

Lesson Report Summary November 10-13

AM:

Level 1: For future lessons, keep reinforcing nouns and verbs with clear examples and regular identification practice on the whiteboard. Use quick visuals to support meaning and review common confusing word pairs (buy/by/bye, weak/week, like/lick, tired/tires) in context. Continue short, flexible speaking activities about daily life and background information to accommodate mixed levels and late arrivals, and build on high-engagement topics like feelings, weekend activities, and jobs.

Level 2: Continue reinforcing expressions of duration and the use of for through short, clear examples and quick oral practice. Provide additional controlled practice with prefer, would rather, would like, and would like to, since students benefitted from video models but still need repetition.

Level 3: For future lessons, briefly review the three branches of government, continue clarifying human vs. civil rights, and include more guided discussions on bias and discrimination, as students responded positively to sharing personal experiences.

PM:

Level 1: For future lessons, reinforce parts of speech with simple repetition, labeling, and picture-supported practice, and continue using Mad Lib-style activities for engagement. Try to include brief writing and pronunciation practice tied to the weekly topic. Prepare a backup activity in case the PowerPoint runs short, especially on days with fewer students.

Level 2: Continue using turn-taking reading with comprehension checks, and provide extra pronunciation support, as this lesson's material was noticeably harder than previous units.

Level 3: Continue integrating past-tense practice into conversations and slide activities, as students participated well with added verb-support. Maintain discussion-based work—especially on topics like human rights—while creating a supportive environment that encourages sharing without allowing cultural stereotyping. Keep using visuals, videos, and guided conversation prompts to sustain engagement and finish remaining slides if needed.

Resource: <https://www.snappywords.com/>

SnappyWords.com is a helpful visual dictionary and word tool for ESL learners. Students can explore synonyms and antonyms, see word connections through interactive visuals, and use tools like the word finder and word unscrambler. It's great for vocabulary building, writing support, and fun language games to boost confidence and language skills.

Tip of the Week:

Exit Tickets!

Run out of slides and ideas for class? Try an exit ticket! One suggestion for ending class is to create an exit ticket where students write something they learned before leaving class.

(keep reading...)

Sample Exit Ticket

Today I learned _____

I need to know more about _____

In class today I enjoyed _____

Tips for Ending Class

- Don't let students leave early if you have a few minutes left. Use this time for review—play a quick online game, have a conversation, or practice pronunciation.
- Avoid starting a new “Day” or topic in the last few minutes.
- Review the agenda with students and ask for examples of what they learned.
- Use **virtual exit tickets**: ask students to type a short response in the chat, in a shared document, or on a Google Form before leaving.
 - For low-level learners, ask them to share **one new word** they learned.
 - For higher-level learners, ask them to write a sentence using new vocabulary or grammar from class.
- Confirm the **date and time of the next class** before signing off.

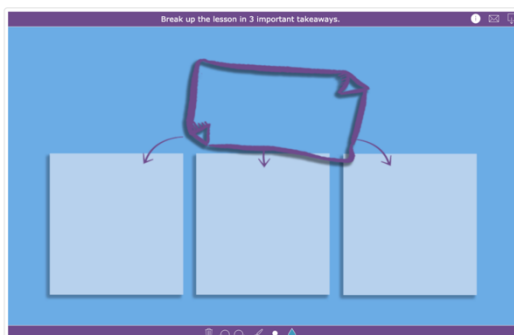
This keeps the last few minutes meaningful, ensures accountability, and gives you feedback on student learning.

60 Digital exit tickets for teachers - The ultimate exit ticket guide!

<https://www.bookwidgets.com/blog/2021/04/60-digital-exit-tickets-for-teachers-the-ultimate-exit-ticket-guide>

24. Takeaways

Let your students break up the lesson into 3 important takeaways. Similar to the mind map or placemat, but a bit different.



Example →