

Aug 4-7 Lesson Report Summary

AM Classes

Level 1: N/A

Level 2: Consider focusing on asking for and giving directions, using simple maps, visuals, and role-play to practice key phrases like “turn left” or “go straight.” Include a short video with frequent pauses to check comprehension, as guided listening helps build vocabulary. Encourage students to work in pairs using prepared questions, with the goal of eventually forming their own. A brief speaking or writing activity describing how to get from one place to another would reinforce both vocabulary and sentence structure.

Level 3: Continue building on past tense usage by incorporating short speaking activities or storytelling using both regular and irregular verbs. Reinforce pronunciation through guided reading or sentence repetition, focusing on common past tense endings. To deepen engagement with cultural content, consider a short group discussion or writing task related to a U.S. tradition or holiday. Maintain the balance of reading, grammar, and pronunciation practice, and encourage students to apply grammar points in full-sentence responses during activities.

PM Classes

Level 1: Students responded well to reading aloud and repeating after the teacher, so consider incorporating more short stories or dialogues to support vocabulary development and fluency. Since the group was talkative and engaged, continue encouraging neighborhood-based conversation, but expand it with more structured direction-giving practice using maps or visuals. Include vocabulary in full-sentence context and offer chances for repetition to reinforce pronunciation. Aim for a mix of speaking, listening, and reading to maintain energy while deepening understanding.

Level 2: N/A

Level 3: Take advantage of the small group size by offering more individualized speaking time and gently encouraging quieter students to engage.

Weekly Attendance:

AM Classes:

Level 1: 12

Level 2: 30

Level 3: 23

PM Classes:

Level 1: 19

Level 2: 22

Level 3: 17

ESL Resource: Reading Skills! <https://www.readingskills4today.com/>

Tip of the Week:

Supporting Mixed-Level English Learners in Group Settings

Teaching English to adults in a group setting—whether online or in person—can be both rewarding and challenging, especially when students have different proficiency levels. With a few thoughtful strategies, you can create a more inclusive and engaging learning environment where every learner feels supported and challenged.

- 1. Pair or Group Learners Thoughtfully**

Whenever possible, match students with others at a similar level during speaking or breakout room activities. This helps learners feel more at ease, encourages participation, and allows them to move at a pace that suits their current skills.

- 2. Offer Scaffolding and Challenges Within the Same Activity**

Adapt activities by offering extra support to beginners—like sentence starters, visual cues, or guiding questions—while inviting more advanced learners to extend the task. For example, beginners might complete simple sentences, while higher-level students create a short dialogue or share a personal story using the same vocabulary or grammar.

- 3. Vary Your Questions and Instructions**

During discussions, ask a mix of simple and open-ended questions so everyone can contribute. Prompt beginner students with yes/no or either/or questions, and challenge advanced learners with “why” or “how” questions to spark deeper responses.

- 4. Encourage Peer Support and Independent Practice**

Create moments for peer-to-peer interaction, where stronger students can help explain or model language for others. Also, encourage all learners to reflect on what they learned and set small goals between classes, especially in an online environment where independent learning can be more flexible.

With a few small adjustments, group lessons can offer something valuable to every learner—building not just language skills, but confidence and connection across levels.