



This is a graded discussion: 10 points possible

due Mar 14

Week 7 Video lesson and Peer Review

5 102

1. Post the link to the Youtube video of yourself teaching a 4 to 10-minute lesson based on your lesson plan. Follow the guidelines and instructions posted after Week 8 Module.

2. View **three** of your classmates' videos and comment on their teaching a lesson. In your comments be guided by what you've learned earlier by observing, planning and teaching a lesson. Make sure to start with two "glows" (things that stood out) and one "grow" (one thing that may be developed further). You can also go back to the six TESOL Principles that you used in lesson observation, but don't forget that what you watched was just a snippet of a lesson.

For this assignment you are going to work in groups of 3-4 so that everyone can get feedback about their teaching. Once you've commented on the lessons in your group, you are welcome to watch and comment on the lessons outside your group.

Here are the groups:

Group 1 Christian, Michelle, Raquel, and Lisa

Group 2 Valeria, Melinda, Simiry, and Juan

Group 3 Diana, Yoon Jung, Russel, and Chiaki

Group 4 Yoko, Mary Ann, and Silver

Due: March 14, 2021.



← Reply



<https://my.uclaextension.edu/courses/32476/users/731> **Viktorija Lejko-Lacan** (<https://my.uclaextension.edu/courses/32476/users/731>)

Mar 2, 2021



I just got this from a friend, and I know that you most probably won't need it with this assignment, you can use it with your students. Sentence starters are always a good idea.

<https://my.uclaextension.edu/courses/32476/files/4957105?wrap=1>

[Glow and grow sentence starters .docx](https://my.uclaextension.edu/courses/32476/files/4957105?wrap=1)

<https://my.uclaextension.edu/courses/32476/files/4957105?wrap=1> ↓

https://my.uclaextension.edu/courses/32476/files/4957105/download?download_frd=1

[Glow and grow sentence starters .docx \(https://my.uclaextension.edu/files/4957108/download?download_frd=1&verifier=6q8RedLvSt31D0zBhsY2z6SjL9ySrQQq1sTDTto2\)](https://my.uclaextension.edu/files/4957108/download?download_frd=1&verifier=6q8RedLvSt31D0zBhsY2z6SjL9ySrQQq1sTDTto2)

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<https://my.uclaextension.edu/courses/32476/users/130203>

Mar 9, 2021

Hey all! My video lesson is below. There are some gaps since my screencasting app doesn't record computer audio, so I'm also including the link to the video. I'm trying a new platform (Nearpod - which, so far, the students love), so it's a little messier than I'd like. Thank you for watching!

[My Lesson \(https://youtu.be/1v9RHXMliMs\)](https://youtu.be/1v9RHXMliMs)

[Embedded video \(Jenine Capo Crucet\) \(https://www.youtube.com/watch?v=B1O9Lvv8lv4\)](https://www.youtube.com/watch?v=B1O9Lvv8lv4)

Edited by [Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203) on Mar 9 at 10:01am

← [Reply](#)

[http://my.uclaextension.edu/courses/32476/users/153411](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 10, 2021

Hi Christian,

I thought it was a great video! I really enjoyed your lesson.

One thing I really liked about your lesson was how you outlined the schedule in the beginning. It helps to establish a routine but also helps to break down the class into parts. Another aspect of your lesson that I enjoyed was your use of gestures. I think for EL students especially, it really helps and it's definitely something that I need to work on.

I honestly can't think of any "grow" that you would need but if I had to be really picky, I guess I would organize the slides? Maybe a simple as having the rule stated in a different color for it to stand out (I know it was a larger font).

I would have liked to see the full lesson with students because 10 min isn't enough. But overall, I thought it was a great lesson. I learned a lot.

[← Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 11, 2021



Thanks for the feedback, Michelle. I've been using Nearpod a bit since this lesson, and I think you're absolutely right about the slides. I've started uploading them from Google Slides, which has a much cleaner format than the Nearpod template I used for this. It's a bit messy and the color contrast, font, and look isn't conducive for learning.

[← Reply](#)



[Lisa Bradbury](https://my.uclaextension.edu/courses/32476/users/146949)

Mar 12, 2021



Hi Christian,

I liked the organization of this lesson. The technology use is very effective, as well as, all the examples you use. The use of the video is awesome, as you get the students to think. The practice and the activity at the end will help solidify the concepts you were trying to teach about commas. Excellent lesson!

[← Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021



Thank you, Lisa!

[← Reply](#)



[Chiaki](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 13, 2021



Hi Christian,

It was a great lesson! I really enjoyed watching it.

There are so many things that I learned from your teaching, but one of the outstanding aspects is the way you talk to your students. You used a loud, clear voice with gestures, and your direction was clear, so it was easy to understand. The transition of the lesson was smooth and the pacing of the lesson was just right.

The short clip in the lesson was interesting and it was a great way to spur students' interest. When you explained the target grammar, you paired verbal explanation and visual/written information, which is helpful for EL learners' comprehension.

Using Nearpod was also a great way to communicate with students and check students' understanding especially during online learning. You dressed professionally as well.

Thank you for sharing your great work!

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 16 at 4:23pm

[← Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021



Thank you, Chiaki! Based on what we discussed early in this course, I've emphasized the gap between different Englishes and between oral/written English a lot in this class, so this was an extension of that discussion. The results have been great, so it's an approach I'm going to continue.

Christian

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 14, 2021



Hi Christian, thank you for sharing an insightful lesson for a writing class. I liked how you set the general goals at the beginning (and kept them just to two for students to be able to focus on), as well as giving students what to focus on in advance before you started playing the video, and before each whiteboard session or brainstorming. Your questions and pointers are thought-provoking. I liked how you were always more "facilitating" by assessing what the students might already know and helping them think on their own, rather than giving direct questions and answers.

I like how you compared punctuations in written language to body language in spoken language, as the concept was effective to get students engaged and get them actively

thinking. I also enjoyed the choice of the video clip you used, not only for the style comparison between body language and punctuations in written language but also for the content which talked about the first-generation college freshman's need for mentors, as I felt ESL students in the target language country and/or immigrants could certainly relate to the speaker's experience, whether they come from a college-educated family line or not themselves.

I really like how you did not crowd your screen with too many words on the initial slide that had goals, as you kept them short and sweet to two. I probably wanted to see this with the one slide you had when you had the "Rule One" on the top left and had some exercise sample paragraphs in the other three-quarters of the same page (the paragraph that starts with "Technically" which was the first one you hopped on, and the subsequent "For instance," and "Aside from..."). It might be easier for students to focus if each example were on a separate page so you would have less text on a single page in the virtual environment. I do understand this is a writing class about using commas and you need a substantial number of sentences to facilitate such exercises.

I am not a teacher by profession, so this was the first time to see Nearpod- thank you for introducing the tool to some of us new to the field! It's a nice tool to use for brainstorming like the way you did so effectively!

← [Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021



Thanks for the feedback, Yoko! I surveyed my students after using Nearpod twice, and they asked that I continue to use it. so it does seem effective. I'll share that they specifically emphasized the value of having a separate platform in allowing everyone to answer each question - previously, I would use the chat box in Blackboard Collaborate, which meant that perhaps 5-6 students would answer quickly and then the others would either agree or hold back. Since here they can only see each other's answers once I share them, that isn't a problem.

Your point about the visual crowding is such a good one. I was reflecting on what Michelle said above, and I've decided to just upload my usual white background/black text Google Slides into Nearpod. This should be much better for students.

Christian

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (https://my.uclaextension.edu/courses/32476/users/129028)

Mar 14, 2021



Christian,

Your experience and confidence in teaching really come across. Your speech is clear but not monotone. Your lesson was organized but not rigid. And another "glow", if you will, is that your lesson was truly engaging.

