

## July 14-17 Lesson Report Summary

### AM Classes

**Level 1:** Begin each lesson with a quick check-in to gauge student readiness. Use more open-ended questions and small group activities to increase participation. Consider incorporating quick-response or movement-based activities to boost engagement.

**Level 2:** Continue providing structured conversation practice with clear modeling to support confidence and fluency. Emphasize full-sentence responses, proper word order, and pronunciation. Incorporate more targeted practice on asking for and giving advice using “should” and related phrases. Review vocabulary regularly through interactive methods.

**Level 3:** Continue using turn-taking for reading to promote engagement and fluency. Reinforce pronunciation practice by integrating it into reading activities, not just isolated drills. Consider adding a short, related writing activity to help solidify vocabulary and grammar structures.

### PM Classes

**Level 1:** Continue incorporating body part and symptom vocabulary with interactive, camera-on activities to reinforce understanding. Use translation exercises from Spanish to English more frequently, as they proved effective. Emphasize pronunciation, especially during sentence construction and dialogues. Encourage student-led sharing about wellness habits to maintain engagement and personalize learning.

**Level 2:** Reinforce the rules for comparative adjectives (e.g., “-er” vs. “more”) through targeted practice and correction of common errors like “more bigger.” Continue building confidence with comparisons using real-life contexts such as shopping. Address varying levels and shyness by incorporating more pair or small group activities to encourage participation in a low-pressure setting. Keep integrating spontaneous conversation to promote fluency and comfort with the material.

**Level 3:** Maintain strong student engagement by continuing to use relatable topics like routines, cultural comparisons, and current issues. With small class sizes, take advantage of the opportunity for deeper discussions and personalized feedback. Keep using tools like Padlet and GogyUp to prompt reflection and participation.

### Weekly Attendance:

#### AM Classes:

Level 1: 14

Level 2: 33

Level 3: 23

#### PM Classes:

Level 1: 23

Level 2: 42

Level 3: 17

**Tip of the Week:**

**Journaling For Motivation**

**Journaling Tips:**

- Provide specific and realistic expectations for how much your students should write. Sometimes, you might give a duration (Write for 5 minutes), while other times you might provide a length (Write 3 sentences.)
- Ask students to copy the journal prompt and write their responses in a separate notebook. The notebook should either only contain their journal, or the journal should be contained to a specific section (using a paperclip to separate pages for the journal can work well). Doing this will allow you and your students to track their progress over time. You can use a shared document program such as Google Docs as well.
- Always respond (in writing) to what your students write in their journals! This exercise should feel almost like a conversation. Whenever possible, your response should reflect and model corrections. For example, if your student writes “Over the weekend, I bought a delicious watermelon.” your response might be “You bought a delicious watermelon? That’s great! I think it’s hard to pick a good watermelon.”
- Be careful not to overcorrect. If you have asked your students to write for a specific amount of time, don’t correct mistakes. However, keep track of common mistakes so that you can bring them up in future lessons. If you have asked your students to write a certain number of sentences, correct errors in their work on topics that have already been covered.
- If you are working with a group of students, have students read and comment on one another’s work!