

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
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attending each
session!



Learn from
English Language
Specialists!



Creating and Adapting Materials for a Multilevel Classroom

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 Purgason



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.



AMERICAN ENGLISH



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?



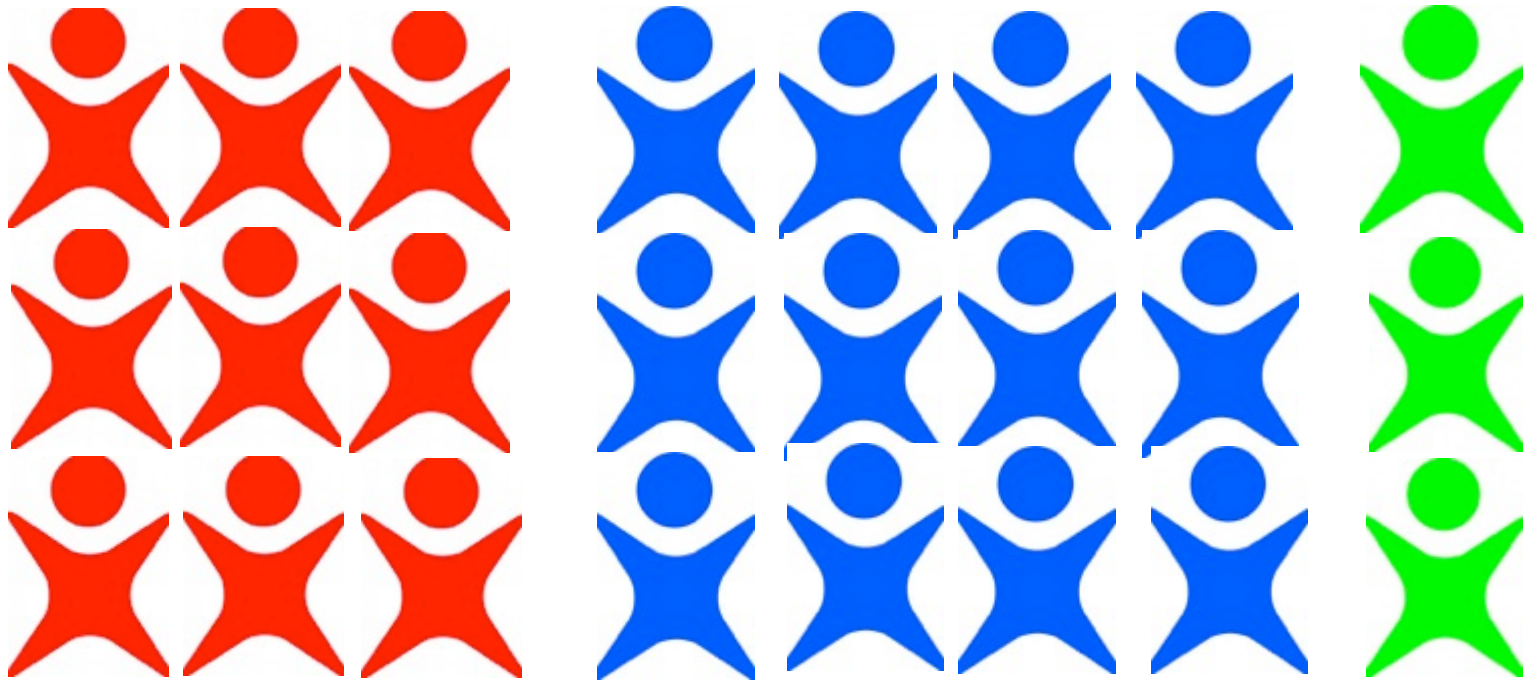
“Multilevel” classes in this presentation



