

Contents

<i>Thanks and acknowledgements</i>	xi
<b>Introduction</b>	<b>1</b>
How to make best use of this book	1
What is a large multilevel class?	1
Benefits and challenges of the large multilevel class	2
Eleven principles of coping in large multilevel classes	7
<b>1 Getting to know our students</b>	<b>16</b>
<b>Learning their names</b>	<b>16</b>
1.1 Name toss	17
1.2 Picture it	18
1.3 Names as crosswords	19
1.4 The story of my name	20
1.5 Names and adjectives	21
1.6 I am and I love	22
1.7 Desk placards	22
1.8 Use real pictures	23
<b>Learning about our students' lives</b>	<b>24</b>
1.9 The letter	24
1.10 Guess who?	26
1.11 Three things about me	27
1.12 Mutual interviews	28
1.13 The missing person announcement	29
1.14 Managing my time	31
1.15 Formal introductions	32
<b>2 Motivation and activation</b>	<b>34</b>
2.1 Burst the balloon – expressing opinions	35
2.2 The preference line – explaining yourself	38
2.3 The quick-write	39
2.4 Like, dislike, or neutral	40
2.5 What's your number?	41

*Contents*

2.6	Again and again and again	43
2.7	Friendship	44
2.8	More about friendship	45
2.9	People I admire	46
2.10	Special places	47
2.11	Dreams I have	48
2.12	How I feel now	49
2.13	Slip exchange	50
2.14	Flip-flop books	51
2.15	Frame it	53
2.16	Colored round robin	54
2.17	Circle talk	55
2.18	Teaming up	57
2.19	Needle in a haystack	57
2.20	Optimistic snapshots	58
2.21	Words on cards	58
2.22	A solution for the problem	59
2.23	Student-centered dictation	59
2.24	The seminar	60
<b>3</b>	<b>Reviewing while maintaining interest and momentum</b>	<b>62</b>
3.1	Answers into questions	63
3.2	Review posters	64
3.3	Student-made quickie quizzes	65
3.4	Group reviews	66
3.5	Group summaries	67
3.6	Vocabulary wall	68
3.7	Class goals	68
3.8	The KWL procedure	69
3.9	The Venn diagram	71
3.10	Judging people	72
3.11	Running dictation	73
3.12	My sentence	74
3.13	Where is my other half?	75
3.14	Person, place or thing	75
<b>4</b>	<b>Dealing with written work</b>	<b>77</b>
4.1	Keep it going	80
4.2	Peer reviews	81
4.3	Writing conferences	83
4.4	Write before you talk	85
4.5	Buddy journals	86
4.6	Using email	87

*Contents*

4.7	Wall newspaper	88
4.8	Using chat rooms	89
4.9	Using web-sites	90
4.10	Writing about landscape pictures	91
4.11	Writing about pictures of people 1	92
4.12	Writing about pictures of people 2	93
4.13	Service writing	94
4.14	A bio-poem class book	95
4.15	The cumulative folder	97
4.16	Sentences into story	98
4.17	Personalized guide books	98
4.18	Change the audience	100
4.19	Clustering	102
4.20	The writing cycle	103
4.21	A resource for self-correction	104
4.22	Letters of advice	105
4.23	In the middle of the story	106
4.24	The spelling list	109
4.25	From words to story	110
4.26	Plot construction	111
<b>5</b>	<b>Working well in groups</b>	<b>112</b>
5.1	Working together	115
5.2	The quiet signal	116
5.3	Give me your sticks	118
5.4	The text jigsaw	119
5.5	The picture jigsaw	121
5.6	Making mine long	122
5.7	Sentences into story	123
5.8	The aquarium	124
5.9	All for one	125
5.10	Group dictations	126
5.11	The community group project	127
5.12	The walk-about	129
5.13	Picture puzzle	130
5.14	Back and forth movie preview/inview	131
5.15	Three in one	131
5.16	The missing word	132
5.17	Alphabet shopping	133
5.18	Pronoun search	133
5.19	Words to make a cake	134
5.20	Things we share	135

*Contents*

5.21	Our group cheer	135
5.22	Dictated stories	136
5.23	Three good questions	136
<b>6</b>	<b>Individualizing and personalizing student work</b>	<b>137</b>
	<b>Individualizing</b>	<b>138</b>
6.1	Multilevel dictation	138
6.2	The book cart	139
6.3	Silent task work with a self-access box	140
6.4	Working with words	142
6.5	Sentence completion	143
6.6	Question the reading	143
	<b>Personalizing</b>	<b>144</b>
6.7	Vocabulary cards	144
6.8	Three minute talks	145
6.9	The story of my life posters	146
6.10	My object	148
6.11	The vocabulary house	149
6.12	The mailbox	150
6.13	My machine	151
6.14	An important decision	152
6.15	An important sentence	152
6.16	Color sadness blue	153
6.17	Water words	153
6.18	I don't like people who	154
6.19	Careers in my family	155
6.20	What we want from our work	155
6.21	Our own good folder	156
6.22	Words on my desk	157
6.23	Drawing interpretation	157
<b>7</b>	<b>Making students responsible for their own learning</b>	<b>159</b>
7.1	What kind of a learner am I?	160
7.2	Setting goals for myself	161
7.3	How a teacher helped me	162
7.4	How can the teacher help me?	163
7.5	How I can help myself	164
7.6	Personal conferences	165
7.7	What kind of a listener am I?	166
7.8	This course will be a success for me if ...	169
7.9	What kind of a reader am I?	169

Contents

7.10 Am I brave enough?	171
7.11 Question posters	172
7.12 How do I catch and correct my own mistakes?	173
7.13 Instant answers	174
7.14 Words from the world	175
7.15 Questions on a stick	175
7.16 Many ways to be smart	176
7.17 Grade contracts	178
7.18 Self-check forms	180
<b>8 Establishing routines and procedures</b>	<b>182</b>
8.1 Introducing the class syllabus	183
8.2 Setting up the class calendar	185
8.3 Checking homework, tardiness, and attendance	186
8.4 The daily plan	187
8.5 The absent student notebook	188
8.6 Exit notes	188
<b>Class rituals</b>	<b>189</b>
8.7 Lesson starters	189
8.8 Today's special student	190
8.9 Celebrating birthdays	191
8.10 The complaint/suggestion/compliment box	192
8.11 Elves and giants: an occasional on-going ritual	193
<i>Bibliography</i>	194
<i>Index</i>	196