

Feb 24-27 Lesson Report Summary:

AM Classes:

Level 1: More practice with quantifiers (much/many). Review key food vocab.

Level 2: Practice more with the words "some and any". Also cover the topic of expressing likes and dislikes. This could be through role-plays, visual aids, or even student surveys. During calendar talk, emphasize the difference between cardinal and ordinal numbers.

Level 3: Students enjoy and benefit from giving their opinions. Continue to incorporate videos for expanded vocab and listening practice.

PM Classes:

Level 1: Incorporate more pronunciation practice with vocabulary from lesson.

Level 2: Reading and follow up questions were challenging for the students. Calling on students helps keep the flow of class going.

Level 3: Consistent participation.

Weekly Attendance:

AM Classes:

Level 1: 17 students

Level 2: 46 students

Level 3: 38 students

PM Classes:

Level 1: 67 students

Level 2: 55 students

Level 3: 32 students

ESL Resource: <https://www.kamiapp.com/>

A cool digital tool to facilitate the creation, collaboration, and annotation of documents, particularly PDFs.

Tip of the Week:

Story Asking (Storytelling and Interactive Storytelling)

Story Asking is an interactive, student-centered technique used by ESL teachers to engage students in storytelling. It involves the teacher leading the creation of a story, with students actively contributing to the plot, characters, and events by answering questions and offering suggestions. This method is highly effective for reinforcing language structures, vocabulary, and creativity, and it encourages a participatory learning environment.

How Story Asking Works:

1. **Set the Stage:** The teacher starts by establishing a simple situation or prompt. For example, “Once upon a time, there was a little dragon who wanted to find a friend.”
2. **Ask Questions:** The teacher then asks the students specific questions to guide the story. For example, “What’s the dragon’s name?” or “Where does the dragon live?”
3. **Build the Plot:** As students respond, the teacher weaves their answers into the story. This creates an engaging narrative where students feel like they are part of the creative process.
4. **Incorporate New Language:** During the story, the teacher introduces new vocabulary, grammar structures, or phrases, and the students use them in context as part of the ongoing story.
5. **Interactive Elements:** Teachers can add interactive elements, like having students act out parts of the story, suggest what might happen next, or decide on the ending.

Benefits of Story Asking:

- **Student Engagement:** It actively involves students in the creation of the story, making the learning process fun and memorable.
- **Language Practice:** Students practice speaking, listening, and thinking in English, using new vocabulary and structures in context.
- **Creativity:** The technique encourages students to think creatively and make decisions about the direction of the story.
- **Low-Stress:** Since students are contributing to a group story rather than performing individually, it reduces anxiety, particularly for shy students.

Example of Story Asking:

- Teacher: “Once upon a time, there was a young girl named _____. Where does she live?”
- Student: “She lives in a big forest.”
- Teacher: “Great! What does she like to do in the forest?”
- Student: “She likes to play with animals.”
- Teacher: “What animals does she play with?”
- Student: “A wolf and a rabbit.”

Through this collaborative process, students practice new vocabulary, sentence structure, and conversation skills.