

Teacher: Hilda Freimuth

Date: May 12, 2021

Time: 9:30am-10:30am

Course: 0350/0450 Conversation Club (CC)

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Traditions

Time	Activity	Comment
9:30	Myself and one of my classmates were the only people in the CC Big Blue Button	I began to get concerned that I had missed some information about a time or location change
9:32	Another instructor entered to explain that the internet at TRU was down- Hilda was having trouble connecting, but he had told the students from his class to come and join the CC	I was relieved when the instructor explained what the situation was
9:34	The instructor uploaded his screen share and asked if everyone could see the slide that was for the CC	
9:35	<p>The instructor verbally confirmed that everyone could see the screen. He introduced the topic of traditions and asked the class what the word meant</p> <p>My classmate gave his definition of traditions, and the instructor built on my classmate's definition with a more detailed explanation</p> <p>While they were speaking, two other students provided written answers through public chat</p>	Only my classmate and I turned on our mics and videos when asked
9:40	The instructor asked everyone to turn on their mics and videos	
9:42	<p>Hilda joined the group</p> <p>The instructor introduced myself and my classmate to Hilda and we both gave a more detailed introduction to the group about ourselves</p>	No one responded to my request for them to turn on their mics and videos. I was not sure how to proceed after that.

	<p>The instructor reviewed with Hilda what we had done so far with the intro and what we were going to do next</p> <p>The instructor asked my classmate and I to try to get everyone to turn on their videos</p> <p>I told everyone it would be great to see them and asked them to turn on their videos</p>	
9:45	<p>The instructor asked everyone to turn on their camera through public chat, then came on video to ask everyone again to turn on their videos</p>	<p>Students began to turn on their videos</p>
	<p>The students began to introduce themselves and where they are from</p> <p>My classmate asked the other students by name to introduce themselves</p>	<p>There was a lull in the conversation before he called on students by name</p>
9:58	<p>Hilda took over the class and introduced herself</p> <p>Hilda introduced the class and explained that each class would have a different topic</p>	<p>Today's topic would be traditions and describing traditions</p>
10:01	<p>Hilda said she was going to upload her slides</p>	<p>Hilda made it clear what she was doing when the students could not see it for themselves. She verbally talked through what she was doing while uploading the slides</p>
	<p>Hilda brought up the first slide that listed different activities</p> <p>Hilda said she was going to turn on the interactive whiteboard and wanted everyone to circle the traditions they practice in their culture</p>	
10:03	<p>Hilda verbally read out what was circled and asked the students to explain more specifically what the traditions looked like</p>	<p>Some students independently spoke up to say if they had circled one and explained the tradition. If there was silence then Hilda asked directly who had had circled each one and called on the students</p>

		by name to say what they had circled, then she asked questions about it
10:12	Hilda introduced the new slide about unusual traditions	
10:14	Hilda read out three unusual traditions she had typed on the slide  Hilda clarified that everyone knew the meaning of one of the words by asking the students if they did	While explaining, Hilda pointed out the grammar differences between the way the first sentence was written compared to the second sentence
10:16	Hilda changed the slide and asked everyone if there was an unusual tradition in their own country  Each student took turns telling of an unusual tradition	
10:25	Hilda changed the slide to a word search of Canadian traditions  Hilda gave a hint of what Canadians do and asked the students what the tradition was – the students circled the word in the word search with the interactive whiteboard	I wondered if this activity would be too difficult for the students to find the words – I was not sure how familiar they were with Canadian traditions to know what the name of the tradition was – I was surprised at the ease that some students found the words
10:29	Hilda changed the slide – the next slide had clues about world traditions – the letters of the country were scrambled, and the students had to say what the country was	
10:32	Hilda told the students the next class would be about art  Hilda said goodbye to the students – the students said goodbye and logged off	