Classroom Management

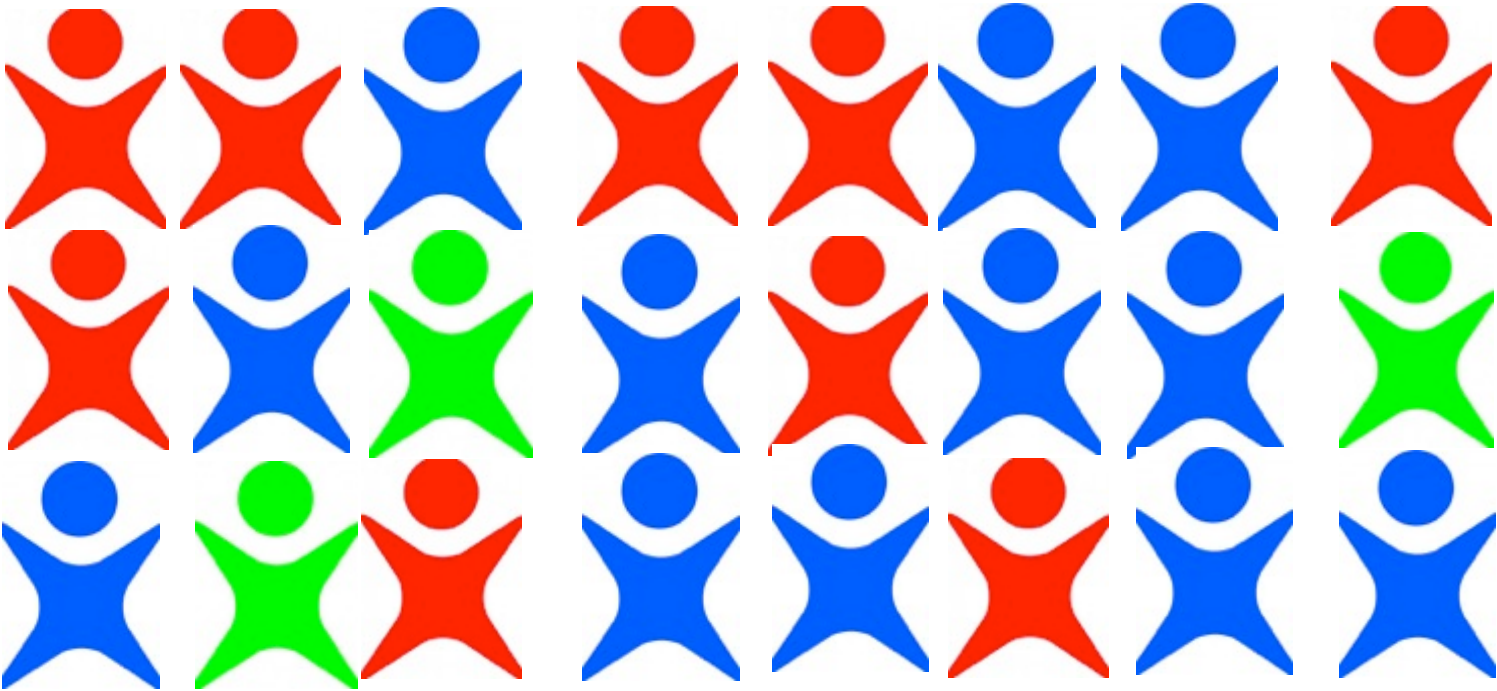


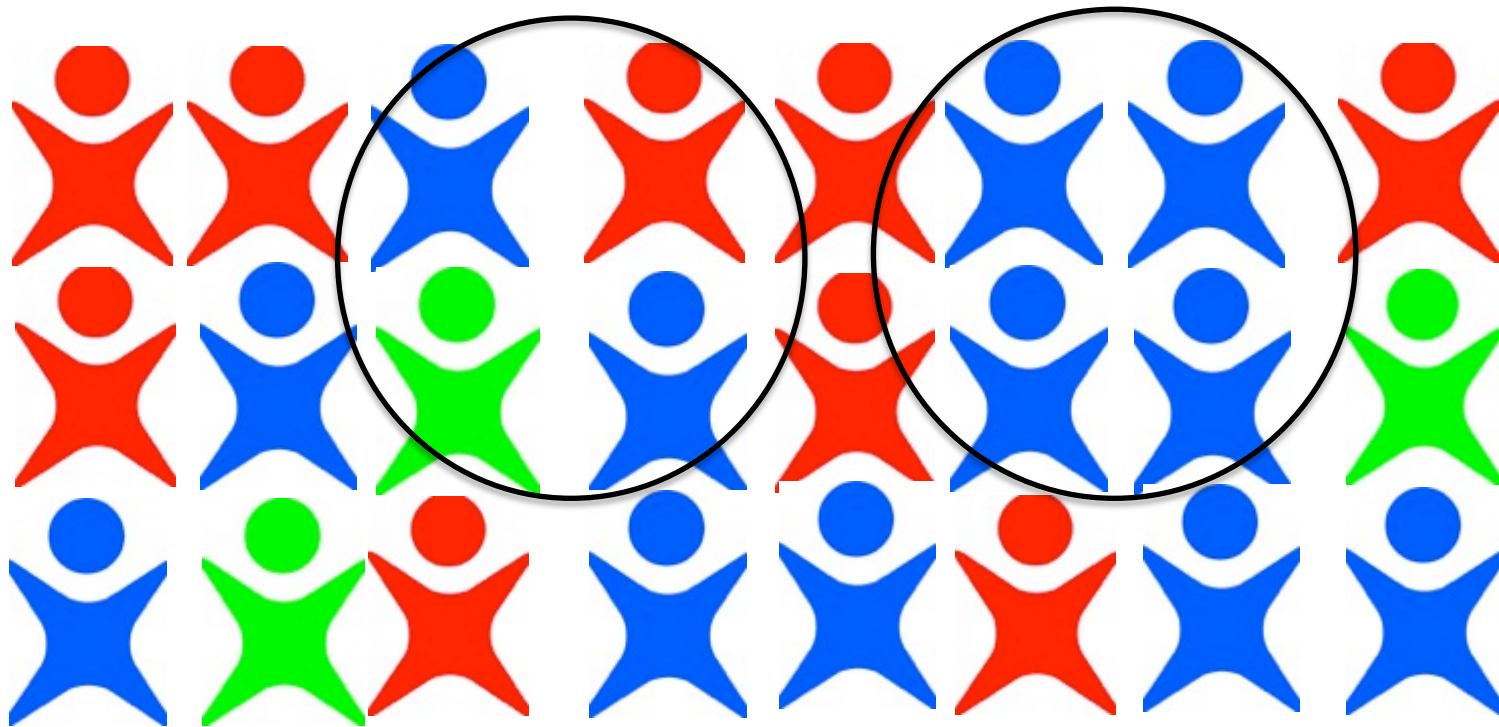
Multilevel class with distinct groups





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



Higher level students

- Enjoy more autonomy
- Read more text
- Require less time

Lower level students

- Require more support
- Read less text
- Require more time

“Only a life lived for others is a life worthwhile.”

— *Albert Einstein*

Higher level students

What does this quote mean?



Lower level students

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.

Higher level Students	Lower level Students
<p data-bbox="100 211 929 329">“Only a life lived for others is a life worthwhile.”</p> <p data-bbox="100 344 282 368">- Albert Einstein</p>	<p data-bbox="975 211 1804 329">“Only a life lived for others is a life worthwhile.”</p> <p data-bbox="975 344 1157 368">- Albert Einstein</p>
<p data-bbox="100 425 823 482">“We only have what we give.”</p> <p data-bbox="100 489 274 511">- Isabel Allende</p>	<p data-bbox="975 425 1698 482">“We only have what we give.”</p> <p data-bbox="975 489 1149 511">- Isabel Allende</p>
<p data-bbox="100 576 919 701">“Self-improvement comes mainly from trying to help others.”</p> <p data-bbox="100 708 343 732">– Sir John Templeton</p>	<p data-bbox="975 576 1798 701">“Self-improvement comes mainly from trying to help others.”</p> <p data-bbox="975 708 1215 732">– Sir John Templeton</p>
<p data-bbox="100 805 938 993">“We are healed to help others. We are blessed to be a blessing. We are saved to serve.”</p> <p data-bbox="100 1008 258 1032">– Rick Warren</p>	
<p data-bbox="100 1090 938 1279">“The best way to find yourself is to lose yourself in the service of others.”</p> <p data-bbox="100 1293 316 1318">– Mahatma Gandhi</p>	

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 sup-

port 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!



