

Lesson Report Summary Jan 27-30

AM Level 1:

Prioritize reviewing key sounds and vocabulary, increasing student–student interaction to reduce teacher talk time, continuing low-pressure speaking practice (with flexible camera expectations), and using the whiteboard and props extensively to keep lessons engaging and emotionally supportive.

AM Level 2:

Continue reviewing adjectives and descriptions alongside regular recycling of the verb *to be* and *to have* in clear, simple sentences. Students need more guided practice with object pronouns and possessive pronouns. These concepts benefit from repeated, scaffolded exposure. Build in frequent comprehension checks, limit how many new grammar points are introduced at once, and prioritize short answers, peer questions and simple worksheets to reinforce understanding and confidence.

AM Level 3:

Keep using games and personal questions to start class, and focus on role-plays with clear models. Give students more chances to practice speaking with each other, especially for real-life situations like asking about jobs, time, or costs.

PM Level 1:

Continue starting with games and personal questions, introduce vocabulary clearly at the start, and use simple English for instructions while reserving some Spanish for beginners. Focus on role-plays and guided speaking activities, giving students chances to create their own questions and sentences, keeping structures simple but allowing for creative extension when possible.

PM Level 2:

Focus on reinforcing vocabulary, grammar (past, present, future, affirmative/negative), and key phrases, while giving students lots of opportunities to practice speaking and asking follow-up questions. Emphasize pronunciation of tricky sounds like "wh," and keep conversations simple but interactive. Continue using a mix of slides, worksheets, and student-centered activities to maintain engagement and build confidence.

PM Level 3:

Continue using interactive games and activities like Wordwall, "Two Truths and a Lie," and listening exercises to engage students. Focus on guiding hesitant students with direct questions to encourage participation, and provide opportunities for them to share personal experiences while practicing key expressions and conversation skills.

ESL Resource:

<https://wordwall.net/en-us/community/esl> - amazing resource, lots of pre-made activities, and you create custom vocabulary, grammar, or question games too!

Teaching Tip:

Use “Structured Choice” to Support Speaking

Adult English learners often want to participate but aren’t always sure what to say or how to start. Offering **structured choices**, or simple options they can choose from, helps students speak more confidently without feeling overwhelmed.

Try this:

Instead of asking open questions like “*What did you do last weekend?*” (which can sometimes feel too big), give two or three simple options to get students talking.

For example:

- “Did you stay home or go out this weekend?”
- “Do you prefer coffee, tea, or something else in the morning?”
- “Is it easier for you to study in the morning or at night?”

These small choices act as **scaffolding**, which is a teaching support that helps students participate successfully before they’re ready to answer more open or complex questions. Scaffolding is like giving learners a starting point or a “boost” so they can communicate with more confidence!

Once they answer, you can gently expand:

- “Oh, you stayed home? What did you do at home?”
- “You like tea? What kind of tea?”

Structured choice helps learners practice real communication while feeling safe and supported. With a little scaffolding, hesitant pauses can turn into confident sharing.