

Lesson Report Summary: September 22-25

AM Classes:

Level 1: N/A

Level 2: Continues practice with pronouns (subject, possessive, object). Listening to audio and reading the transcript worked well for learning vocabulary—try this again with new topics. Students responded well to using real-life photos and personal stories—this made vocabulary and grammar practice more meaningful. Continue using photos or personal prompts to encourage speaking and writing practice. Students are eager for more advanced vocabulary and stretch activities, so consider adding short reading or speaking tasks that challenge them. Keep encouraging peer questions and personal sharing—they help build confidence and connection.

Level 3: Students were highly engaged in structured activities, especially the category game and article reading. Continue using the category game to build student-to-student interaction and discussion skills. When reading articles, calling on students individually (rather than asking for volunteers) worked better and was preferred. The format of reading aloud, correcting pronunciation, summarizing, and generating questions was effective—students responded well and want to continue this format. Career discussion and vocabulary around personal strengths also sparked interest—consider following up with role-play interviews next time to build on this.

PM Classes:

Level 1: Students benefit from repetition and bilingual support, especially with grammar points like the verb to be and possessive forms. Continue reinforcing vocabulary by having students create personal word lists to study. Use real-life examples and visuals whenever possible to make abstract grammar more concrete. Guided reading and repeating after audio help improve pronunciation and understanding—this method should be continued. Students respond well to bilingual explanations when concepts are unclear, so feel free to translate key parts to support comprehension and build confidence. Keep reviewing basic grammar structures regularly, as students still struggle with am/is/are and identifying nouns vs. adjectives in full sentences.

Level 2: Students were highly engaged in conversation-based activities and responded well to open-ended questions, which encouraged dialogue and community building. Continue focusing on speaking and listening, especially around personal topics like home countries, cities, and identity—it keeps students interested and talking. Reading aloud as a group was effective for pronunciation and comprehension. In future lessons, build in time to revisit any skipped slides, like the emotion-based descriptions, and reinforce grammar points like possessives and the verb *to be*, which students handled well.

Level 3: Students were active and asked many vocabulary-related questions, showing strong engagement. To support balanced participation, continue calling on quieter students during

reading or discussions, as this helps include everyone. Role-playing job interviews worked well—keep using real-life scenarios to build speaking skills. Supplemental materials like ChatGPT-generated pages and vocab games were helpful—continue using these as needed.

Weekly Attendance:

AM Classes:

Level 1: 1

Level 2: 25

Level 3: 34

PM Classes:

Level 1: 35

Level 2: 36

Level 3: 40

ESL Resource: <https://www.flippity.net/>

Flippity is a free tool that turns Google Sheets into interactive games, quizzes, flashcards, and other learning tools. It's simple, customizable, and engaging!

Tip of the Week:

Keep It Moving with Format Variety + Gamified Breaks

Avoid long stretches of lecture or slides — instead, mix up your lesson format every 10–15 minutes to keep students engaged and focused. Try a flow like:

- Start with a warm-up — a poll, quick quiz, image prompt, or chatbox question
- Move into a breakout room task or role-play
- Follow with a whiteboard activity or collaborative doc
- Then try a matching game, quick challenge, or timed task
- End with a whole-class reflection or feedback loop

And whenever energy starts to dip, drop in a 2-minute game — think “Simon Says,” a fast vocabulary match, or hangman — to re-energize the class without losing momentum.

Keep it dynamic, keep it fun, and keep them learning!