

Feb 5-8 Lesson Report Summary:

AM Classes:

Level 1: More practice using possessive pronouns and singular vs. plural. Try calling on students to avoid lop-sided discussions.

Level 2: More practice with possessive pronouns - maybe a round robin asking students “Is this _____ yours? No, it’s not mine. It’s his...” Kahoots work well for extra vocab practice!

Level 3: Use creative ways to get students to participate and interact! Encourage students to use cameras - but how?

PM Classes:

Level 1: Students feel intimidated to talk in class for not knowing how to pronounce certain words – more encouragement/”repeat after me”/letter-sound recognition practice! Continued practice with possessives would be good.

Level 2: More pronunciation! Practice sentence structure as well (noun/adjective, etc.). Give time for students to think before asking for a response.

Level 3: Allow space for quieter students to talk!

Weekly Attendance:

AM Classes:

Level 1: 36 students

Level 2: 44 students

Level 3: 39 students

PM Classes:

Level 1: 55 students

Level 2: 70 students

Level 3: 39 students

ESL Resource: <https://www.literacymn.org/classroom-videos>

Observing experienced teachers is an excellent way to acquire classroom management techniques and acquire fun new activities... Literacy Minnesota has developed the *Classroom Activities for Adult ESL Learners* video series, which features professional teachers leading adult ESL classes through common classroom activities.

Tip of the Week:

Knowing Your Audience: Who is the Adult Student?

- Adult learners are diverse.
- Adult learners are busy.
- Adult learners tap into personal experience.
- Adult learners are uniquely motivated.
- Adult learners enjoy control over their learning.
- Adult learners are results-oriented.
- Adult learning is slower but deeper.

“The more we know about adult learners, the barriers they face, and how these barriers interfere with their learning, the better we can structure classroom experiences that engage all learners and stimulate both personal growth and reflection.”

—Marina Falasca, Universidad Tecnológica Nacional

