

Oct 7-10 Lesson Report Summary:

AM Classes:

Level 1: More focus on reinforcing the present continuous and descriptive adjectives, particularly in the context of clothing. Additionally, providing more practice with question formation using "do/does" is recommended. It's important to emphasize the mastery of the present tense of "to be," as students have encountered it multiple times.

Level 2: Consider providing more review on the spelling rules for adding -ing to present continuous verbs, as students could benefit from extra practice. Incorporating engaging activities like videos and interactive quizzes can enhance comprehension. Continue encouraging students to express their opinions about their home countries, as this fosters vocabulary practice and keeps discussions lively. Additionally, slowing down verbal parts of videos or enabling English captions can aid understanding.

Level 3: Pronunciation practice seems to be popular among students and can be incorporated into any lesson with any vocabulary set.

PM Classes:

Level 1: More practice with clothing and accessory vocabulary! For future lessons, consider incorporating more challenging materials or activities to ensure students remain engaged for the entire duration of the class.

Level 2: Incorporate activities that focus on understanding quotes and attributions to build student confidence when reading. Consider calling on quieter students to encourage participation, as it seems to motivate them. Additionally, allowing time for students to share their feelings about the day could help build a supportive classroom environment.

Level 3: Give students more opportunities to read! Things such as maps, short texts/stories, or news articles would be helpful.

Weekly Attendance:

AM Classes:

Level 1: 29 students

Level 2: 34 students

Level 3: 36 students

PM Classes:

Level 1: 36 students

Level 2: 50 students

Level 3: 13 students

ESL resource: <https://app.diffit.me/>

Diffit is an AI-powered tool that helps teachers create customized instructional materials for their students. It can adapt any text or article to any reading level, and can generate resources for a variety of topics and videos.

Tip of the Week:

Using UDL (Universal Design for Learning) in Your Class!

Multiple Means of Representation: Provide information in various formats—text, audio, visuals, and interactive elements. This allows students to access content in a way that suits their learning styles, making comprehension more attainable.

Flexible Scaffolding: Offer support tailored to individual needs. For example, use graphic organizers to help students break down complex information or provide sentence starters for writing tasks. As students gain confidence and skills, gradually reduce the scaffolding to encourage independence.

Engagement Strategies: Incorporate diverse activities (e.g., discussions, hands-on projects, and digital tools) to keep students engaged. By connecting lessons to students' interests and real-world applications, you can enhance motivation and comprehension.

Incorporate games, role plays, and activities like bingo into your lessons to create a fun and relaxed classroom atmosphere. These interactive methods not only engage students but also encourage collaboration and communication without the pressure of traditional assessments. By using games to reinforce concepts, students can learn in a low-stress environment, making it easier for them to participate and build confidence. Remember to celebrate all contributions to foster a supportive community!

Ongoing Assessment and Feedback: Use formative assessments to gauge understanding and provide timely feedback. This allows you to adjust your scaffolding strategies based on student progress, ensuring they receive the support they need to master concepts. One way to do formative assessments is through Exit Tickets. At the end of a lesson, have students write down one thing they learned and one question they still have. This quick assessment helps you identify areas of confusion and adjust your next lesson accordingly.