

Feb 17-20 Lesson Report Summary:

AM Classes:

Level 1: Continue practicing WH questions and negating statements. Choral reading is helpful for students who are more reserved and less likely to volunteer to read.

Level 2: It's always a good idea to practice spelling words – real-life skill! Pronunciation practice – especially with vowels as in live vs. leave vs. live (on TV).

Level 3: Keep incorporating a variety of additional activities, such as videos, songs, poems, etc.

PM Classes:

Level 1: Students need more practice with the verb TO BE. Ask questions, questions, questions!

Level 2: Students are getting more confident speaking out loud! Great participation!

Level 3: Students enjoy sharing their opinions. Make sure all students get an equal chance to participate in class. Encourage students to use the expressions that they learned in class

Weekly Attendance:

AM Classes:

Level 1: 17 students

Level 2: 44 students

Level 3: 32 students

PM Classes:

Level 1: 79 students

Level 2: 65 students

Level 3: 25 students

ESL Resource: The Motivated Classroom podcast! <https://liamprinter.com/>

Tip of the Week: ACTIVITY: WHAT TO DO WITH A BIKE

In this activity, students have to think about which verbs can go with which nouns while they make real statements about real classmates. They learn vocabulary because they make meaningful with associations with each word.

AIM: Vocabulary expansion, verb tense practice, learning which nouns and verbs can go together

Procedure:

1. Divide students into team A and team B, and count off within each team.
2. Student A1 makes a statement about a classmate, using "has." For example, "Maria has a bike." (Give help if needed.)

3. Ask, "What does Maria do with the bike?" Student B1 uses another verb to make a sentence with the same subject and the bike.' object. For example, "Maria rides the bike," or "Maria likes the bike"

4. The game continues. A2 makes a sentence about a classmate, using "has," and B2 adds a sentence with a different verb. For example: A1: "Masanori has a dog." B2: "Masanori plays with the dog." Then A3 and B3 take a turn, and so on.

5. After each sentence, ask listening students whether it is correct.

Note: For low beginning classes, make a chart on the board that includes several things your students have and a few verbs that can go with each one. Ask your students for ideas. Here's the start of such a chart:

What we have

glasses

pencil

mother

What we do

wear, put on, take off write with, drop, lose, break love, help

Variations:

1. For extra playfulness, encourage B students to make some sentences. For example, they may say "Maria rides the bike" or "Maria eats the bike." The A team must decide whether the sentence is a reasonable or silly sentences reasonable and others silly.

Extensions:

2. After students are doing this basic game well, add pronouns. For example: "Maria has a bike. She rides the bike." Later, when you teach the possessive adjectives his and her, play this game again. For example: "Maria has a bike. She rides her bike.

You can do this with many nouns and verbs!