The only "grow" I can think of would be for me. I need to keep working to come closer to your level. I always learn so much from you, and I appreciate your sharing of your experiences in and out of the classroom. On this occasion, I'm going to explore Nearpod as soon as I can.

Thank You

← [Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021



Thank you, Raquel! I really appreciate that. One of the things I've loved about this program is the chance to discuss teaching strategies and see what everyone else is doing. It's so easy as a teacher to stick to your own approach since most of the teaching work, unless you're lucky enough to do some co-teaching, is done individually.

Christian

← [Reply](#)



[Viktorija Lejko-Lacan](https://my.uclaextension.edu/courses/32476/users/731) (https://my.uclaextension.edu/courses/32476/users/731)

Mar 15, 2021



Thank you, Christian. An excellent, well-paced lesson. Great model of how to elicit answers from students and build on what they know. Your classmates pointed out so many glows that not much is left for me. I agree with you that watching other teacher's lessons can be very inspiring and motivates us to look at our own lessons with a more critical eye.

← Reply



Christian Aguiar (He/Him/His) (<https://my.uclaextension.edu/courses/32476/users/130203>)

Mar 16, 2021



Thank you!

← Reply



Yoon-Jung Cho (<https://my.uclaextension.edu/courses/32476/users/151222>)

Mar 9, 2021



Hi all, this is the link to my lesson.

<https://www.youtube.com/watch?v=UuH9xAjnppQ> (<https://www.youtube.com/watch?v=UuH9xAjnppQ>)



<https://www.youtube.com/watch?v=UuH9xAjnppQ>

Age of learner: 6 to 7

Topic: Nouns

Time allotted: 30 minutes

Thank you for watching. :)

← Reply



Chiaki (<https://my.uclaextension.edu/courses/32476/users/112607>)

Mar 9, 2021



Hi Yoon-Jung,

I enjoyed your lesson very much! You did an excellent job on the lesson about nouns.

One of the great things about it is the atmosphere of your lesson. You started the lesson with warm, friendly greetings, which is essential for an EL classroom, especially for young students. Another great aspect of your lesson was presenting a lot of examples using different modes. You showed many nice visual aids, paired verbal information and actions when you used action words, and used real classroom materials such as a cup, window, and door in your explanation. When you explained two different types of nouns, you provided a lot of examples for abstract nouns. It may be hard for 6,7 years old to understand the concept, but you explained it using a relatable example for young children, which was also helpful. They are all effective ways to improve students' understanding of your lesson. I also like that you constantly gave students positive feedback.

We had to shorten our lessons to 10 minutes, so I think it is hard to include everything and you may have had to omit it, but including formative assessment tools may be helpful to check students' comprehension.

Thank you for sharing your wonderful lesson!

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 10 at 10:39am

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 10, 2021

Hi Yoon-Jung,

What a wonderful lesson! I enjoyed watching and learning from you!

The first "glow" is that you have a clear description of what students will be learning about today. You are to the point and I think it's really a great way for them to know what's expected.

The second glow is that you have a strong powerpoint with wonderful visuals! Not only are they so cute (seriously, where did you find such great visuals!)

I really do think it was a strong lesson, but if I had to give a "grow" I would allow students to have more specific time to practice choosing between an abstract noun or a concrete noun. I imagine that you cover that in your 10 mins of noun practice!

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Mar 12, 2021



Hi Yoon,

I really enjoyed your lesson about nouns. The visuals, the warm greeting, and the tone of your voice all enhanced the lesson. The beautiful pictures and the game were the highlights. I liked the way you organized it and how the lesson flowed so nicely. One grow would be perhaps to have the students do some sort of artwork activity to go with the lesson at the end. One idea I used with my kindergarten class was to get them in pairs and look through magazines for all the nouns they could find and then cut them out and paste them in a collage to share with the class. Great lesson!:)

[← Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Mar 13, 2021



Hi Chiaki, Diana, and Lisa, thanks for your feedback. The opinions you guys gave me were really helpful, and I will definitely remember these comments to improve my lesson. Have a good weekend! :)

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 14, 2021



Hi Yoon-Jung,

It's a lovely lesson! I like how your visual aids are all clear, simple, and cute, very suitable for your target age group (you mentioned 6 to 7 years old). Your visuals are all very well organized and have a style consistency. I also liked your use of the noun game (Nouns Trail)- it's perfect for the lesson goal and the age group- colorful and inviting. Did you know about the game or did you research and find the perfect one for your lesson?

One suggestion I have, given that this is an introductory ESL class for a very young target age group, is that you might want to keep this lesson as an exercise for them to identify the 5 categories that you used to explain the concept of the noun (a person; an animal; a place; a thing; an idea) *without* using the actual technical grammar terms such as "nouns" and "concrete/abstract nouns" too much. You would still be teaching the same grammar and would be keeping all the same nice exercises you already have, but it may be easier

for those very young students to focus on and become able to differentiate those 5 categories.

Edited by [Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025) on Mar 14 at 5:51pm

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)

Mar 15, 2021

Hi Yoon-Jung,

First of all, the environment that you set up was welcoming and calm. The colors of your backgrounds and powerpoint slides were conducive for learning. I liked how you provided pictures to teach nouns. Each slide was organized and well-thought out. I could follow along with no problem.

Concrete nouns and abstract nouns seem very advanced for 6-7 year olds. But keep it anyway. I think it's good that children develop the ability to distinguish between what is concrete and what is abstract.

The nouns game was a very cool way to get children engaged and working together. This covers the following learning intelligences: spatial, audio, logical, and social.

For growth, I would add some new vocabulary words that sound or rhyme with the words you already use. That way you can group them and develop students' ability to connect phonemes and morphemes while they have the momentum and motivation to learn.

← [Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021

Others have said this a few times, but I think the use of visuals here was especially strong, Yoon-Jung. I liked how the visuals were structured to be a core element of the learning, not just an extra feature.

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 9, 2021

Hi everyone,

My video lesson is below. I'm looking forward to your feedback!

[Link](https://youtu.be/n4lluZ0tSvU) [_\(https://youtu.be/n4lluZ0tSvU\)_](https://youtu.be/n4lluZ0tSvU)

Thank you

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 10, 2021

Hi Chiaki,

I enjoyed your lesson on present continuous tense verbs! Very detailed with so many great opportunities for students to grasp the grammatical concept.

Right off the bat, I loved how you check in with your students and ask them to rate their feelings using their fingers. It's a great way to connect with them and show your interest and support for them. This is important and a "glow" I saw right away.

The second was the use of the song to connect to the lesson. I loved that! They were able to hear it in the song and will be able to recognize and keep practicing the concept every time they listen to it. Plus is Maroon 5, which is so popular they will most likely hear it a lot on the radio :)

I liked the visuals you have and how you ask the to take the verb in infinitive and add the "ing" to create the present continuous tense. My "grow" is that some may be confused as to why some verbs drop a letter and some don't. Example: Write becomes writing, dropping the e. I believe it's because its a vowel but that would be a helpful thing to teach I case they have questions.

Great lesson!

-Diana

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 10, 2021

Hi Diana,

Thank you for watching my video and for your feedback! I was not paying attention to the point that you mentioned. It's true that they will get confused. I'd like to include it in

my lesson if I could reteach it.

Thank you for your idea!

[← Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Mar 11, 2021



I thought the check-in was a great way to open things, too. I think it shows care for the students, which is so important.

[← Reply](#)



[Chiaki](https://my.uclaextension.edu/courses/32476/users/112607) (https://my.uclaextension.edu/courses/32476/users/112607)

Mar 11, 2021



Hi Christian,

Thank you for watching my lesson and your feedback! I was told to check how students are feeling every day during online learning, so I started asking using hand signs or Pear Deck. It's part of our school's SEL, social-emotional learning program.

[← Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Mar 12, 2021



I've been doing the same thing, Chiaki - usually I either do a 1-10 scale or I ask students a fun question (What dessert best describes how you're feeling today? If you had to describe your week as a type of flower, which would it be?). I got both of these strategies from my wife, who does SEL work with teens.

BTW, I just attended a panel at the Northeast Modern Language Association yesterday and this very point came up multiple times. Very few faculty (at the

college level, at least) have made it a priority to check in with their students.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Mar 13, 2021

Hi Chiaki, I loved your lesson. I enjoyed the class as if I was your student.

Glows

- Giving an overview
- Checking students' comprehension level
- Proper use of repetition
- Clear voice
- Various visuals
- The proper speed of the class
- Student-engaged activities
- Reflection and Integration
- Detailed instructions

One Grow: It is not actually the area of "Grow", but I am a little worried that there will be no students who can honestly express '1' even if they do not fully understand. But it was really hard to find something to "Grow" in your perfect class!

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 13, 2021

Hi Yoon-Jung,

Thank you for your feedback! It's true that there must be some students who cannot honestly express '1' even if they do not understand at all. When my school first recommended teachers to use this technique, I was skeptical as well. I'm not sure a better way to ask yet, but I usually tell my students that they don't have to understand everything as we will be working on the same topic for a week or two so that they don't feel pressure to pretend that they understand. I also tell them that it doesn't affect their grades, and I only do it for my formative assessment.

I'm using Pear Deck and check my students' understanding of the lesson using a chart after every lesson. Some students choose "I don't understand", but it might be

because they know I'm the only one who can see their responses.

Best,

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 13 at 6:47pm

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 14, 2021

Hi Chiaki,

Such a sophisticated lesson! You are very resourceful, and you probably use all these techniques in your world language class as well. After clarifying the goals and introducing the target expressions in a clear manner, you incorporated such a wide variety of activities covering listening, speaking, reading, and writing, including playing a song at first and later a video clip to have students identify the target expressions, daily routine discussion in groups of 4, matching game, Simon says, guessing game, writing exercise and exit ticket drawing activity. It's also nice that you check in with your students throughout the class.

It's also obvious that you are very used to using virtual teaching technology. Your use of visuals is noticeably clear and effective, as well as your use of spotlights and connecting lines during the matching game and such. Transitions are smooth and very professional.

Assuming that you use a similar method for your world language class, one thing I'm curious about is your students' reaction to the student self-assessment question: "Share what you learned in today's lesson and what you need to improve in each group." Do they actually come up with/are they aware of what they need to improve? What types of answers do you get from your students?

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 16, 2021

Hi Yoko,

Thank you for your positive feedback! I'm teaching 100% online now, so I have my students self-assess their comprehension using Pear Deck at the end of each lesson. Most students can describe their needs well, while students who are not engaged in a lesson can't write anything. For example, after students practice an AP speech activity, one of the students shared with me that she should use appropriate

transitional elements, and use desu/masu style consistently throughout her speech to improve her speech to the next level, which is exactly what she needs.

Thank you for watching my lesson!

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)



Mar 16, 2021

Hi Chiaki,

Thank you for answering my questions about your students' self-assessment answers and the tool you use! It not only helps students self-reflect but is also an effective tool for teachers to assess students' understanding then. Very smart. Thank you for sharing!

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)



Mar 15, 2021

Hi Chiaki,

Your video lesson was very well-organized and engaging. I liked that you checked in with the class in the beginning. You used music to ease the students into the lesson, and I liked that it helped remove any affective filters. The slides presentation prompted clear goals and expectations for the lesson. Your visual aids, along with bullet-pointed texts were helpful for spatial learners.

Student self-assessment was a great idea. I liked that you had people pair up to talk about what they learned. I think that utilizing the social intelligence in the self-assessment stage is a brilliant idea. I would never have thought of that. Reviewing the entire lesson with other peers is sure to help 1) learner engagement and 2) language acquisition.

Finally, the exit ticket was something I've never seen in action. Thank you for demonstrating that.

As for anything to grow, I'm not sure what I can add, as I have zero experience in teaching. What was great about your lesson was the amount of fluidity and ease that you put into the lesson. I can tell that you've navigated this before, if I didn't already know that you are a teacher. Very well done. Thank you for sharing!

← Reply



Chiaki (<https://my.uclaextension.edu/courses/32476/users/112607>)

Mar 16, 2021

Hi Russell,

Thank you for your comment! You are kind. I used the same types of activities in my lesson before in my Japanese class, but recording myself teaching English was a new experience for me.

Thank you again!

← Reply



MaryAnn Wilson (<https://my.uclaextension.edu/courses/32476/users/94764>)

Mar 9, 2021

Hi everyone,

I had to cut the video from 26 minutes to 10 minutes, so I just included excerpts. The student lives in Vietnam, and he asked his bilingual cousin to translate, but I asked his cousin to model the questions and answers in English instead.

TESOL: Teaching Pronouns.mp4 (https://youtu.be/fv_gxHBJ-y4)

Edited by [MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764) on Mar 9 at 7:50pm

← Reply



Christian Aguiar (He/Him/His) (<https://my.uclaextension.edu/courses/32476/users/130203>)

Mar 12, 2021

Mary Ann,

I'm really impressed by the way you engage the two students in talking with each other as a way for them to better understand the content. This can be really tricky to do online, but you're able to provide the students with such clear instructions that they don't struggle with it at all. The blend of spoken instructions, clear pattern models and even, in places, translations into Vietnamese on the slides helps you make sure the students are engaged with listening, speaking and reading simultaneously while also offering the support the

lower-level student needs to navigate the language. I was also impressed by the way you inserted the pronouns for the students' names seamlessly, so that they had to produce the pronouns before learning about them directly. I could see that the students were engaged throughout the entire lesson.

Did you consider using any sorts of games or active learning activities here? I know this is a condensed version of a much longer lesson, but I'm curious whether you might include some games or activities that would let the two students have a bit more time to produce the language with each other.

Thanks for sharing, Mary Ann!

Christian

[← Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 12, 2021



Thanks, Christian! I didn't think of adding games or activities, but I should do some research and perhaps incorporate that in a future lesson.

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 14, 2021



Hi Mary Ann,

It is such a lovely lesson! I love how you used an extra student (the beginner student's cousin) who is fully bilingual and in the same age group as the beginner student to teach the concept of subject and object pronouns, by having him model the questions to the beginner student and having them respond to each other. This is such a creative way to engage the young students and makes the beginner student feel very comfortable and relaxed and makes the bilingual student feel proud to be able to share. A great example of creating a comfortable learning environment. It's also a wonderful way to help create a stronger bond between the Vietnamese American and Vietnamese members within the family.

This format works especially well for your chosen topic (teaching pronouns) as it is much easier for the beginner student to understand the concept of "us" when you have three people vs. just a teacher and a student. This "triangle" format made it smooth for them to transition from "you" to "her," "him," to "us." After they got used to the concept through

those highly interactive exercises, you introduced the subject and object pronoun table to recap what they learned and went over with the beginner student to assess his understanding of the pronouns by having him say the subject pronouns and the corresponding object pronouns in the table. I think this was effective.

Another thing I really liked was your sensitivity to the students' culture and age. I liked how you used the food examples from the beginner student's own culture so he could relate to the modeled questions better, and how you incorporated non-traditional but physically fun exercises like the "let's yell together" example. It made me chuckle seeing the young students having a blast, yelling together with you! I enjoyed your use of humor and your spontaneity with those young students.

Since listening, speaking, and reading skills are covered in this lesson, one suggestion would be to include some sort of writing exercise, but I understand this is a beginner-level lesson.

