
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Jigsaw Reading: Expert Groups

**Stage 1:** Students are put in groups according to level to read their text and discuss.

**Stage 2:** Students move into new groups to share information about their texts and complete a worksheet.
Jigsaw Reading: Expert Groups

Stage 1: Students are put in groups according to level to read their text and discuss.
Jigsaw Reading: Expert Groups

Stage 2: Students separate into **new** groups to share information about their texts and complete a worksheet.

<table>
<thead>
<tr>
<th>Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____________________________? (Blue group)</td>
</tr>
<tr>
<td>2. _______________? _______________? (Red group)</td>
</tr>
<tr>
<td>3. ____________________________? (Orange group)</td>
</tr>
<tr>
<td>4. ____________________________? (Red group)</td>
</tr>
<tr>
<td>5. _______________? _______________? (Purple group)</td>
</tr>
<tr>
<td>6. _______________? _______________? (Orange group)</td>
</tr>
<tr>
<td>7. ____________________________? (Purple group)</td>
</tr>
<tr>
<td>8. ____________________________? (Orange group)</td>
</tr>
<tr>
<td>Higher level students</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>• More questions</td>
</tr>
<tr>
<td>• More difficult questions</td>
</tr>
<tr>
<td>• More autonomy</td>
</tr>
<tr>
<td>• Expect more in response</td>
</tr>
</tbody>
</table>
“Only a life lived for others is a life worthwhile.”
— Albert Einstein

1. Do you agree? Why or why not?
2. If you agree, who are the people we should live for or serve?
3. Talk about some people who exemplify this quote (or provide counter-evidence).
4. If you live this way, what helps you or inspires you?
“Only a life lived for others is a life worthwhile.”
— Albert Einstein

1. Do you agree? Why or why not?
2. If you agree, who are the people we should live for or serve?

I agree with Einstein because ________________________________.
I disagree with Einstein because ________________________________.
I think I should live for ____________ because ________________.

   my family                  they love me.
   my community              they are important.
   people in need            I can help.
Instructions: Look at your card. Read it to your partner. Do you agree or disagree? If possible, give a reason.

Lower Level

“We are healed to help others.”

Response: Yes, I think this is true.

Higher Level

“The best way to find yourself is to lose yourself in the service of others.”

Response: I mostly agree with this, but in some cases...
Conversation Cards

Walk and Talk Format

Double Line Format

Lower level student

Higher level student
Conversation Cards

Walk and Talk Format
Conversation Cards

Double Line Format

This row does not move.

This row moves one spot to the right to talk with a new partner.

Lower level student

Higher level student
Conversations Cards

1. Lower level students speak first, followed by higher level students.

2. Conversation continues until the teacher signals.
Using Pictures
## Using Pictures

<table>
<thead>
<tr>
<th>Level</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Single words related to the picture</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Description of what is happening</td>
</tr>
<tr>
<td>Advanced</td>
<td>Explanation of why it happened, prediction of what might happen next</td>
</tr>
</tbody>
</table>
Let’s give it a try!
Using Pictures - Sequencing

Use a picture story with a multilevel class
Picture Sequences - Listening

Lower level students
See pictures in order while listening

Higher level students
Listen and put pictures in order

Extra challenge
Listen and write
Picture Sequences - Reading and Writing

Beginner Task

Instructions: Match each picture with the right sentence.

1. I planted a pumpkin seed.

2. A pumpkin grew.

3. I saved some seeds for next year.
Picture Sequences - Reading and Writing

Intermediate Task
Instructions: Fill in the blanks with the appropriate word.

1. I ____planted____ a pumpkin ____seed____.

2. A pumpkin _________grew______.

3. I ______ saved some____ seeds____ for next year.
Picture Sequences - Reading and Writing

Advanced Task

Instructions: Write a sentence based on what you see in the picture.

