

PLANNING QUESTIONS FOR: PEER DICTATION

1. Which levels will do a peer dictation? Level A Level B Level C
2. How will the Peer Dictation move students towards the lesson objective? (Check as many as apply)

It will...

- | | |
|---|--|
| <input type="checkbox"/> a. establish prior knowledge | <input type="checkbox"/> d. provide listening practice |
| <input type="checkbox"/> b. review previous lesson info | <input type="checkbox"/> e. provide grammar practice |
| <input type="checkbox"/> c. provide vocabulary practice | <input type="checkbox"/> f. provide writing practice |

3. Which type of dictation will students do?

- | | |
|--|---|
| <input type="checkbox"/> numbers (Level ___) | <input type="checkbox"/> statements (Level ___) |
| <input type="checkbox"/> letters (Level ___) | <input type="checkbox"/> questions (Level ___) |
| <input type="checkbox"/> words (Level ___) | <input type="checkbox"/> paragraph (Level ___) |

4. What will you have students do as a follow-up activity to use the language from the Peer Dictation.

- label the numbers as addresses, phone numbers, etc.
- brainstorm words that begin with each dictated letter.
- write sentences that include the dictated words.
- interview each other using the dictated questions.
- write answers to the dictated questions
- write new sentences and dictate them to the whole class.
- rewrite the paragraph, substituting their own ideas.
- other _____

Directions for completing Peer Dictation worksheet

For level A- Use the first template on page 3. Write five numbers, letters, words or short sentences in the left column on rows 1-5. Leave rows 1-5 blank in the right column. Then write 5 different numbers, letters, words or short sentences in rows 6-10 in the right column, and leave rows 6-10 blank in the left column. Write the follow-up activity under the *More Practice* heading. Duplicate a copy for each level A student.

For levels B and C- Use the second template on page 4. Write five sentences (statements, questions, a paragraph) in the first five rows on the top half of the page. Leave the second five rows empty. Then write five new sentences, (statements, questions, a paragraph) on rows 6-10 on the lower half of the paper. Write the follow-up activity under the *More Practice* heading. Duplicate a copy for each level B or C student.

STEPS FOR CONDUCTING A PEER DICTATION

1. Set up the purpose of the peer dictation (see Planning Question #2 on p. 1)
2. Model the activity with two students.
3. Provide one or more clarification strategies. (E.g. *Please spell xxxx. Could you say that last part again?* etc.)
4. Check learners' comprehension of the activity by asking questions such as:
Who speaks first? Does Partner A say #1 or #6? Does Partner B write on row #1 or row #6?
5. Set a time limit for Partner A to dictate his or her five items.
6. Call time and have Partner B to dictate his or her five items.
7. Call time and have partners thank each other. You can follow up with one of the ideas from Planning Question # 4 on p. 1.

Notes and Variations:

- The first few times you do this activity, it's a good idea to demonstrate the concept of an interactive dictation by dictating 4-5 words or phrases from the lesson to the class. As you dictate, be sure to mumble, speak quickly, or garble the words so that students have to clarify what they hear.
- When conducting peer dictations for three groups of same-level pairs, you will need to be sure pairs who finish early can continue to work with the activity. Circulate during the activity and encourage pairs who have finished to complete the "more practice" at the bottom of the page.
- Peer dictations can be done in mixed-level pairs, so that each partner dictates different levels of information. (It's easier to read the dictation than to have to write it, so lower- and mid-level learners can dictate information for higher-level learners to write.)
- Try having learners dictate academic content such as math problems, history facts, science info, etc. As a follow-up learners can solve the math problems or determine whether the facts are true or false.

Making the Most of the Multilevel Class
Supplement to Podcasts 5 and 6
Multilevel Activity Templates

Peer Dictation (Level A)

- Fold your paper in half.
- Are you partner “A”? Look at the left side of the paper.
- Are you partner “B”? Look at the right side of the paper.
- Partner A, you dictate first.
- Partner B, check what you hear.
- Next, Partner B dictates and Partner A writes and checks.

Partner A		Partner B
1.		1.
2.		2.
3.		3.
4.	FOLD HERE	4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.

More Practice:

Making the Most of the Multilevel Class
Supplement to Podcasts 5 and 6
Multilevel Activity Templates

Peer Dictation (Level B and C)

- Fold your paper in half.
- Are you partner “A”? Look at the top half of the paper.
- Are you partner “B”? Look at that bottom half of the paper.
- Partner A, you dictate first.
- Partner B, write what you hear. Check what you hear.
- Next Partner B dictates and Partner A writes and checks.