Teacher: Jason Brown

Date: May 17, 2021

Time: 8:30am-10:30am

Course: ESAL 0350/0450 Advanced Oral Communication

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Making Requests

Time	Activity	Comment
8:25	Students began entering the classroom	
8:29	Jason welcomed everyone and asked everyone to welcome their classmates through public chat  Jason reminded students that on Wednesdays after class joining the conversation club is not an option but a requirement of the course  A student asked for an explanation  Jason screen shared his computer to show everyone where the link is for CC in Moodle	
8:34	Jason noticed two new students to the group and asked them to turn on their mics and videos  Jason reminded students of the expectations in an oral class to use their mics	
	Jason screen shared a worksheet and clarified that the students could see it  He explained the lesson for today	
8:38	Attendance was taken	The students turned on their mics to say they were present
8:42	I turned on my video to introduce myself to the class	
	Jason used the screen share to show the students where to find the sheets they needed to download from the Moodle site	Jason built on the student's answer by adding more information

	<p>Jason told the students that they were going to be practicing making requests</p> <p>Jason chose a students and asked them to turn on their mic and explain what request means</p> <p>Jason read examples from the sheet on the screen and gave other examples as well as examples of how a person would answer a request</p> <p>Jason reviewed grammar while explaining how to make a request and how to answer</p> <p>Jason provided a grammar review of the format of the question</p>	
8:50	<p>Jason told the students they would be placed into breakout rooms and explained the task</p> <p>Jason reexplained and asked if there were any questions</p> <p>Jason verbally explained the expectations of participation of all students in the breakout room</p>	10 min given for breakout rooms
9:04	<p>Everyone joined back in main room</p> <p>Jason reviewed what we had done and asked for any questions</p> <p>Jason introduced the group presentation project</p> <p>Jason confirmed that everyone could see the project on his screen and read the assignment details aloud while the students followed along</p> <p>Jason asked what province Kamloops is in and a student answered</p> <p>Jason gave examples of how the students could focus on the different components of the project</p>	Jason's screen was shared for students to look at the project details while it was explained
9:11	<p>Jason asked if there were any questions</p>	

	<p>Jason used his screen share to show an example of a completed presentation</p> <p>Jason asked if everyone understood what to do</p>	
9:15	<p>Jason created the groups for the presentation</p> <p>Jason read over the names for each group again</p>	Two people were remaining and were given the choice of which group to join
9:20	<p>Jason introduced another assignment using a voice recorder to submit</p> <p>Jason screen shared the speaking journal activity and showed the students how to submit it on Moodle</p> <p>Jason gave the students tasks to do over break – listen to the audio recordings on Moodle and speak to their group members to decide on a topic for the group assignment</p> <p>Jason created breakout rooms for the groups to use over break</p>	
	<p>Jason asked for questions before the breakout rooms were made</p> <p>Jason re explained the tasks again before he created the breakout rooms</p>	Students had 20 min to have a break and meet with their group
	<p>Jason took note of what the groups chose when back in the main room</p> <p>Jason told the students what they should practice for homework</p>	
	<p>Jason asked if everyone had a chance to listen to the audio recordings in Moodle</p> <p>Jason reminded the students of their homework to complete their own audio recording and how to upload it</p>	Students did not have a chance to listen to the audio recording over the break
9:54	<p>Jason introduced the final activity for the class</p> <p>Jason screen shared where the students could download the activity in Moodle</p> <p>Jason asked what 'cheated' meant</p>	Students turned on their mics to answer the questions without being called on

	<p>Jason reviewed last week's activity and asked what happened</p> <p>Jason introduced this week's activity</p>	
	<p>Jason verbally read out the vocabulary for the assignment and told the students they could repeat the words if they chose</p>	<p>One student began repeating the words and more students repeated after</p>
	<p>Jason created breakout rooms for the students to discuss the meaning the vocab words written on the worksheet</p>	
10:07	<p>When back in the main room, Jason screen shared so everyone could see the sound file for the activity</p> <p>Jason explained that he would show the vocab sheet so the students could see it on the screen but he would verbally read out what the sentences said</p> <p>Jason spoke a sentence and the students had to give the vocab word that fit, then give the definition of the word/term</p>	
10:18	<p>Jason told the students that their homework was to finish the worksheet pages</p> <p>Jason screen shared his screen to show the students how he creates a place for the students to upload an assignment</p>	<p>Jason showed the students while he created a place for them to upload their homework assignment</p>
10:20	<p>Jason orally reviewed the homework assignments and showed where to find the assignments in Moodle using screen share</p> <p>Jason allowed students to stay in the room if they had any questions</p>	<p>A student had a question and many students stayed to listen</p>

