

Oral Feedback Session with Netta  
April 1, 2015

- Give students enough so they feel confident and rock activities
- Use clearer syntax. For example, “How long do people go for?”
  - Start at the basic level and build off it
    - Do people go for 5 minutes?
    - Do people go for 2 hours?
- Make sure there are language objectives at every moment. Identify these at the beginning of lessons
- Break down form of present perfect before meaning and use. Possibly play around with a regular past participle.
- Fold in language objectives without changing the whole shape of how the lesson is supposed to go.

Personal Reflection  
April 2, 2015

3 things I want to do differently in my second round of teaching hours:

- Quality over quantity. I want to design fewer activities that give students a chance to really rock activities rather than have to rush through them.
- Pre-teach vocabulary. I haven't pre-taught vocabulary for this class yet. I want to use the board to pre-teach vocabulary and use more photos and CCQs to unpack meaning in context.
- Provide grammar or formulas for students to use through each stage of my lesson. That is, I want to pay more attention to grammar since students are often hungry for grammar.