

June 9-12 Lesson Report Summary

AM Classes

Level 1: Students need more practice with digital clocks, scheduling vocabulary, and prepositions (“at,” “on,” “in”). A quick alphabet review, grammar reinforcement, and continued time-reading work are recommended for continuity.

Level 2: Some students struggled with clock reading and fully understanding “at” for locations, so continued review of time, prepositions, and phrasing for dates (e.g., “June first”) is recommended. Offering response options and breaking down pronunciation also supported varied language levels.

Level 3: For continuity, continue reviewing modal verbs, past tense (regular and irregular), and pronunciation. Reinforce punctuation for lists and vocabulary through chat or written responses. Keep using interactive tools like Padlet to boost engagement, and monitor student participation to ensure quieter students have opportunities to speak. Be mindful of when students join to help them stay connected to the lesson flow.

PM Classes

Level 1: For the next class, continue practicing key verbs like “to have” and “to take,” and review present and past participles. Reinforce understanding of prepositions (on, in, at), especially in the context of time and schedules. Spend time on asking and answering questions about daily routines to build fluency. Also, revisit vocabulary around dates, days of the week, and telling time, as these areas caused some confusion. Encourage participation through dialogues and personal questions to support speaking practice and retention.

Level 2: For the next lesson, continue practicing sentence structure with adjectives and the verb “to be,” especially how it affects word order. Reinforce patterns for forming nationalities from country names and discuss stereotypes if relevant. Highlight tricky pronunciations (e.g., words ending in -gh), and continue to build on descriptive language through personal sharing and group discussion to maintain engagement and fluency.

Level 3: For the next lesson, continue encouraging participation from quieter students with gentle prompting and inclusive activities. Consider reviewing geography or flag-related content briefly, as students enjoyed and engaged well with it. Build on recent topics like finances, shopping, and careers to reinforce vocabulary and context. Maintaining a mix of review and new content, along with casual conversation openers, can help sustain strong class participation.

Weekly Attendance:

AM Classes:

Level 1: 17

Level 2: 31

Level 3: 26

PM Classes:

Level 1: 36

Level 2: 41

Level 3: 26

ESL Resource: <https://theresourcefulenglishteacher.com/>

Strategies, ideas, freebies, and resources!

Tip of the Week: Zoom-friendly ESL activities that bring energy and interaction to your virtual classroom—no standing up required!

1. Question Toss (Virtual Edition)

Use a virtual spinner, number generator, or just call out names. Ask each student a fun or themed question like “What’s your favorite food?” or “What’s something you’ve learned this year?”

💡 *Tip:* Share a slide with question prompts or let students create their own.

2. Find Someone Who... (Breakout Rooms)

Share a grid of prompts (e.g., “Find someone who has a pet”). Put students in breakout rooms in pairs or small groups to ask and answer yes/no questions. They mark off each one as they go.

💡 *Language focus:* Questions, speaking confidence, vocabulary review.

3. Category Chain

Pick a category like food or jobs. Call on a student to say a word from that category, then pass it to another classmate (call names or use a random name spinner). Keep going without repeating!

💡 *Variation:* Time how long the chain lasts for extra challenge.

4. Stand Up If... (Emoji or Camera Version)

Instead of physically standing, ask students to respond with a thumbs-up emoji or turn their cameras on/off to indicate “yes” to prompts like “Do you like coffee?”

💡 *Follow-up:* Ask, “Why?” or “How often?” to extend the conversation.

5. Order Up (Chat Box Challenge)

Ask students to type something in a specific order—like birthday months, number of siblings, or years in the U.S.—in the Zoom chat. Then have them compare with a partner in breakout rooms.

💡 *Builds vocabulary for dates, numbers, and comparisons.*

6. Four Corners (Poll or Reaction Version)

Ask a multiple-choice question like, “What’s your favorite type of movie?” and assign each answer to a Zoom reaction or poll option. After voting, put students into breakout groups by their answers to discuss why they chose it.

💡 *Great for preferences, small group practice, and categories.*

7. Sentence Toss (Virtual Chain)

Start a sentence like “Yesterday, I...” and call on a student to complete it. That student gives a new sentence starter for the next person. Keep going until everyone’s participated.

💡 *Focus on grammar: past tense, conditionals, modals, etc.*