Great job! Thank you for sharing.

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 14, 2021

Thanks so much for your feedback, Yoko! I had learned that the in Vietnam, ESL classes focused mostly on writing, and also that my student was really scared of speaking with a native speaker, so I focused on listening and speaking instead. However, your video gave me some great ideas about how to add a writing component, like filling in the blanks, followed by having students write their own sentences.

Edited by [MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764) on Mar 15 at 7:07am

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)

Mar 14, 2021

Hi Mary Ann! I like how you are teaching overseas through the internet all the way from Vietnam. That's crazy. You succeeded in student centered teaching by asking them repeated questions. I like the way you included visuals with your face showing at the same time on screen. Terrific work on making real-life connections with using the actual Vietnamese culture for your students to feel related to the lesson personally. I think your lesson is perfect so I wouldn't add or do less on anything on this but if I have to say one

grow for you is that it might be helpful to introduce what exactly you're about to teach on this lesson in the beginning of the classroom. At first I thought you're teaching "I see" and "I hear" but you introduced pronouns at the end so it made it more clear what they were learning. Great lesson and your students are too adorable!

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 10, 2021

Hello everyone,

Here is the link to my lesson.

[Lesson \(https://www.youtube.com/watch?v=pcxDrFhjX7U\)](https://www.youtube.com/watch?v=pcxDrFhjX7U)

I'm looking forward to getting feedback. I realize I have a lot to improve on, so anything is helpful :)

Thank you for watching.

Just something to note: at 5:20, I said conjugations when I meant to say conjunctions.

← [Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 11, 2021

I like the warmup activity you start with, Michelle. I like using warmups as a way to help students prepare for what they're going to learn, and the combination of a straightforward closure activity along with a think/pair/share discussion is a dynamic way to get students involved. You've broken things down clearly, letting students know what to expect while also providing them with some reassurance - the topic is complex, but they'll only need to master a sub-set of the full topic. This seems especially important when dealing with grammar topics that have lots of rules, elements, or variations. I also appreciate the cake-baking metaphor you offer here: it provides a helpful visual, an engaging element, and some built-in practice with figuration.

I don't really have a "grow" to suggest. I do want to share a list of transitions by function that I find extremely helpful for both ELLs and writing students. It would be a great supplement to the breakdown you provide here:

<https://writing.wisc.edu/handbook/style/transitions/>

[\(https://writing.wisc.edu/handbook/style/transitions/\)](https://writing.wisc.edu/handbook/style/transitions/).

Thank you for sharing!

Christian

Edited by [Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) on Mar 11 at 7:21am

[← Reply](#)



[Michelle Akamine](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 12, 2021

Thank you for your feedback, Christian. I had quite a difficult time coming up with the warm up since I wasn't exactly sure what would be too difficult/easy for the (imaginary) students. I wrote the lesson plan for intermediate level but it's hard to judge with no real students (so I guess I dug my own grave). Also, thank you for the list of transitions. If I ever teach a lesson on this, I will definitely use it.

[← Reply](#)



[Lisa Bradbury](https://my.uclaextension.edu/courses/32476/users/146949)

Mar 12, 2021

This was a well organized lesson. I think you gave them ample time to practice. I loved the fun activity at the end to help them with transition words. I think that if I were to find one grow, it would be to use more inflection in your voice. Loved your lesson!:)

[← Reply](#)



[Michelle Akamine](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 14, 2021

Thank you for your insight. I will definitely keep that in mind. It might be a little hard to add more inflection in my voice but practice makes perfect, right?

[← Reply](#)



[Yoko Matsubara](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 14, 2021

Hi Michelle,

It's a great lesson! Your explanations are so smooth and easy to follow. You introduced 6 types of transition word categories at the beginning and highlighted only the 3 that you were going to use for "today's lesson," which was an optimal amount of content for one lesson, and also set the right expectations for students. You seem to manage students' expectations well: It was also good that you shared the same slide at the end of the lesson so they know what to expect the next day and you mentioning that the next three are going to help them write good essays in the future also motivated your imaginary students :)

I liked how you had a clear establishing slide for each category with just 2-3 short bullets and the actual examples of the transition words and supplemented the deck with your verbal explanations. It was visually very clean (neither too little nor too much info, just optimal), and your verbal explanations and analogies were all chosen well and easy to follow. You are good at articulating and you seem to be able to explain complex concepts well in a short time (very efficient!). Both the cake example and breaking down on Olivia's sentence were easy to visualize. I also liked how you used arrows in-slide to highlight the concepts, in addition to using the pointer while you were presenting, on the "use comma" slide. You visually communicate well to get your points across.

I also really liked your collaborative story-writing activity with just a few rules (start with "A long, long time ago" and then various transition words and finally "eventually" etc. to conclude the story), which lets each student be creative and be able to learn the transition words in a context in a fun way. It helps both with reading and writing as you have to build on the story of what the others had already written. It was also helpful that you mentioned some examples the first student could write about (a castle, spaceship, person, whatever). You mentioned you often get funny stories, which I'm sure is true- I'd love to try this activity for my own class. Thank you for sharing!

My only suggestion is not related to the class content. To increase viewer engagement in a virtual setting, you might want to use more eye contact with your imaginary students (with the webcam) and maybe raise your laptop a bit by using a laptop stand or putting a few thick books underneath so you would be more eye-level with the camera and look at the camera more frequently, to let students feel like you're directly talking to them. Great lesson!

← Reply



Michelle Akamine (<https://my.uclaextension.edu/courses/32476/users/153411>)

Mar 14, 2021

Hi Yoko,

Thank you for your feedback. I'm glad you enjoyed the lesson. Also, about the camera, that's something I noticed as I was rewatching the video. I'm not used to teaching online and am much more familiar with teaching in person. That's something I need to work on, especially since being able to teach online is becoming increasingly important. Having books underneath is idea, thanks for suggesting.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (<https://my.uclaextension.edu/courses/32476/users/129028>)

Mar 15, 2021



Hi Michelle,

GREAT LESSON! I feel like my own children need to watch it to review. so many glows to mention! As a student, I could always tell when my teachers or professors came prepared to class and it spoke to how much they valued and respected their job, and by consequence, us, the students. Your lesson was thoroughly well-prepared, organized, and timed just right. I was also impressed with the amount of content you fit in under 10 minutes without making it appear rushed nor overwhelming. If I had to come up with one "grow", because I was told I had to, would be to speak more confidently, you are delivering a great lesson for which you've spent time preparing and creating visual supports, you've earned the spotlight alongside the content. Make sure you don't remain in a dark corner.

;))

← [Reply](#)



[Michelle Akamine](https://my.uclaextension.edu/courses/32476/users/153411) (<https://my.uclaextension.edu/courses/32476/users/153411>)

Mar 15, 2021



Thank you, Raquel! I actually noticed at the end, I did start rushing. I recorded multiple times before this and each was too long so I had to keep cutting things out. But yes, I'll definitely work on building confidence. I think it's something that'll come with time and practice.

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Mar 11, 2021

Hi everyone!

[Here is my video lesson. \(https://youtu.be/1lzxsxJCfIQ\)](https://youtu.be/1lzxsxJCfIQ)



[\(https://youtu.be/1lzxsxJCfIQ\)](https://youtu.be/1lzxsxJCfIQ)

Originally, this lesson plan was for the duration of 1 hour but I managed to cut it down to 12:41. I still apologize for the extra minutes... I know we have to watch many other video lessons.

Looking forward to your feedback (good and bad!).

