

## Oct 28-31 Lesson Report Summary:

### **AM Classes:**

**Level 1:** More emphasis on cultural shopping differences and the verb "to get" would be beneficial. Reinforce vocabulary related to spending and saving.

**Level 2:** Encourage practice with comparisons, especially irregular adjectives and the various meanings of "get," as students showed interest in phrases like "get around."

**Level 3:** Consider using Venn diagrams to delve deeper into cultural comparisons, as they generate engaging discussions about nuanced differences and similarities, particularly around sensitive topics like religion.

### **PM Classes:**

**Level 1:** A series of discussion questions encouraged engagement, covering topics like gratitude, spending habits, budgeting, and preferences for shopping venues. Remind students to respond in English first to encourage language practice, especially since some tend to reply in Spanish.

**Level 2:** Listening exercises and a correction practice activity were used to enhance comprehension. All lesson objectives were met, and students demonstrated a strong grasp of the material covered. Continue building on this foundation, as students are well-prepared to advance further in their understanding.

**Level 3:** Good participation overall. Keep finding new ways to get people involved!

### **Weekly Attendance:**

#### **AM Classes:**

**Level 1:** 28 students

**Level 2:** 21 students

**Level 3:** 37 students

#### **PM Classes:**

**Level 1:** 25 students

**Level 2:** 35 students

**Level 3:** 17 students

#### **ESL Resource:**

<https://www.youtube.com/watch?v=9IsgusPAFx0&list=PL5bLw9Uguvv0Q6yEZUcNM0uQDYpfflx4>

Listening comprehension videos!

#### **Tip of the Week:**

Tips for Teaching Grammar in Context!

## Present Quickly

Don't spend too much time on the Language Tools chart. Quickly present it, read through it with your students and move on to the practice activities. The goal is to spend most of the lesson practicing and applying the new language in meaningful situations.



## Give Real Examples

Give your student lots of real life examples of when the language structure would be used. Ask questions with the structure and encourage them to use it to talk about things that are important to them using it. Help your student develop a need for the structure by providing situations where they would need to use it.



## Encourage Students to Discover Grammar in Real Life Experiences Between Classes

Grammar structures are everywhere, and the more students are exposed to them in meaningful situations, the easier it will be for them to use them. Encourage students to read English materials that are interesting to them, watch videos or TV with English closed captions, listen to English music while reading the lyrics, etc.

