

June 2-5 Lesson Report Summary

AM Classes

Level 1: It would be helpful to briefly revisit the alphabet and numbers, as students are making progress but still need reinforcement. Consider reviewing and reinforcing descriptive adjectives. To clarify the distinction between nationality and continent, using a visual map or diagram would be beneficial. If possible, use comparison activities—students were engaged and responded well to describing real people.

Level 2: It would be helpful to review all pronoun types again next class. Consider reviewing “to be” again and emphasizing correct adjective-noun word order in English, especially for Spanish-speaking students. Watch for learners who are less confident in English—encouraging translation from Spanish when necessary, can support participation. Also, spend time on “W” questions (who, what, when, where, why, how much), and be ready to clarify the difference between emotions and personality if it comes up again.

Level 3: Be prepared for a lively class; managing time carefully will help ensure more material is covered. Balancing student voices while maintaining forward momentum in the lesson will be key to keeping continuity and reaching objectives.

PM Classes

Level 1: Review the verb “to have” and introduce another key verb to expand vocabulary. Reinforce “to be” and possessive adjectives, as students still need practice. A quick review of Mr., Mrs., and Ms. could also be helpful. Revisit self-description in a simpler format since students had trouble with Padlet. Keep engagement high with familiar topics like music and continue encouraging camera use early on to build comfort and connection.

Level 2: Continue practicing sentence structure with adjectives and how the verb “to be” changes that structure. Students enjoyed pronunciation tips—especially tricky endings like -gh—so keep highlighting those. Plan to review or go deeper into subject pronouns, as they weren’t covered in depth. Also, reinforce concepts from greetings and introductions, and keep activities interactive, as students responded well to pair work and describing themselves.

Level 3: It would also be valuable to continue discussing education levels and career experiences, as students seemed engaged and could relate personally. Reinforce how language skills affect job opportunities and try to involve quieter students while keeping the discussion flowing. The class is small but responsive, so interactive conversation-based activities should work well.

Weekly Attendance:

AM Classes:

Level 1: 22

Level 2: 42

Level 3: 34

PM Classes:

Level 1: 42

Level 2: 55

Level 3: 31

ESL Resource: <https://wordwall.net/en-us/community/esl>

Get to know Wordwall! We will be incorporating Wordwall reviews/games into weekly PowerPoints here and there ☺

Tip of the Week:

Zoom-Friendly Writing Activities for ESL:

1. Chat Prompts

Start class with a simple writing prompt and have students respond in the **Zoom chat**.

Example: “What’s your dream job and why?”

2. Write-Pair-Share (Breakout Rooms)

Give students 2–3 minutes to write a response to a question, then send them into **pairs or small groups** to read their writing to each other.

3. Describe a Picture

Share a photo or image on screen and ask students to write 3–5 sentences describing it.

You can scaffold with prompts like “Who, What, Where.”

4. Finish the Sentence

Give students sentence starters like “Today I feel...”, “If I had a million dollars...”, or “One thing I love about my country is...”

5. Type It First

For speaking exercises, have students **type their answer first**, then say it aloud. This builds confidence and reinforces correct structure.

6. Collaborative Google Doc

Share a link to a shared doc and do a group writing task—like building a story, listing job skills, or writing a class bio.

7. Padlet

Use tools like Padlet for visual and collaborative writing—students can post short descriptions, answer questions, or brainstorm ideas.

8. Weekly Journal (Email, Padlet, etc.)

Assign a short journal entry students can submit weekly. Keep it low-stress: 5–6 sentences on a theme like family, weekend plans, or goals.

9. Kahoot with Sentence Edits

Use Kahoot to present sentences with small grammar or spelling errors and have students **write the correct version in the chat**.

10. Creative Challenge

End class with a fun prompt: “Write a 3-sentence story using the words *happy*, *work*, and *bus*.” Quick, low-pressure, and fun!