Edited by [Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473) on Mar 11 at 6:17am

[← Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 13, 2021

Valeria,

I enjoyed the TPR-style hand gestures you used in the beginning of the video. I think you've also done well to select topics - fruits, foods, and colors - that lend themselves to being paired together in endless combinations. That gives students tons of space to create their own responses. Finally, I think the more open-ended pair activity at the end will offer students even more opportunities to practice what they've learned in an authentic way.

I'm afraid I don't really have any suggestions for improving this - the scaffolding, delivery, activities, and mixture of skills (listening, speaking, reading and writing) is all on point. Thank you for sharing.

Christian

[← Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Mar 14, 2021

Hi Christian,

Thank you for your feedback! I've been told before that I move my hands too much when I speak. However, I think I've found the only setting where the excessive use of my hands is a positive aspect.

And, I have to agree with you on your remark about the topic choice. I really enjoy teaching beginner-level classes and these 3 allow for a wide range of activities.

Thanks again for your comments.

Valeria

[← Reply](#)



Simiry Cuadra (<https://my.uclaextension.edu/courses/32476/users/123594>)

Mar 14, 2021



Hi Valeria,

Love your lesson! I really like how you used gestures and facial expressions. Background knowledge is always super important as well when you want to scaffold student learning. You did this very well. I also really like the repetition in your sentences. This allows students to be engaged and learn more through the topic. One thing that I noticed is the pace you spoke in. I know it is difficult to keep this under 10 minutes. I am unsure of what level your students may be in, but for novice ELLs, it may difficult for them to keep up.

I really love the topic of food as well! Everyone loves food and it is relatable. When I think of food, maybe include a diverse set of food items? For example, you may want to consider where your students are from. Some students may not know what a hot dog tastes like. I love the food choices and how you transitioned to fruits and colors. This really helps students develop vocabulary and sentence building as you were teaching them! :)

[← Reply](#)



Valeria Barrera (<https://my.uclaextension.edu/courses/32476/users/160473>)

Sunday



Hi Simiry,

Thanks for your "glows" and "grows". I truly loved that last piece of advice. I think that's an excellent way to bring cultural context into my classroom. I got lost trying to

follow a "traditional" ESL lesson plan I found online but I like your advice much better.
Thanks for your input!

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 14, 2021

Hi Valeria,

First of all, I love your enthusiasm and your gestures. Both pulled me in right away. I also like how you repeated many of the words, and you even mentioned how you should pronounce the k at the end of the word, pink. And it was great to end the lesson with the written exercise.

A couple suggestions:

Instead of saying, "Answer with the structure," it maybe be better to say, "Answer with the sentence," especially if the lesson is for beginners.

In the fruit section, you wrote at the top of the slide:

Which fruits do you like to eat?

My favorite fruit is _____.

Then you go on to say there are two ways of asking, which are: "Which fruits do you like to eat?" and "What is your favorite fruit?"

So I would also write down "What is your favorite fruit?" for consistency.

In addition to writing down "My favorite fruit is _____," I would also write, "I like to eat _____," after "What fruits do you like to eat?"

That way you have two pairs of questions and answers written down.

You actually did this in the next slide on color, when you wrote: "What is your favorite color?" "My favorite color is _____."

I like how you paired students and had them take turns asking and answering questions. It might be good to write these questions down but only if the students are beginners.

Overall, such a nice job!

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 14, 2021

Hi Valeria,

I love your energy! It is very engaging and makes the lesson exciting for students. I also use gestures a lot and like to start and end my virtual lessons with myself going full-screen, talking directly to students before transitioning to screen-sharing, so your video particularly resonated with me. I personally think it creates engagement and emotional connection and establishes trust. Yours certainly set a very welcoming tone and made you look very approachable and authentic. It created a comfortable virtual learning environment.

I liked how your lesson patterns were clear and practical for students. You mentioned you had taught how to say the name, age, and country in the imaginary previous lesson, and you're now teaching three favorite thing categories. Teaching in sets of three establishes a nice routine for students to follow. Each category was presented with colorful visual aids that served as a picture dictionary and leading question and answer key. I liked how you first presented an image of a skeleton person with no name, no favorite color/food/fruit and later gave it life by turning it into yourself with the students' input. You might want to have students draw a picture of themselves like that too.

I think you used an optimal amount of visual examples in each category (food, fruits, colors). That said, while I do think your intention probably was to introduce some typical "American" food, since this is a beginner level class it might be nice to include some of the food your students are used to back home, for example, tacos, rice and beans, pupusas :) and bibimbap if you're teaching in Los Angeles, and including French and Arabic food if you're teaching in France.

What a lovely lesson!

[← Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32476/users/150435\)](https://my.uclaextension.edu/courses/32476/users/150435)

Mar 14, 2021

Hi Valeria,

I loved your lesson!

Glows: Clear direction, great visuals, enthusiasm, and great assessments.

Only one **Grow** but I am not sure it is really a fix right now because we are solely online teaching. I am wondering if the quality of the student/teacher relationship was there. It's really the only thing I could comment on as a "grow" because I thought your lesson was great!

← Reply



<https://my.uclaextension.edu/courses/32476/users/118042>

Mar 11, 2021

Hi everyone,

Whew! Glad that's over! My video quality is very poor but I think you can understand the lesson.

Thanks for watching!

-Diana

<https://youtu.be/TQhKblaC8IU> [_ \(https://youtu.be/TQhKblaC8IU\)_](https://youtu.be/TQhKblaC8IU)

← Reply



<https://my.uclaextension.edu/courses/32476/users/151222>

Mar 13, 2021

Hi Diana, your lesson was lovely. The quality of your class was not poor AT ALL, and it was full of great ideas.

Glows

The catchy hook (Della is so adorable!)

Clear voice and pronunciation

Colorful visuals

The proper speed of the class

Student-engaged activities

Detailed instructions

The exit-ticket

One Grow: It was really hard to find something to "Grow" in your perfect class, but I just found you sometimes look up when you try to come up with something. But except for the tiny little thing, I enjoyed your class! :)

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 13, 2021

Hi Diana,

I enjoyed watching your wonderful lesson! You did an excellent job on introducing homonyms.

You used your 9-year-old niece's example as a hook, which was relatable for 6th graders. The way you talk was clear and not too fast, so it was easy to understand your directions. When you were explaining examples of homophones, you paired verbal explanation and gestures, which was effective in improving students' comprehension. On the slide explaining homophones in sentences, the sentences were color-coded, so it was easy to find homonyms. I like the tic tac toe game as it gives students opportunities to work and learn from each other.

I can't think of any "grow." We only had 10 minutes and you were teaching without students, but if this lesson is taught in a real classroom, playing tic tac toe with some students and show it to the entire class before having them play the game might be helpful.

Best,

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 13 at 6:33pm

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 14, 2021

Hi Chiaki,

You're very kind! I agree! It would be helpful to play it prior to explaining.

Best,

Diana

← Reply



Diana Burga (<https://my.uclaextension.edu/courses/32476/users/118042>)



Mar 14, 2021

Hi Yoong-Jung,

Thank you, you're so kind. Yes! I noticed that too!!! But I was too tired to re record so I just left it!

Thanks again!

Diana

← Reply



Russell Fung (He/Him/His) (<https://my.uclaextension.edu/courses/32476/users/147480>)



Mar 15, 2021

Hi Diana,

Your video lesson was so engaging and entertaining. I loved it from the very first moment when you used your niece's text as an example. It was a great way to make the lesson more real and personal. I think students could appreciate learning from other people's common mistakes. In this case, the "your" vs "you're" mistake is the one that drives me crazy the most. So I was delighted to watch how you would teach this. You did it in an informative, and nonjudgemental way.

Homophone tic tac toe looked like so much fun to play. I can't imagine how long it took to design it. The way you spoke to the class sounded clear, informative, and friendly. This makes doing any activity in the class a pleasant experience.

