

January 29-Feb 1 Lesson Report Summary:

AM Classes:

Level 1: Encourage students to study outside of class and listen to music in English!

Level 2: Continue checking for comprehension, especially for readings. Bring more attention to contractions - English has so many! Also, alphabet/spelling should be worked in continually.

Level 3: Students thrive on interaction opportunities. Students would like more listening/pronunciation practice. More role-plays!

PM Classes:

Level 1: Continue differentiating subject vs. object pronouns. Incorporate games to keep students awake and engaged!

Level 2: Also continue differentiating subject vs. object pronouns.

Level 3: Find creative ways to get everyone engaged. Mix up teacher/student interaction.

Weekly Attendance:

AM Classes:

Level 1: 44 students

Level 2: 48 students

Level 3: 44 students

PM Classes:

Level 1: 62 students

Level 2: 72 students

Level 3: 28 students

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

English Club covers pretty much everything from grammar, vocab and pronunciation to listening, speaking, reading and writing.

Tip of the Week:

Ways to check for comprehension!

<https://comprehensibleclassroom.com/2014/04/21/comprehension-checks>

ZOOM!	Students give a signal (audio-visual) whenever they don't understand: a hand ZOOMing by their face, slamming their fist in their hand, etc. This should be established before instruction begins.
Speak	Student or students say the answer when they know it
Think don't say	Teacher asks a question to a group of students or an entire class, and students think of the answer while waiting for a signal from the teacher that allows them to share it.
Write	Students write the answer to the question on an individual whiteboard or piece of paper
Draw	Students draw a quick sketch of the answer on an individual whiteboard or piece of paper.
[Blind] Gesture	All students close their eyes and teacher asks them to gesture or act out a word or phrase. Can be done with eyes closed to increase accuracy/prevent students from being self-conscious.
Partner talk	Students say the answer to a partner. The teacher gives the correct answer, and pairs give a high five if both were correct.
Fist to Five	Students hold up fingers based on their level of understanding (a fist or 1 finger if they don't feel comfortable with the topic in question, 5 fingers if they feel like they've got it down).
Signal	Students respond to a cue with a signal (ex: touch your nose whenever you hear the word that means ___; hand on your head if [x], hand on your belly if [y]).
Blind quiz	All students close eyes, and they raise their hands if a true statement is given. They keep their hands down if it is false.
Thumbs up	Thumbs up if you understand [x], thumbs down if you feel lost.