Teacher: Hilda Freimuth

Date: May 17, 2021

Time: 10:30am-11:30am

Course: ESAL 0320/0420 Advanced Grammar

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Adjective Clauses

Time	Activity	Comment
10:27	<p>Hilda orally took attendance by looking at the names of who was in the room</p> <p>She gave the direction for students to complete their answers from the homework activity in shared notes</p> <p>Hilda continued with attendance</p> <p>Hilda told the students to listen to the instructions as they were not typing their answers in the correct place</p> <p>Hilda repeated the instruction again of where to type the answers for the homework from last class</p> <p>Hilda reminded students of the importance of doing homework</p>	<p>Hilda rearranged the students answers herself to put them in the correct place</p>
	<p>Hilda screen shared the homework article from last class and reviewed what the students had done</p> <p>Hilda enlarged the article and gave the instruction for the students to circle the particle in each sentence using the interactive whiteboard</p> <p>One students asked a question about whether a word in one of the sentences was a particle</p>	<p>When one student asked about a specific word, Hilda explained why it was not a particle but then said she wasn't sure – she was honest about not being sure</p>
	<p>Hilda introduced the TESL students that were observing</p>	<p>We turned on our videos to greet the students</p>



10:45	<p>Hilda screen shared a worksheet of song lyrics with some words missing</p> <p>Hilda gave the students an instruction to listen to the song while she played it and fill in the blanks</p> <p>Hilda played the music video and stopped it part way through</p>	<p>Students should have the sheet printed out to fill in</p>
	<p>Hilda called on the students to answer what the blank word missing was</p>	<p>Students to turn on their mic to answer</p> <p>Great energy and a lot of positive praise</p>
	<p>Hilda asked the students if they knew what the words were that they had read out by filling in the blanks</p> <p>Hilda gave a hint that they are clauses and asked if anyone knew what kind</p> <p>Hilda introduced adjective clauses as the lesson</p>	<p>Hilda verbally read out who, what, etc words that had been filled in</p>
	<p>Hilda uploaded the power point and screen shared it for the students to see</p> <p>Hilda read off from her slide and explained what an adjective clause was as well as how to make it</p>	<p>Hilda used the interactive whiteboard to underline the words she was saying</p> <p>The PowerPoint gave the steps to make an adjective clause</p>
	<p>Using the interactive whiteboard, Hilda asked the students to underline the noun and used the whiteboard to write out the pronouns that would fit</p>	
	<p>Hilda verbally reviewed the steps to make an adjective clause</p>	
	<p>Hilda changed the slide – each line had two simple sentences that the students had to combine using an adjective clause</p>	<p>Who, that and which were written at the top so the students know what words they could use to combine the sentences</p> <p>Hilda had already underlined the words that</p>

		were the same in each sentence
	<p>The students used the interactive whiteboard to complete the sentences</p> <p>Hilda orally commentated to say the changes that were being made to the sentences</p>	<p>The students did not need to wait for one sentence to be complete before beginning another</p> <p>Students turned on their mic when needed to ask questions</p>
	<p>Hilda reviewed simple sentences compared to complex sentences</p> <p>One student turned on their mic to say the lesson was too fast and asked Hilda to slow down</p> <p>Hilda created a poll asking the students if they wanted some more examples</p>	<p>The results of the poll showed that students wanted some more examples, so Hilda adapted the lesson</p>
	<p>Hilda said she would put two simple sentences in the chat box and the students were to put them together at home</p> <p>Hilda reexplained the task and asked the students to wait before giving an answer to give the other students a chance to answer it</p>	<p>Hilda orally explained if an answer was wrong and reviewed the steps to making the clause</p>
11:13	<p>Hilda stopped giving the examples and changed the slide</p>	<p>Hilda told the students they would have more practice</p>
	<p>Hilda turned on the interactive whiteboard and gave the instruction for the students to underline the adjective clause in the complex sentence written on the slide</p> <p>Hilda went over each sentence and circled the correct part of the sentence</p>	<p>Some students began typing the simple sentences using the interactive whiteboard and Hilda encouraged them to continue</p>
11:18	<p>Hilda gave the instruction to separate the complex sentences and put them into two simple sentences</p>	
11:27	<p>Hilda told the students they would have a 10 min coffee break</p>	<p>Hilda orally told the students the exact time to be back and typed it in the chat box</p>