The exit ticket was new to me and seemed so easy to do. I'm glad I got to see what a quick ticket looks like.

As for something to grow, I hesitate to name anything, since I've got zero teaching experience. You look like you've done this a few times before, and it seems to come naturally to you. Thank you for providing an example of a simple teaching lesson.

← Reply



<https://my.uclaextension.edu/courses/32476/users/163772>

Mar 12, 2021



Hi everyone sorry for the long wait but here is my video. I had to cut allot out of it especially during the end where I explained the practice problems. <https://www.youtube.com/watch?v=kGepUfi9TsY>

[← Reply](#)



<https://my.uclaextension.edu/courses/32476/users/160473>

Mar 14, 2021



Hi Juan,

What a great lesson on the future tense! That was a great grammar review. I particularly enjoyed your video lesson for my own, selfish purposes of English learning. You have a lovely tone of voice. It's incredibly warm and welcoming and allows your students to feel comfortable. I thought introducing your topic with a paired conversation was a great way to get the classroom talking and thinking about the practical use of this particular grammar point. Also, instead of raining down rules and a list of verbs to memorize, you immediately approached the use of this verb tense disguised in a formal and informal context. There is no better way to remember something than to know HOW and WHEN you will need it. And to finish it all off, you give students a written exercise so they can apply the knowledge they have just learned during your classroom. Fill-in-the-blank sentences are an easy and fun written exercise.

Although I found your lesson exceptional, one area to improve would be the visuals. Using a Powerpoint presentation allows you to fully immerse the student in your whiteboard. However, I noticed that you had left your screen in the "working" mode as opposed to the "slideshow" mode. I wonder, was this a personal choice?

Otherwise, excellent work, Juan.

[← Reply](#)



<https://my.uclaextension.edu/courses/32476/users/123594>

Mar 14, 2021



Hi Juan,

Great lesson! I like how you used the picture of the family going on a trip and asking your students what they see in the picture. This definitely gives you the opportunity to assess what they already know and incorporating it into your lesson. One suggestion I have is maybe using a transition for your bullet points. I am unsure of what age group you are teaching, but when a lot of information is exposed, it may confuse the student or have them read ahead and not listen to what you are saying at the time. For example, while you were speaking about informal use and you exposed all your information you wanted to speak of, I read ahead. For ELLs, this may be an issue because they are reading ahead instead of learning and listening to what you have to say. I really like the topic you chose because students get A LOT out of it. This includes speaking and writing. I also really liked how you showed the formal and informal usage.

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32476/users/150435\)](https://my.uclaextension.edu/courses/32476/users/150435)

Mar 14, 2021

Hello Juan,

Great lesson! I really enjoyed it!

Glows: Great visuals, the building of background, and real-life connections. You also did a great job of explaining how using the future tense of "will" is important.

Grow: As with my video I think it could have gone a little quicker.

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 13, 2021

Hi everyone, I'm sorry for the tardiness, I didn't mean to be inconsiderate, it's been a crazy week at work. I did record my video but went over 10 mins- I'll try and edit down the content tomorrow if I can (I see my own English language mistakes too :).

In the meanwhile, I'm posting what I have here now to be fair to the other people in my group (if too long, you can just watch a portion). Thank you for watching! [Yoko linguistics lesson video](#) [_\(https://screencast-o-matic.com/watch/cre2hyVcAHP\)_](https://screencast-o-matic.com/watch/cre2hyVcAHP)

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 14, 2021

Hi Yoko,

I loved how you hooked your students with a variety of materials, first showing us a magnetic board with letters and then your own very cute T-shirt. Then you combined gestures with other materials such as a pillow, a fairy wand, and a candy to show how the tooth fairy takes away the baby tooth and replaces it with a candy bar under the pillow. Fantastic!

Presenting French and Spanish translations of a little mouse, and then explaining how in those cultures, a little mouse takes the tooth away, was a nice touch.

Your use of the PowerPoint slides was very effective, and I liked how you used antonyms to further explain two meanings of each word. However it would have been nice to offer an antonym for 'loose as a goose' or set free (for consistency).

Your three exercises built upon each other, culminating in the students making up their own sentences, so you also incorporated a great scaffolding technique.

One tiny correction: buggy pants should be baggy pants.

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 16, 2021

Hi Mary Ann,

Thank you for your thoughtful feedback! Thank you also for your suggestion about offering an antonym for that expression. I originally had a lot more words (both antonyms and synonyms and different tenses, related words, expressions, etc.) stemming from the target words on my first take but took them out to make it simpler for the purpose of this video. But I can now see that it makes sense for consistency as you mentioned, so thank you for pointing that out!

I did notice my grammatical mistakes in speech when playing it back but actually missed the typo in the slide. Thank you also for catching it :)

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)

Mar 14, 2021



Hello Yoko! I love your lovely smile in the beginning of your video:)! I like how you made the clear differences between the two words of “lose” and “loose”. I remember I struggled once in my speaking how to clearly pronounce the words and sometimes my message was wrongly interpreted because of my confused pronunciation of those two words. I like the way you included pair exercise in order for the class to engage more with physical activities. I love your little white boards that you hold up with the magnetic letters! Perhaps you could add two more vocabulary(maybe like “sit” and “seat”) that are similar to lose and loose so you can use a little more words to introduce them and teach.

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 16, 2021



Hi Silver,

Thank you for providing feedback! Yes, the lesson plan was meant to be a series of easily confused vocabulary but I focused on that specific set for this video. I would definitely try and shorten this set and add another set in the same amount of time, so thank you for your good suggestion!

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Mar 13, 2021



Here is the link to my lesson on 5 prepositions of location for 5-6 year old learners.

<https://youtu.be/BtzslonwCcss> [_ \(https://youtu.be/BtzslonwCcss\)](https://youtu.be/BtzslonwCcss)



[\(https://youtu.be/BtzslonwCcss\)](https://youtu.be/BtzslonwCcss)

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 14, 2021

Hello Lisa,

I thought you had a solid lesson. I especially liked the song that you used to have students memorize the prepositions. For children learning a new language, in particular, songs are a good way to remember words and content. The transitions throughout the lesson were smooth and the activities were fun and interesting. As a visual learner myself, I still find it helpful to draw pictures to understand a new concept.

I don't really have a "glow" to suggest. This is more of just a note, but someone once told me about the pros and cons of "Simon Says". While it is a great activity for students to memorize body parts (or in this case, prepositions), it also can practice/measure the wrong thing. Some students try their hardest to be first and correct but, at the same time, there are some who are unsure just copy others. This can be avoided by taking the competition part out (like typical TPR) and/or adding in other activities that have students work individually. You might already know this, since you included other activities as well, but it's just something to keep in mind.

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 14, 2021

Hi Lisa,

Great lesson! You have a strong visual, clear voice and a song to have them remember and connect with the grammar.

Really hard to find a grow but one possible is giving a definition of a preposition so they can identify them in other examples. However, I teach older kids so maybe that's not appropriate for 5-6 year olds!

best,

Diana

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (https://my.uclaextension.edu/courses/32476/users/129028)

Mar 14, 2021



Lisa,

As someone who has been observing elementary school children (part of my day job, I'm not strange) during distance learning for the last 12 months, I can honestly say that your lesson delivery was a breath of fresh air. You have a great, clear, comforting voice and your lesson and activities used were age-appropriate. The only "grow" I have is more of a suggestion, The Simon Says or imitation game is a great opportunity for movement for that age group, I would have asked students to stand up with me and played the game in that manner. :)

[← Reply](#)



[Lisa Bradbury](https://my.uclaextension.edu/courses/32476/users/146949) (https://my.uclaextension.edu/courses/32476/users/146949)

Mar 15, 2021



Hi Raquel,

Thank you so much! I have been an elementary teacher and then a home school mom for a long time and really enjoy teaching children. For Simon Says, we always stand up but perhaps I didn't say it in the lesson. Thank you for pointing that out.

[← Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021



Lisa,

You bring so much energy to this lesson. I love the way you've used the stuffed monkey prop to teach prepositions. When you pair that with the visual board, the song, which is fun and easy to remember, and the game, which gets them moving, you give your very young students a lot of different ways to approach the content.

I don't know what I'd improve here - this feels like a master class in teaching grammar to Kindergarten/Grade One students.

Thanks for sharing.

Christian

← Reply



Lisa Bradbury (<https://my.uclaextension.edu/courses/32476/users/146949>)

Mar 15, 2021

Thank you, Christian! That's quite a compliment!

← Reply



Simiry Cuadra (<https://my.uclaextension.edu/courses/32476/users/123594>)

Mar 14, 2021

Here is my video. It is a 3rd-grade classroom learning about parts of speech

<https://youtu.be/rkfRvrLCv68> [_ \(https://youtu.be/rkfRvrLCv68\)](https://youtu.be/rkfRvrLCv68)



[\(https://youtu.be/rkfRvrLCv68\)](https://youtu.be/rkfRvrLCv68)

← Reply



Valeria Barrera (<https://my.uclaextension.edu/courses/32476/users/160473>)

Mar 14, 2021

Hi Simiry,

You are a wonderful and encouraging teacher! You have a great talent to make your students feel included and important. To each of your students answers, you responded with genuine interest. It's so important to validate students input throughout the lesson.

I liked that you included your lesson plan goals as a slide at the beginning of your class. That helps ground students and sets expectations for the duration of the lesson. Another fantastic remark I must make, is your talent to use all resources available to you. Whether it's aural or written responses via the app, you know how to keep your classroom engaged!

I'm having a really hard time finding an area for you to "grow". This video lesson is going in my favorites list. However, among the classroom exercises, I would try to incorporate a gamification strategy. For example, a treasure hunt-like activity at home using the same ven diagram exercise you've explained in which students try to find and learn as many values, beliefs, adjectives as they can discover from their surroundings. And, although I recognize this is difficult during covid time, this would increase student interest in learning. Thanks for sharing your lesson!

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32476/users/150435\)](https://my.uclaextension.edu/courses/32476/users/150435)

Mar 14, 2021

Hello Simiry,

Absolutely loved your lesson video. It kept my interest as if I was your student. I learned a lot about teaching styles that I hope to incorporate into my future teaching.

Glows: Great graphics and articulation. Good job on reflecting and awesome transitions.

Grow: Maybe use a few more real-life visuals other than the graphics. I feel like I am nit-picking but I had to give you one "grow."

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

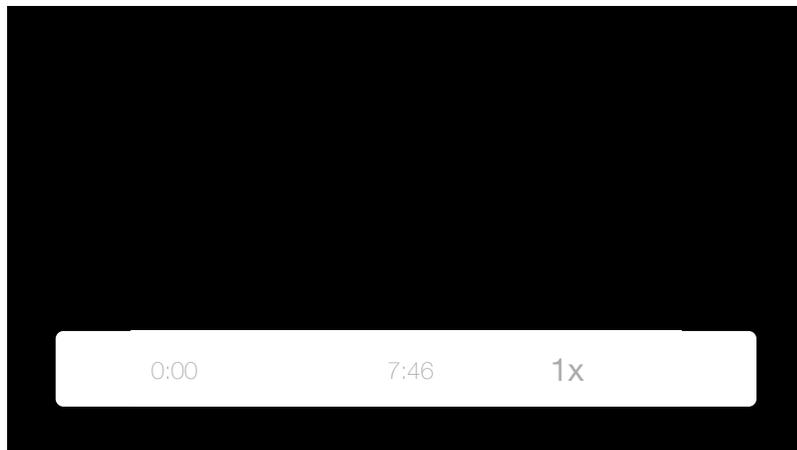
Mar 14, 2021

Hi, Everyone!

Unfortunately, the activity I chose for my lesson plan, was intended for in-person learning, so it may look a little cold or disconnected via distance learning. But I think we have to adapt and roll with the punches together. This exercise was very informative and I see it as a great opportunity for growth. I welcome all your feedback to make me a more effective instructor.

Thank You

[The Link on YouTube](https://youtu.be/sNpG3la3Ok4) [_\(https://youtu.be/sNpG3la3Ok4\)](https://youtu.be/sNpG3la3Ok4)



Edited by [Raquel Armendariz \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028) on Mar 14 at 4:30pm

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 14, 2021

Hi Raquel,

Not going to lie, you really had me at first. I was thinking it would not be a great idea to say there's going to be 12 losers. Two truths and a lie is a great ice breaker game to get to know your classmates and it's interesting how you also altered it to match the course. You spoke clearly and explained the rules in manner that was easy to understand. I also liked that you included examples because it helped me to understand what you were intending to do.

I thought you did a great job, but I would have liked to watch more of your lesson and how you teach. Because it was supposed to be the first class is the semester, it seemed that the content was more of a review for the students. I'm also just curious, did you had anything planned after that activity or would it take the full class? Since the learning objectives you gave was a part of the game, I wasn't exactly sure.

← [Reply](#)



[Simiry Cuadra \(https://my.uclaextension.edu/courses/32476/users/123594\)](https://my.uclaextension.edu/courses/32476/users/123594)

Mar 14, 2021



Hello Raquel,

Awesome job making sure that your students are in the right class! I really like how you also included the objectives and a game! Students love games and it is very encouraging for them to learn. You are very encouraging as well. The way you speak is also very welcoming. Your activities are very fun and not too challenging for students to collaborate in. This is something that I would definitely want to try in my classroom! Haha! The 99 years of age part had me laughing. I love how you challenged your students to think. I really enjoyed your lesson.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Mar 14, 2021



Thank you, Simiry!

I think it's important to engage the students in conversation and make them feel part of a cohort from day 1.

When you feel like no one knows you, you tend to feel invisible, and that's the opposite of how I want my students to feel.

:)

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 14, 2021



Hi Raquel,

I thought your game was a great idea for a class, and you explained it well. However, like Michelle, I thought it might be better to have a lesson plan in which we could see how you

teach instead.

← Reply



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (<https://my.uclaextension.edu/courses/32476/users/129028>)

Mar 14, 2021



Thank you, Mary and Michelle,

You are right and I appreciate your feedback. I guess this would have been more informative to you as my peers to see an actual demonstration of my teaching style. I actually thought of changing my entire lesson because the lesson plan I submitted in week 4, was meant to be delivered in an in-person learning environment, so I struggled with the online delivery conversion.

I chose to keep it and try to adapt it because I have been teaching community college courses online since October 2020, and I guess my rationale for starting the first day of the course with an activity that is in other classes or meetings considered a short icebreaker, is because the challenges my colleagues are currently having of keeping their students engaged and many of them have been complaining that they are very discouraged to be teaching (or delivering their lectures) to a screen full of black rectangles (cameras off) on Zoom.

I have been fortunate to have 98%+ of my students keep their camera on throughout the duration of the class, and I think I owe it in part to the rapport or tone you set for the class on day one.

I have taught courses in which day one is dedicated to navigating technical issues and a demonstration of how to use and submit assignments through Canvas. My students have reported that they feel less intimidated and more committed to the class because of those 30 minutes spent on day 1.

I'm getting ready to teach class number 4 in two weeks, and I have made that 1st day Welcome and Introduction portion, part of the lesson plan.