Partner A
1.
2.
3.
4.
5.
6.
7.
8.
Partner B
1.
2.
3.
4.
5.
6.
7.
8.

More Practice:

PLANNING QUESTIONS FOR: SURVEY

1. Which levels will do the survey? Level A Level B Level C

2. How will the Survey move students towards the lesson objective?

It will...

- | | |
|---|--|
| <input type="checkbox"/> a. build class community | <input type="checkbox"/> e. provide listening practice |
| <input type="checkbox"/> b. establish prior knowledge | <input type="checkbox"/> f. provide grammar practice |
| <input type="checkbox"/> c. review previous lesson info | <input type="checkbox"/> g. provide opportunity to chart results |
| <input type="checkbox"/> d. provide vocabulary practice | <input type="checkbox"/> h. provide writing practice |

3. What's the survey's theme? _____

4. What will students be surveyed about?

- their preferences (Do you like...? Would you rather...or?)
- their experiences (Have you ever...?)
- their habits (How often do you....?)
- their opinions (Do you like...? Are you in favor of...? How would you rate...?)
- other: _____

5. What will you have students do as a follow-up activity to use the language and information from the survey?

- write summary sentences about the survey results.
- chart or graph the survey results.
- compare results with a partner or small group
- write a paragraph answering one question from the survey.
- write out complete answers to the survey questions
- report back on the most surprising or interesting result
- other _____

Directions for completing Survey worksheet

Write in the question stem and the prompts on the right side of the template on page 7. E.g.,

For a survey on roles, you could write:

Are you...
a worker?
a parent?
a financial manager?
a friend?
a cook?
a caregiver

For a survey on goals you could write:

Do you want to...
get a job?
get a better job?
help your children with their homework?
get your 8th grade diploma?
get your GED?
get a AA? BA? etc?

Note that you may need to enlarge the table and/or shorten the number of rows for questions to fit. Duplicate a copy for each student (or see variation on p. 6).

STEPS FOR CONDUCTING A SURVEY

1. Set up the purpose of the survey (see Planning Question #2 on p. 5).
2. Review the survey questions with the class.
3. Draw a sample survey on the board or put up a sample on the overhead projector. Model marking your own answers in the MY ANSWERS column of the survey. Obscure your answers and distribute the survey sheets to students. Have students mark the survey sheet with your answers.
4. Direct learners to write your name in the second column. Have them ask you the questions and mark their sheets accordingly.
5. Before having learners do the survey, check their comprehension of the process by asking questions such as: *Who asks the questions? (everybody)* *Do you sit in your chair or walk around? (walk around)* *How many people do you ask? (6)*
6. Set a time limit, ask everyone to stand, and begin the activity.
7. Call time and have learners report back on the results of the survey. You can also use one of the follow-up activities from Planning Question #5 on p. 5.

Notes and Variations:

- You can adjust the survey so that higher-level learners have to survey more people.
- You can also adjust the activity by having learners survey each other in mixed-level pairs. The lower-level learner can mark the survey sheet and the mid- or higher-level learner can ask the questions.
- A variation of the activity that makes it very level specific, is to give each learner only one question to survey. This way the question can be at exactly the right level for each student. (See examples on p. 8.)
- One way to be sure that learners really “mix” with the whole class is to color code the survey sheets. Give one color to one side of the room and one color to the other side of the room. Tell learners that they can only survey students with a different color sheet.

Making the Most of the Multilevel Class
Supplement to Podcasts 5 and 6
Multilevel Activity Templates

SURVEY

- Mark your answer, survey your teacher and then survey 6 classmates.

Question:	My answers	Teacher's answers	Classmates' Answers					
			1	2	3	4	5	6
a.								
b.								
c.								
d.								
e.								

Making the Most of the Multilevel Class
 Supplement to Podcasts 5 and 6
 Multilevel Activity Templates

RESPONDERS	<i>f.</i>																		
	<i>g.</i>																		
	<i>h.</i>																		
	<i>i.</i>																		
	<i>j.</i>																		

More practice : Chart the results of your survey:

8																			
7																			
6																			
5																			
4																			
3																			
2																			
1																			
	a	b	c	d	e	f	g	h	i	j									

SURVEY RESPONSES

Making the Most of the Multilevel Class
 Supplement to Podcasts 5 and 6
 Multilevel Activity Templates

Single Question Samples

Question for level A: *Do you like to speak English?*

	My answer	Teacher's answer	Name 1	Name 2	Name 3	Name 4	Name 5	Name 6
Yes								
No								



Question for level B: *How often do you speak English outside the classroom?*

	My answer	Teacher's answer	Name 1	Name 2	Name 3	Name 4	Name 5	Name 6
All the time								
Sometimes								
Rarely								
Never								



Question for level C: *Which are you more likely to do right after class: speak English or speak your first language?*

	My answer	Teacher's answer	Name 1	Name 2	Name 3	Name 4	Name 5	Name 6
English								
First Language								

PLANNING QUESTIONS FOR: CORNERS

1. What is the theme for the Corners activity?
2. How will the Corners activity move students towards the lesson objective? (Check as many as apply)

It will...