PREVIOUS PAGE: On Mother's Day children of all ages make the day a special one for their mothers.

ABOVE: Anna Marie Jarvis was successful in her efforts to set aside a day to honor mothers.

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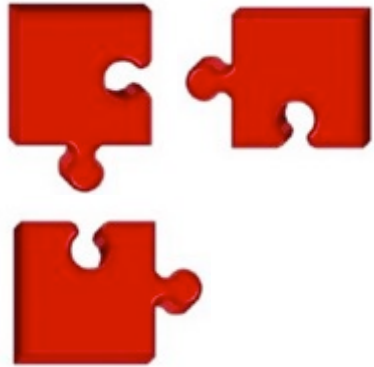
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ABOVE: Anna Marie Jarvis was successful in her efforts to set aside a day to honor mothers.

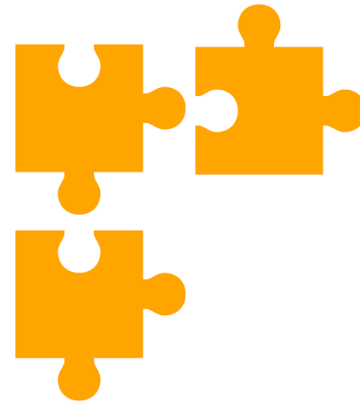
1

2

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

-----.
-----.
-----.
-----.
-----,
-----.
-----,



-----.
-----.
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Jigsaw Reading: Expert Groups



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

Worksheet

1. _____? (**Blue** group)
2. _____? _____? (**Red** group)
3. _____? (**Orange** group)
4. _____? (**Red** group)
5. _____? _____? (**Purple** group)
6. _____? _____? (**Orange** group)
7. _____? (**Purple** group)
8. _____? (**Orange** group)



Speaking or Writing



Higher level students

- More questions
- More difficult questions
- More autonomy
- Expect more in response

Lower level students

- Fewer questions
- Simpler questions
- More scaffolding, help, guidance, prompts
- Allow a simpler response

How many questions?

“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?

How much support?

“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.

What are my expectations?

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.”

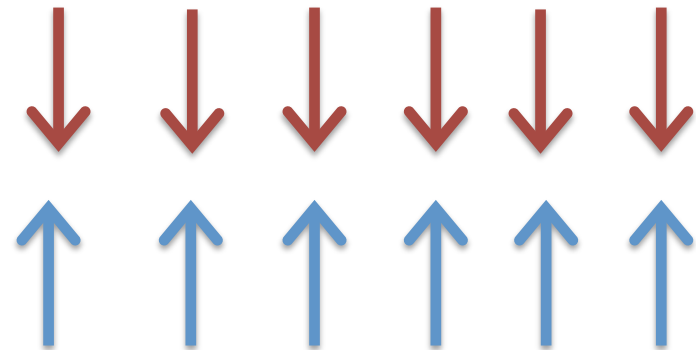
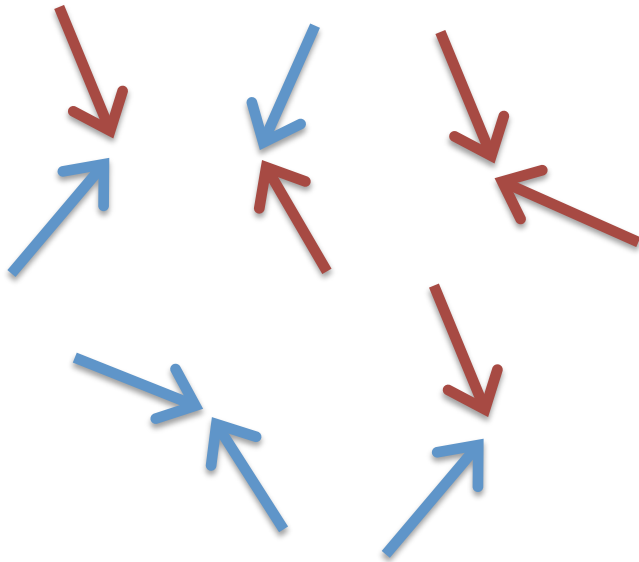
Response: *I mostly agree with this, but in some cases...*



Conversation Cards

Walk and Talk Format

Double Line Format



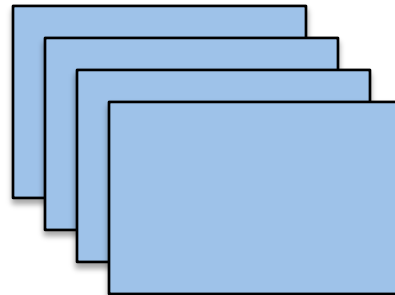
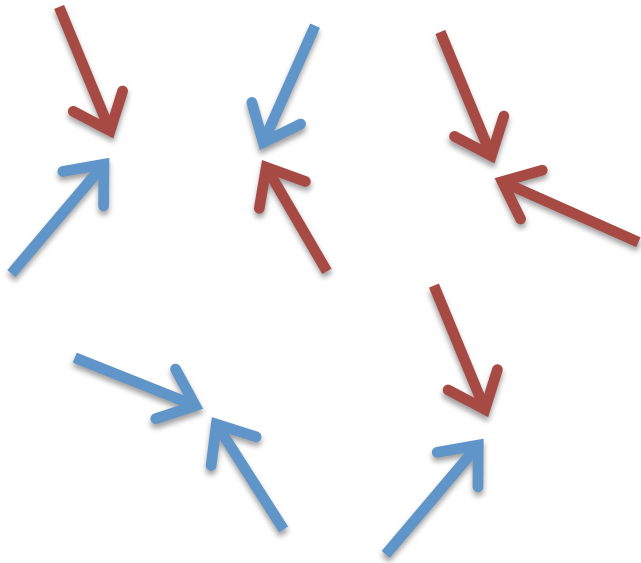
Lower level student



Higher level student

Conversation Cards

Walk and Talk Format

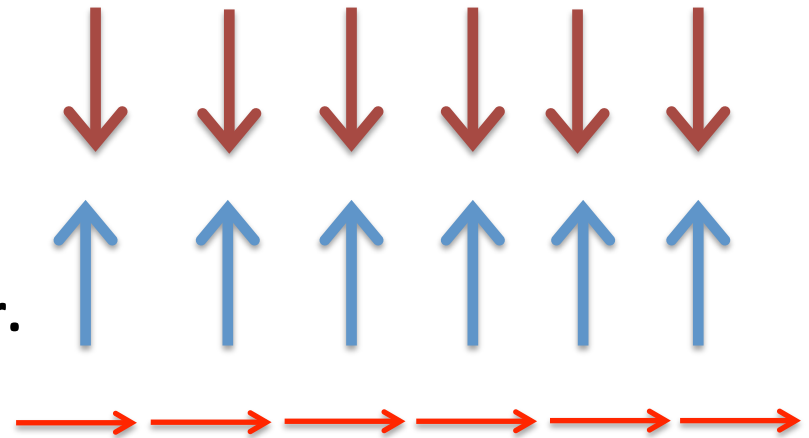


Conversation Cards

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

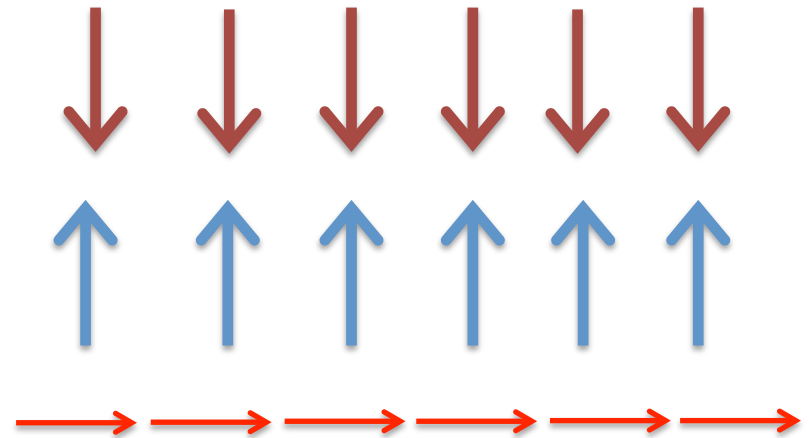
Conversation Cards

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

2. Conversation continues until the teacher signals.



Double Line Format



Using Pictures



Using Pictures

Level	Production
Beginner	Single words related to the picture
Intermediate	Description of what is happening
Advanced	Explanation of why it happened, prediction of what might happen next

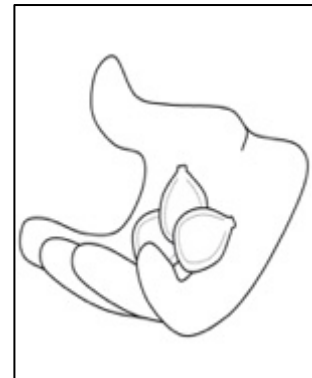
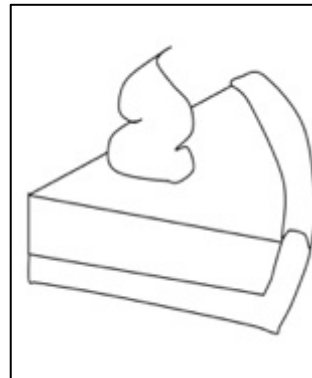
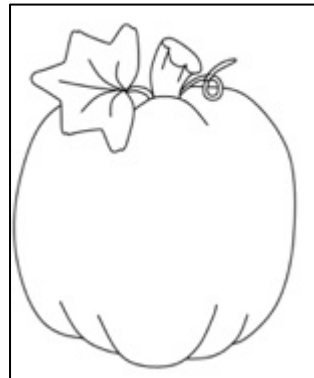
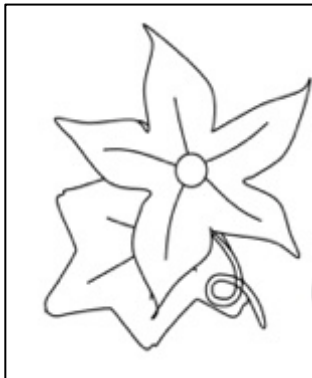
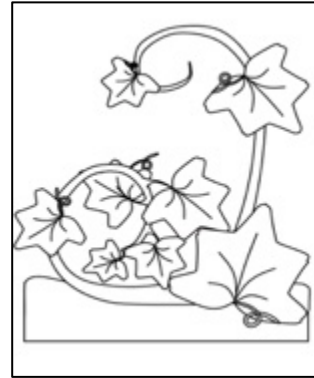
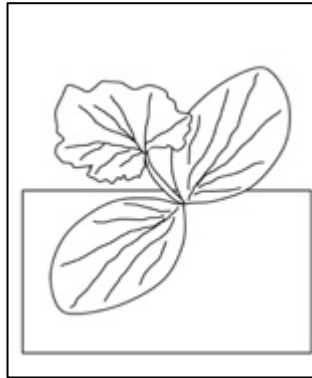
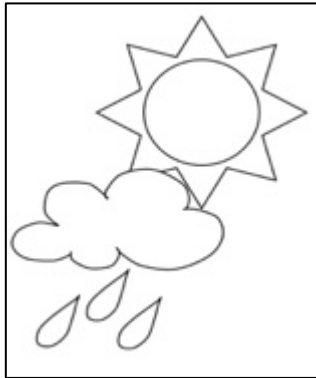
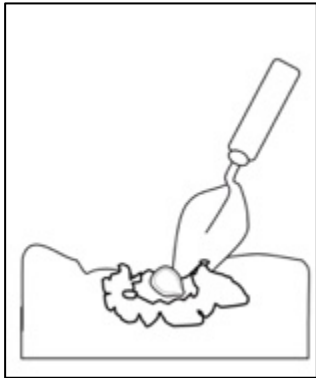


