

# Class Feedback

Class: SS2J

Unit and Lesson: Unit 3, Lesson 1

Date: Sunday, June 26<sup>th</sup> 2022

## Strengths:

- Great energy to lead the class throughout. The students followed this. However, controlled energy, so that students had controlled energy also and were not misbehaving. Pace also kept students engaged and kept them focused.
- Dancing at the start great for getting the class warmed up.
- Great structure of lesson. Review first, including asking and answering, "How are you?", to get varied interaction patterns and allowing students freedom over who they spoke to. Body parts also. Then new vocabulary presentation. Then phonics (review of letter names and sounds for lesson, then matching big and small letters). A good amount of lesson content.
- Outstanding presentation of vocabulary. Not just using the toy realia, but getting students to play with them, to really bring it to life. More time was spent on each item, but students were the able to remember them well. Also, great spaced repetition as you kept going back to the previously taught ones. Lots of quick and fun games.

- Great error correction, “I’m”/”It’s” for answering “How are you?”. Also “Sophie” with /b/ in “teddy bear”.
- Great emphasis of the /m/ sound at the end of “game” to guide students to correct and strong pronunciation.
- Similarly, great emphasis of the pronunciation of “ball”.
- Full sentence good, “It’s a \_\_\_\_\_.”  
(In the body parts review, great that you are introducing students to “It’s a \_\_\_\_\_.” And “They are \_\_\_\_\_.”)
- Also, great to do “It’s a (big/small) \_\_\_\_\_.” for the toys, to apply a previously learned structure, stretch language production and get the students thinking.
- During phonics, beginning to write letter on the board then asking what letter it was, great for suspense and getting students thinking!

### To consider:

a) The overall pace of the lesson was fine. However, there were times when it might be better for you to slow down.

- (1) When you want students to clearly listen to what you are saying to hear the language you are exposing them to.

*An example of this is where you said “It’s a teddy bear. It’s small. It’s cute.”, when bringing out the teddy bear. If you speak too fast, students won’t get the benefit of this extra, authentic English you are exposing them to.*

(2) When you are emphasising language.

*“It’s a \_\_\_\_\_.” Vs. “They are \_\_\_\_\_.” for body parts.*

*Understanding the difference between “What letter is it?” and “What sound does \_\_\_\_\_ say?” in the phonics part.*

(3) To give students time to think and speak on their own.

*A good example of this would be when eliciting language.*

*Elicit examples of toys before you teach them.*

*Elicit answers to “How are you?”*

Students are not always having a chance to speak on their own, just following you.

(Also slow down at times when you are losing the student’s focus and attention, to refocus).

b) When presenting vocabulary, consider having some listening and receptive games and tasks that all students get involved in, to:

*(1) Give ALL students more time to process the different words and their meaning and to have to do work to remember these on their own.*

(Otherwise, some students may just follow others.)

*(2) Students have opportunity to focus just on meaning and listening to the word, without having to say it.*

c) In presentation of vocabulary, think about meaning of “game” more clear. Many things can be a game, not just a “fishing” game. You could show pictures of many other types of game.

d) Be careful of the pronunciation of “doll”. (Distinguishing it from “door”.)

e) Phonics section, matching up big and small lessons.

Consider having a “present” section to this as the whole class first, to review how the letters match up, before the matching game.

f) Related to the above, always to elicit language before presenting.

- For the toys vocabulary, show them lots of pictures of toys and see what they can name before you start drilling. When doing this, emphasise the fact that “we are learning about toys today”. This helps set context.
- Elicit answers to “How are you?” before offering some yourself.

g) If there is time, have a final consolidation of the key learning points of the lesson. For example, after the phonics, you can go back and go through the toys one more time to help students remember well.

I know in this lesson, there wasn't time however!

### Recommendation for going forward:

- h) Be careful of pronunciation of certain words when preparing for classes. Check with your co-teacher first.

### Possible task for going forward:

- i) When planning, consider times of the class when it is important to slow the pace down a little. Then reflect on what the impact has been after the class.

Also, when doing your self-reflection after class, think about how you can