Teacher: Evangelitsa Pappas

Date: May 18, 2021

Time: 2:30am-3:00pm

Course: ESAL 0380/0480 Advanced Writing

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Sentence Type Review

Time	Activity	Comment
2:30	Evangelista (E) welcomed everyone and asked them to change their emoji status to match how they were feeling	E verbally stated what the emoji that each student had chosen
	E used the screen share to show the students the agenda for the class and orally read out the points typed  She encouraged everyone to ask questions when needed	
	E changed the slide to show questions about writing, and she created a true/false poll for the students to answer the questions  E asked follow up questions based on the answers to some of the questions	When E asked the follow up questions no one answered, so she moved onto the next question  The poll was a good way to gage everyone's level and interest in writing
2:41	E changed the slide to sentence review  She asked the students to type in the chat one of the types of sentences that they learned about in the previous class  E had a sentence on the slide - she read them out loud and asked the students to name the type of sentence it is E orally reviewed the parts of the sentence while showing it on the slide	The way to create the sentence type was written on the slide, and E verbally explained them

	E changed the slide and asked the students to name the type of sentence it was	
2:47	<p>E changed the slide and showed where on Moodle to find the video links – she asked the students to watch the videos on their own and then explained the written activity that would show her their written ability level</p> <p>E orally outlined all of the homework activities for the week while screen sharing where to find them on Moodle</p> <p>E shared the slide which showed a more detailed outline about one of the writing assignments</p>	
2:52	<p>E asked for questions</p> <p>E said goodbye to the students and waited for them to leave</p>	

Teacher: Jason Brown

Date: May 19, 2021

Time: 8:30am-9:30am

Course: ESAL 0350/0450 Advanced Oral Communication

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Sleep

Time	Activity	Comment
8:30	Jason allowed myself and another TESL student to take attendance	We each did half of the attendance – I was careful to pronounce the names correctly  There were a couple of new students to the class whose names were not called
	Jason asked the students if they had any questions from last week	No one spoke up with questions
	Jason reviewed last week's lesson with a Kahoot game	Jason briefly explained the game before beginning
8:47	Jason used the screen share to show the students where on the Moodle site they could find the activities for the class  Jason introduced the topic - sleep  Jason asked the students to use public chat to answer how many hours they slept last night  Jason tried to create a poll for the students to answer – poll not working Jason asked the students the question orally and they answered in public chat	
	Jason used screen share to show the students where to download the worksheet on Moodle and read out the instructions	Jason modeled how to ask a questions  The student answered incorrectly so Jason re-explained the instruction

	<p>Jason chose a student to ask a question to use as an example on how to complete the worksheet about making requests</p> <p>Jason explained a different section of the worksheet</p> <p>Jason called on a different student to answer the first question in the new section of the worksheet</p>	
	<p>Jason explained that he would create breakout rooms and went over the expectation of the group to answer the questions</p> <p>Jason asked for any questions</p> <p>Jason created the rooms</p>	<p>No one had any questions</p> <p>While creating the rooms, Jason verbally commented on what he was doing</p> <p>I joined a group to help facilitate the conversation</p>
9:14	<p>Everyone joined the main room</p> <p>Jason screen shared Moodle to show where to find the audio link for the next activity</p> <p>Jason screen shared the worksheet that went with the audio link and explained the activity of listening to the audio link on their own and coming back when done</p> <p>Jason reexplained again how to listen to the audio link and asked for any questions</p>	
9:17	Students individually listened to the audio clip	
9:23	Students joined back in the main room	Jason asked students to type '1' in public chat if they were back
	Jason explained the activity that the students would complete in a breakout room to answer questions about the audio clip together	<p>I joined a breakout room group to help facilitate the conversation</p> <p>I had difficulty getting answers from the students, and there was a lot of silence. I prompted,</p>

		rephrased the questions and repeated to get answers
9:30	<p>The homework was explained by Jason using the screen share to show where to find the homework on Moodle</p> <p>Jason showed the students how to get to the conversation club in Moodle and reminded them that it is a requirement of the course to participate</p>	Jason gave the students positive feedback for their work in class
9:33	Transfer to CC	