- | | |
|---|---|
| <input type="checkbox"/> a. establish prior knowledge | <input type="checkbox"/> c. preview lesson vocabulary |
| <input type="checkbox"/> b. build class community | <input type="checkbox"/> d. review grammar structures |
| <input type="checkbox"/> other: _____ | |







3. What will be on the Corners signs?

4. Once students are in their corners what will you have them do?

- introduce themselves
- find out other commonalities within the group beyond choice of same corner
- brainstorm vocabulary associated with their corner topic
- ask and answer a question related to the corner topic
- take turns drawing a picture related to the corner topic
- survey each other about the corner topic
- chart information about each person in the corner
- other _____

Corners signs can be as simple as large print on notebook paper. To be comprehensible to all levels, it's best to include a visual with the text on the sign. Duplicate one set of signs.

Here's an example using images from the Internet.

Dawn 	Morning 	Afternoon 
Twilight 	Evening 	Late at night 

STEPS FOR CONDUCTING A CORNERS ACTIVITY

1. Set up the purpose of the survey (see Planning Question #2 on p. 9).
2. As you post the signs or place items in each corner or area, define the criteria for each corner or area for the class.
3. Model the activity with a few students.
4. Direct students to mentally select one of the corners or areas. Set a short time limit (e.g. 30 seconds) for students to get up and go to their selected areas.
5. Call time and give students 3 minutes to introduce themselves to 3 different classmates.*
6. Call time and model the activity you would like learners to do in their corners. (See Planning Question #4 on p. 9 for suggested activities.)
7. Set a new time limit and have learners complete the activity.
8. Call time and have learners thank each other.
9. Summarize what students did in their corners and relate it to the next stage of the lesson.

Notes and Variations:

- Corners is a great way to get learners into mixed-level groups because learners are grouping themselves by interest rather than language ability.
- You can create a variation on Corners in order to form same-level groups. Give learners colored cards as they come into class. The colors represent the different level groups (A,B,C). Put the same color cards around the room and when you're ready to form same-level groups, direct learners to go to the sign(s) in the room that match their color cards. Once learners are there they can do a task that's appropriate to their level. (e.g. A's brainstorm words, B's brainstorm sentences, C's create a paragraph about the same theme.)

PLANNING QUESTIONS FOR: LANGUAGE EXPERIENCE

1. What type of language experience will you do?

- a picture story
- a project/experience-based story
(e.g. making a fruit salad, designing the perfect classroom, etc.)?

**2. How will the Language Experience activity move students towards the lesson objective?
(Check as many as apply)**

It will...

- a. establish prior knowledge
- b. review previous lesson info
- c. provide vocabulary practice
- d. provide writing practice
- e. provide grammar practice
- f. provide reading practice
- other: _____

3. Who will record the language experience story?

- teacher
- teacher's aide
- higher-level learner

4. If a higher-level learner records the story will it be

- for the whole class
- in small groups

5. Once students have completed the language experience story, what will they do?

- read the story to a partner
- edit the story
- write questions about the story
- circle letters and words in the story
- cut the story into sentence strips, scramble and sequence
- write additional sentences or paragraphs related to the story
- other _____

Directions for completing the Language Experience worksheet

Paste or draw a picture in the box in the template on pages 13, 14 and/or 15. Make a class set of the worksheet. (black line drawings work best for photocopying). If you'd rather show students a color photo or illustration, put that photo up on the overhead or Smartboard™ and have students work with a piece of notebook paper instead of the worksheet.

STEPS FOR CONDUCTING A LANGUAGE EXPERIENCE

1. Set up the purpose of the language experience activity (see Planning Questions #2 on p.11).
2. Show the class the picture and elicit the story from students using questions and prompts pitched at learners' specific levels? E.g., (Level A) *Tell me what you see.* (Level B) *What's the woman doing?* (Level C) *Why is the woman laughing?* Write the story exactly as learners dictate it to you. (Learners may make suggestions on ways to make a sentence more accurate that you can incorporate, but try to refrain from making your own corrections at this stage of the activity.)
3. Once students agree that the story is complete, give them the opportunity to edit their work. (This is a great opportunity for learners to heighten their awareness of form.)
4. Have students read the story silently and then aloud to a partner.
5. Select a follow-up activity. (See Planning Question #5 on p.11 for suggested follow-up activities.)