Let's give it a try!



Using Pictures - Sequencing

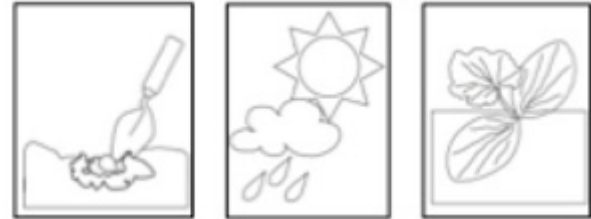
Use a picture story with a multilevel class



Picture Sequences - Listening

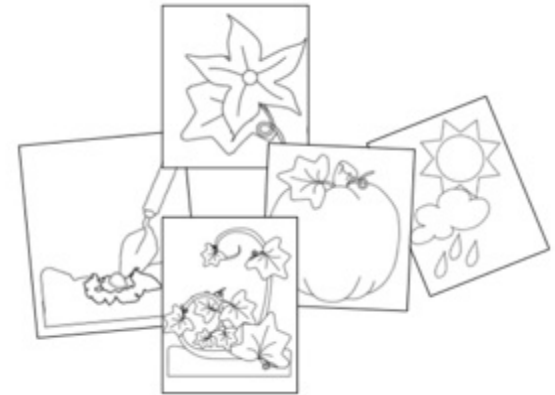
Lower level students

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.

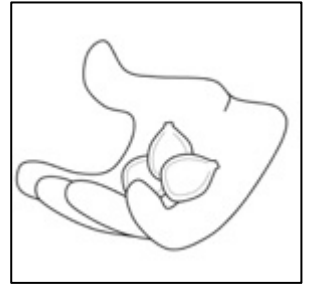
2. A pumpkin grew.

3. I saved some seeds for next year.

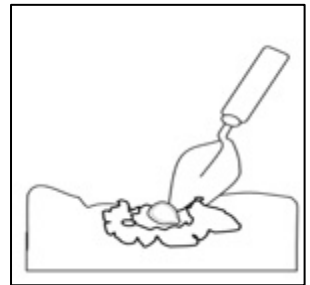
A



B



C

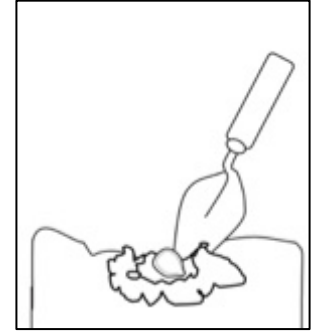


Picture Sequences - Reading and Writing

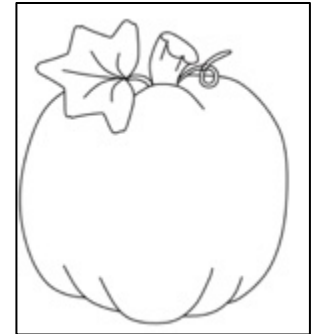
Intermediate Task

Instructions: Fill in the blanks with the appropriate word.

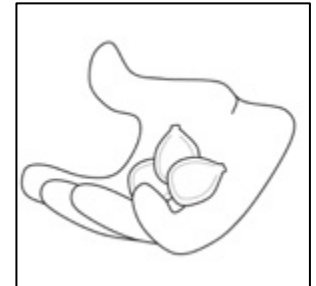
1. I planted a pumpkin seed.