Teacher: Hilda Freimuth

Date: May 19, 2021

Time: 9:30am-10:30am

Course: ESAL 0350/0450 Conversation Club (CC)

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Art

Time	Activity	Comment
9:33	<p>Hilda silently taking attendance</p> <p>Jason joined the room to make sure the students made it in ok</p> <p>Hilda welcomed everyone and introduced the topic of art</p>	<p>Jason left when everyone was present</p>
	<p>Hilda created a poll to see if the students like art</p> <p>Hilda screen shared her power point presentation to the topic of the day slide and turned on the interactive whiteboard</p> <p>The focus was on situations that could be and Hilda explained what hypothetical means</p>	<p>Most students like art</p>
	<p>Hilda changed the slide to ask the students who their favourite artist was</p>	<p>The slide had some artist's names, and the students could circle one of them or type their own</p>
	<p>Hilda changed the slide</p> <p>Hilda verbally reviewed the sentence structure of the question</p> <p>Hilda asked the students who they would paint and gave an example of who she would paint and why</p>	<p>The slide introduced an artist that painted people in their family. The artist information and question was written on the slide</p>
9:42	<p>Hilda called on students to answer</p>	<p>Hilda prompted for more information by asking follow up questions and</p>



	<p>Hilda changed the slide and introduced the artist on the slide and asked students to answer the hypothetical questions written on the slide</p> <p>Hilda turned on the interactive whiteboard for students to answer</p>	<p>shared her own connections</p> <p>Hilda told them that if they didn't answer then she would call on them</p>
	<p>Hilda changed the slide to another artist and question</p> <p>Hilda called on students to say why they chose the answer they did</p>	<p>Students could answer with the interactive whiteboard</p> <p>Some people liked the colour they chose, and one student had a cultural connection to the colour they had chosen – red is lucky</p>
	<p>Hilda changed the slide to another artist and asked the hypothetical questions</p>	<p>Hilda chose random students to answer</p>
9:59	<p>Hilda changed the slide to an artist and asked the students another hypothetical questions</p>	<p>Hilda chose students to answer that had not spoken yet</p> <p>Hilda called on students to answer and prompted with questions to get more information from them</p>
	<p>Hilda changed the slide</p> <p>Hilda explained the information in more detail as she read what was typed and gave an example of her own answer to the question</p> <p>Hilda called on students to answer</p>	<p>Info was written on the slide - Hilda underlined key words on the slide as she read it</p> <p>Hilda repeated what the students said for clarification and asked them questions for more information</p>
10:08	<p>Hilda changed the slide to a picture that is used as a conversation piece – Hilda verbally explained the meaning of a conversation piece</p> <p>Hilda circled items in the picture and called on students to ask them what the object was and what it showed about the person painted in the picture</p>	<p>Hilda added detail to the answers that the students gave</p>

	<p>Hilda called on students to say something else they noticed in the picture and what they thought it meant about the person</p>	
	<p>Hilda changed the slide to explain the activity of the students orally creating their own conversation piece</p> <p>Hilda gave an example by telling the students what she would put into her own conversation piece painting</p> <p>Hilda explained that she would create groups for breakout rooms, and the people in the groups would verbally share their items</p> <p>Hilda created the breakout rooms</p>	<p>Hilda verbally commentated what she was doing while creating the rooms</p>
10:14	<p>Breakout room</p>	<p>I joined a breakout room group to participate in the activity</p> <p>I asked questions of the students to prompt for more information</p>
10:20	<p>Everyone joined back in the main room</p> <p>Hilda created a yes or no poll for the students to answer questions about whether specific items were talked about in the groups</p>	
10:22	<p>Hilda changed the slide to a Jeopardy game</p> <p>Hilda created teams for the game and explained that the students would choose their wager and answer the questions she read out</p> <p>Hilda told the students they would have to talk to each other to decide on an answer but were not allowed to use their phones to look up the answers</p> <p>Hilda gave the group three choices as the answer and asked the students to talk to each other to decide which one was correct. Hilda</p>	<p>Hilda was going to use the breakout room groups for teams but not everyone remembered what their breakout room number was</p> <p>The students were not communicating with each other</p> <p>When the students did not know the answer, Hilda created the three choices</p>