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)



Mar 15, 2021

Raquel, as you said, the tone you set on the first day of class is crucial, especially for online teaching. My sister just started college last fall and she has yet to make a single friend. The classes she's taking doesn't require their camera to be on (so no one does) and they rarely have breakout rooms. It's quite unfortunate, but goes to show just how important your lesson is. We could really use more teachers like you.

Edited by [Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411) on Mar 15 at 2:41pm

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)



Mar 14, 2021

Hi Raquel,

Loved the game! Excellent way to teach past and present tense, and how to introduce a friend. Games are the best way to teach ESL. The students have so much fun, they don't even realize they are learning. I am assuming this is a more advanced level. One grow would be to use larger print or word cards so that the print goes along with the speech. I thought we were to put in a conclusion to our lesson, maybe I'm wrong.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)

Mar 14, 2021



Thanks, Lisa.

YIKES, I think you are right. I actually thought of changing my entire lesson because the lesson plan I submitted was meant to be delivered during an in-person learning environment, so I struggled with the online delivery conversion.

← [Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) [_](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 15, 2021

Raquel,

I appreciate that you kept your first-day plan really open and communicative. I've noticed that CC students often come to the first class nervous and uncertain - not just L2 students worried about their ability to communicate in English, but also L1 students who have perhaps struggled a bit in high school and non-trad students coming back to college after 10, 15, 20 years away from school.

Even though you're not presenting grammar content too directly here, the communicative approach and games you offer give us a good sense of your teaching approach. Your joke about twelve losers, the fun game, and your openness make this a great first day plan. I think the visual clarity of your presentation was great: there's a strong, simple image that relates to the content paired with limited text.

I do wonder if you might simplify the game instructions a little bit.

Thank you for sharing!

Christian

[← Reply](#)



[Silver Park](https://my.uclaextension.edu/courses/32476/users/147686) [_](https://my.uclaextension.edu/courses/32476/users/147686)

Mar 14, 2021

Hello group 4 and class! Sorry I'm posting at the very end, but here is my lesson.

I'm showing just a part of my entire lesson. I'm teaching action verbs and simple tenses to 6th grade beginners. Hope you enjoy it. Thank you!

https://youtu.be/vTwuje-a6_M [_](https://youtu.be/vTwuje-a6_M)

Edited by [Silver Park](https://my.uclaextension.edu/courses/32476/users/147686) on Mar 14 at 8:50pm

[← Reply](#)



[MaryAnn Wilson](https://my.uclaextension.edu/courses/32476/users/94764) [_](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 15, 2021

Hi Silver,

I really like how you introduce your lesson by running, to introduce the word, 'run,' and then tell us we're learning action words. The physical illustration of the word really pulled me in. I also like how you repeat each verb in the present, past, and future forms. However, in all of the examples, we are not given an explanation that you are giving us the past and future tense, so I might not know that unless I've been introduced to the past and future tenses of these words before.

The pictures illustrating the verbs are really helpful. However, it would be good to use all of the words in a sentence. You did that in these two examples:

1. climb - "Do you know how to climb a rock?"
2. drink - "I need to drink some water."

The video in the end is fun, especially for younger beginner students, but it might be even better to have the students sing about verbs they just learned rather than learn new ones without much explanation. That way, the song would reinforce the vocabulary you just taught.

Your energy and enthusiasm would keep your students engaged. Nice job!

Edited by [MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764) on Mar 15 at 9:01am

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 16, 2021

Hi Silver,

Your opening is very nice with a friendly, inviting greeting and great body gestures to start off. It makes you very approachable.

I liked your action verb visual chart as well. It is very colorful and illustrative, and easy to understand what each action means. Since the chart has 16 action verbs in the same frame and some students might lose track while you're going over them, it might be helpful if you use a pointer or highlight the ones you are referring to at a time. I don't know what tool you used to record your lesson, but if you have a free Zoom account, for instance, it provides a pointer/highlighter function through its annotation tool.

I like how you mentioned at the beginning that you were going to teach action verbs and their present, past, and future forms, which was good to set the student expectations. It might be helpful to add a simple insert that says "Present: Past: Future (~will)" or something like that (in three lines) next to the action verb chart to help students understand the order of the forms you were repeating for them.

I loved your use of the song video clip! It's a great use of the Total Physical Response method and it makes sense to teach action verbs in a kinetic way like you did, and having students dance to it is a great idea. It creates a fun, student-centric environment.

You had the starting and building sections in this lesson, so would be great to see a short section on how you have students apply the learning. A lovely lesson!

← [Reply](#)



<https://my.uclaextension.edu/courses/32476/users/150435>

Mar 14, 2021

Hello Classmates. Here is my video lesson plan on punctuation.

The lesson is for advanced teenage and/or adult learners.

<https://www.youtube.com/watch?v=K5xCrO6oVkw>

← [Reply](#)



<https://my.uclaextension.edu/courses/32476/users/147686>

Mar 14, 2021

Hi Melinda, I love love love your background! I like how you have all the flags of countries with the word peace. Even though it's an online class, I think the classroom environment is still very important because it can give out different vibes to different students. I wanted to have a cool background too but it didn't happen in my video. You did a wonderful job on your hooks in the beginning with storytelling of your own story about your grandmother on punctuation. It caught my attention right away when you said "I'm going to tell you a story about my grandma." One suggestion would be to utilize a little more technology so the students can see more visuals and the different punctuations on the screen. Love your teacher's vibe and great work on your lesson!

← [Reply](#)



<https://my.uclaextension.edu/courses/32476/users/160473>

Mar 15, 2021

Hi Melinda,

Short and efficient lesson on commas! I'm assuming you are an experienced teacher because this all seems so very natural to you. Great use of storytelling. It was captivating and helped introduce your lesson plan topic. I also have to comment on your pacing — even though your students are advanced, you are mindful of your speed and tone to ensure clarity. Lastly, and I might also steal this one for my own teaching, is your classroom setting. I'm sure you have that banner behind for a purpose... it immediately tells your students that you are accepting and welcoming of all backgrounds. This is a great way of ensuring trust and lower stress in your classroom.

The one "grow" aspect I would share, is to use more online graphics if your platform allows you to. I use Zoom, and although it took me some time to learn how to navigate it, it was most beneficial for my students and me. It captivates their attention and I can make sure the material is legible and interesting.

Thank you for sharing your lesson!

← [Reply](#)



<https://my.uclaextension.edu/courses/32476/users/147480>

Mar 15, 2021

Hi Everyone,

Here is the YouTube link to my video lesson.

<https://youtu.be/ISEnGcZc8Rw> [_ \(https://youtu.be/ISEnGcZc8Rw\)](https://youtu.be/ISEnGcZc8Rw)



[_ \(https://youtu.be/ISEnGcZc8Rw\)](https://youtu.be/ISEnGcZc8Rw)

Age group of learners is high school to adult. Here, I teach greetings in a business setting using a movie clip from "The Pursuit of Happiness."

← [Reply](#)



[http://my.uclaextension.edu/courses/32476/users/112607](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 15, 2021

Hi Russel,

You did an excellent job on greetings in a business setting. I enjoyed watching your excellent lesson!

You asked your students some questions that are relatable to them, which was a good hook. Another great thing was using a movie clip from "The Pursuit of Happyness." It is an interesting movie and worked well with the objective of your lesson. I like the way you talked to your students as your voice was clear, which made it easy to follow your lesson.

I don't have any suggestions, as I can't think of any "grow." You are not in a real classroom, but when you teach this lesson in a real classroom, it may be helpful to show the target expressions written on the board or in a slideshow during pair work so that the students can see the target expressions as they practice. Thank you for sharing your great lesson!

Best,

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 15 at 2:40pm

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)

Mar 15, 2021



Thank you for your input, Chiaki! This means a lot from someone with so much experience.

[← Reply](#)