1. I saw a small plant.

2. The pumpkin vine grew bigger.
Intermediate Task
Instructions: Fill in the blanks with the appropriate vocabulary.

1. I [planted] a pumpkin [seed].

2. A pumpkin [grew].


Beginner Task
Instructions: Match each picture with the right sentence.

1. I planted a pumpkin seed.

2. A pumpkin grew.

3. I saved some seeds for next year.

Advanced Task
Instructions: Write a sentence based on what you see in the picture.

1. I saw a small plant.

2. The pumpkin vine grew bigger.
Vocabulary

Feelings

Happy, Sad,
Angry, Surprised,
Tired, Confused
Vocabulary: Pictures on the board – Listening (and Writing)

**Lower level**
Listen and write the letter.

**Mid level**
Write the word or the sentence.
Vocabulary: Pictures on the board – Listening (and Writing)

Lower level
1. B
2. D

Mid level
1. Happy
2. Sad
Vocabulary: Pictures on the board – Listening (and Writing)

**Lower level**
Write the letter or the word.

**Mid level**
Write the word or the sentence.

**High level**
Write the sentence.
Projects - Presentations
Projects - Presentations

Option 1
Groups by level:
• Lower levels will need:
  • simplified material
  • more scaffolding

Option 2
Mixed level groups:
• Different tasks for different levels
U.S. Holiday Project

Resource: *Celebrate! Holidays in the U.S.A.*

Groups: 4-5 students

Final project – groups present

What different tasks are involved in this project?
U.S. Holiday Project - Reading

**Lower level**
Read section 1 to find out the **date** that Mother’s Day is celebrated.

**Mid level**
Read section 2 and take notes on **what families do** on this day.

**High level**
Read the whole text and take notes on the **history** of the holiday.
U.S. Holiday Project - Planning

Presentation Tasks

1. Decide on information to include in your presentation.
2. Find visuals to include in your presentation.
3. Think about similar local holidays.
4. Write draft text for your presentation.
5. Proofread draft text.
6. Prepare presentation slides.
7. Decide who will present each part.
U.S. Holiday Project - Presenting

Mother’s Day

- Second Sunday in May
- Efforts of Anna Jarvis
- 1914 – first national Mother’s Day
- Gifts, meal in a restaurant
# Project – Reflecting and Assessing

## Proverb Poster

<table>
<thead>
<tr>
<th>What to do</th>
<th>Your name</th>
<th>Who did this in your group?</th>
<th>How did they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft a brief explanation of what the proverb means</td>
<td><strong>Amir</strong></td>
<td><strong>Sitara</strong></td>
<td>good</td>
</tr>
<tr>
<td>Check vocabulary and grammar</td>
<td><strong>Marjan</strong></td>
<td>absent</td>
<td></td>
</tr>
<tr>
<td>Copy the saying and explanation on the poster</td>
<td><strong>Gulnar</strong></td>
<td>excellent</td>
<td></td>
</tr>
<tr>
<td>Plan a visual to illustrate the proverb</td>
<td><strong>Amir</strong></td>
<td>good</td>
<td></td>
</tr>
<tr>
<td>Draw the illustration on the poster</td>
<td><strong>Khorsheed</strong></td>
<td>so-so</td>
<td></td>
</tr>
<tr>
<td>Explain your poster to the class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Any questions?
Summing Up

• **Input**: Short and simple vs. Long and complex
• **Support**: Promoting autonomy vs. Providing varying levels of support
• **Task Type**: Level and quantity of work
Resources for multilevel classes

- https://americanenglish.state.gov/resources/teachers-corner-common-challenges-english-classroom#child-2111
- https://learningenglish.voanews.com/
- https://breakingnewsenglish.com/
- http://www.newsinlevels.com/#
Thank you!

Email: americanenglish@state.gov

americanenglishwebinars.com
americanenglish.state.gov
facebook.com/AmericanEnglishatState
facebook.com/AmericanEnglishforEducators