2. A pumpkin grew.



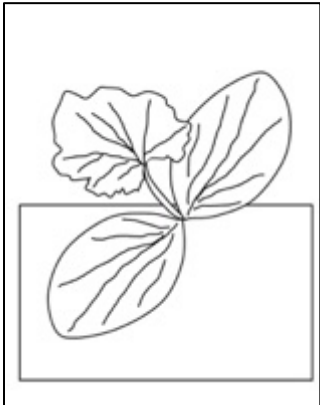
3. I saved some seeds for next year.



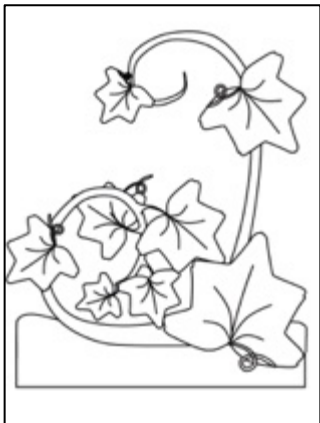
Picture Sequences - Reading and Writing

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.*

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.

A



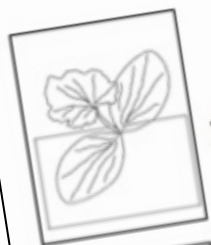
B



C

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.
3. I saved some seeds for next year.



Vocabulary

Feelings



Happy, Sad,
Angry, Surprised,
Tired, Confused

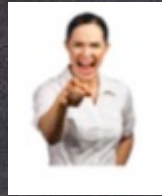
Vocabulary: Pictures on the board – Listening (and Writing)

Lower level

Listen and write
the letter.

Mid level

Write the word
or the sentence.



A



B



C



D



E

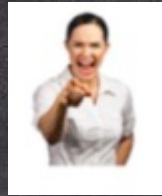
Vocabulary: Pictures on the board – Listening (and Writing)

Lower level

1. B
2. D

Mid level

1. Happy
2. Sad



A



B



C



D



E

Vocabulary: Pictures on the board – Listening (and Writing)

Lower level

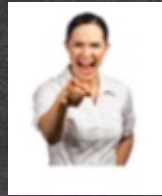
Write the letter
or the word.

Mid level

Write the word
or the sentence.

High level

Write the
sentence.



A



B



C



D



E

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



Mother's Day & Father's Day
MAY AND JUNE

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 still celebrated 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 or take care of her garden, filled mostly with white carnations, her mother's favorite flower. When Mrs. Jarvis died on May 8, 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 members, 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!



Photos are the Mother's Day edition of all represent the day a special one for her mother.
Anna Jarvis (left) was instrumental in her efforts to set aside a day to honor mothers.

CELEBRATIONS 37 *Mother's Day & Father's Day*

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.

1

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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 sup-



port 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!

PREVIOUS PAGE: On Mother's Day children of all ages make the day a special one for their mothers.
AFTER: Anna Marie Jarvis was successful in her efforts to set aside a day to honor mothers.

CELEBRATIONS 77 MOTHER'S DAY & FATHER'S DAY

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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		Your name <u>Amir</u>	
What to do	Who did this in your group?	How did they do?	
Draft a brief explanation of what the proverb means	<i>Sitora</i>	<i>good</i>	
Check vocabulary and grammar	<i>Marjan</i>	<i>absent</i>	
Copy the saying and explanation on the poster	<i>Gulnar</i>	<i>excellent</i>	
Plan a visual to illustrate the proverb	<i>Amir</i>	<i>good</i>	
Draw the illustration on the poster	<i>Khorshed</i>	<i>so-so</i>	
Explain your poster to the class			

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/#>
- <http://www.teachingenglish.org.uk/blogs/chrysapap/chrysa-papalazarou-large-multi-level-classes-worlds-within-worlds>

Thank you!

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