	<p>chose one of the students to be the team leader to initiate the conversation</p> <p>Students in the group began turning on their mics to talk to each other</p>	Hilda typed the choices in the chat box
10:28	<p>The first team gave their answer</p> <p>The second team picked a wager and Hilda read out the questions – one student typed the answer in the chat box</p> <p>The third team chose a wager and Hilda read out the question</p>	
10:32	<p>Hilda chose a question for all of the teams to answer</p> <p>Hilda explained that the teams needed to decide as a group what the answer would be</p>	Students randomly began typing answers into the chat box
10:34	<p>The game ended</p> <p>Hilda said goodbye to the students and thanked them for coming</p>	

Teacher: Jason Brown

Date: May 26, 2021

Time: 8:30am-9:30am

Course: ESAL 0350/0450 Advanced Oral Communication

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Learning a Language

Time	Activity	Comment
8:31	I took attendance	I was a bit nervous about mispronouncing names or forgetting anyone
8:37	Jason welcomed everyone and reminded them to join the Conversation Club (CC) after the class  Jason introduced a warmup activity and created break out rooms for small groups	10 min for breakout room  I joined a breakout room - one students took the lead and directed the group
8:52	Everyone joined back in the main room  Jason turned on the interactive whiteboard and instructed the students to write the words they learned from their group members onto the slide  Jason called on students to say the words they had learned and typed them	
8:58	Jason gave students a chance to volunteer if they wanted to	Two students turned on their mics to say their words
9:02	Jason screen shared Moodle to show the students where to find the activity worksheet to download  Jason explained the task while the students followed on the screen  Jason created breakout rooms for small groups and instructed the students to complete the first exercise in their group	I joined a breakout room and took a listening role – students led the group

9:09	<p>Everyone joined back in the main room</p> <p>Jason screen shared the next part of the activity worksheet and explained the instructions</p> <p>Jason told the students they needed to listen to the audio clip on their own to complete the activity and showed them through screen share where to find the link on Moodle</p> <p>Jason showed the students the time for the audio link and what time they will be back in the main room at</p> <p>When back from listening to audio link, Jason created breakout rooms to answer the questions for the audio link</p>	<p>I joined a breakout room and took a listening role – none of the students were taking the lead, so I did to begin the conversation and answer the questions</p>
9:20	<p>Students joined the main room again</p> <p>Jason screen shared Moodle to show students the resources and homework to do</p>	<p>Jason verbally explained the homework while showing them through Moodle where to find it</p>
9:25	<p>Jason asked for any questions and asked the students to either turn on their mic or type in the chat box</p> <p>Jason reminded all students that they need to submit their homework and showed them using screenshare how he sees who has turned in homework and who has not</p> <p>Jason showed the students how to submit their assignments while screen sharing</p>	<p>One student asked how to submit a specific assignment</p>
9:29	<p>Jason asked if there were any more questions. He asked the students to email him if they had any questions</p> <p>Jason reminded the students to go to CC and screen shared to show the students how to get there through Moodle. He reminded the students that it is a requirement to join and said goodbye</p>	<p>No response when asked for questions</p>

Teacher: Hilda Freimuth

Date: May 26, 2021

Time: 9:30am-10:30am

Course: ESAL 0350/0450 Conversation Club (CC)

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Friends

Time	Activity	Comment
9:31	Hilda showing topic of the day and playing the theme song from "Friends"	Students using public chat to greet Hilda
9:34	Attendance taken by Hilda calling out each student's name to say 'hi'	
9:36	Hilda introduced the topic of friendship	The meeting room was closed and everyone had to sign back in – Hilda had to upload the presentation again
9:38	Hilda showed a video clip of a scene from "Friends"	Scene was when Phoebe was teaching Joey how to learn French
9:41	Hilda made a connection of trying to learn a language from a friend  Hilda asked the students who speaks Mandarin and to type in the chat box  Hilda asked the student to turn on their mic to help explain the meaning of a word Hilda had struggled with trying to learn Mandarin from her friend	One student speaks Mandarin and replied
	Hilda changed the slide to show a question asking the students who their favourite character in "Friends" is	
9:44	Hilda created a poll and asked students if they knew the show "Friends"  Hilda shared who her favourite character is and why	Most students did know