Notes and Variations:

- It's possible to do this activity in small mixed-level groups with a higher-level learner recording the students' story. The difficulty sometimes comes in the higher-level learner facilitating rather than dictating the story him or herself. In order for the small group version of the language experience to work well, provide higher-level students with a list of eliciting questions and have them practice them within their same-level groups before joining a mixed-level group.
- It's possible to use this language experience worksheet with small same-level groups by giving the worksheet to B and C level groups and having them work on writing sentences about the picture (B) and writing a story about the picture (C) while you conduct a teacher-led language experience activity with the level A group. Grouping students this way will mean that you have to give a different set of directions to the B and C Groups. And you'll want to use the B and C templates shown below.

Making the Most of the Multilevel Class
Supplement to Podcasts 5 and 6
Multilevel Activity Templates

LANGUAGE EXPERIENCE (Level A)

- Tell your teacher or classmate the story of this picture.
- Copy the story onto your paper.

Making the Most of the Multilevel Class
Supplement to Podcasts 5 and 6
Multilevel Activity Templates

LANGUAGE EXPERIENCE for Higher-level learners (Level C)

- Look at the picture with your classmates.
- Take turns telling the story you see. Your recorder will write your team's story.

PLANNING QUESTIONS FOR A ROLE PLAY

1. What situation will students role play? What roles are needed?

2. How will the Role Play activity move students towards the lesson objective? (Check as many as apply)

It will...

- | | |
|--|--|
| <input type="checkbox"/> a. increase oral fluency | <input type="checkbox"/> d. provide vocabulary practice |
| <input type="checkbox"/> b. provide practice with language functions | <input type="checkbox"/> e. provide grammar practice |
| <input type="checkbox"/> c. provide pronunciation practice | <input type="checkbox"/> f. provide writing practice |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> g. apply lesson content to real life situations |

3. What roles will learners at each level take on?

Lower-level learner role(s): _____

Mid-level learner role(s): _____

Higher-level learner role (s): _____

4. How will students construct the role play?

- by using a set script and adapting it
- by using a partial script and completing it
- by writing their own script
- other: _____

5 Once students have practice their role play, what will they do?

- perform the role play for the class
- perform the role play for another group
- video tape the role play
- watch a video of a similar situation and discuss it
- do a focused listening exercise based on the role play situation
- other _____

Directions for completing the Role Play template

Write in the situation and the roles in the appropriate area on the template on page 19. (Students will write in their own names.) Circle any necessary props. Next write either a complete or partial role play script. (See Notes and Variations on p. 17.) Add a more practice prompt to the bottom of the page (see # 5 above). Make a copy of the page for each student. Note: If higher-level students are working in same-level groups, you can give them the blank template and have them use it to help them plan out their role play.

STEPS FOR CONDUCTING A ROLE PLAY

1. Set up the purpose of the role play (see Planning Question #2 on p.16).
2. Check comprehension of the role play's situation and roles (actors, director).
3. Explain the steps in the activity, e.g.
 - a. Each "actor" practices his or her lines
 - b. Actors and the director write additional lines for the role play
 - c. The director watches the role play and makes suggestions.
 - d. The actors do the role play again.
4. Model a short version of the role play with a higher-level learner.
5. Create groups and assign roles
6. Set a time limit and have learners begin creating and/or practicing the role play.
7. Provide opportunities for students to expand on the role play. (See Planning Question #5 on p.16 for suggested expansion activities.)

Notes and Variations:

- Higher-level learners working in same-level groups can write their own scripts, but in mixed-level groups, it's a good idea to provide at least the beginning of the script so that the group can work together to finish it.
- When creating role plays for multilevel classes, it's important to create roles appropriate for lower-level as well as mid- and higher-level learners. So, in a role play at a department store, the customer could be the mid- or higher-level learner (I'm looking for the pants that are on sale) and the salesperson could easily be the lower-level learner (They're over here. Do you like them? Here they are. Etc.)
- Another version of role play that you can use with mixed-level groups is to have the higher-level learners be the director and scriptwriter and the lower and mid-level learners be the actors. The director and scriptwriter would work together during same-level guided practice, and come together with their mixed-level group to present their script and ideas.

Making the Most of the Multilevel Class
Supplement to Podcasts 5 and 6
Multilevel Activity Templates

ROLE PLAY

Role play situation: _____

Name	Role
Actor 1:	
Actor 2:	
Actor 3:	
Director:	

Props: table chairs boxes books clothing food money other: _____

Role play Script

Role:	Speech

More practice: