

## Lesson Report Summary: Sep 29-Oct 2

### AM Classes:

**Level 1:** To scaffold instructions and maximize engagement: repeat instructions in Spanish (if possible) followed by English to support comprehension, especially for low-level learners, and allow processing time due to Zoom lag. Use lots of modeling and nominate students to build confidence and encourage participation. Keep materials phone-friendly with large fonts, and continue using slides, props, and interactive storytelling to make learning fun and relatable. Maintain a safe environment for mistakes, support pronunciation anxieties, and emphasize correct use of *at/on/in* and contractions. Encourage daily English exposure through simple media (e.g., children's shows). Review tricky grammar (e.g., prepositions of time) using visuals like the *at/on/in* pyramid.

**Level 2:** Interactive activities from *allthingsgrammar.com* (with images) boosted engagement and reinforced grammar through sentence formation and multiple-choice exercises. Starting with personal routine sharing helped activate prior knowledge, and structured practice (e.g., “on Monday,” “at night,” “usually eat breakfast at 8”) helped students contextualize new vocabulary. Continued repetition, visual support, and relatable routines will help solidify both grammar points in upcoming lessons.

**Level 3:** Highlighting and defining unfamiliar words during class kept students engaged—keeping an online dictionary and thesaurus handy proved helpful. Students benefit from real-life vocabulary, opportunities to share experiences, and continued exposure to practical dialogs.

### PM Classes:

**Level 1:** Key strategies included consistent vocabulary review (e.g., word of the day, student-generated word lists), practicing dates and number pronunciation, and comparing cardinal vs. ordinal forms. Visual grammar aids, fill-in-the-blank tasks, and spontaneous conversation helped reinforce understanding of *prepositions of time* and *frequency adverbs*. Ongoing focus on verbs, dates, and number pronunciation—along with student-led word sharing—continues to build confidence and engagement.

**Level 2:** Begin with feelings check-ins to build comfort and routine. Introduce and define adverbs of frequency clearly—focus on differences between similar terms like *often* and *usually*, and revisit them in follow-up activities. Read aloud as a group, then take turns reading to build fluency and confidence. Use the chat feature for quick comprehension checks with multiple-choice questions. Assign GogyUp questions as homework and encourage weekly student reflection on new learning. Keep lessons interactive with conversation about students' home countries, current cities, and cultural topics. Incorporate more varied adverbs in context.

**Level 3:** Incorporate interactive tools like Kahoot to review key vocabulary and concepts in a fun, engaging way. Focus on encouraging student-to-student interaction whenever possible.

Prompt students directly to ensure participation, as some may not volunteer on their own. Keep building confidence through guided conversations and relatable topics to maintain strong engagement.

**Weekly Attendance:**

**AM Classes:**

Level 1: 13

Level 2: 28

Level 3: 33

**PM Classes:**

Level 1: 47

Level 2: 28

Level 3: 35

**ESL Resource:** <https://edpuzzle.com/>

Edpuzzle is great because it combines interactive learning tools like videos, quizzes, slides, and simplified content all in one platform! It keeps students engaged by allowing them to interact with video lessons directly, which helps with better understanding and retention.

**Tip of the Week:**

**Supportive Language Instruction: 5 Scaffolding Strategies for ELL Students**

[https://www.continentalpress.com/blog/scaffolding-strategies-for-ell-students/?srsltid=AfmBOoo7nVQHb\\_xTM7vC2U7OhmcP63Da9wSqfo3iw8\\_NbPwhdVM-bb8o](https://www.continentalpress.com/blog/scaffolding-strategies-for-ell-students/?srsltid=AfmBOoo7nVQHb_xTM7vC2U7OhmcP63Da9wSqfo3iw8_NbPwhdVM-bb8o)