

June 10-13 Lesson Report Summary:

AM Classes:

Level 1: Continue practicing numbers and dates – 11 vs 11th for example, and question words (how, when, why...).

Level 2: Continue to review their vs there vs they're, possessive (singular vs plural for apostrophes), and forming complete questions. Allow each student a chance to respond and check their comprehension.

Level 3: Great group of students!

PM Classes:

Level 1: Students would like more pronunciation practice. Keep boosting students' confidence!

Level 2: Grammar review is always appreciated.

Level 3: Encourage students to interact more with each other, asking follow-up questions and elaborating in detail.

Weekly Attendance:

AM Classes:

Level 1: 22 students

Level 2: 30 students

Level 3: 54 students

PM Classes:

Level 1: 45 students

Level 2: 39 students

Level 3: 36 students

ESL Resource: Still one of my favorite sites!

www.wordwall.net

Tip(s) of the Week:

Scaffolding:

Another way to reach the right level for your learners is to provide scaffolding, or support, to help learners be successful. Like its counterpart in the construction industry, scaffolding is a system of support that holds you up so that you can complete a task. Scaffolding is an essential part of ESL literacy instruction because it gives learners the support they need in some areas so that they can develop the target skill. Especially in lower levels,

most tasks at school are too challenging for ESL literacy learners to attempt without some form of scaffolding. Scaffolding also allows learners to be successful at a task that would otherwise be out of reach. Scaffolding can take many different forms, but it is generally a way of reducing the demands on the learners, or reducing the cognitive load, so that they can focus on the important part of the task. This means that you need to be intentional with your tasks. Identify the key skill you are building. What are you trying to teach? What is the outcome you are trying to meet? You can then choose your task and design your scaffolding to support other areas of the task so that learners can focus on what you are trying to teach them. Scaffolding can support the language, literacy, or knowledge requirements of a task. You can also use scaffolding to support the learning process, allowing learners to do things that they are not yet ready to accomplish independently. As you teach your learners to use scaffolding and learning supports, you are also helping them to develop learning strategies. You are teaching them to look for ways to do what they are trying to do and to ask themselves:

- What do I need to be able to do this task?
- Is there something that would help me?
- Where can I find that word?
- Where can I find that information?

From Bow Valley College, 2018

Examples of scaffolding

Scaffolding that supports language and literacy	alphabet on the wall generating words together word bank word cards picture cards picture dictionary sentence stems models oral directions using TPR (Total Physical Response) to give instructions practicing as a class
Scaffolding that supports knowledge development	brainstorming as a class activating background knowledge giving examples telling the story of what you are learning using models, objects, and realia
Scaffolding that supports the learning process	modelling the task discussing the task first doing the task as a class doing the task in small groups or pairs coaching in a small group