

Lesson Report Summary Nov 3-6

AM

Level 1: For future lessons, continue reinforcing question words through frequent review and practical use in conversation. Incorporate more visuals and illustrations to support comprehension. Role-play activities (e.g., calling the doctor's office or visiting a clinic) would help build confidence and reinforce vocabulary from the health unit. Keep integrating pronunciation practice for commonly confused words (wear/where/we're, there/their/they're) and sound distinctions ("sixth" vs. "sick," "ate" vs. "eight"). Maintain interactive speaking activities, such as describing ailments or giving advice, and consider using Duolingo or similar free tools for additional practice outside of class.

Level 2: For future lessons, continue giving students structured opportunities to practice giving and asking for advice, since this area still needs reinforcement. Role-play short dialogues (e.g., at the doctor's office or between friends discussing health problems) to make the language more natural. Keep revisiting key grammar points such as must/mustn't, have/has, and possessive adjectives in context, and use visuals or short videos to support comprehension. Interactive activities like health bingo, group discussions, and multiple-choice games worked well and should be continued to build confidence and fluency.

Level 3: For future lessons, continue building on students' strong interest and understanding of government by introducing more complex discussions and critical thinking activities. Encourage students to compare U.S. government structures with those of their home countries to make learning more relevant. Maintain focus on key vocabulary (e.g., incumbent, authority, responsibility) and continue connecting lessons to current events, which students clearly enjoy and respond well to.

PM

Level 1: For future lessons, continue reinforcing body parts and health vocabulary, expanding to include more specific facial features and plural forms (e.g., foot/feet, finger/toe). Encourage more speaking practice through real-life dialogues such as scheduling a doctor's appointment or calling emergency services to build confidence and fluency. Revisit the difference between subject and possessive adjectives for clarity and accuracy in sentence building. Since the class was quiet, plan more interactive pair or group activities—like short role-plays or vocabulary games—to keep energy levels up and ensure all students are actively participating.

Level 2: For future lessons, continue building confidence through role-play activities like calling the doctor or describing symptoms, as these provide valuable real-world practice. Reinforce the use of must/must not in practical contexts such as reading medicine labels or following doctor's instructions. Encourage students to use full sentences when describing how they feel or what they need. Integrating listening or video exercises on doctor-patient interactions could also help students improve comprehension and pronunciation while keeping lessons engaging and relevant.

Level 3: For future lessons, continue integrating interactive activities like quizzes and discussions to reinforce understanding of government concepts. Since some students found certain government ideas challenging, consider using visuals, simple charts, and real-life examples to clarify abstract terms. Building on the culture and government comparisons was

engaging—keep encouraging students to share perspectives from their home countries to make lessons more relatable. Maintain the strong participation by including pair or group discussions and short reflection questions on topics like civic responsibility or community involvement.

Resource: All Things Grammar – <https://www.allthingsgrammar.com/>

This free website offers ready-to-use worksheets, interactive quizzes, and short videos on grammar, vocabulary, and functional language (like must/mustn't, phrasal verbs, and asking for/giving advice). The site also includes self-grading exercises that work well for virtual classes and homework.

Tip of the Week:

The PACE Model: Teach World Language Grammar Inductively as a Concept

<https://wlclassroom.com/2017/04/08/pace-model/>

The PACE MODEL is a very effective way to use one of the ACTFL Core Practices, which is to teach grammar as a concept and to use the structures in context. Essentially this means that students should focus on the forms of the grammar structure after they focus on the meaning. The PACE Model (Donato and Adair-Hauck, 1992) encourages the language learner to reflect on the use of target language forms. The teacher and learners collaborate and co-construct a grammar explanation after focusing on the meaning in context. The PACE model provides a concrete way for teaching grammar as a concept.