	<p>Hilda called on the students who had answered 'yes' in the poll to share who their favourite character is and why</p> <p>Hilda changed the slide to a question asking students who their best friend is and asked me to take over the lead while she figured out her computer problems</p> <p>I gave an example of who my best friend is and told them why. I read the qualities of a best friend that were written on the slide and asked for any volunteers to share next</p> <p>Hilda joined the group again</p> <p>I called on a student to share and Hilda took over the discussion</p>	<p>Hilda began having technical difficulties with her mic cutting out</p> <p>No students volunteered when I asked them to share</p> <p>Hilda made connections to her own experiences when students shared</p>
10:01	<p>Hilda changed the slide to ask the students who their best friend was like comparing two objects</p>	<p>Hilda went back to the previous slide to share who her own best friend is and shared a story about them</p> <p>Hilda typed words into the chat box while she told her story</p>
10:04	<p>Hilda changed to the comparison slide and called on students to answer</p>	
10:11	<p>Hilda changed the slide to show quotes and explained that in English there are quotes about friendship</p> <p>Hilda called on students to read a quote from the slide and say what it meant</p>	<p>Hilda added more information to the student's answers and gave a real-life example from her own life to show the meaning of the quote</p>
	<p>Hilda called on a new student to read the next quote and give the meaning</p>	<p>Process completed until quotes were all read</p>
10:18	<p>Hilda changed the slide and asked the students what the perfect day is with their best friend. Hilda told her perfect day and called on students to share theirs</p>	<p>Hilda had a slide to ask the students what their own cultural sayings were but skipped it for time</p>
10:20	<p>Hilda changed the slide to show a cloze activity of song lyrics</p>	<p>Hilda could not upload the music video or the students would not be able to see</p>

	Hilda told the students that they would fill in the blanks at home while the song played and then complete the worksheet as a group after	the lyrics on the screen – played the song from her phone instead  Time was running out, so only half of the song was played
10:25	Hilda turned on the interactive whiteboard for the students to fill in the blanks	
10:27	Hilda changed the slide to the end of the presentation and said goodbye to the students	



Teacher: Hilda Freimuth

Date: May 26, 2021

Time: 10:30am-12:30am

Course: ESAL 0320/0420 Advanced Grammar

Lesson Type: Virtual – Big Blue Button

Lesson Topic: Adjective Clauses

Time	Activity	Comment
10:30	<p>Hilda uploaded the presentation</p> <p>Hilda welcomed everyone and reviewed the homework from the last class and said the steps that were to be taken</p> <p>Hilda uploaded the answers to the worksheet to go over as a class and asked the students to take out their homework at home to compare to the answers</p> <p>Hilda went through each sentence by reading them out loud and explaining how they had been completed</p>	
10:40	<p>Hilda created a poll to ask the students if they felt like they had done ok</p> <p>The homework was reviewed with a Taboo game – Hilda called on students to say the adjective clause they had created for homework</p>	<p>Students said they felt like they had done well</p> <p>Students typed in the chat box what they thought each adj. clause was the clue for</p> <p>Hilda called on all students to share</p>
10:54	<p>Hilda changed the slide to show the adjective clause review</p>	<p>Examples, steps and pronouns written on the slide</p>

	<p>Hilda used the whiteboard to show how to combine the sentences and verbally explained while doing</p> <p>Changed slide to practice</p> <p>Hilda called on a student to give the pronoun that would be used for the second example</p>	<p>Practice slides had two sentence given that the students had to use a pronoun to join</p> <p>Hilda did the first example and used the interactive whiteboard to show how the sentences would be combined</p>
11:01	<p>Group practice in break out rooms with a TESL student leading the adj clause practice</p>	<p>I joined a breakout room and led the students to complete the task of competing the sentences</p>
11:13	<p>Back in main room</p> <p>Each TESL student read out the answer their group had come up with for the practice.</p>	
11:20	<p>Changed slide to show pictures</p> <p>Hilda explained that she would create breakout rooms with a TESL student to participate in and create an adj clause for each picture</p>	<p>I joined a breakout room and led the students to complete the task of creating an adj clause sentence for each picture shown</p>
	<p>Back in the main room</p> <p>Hilda asked a TESL student to say the adj clause their group had created for each picture</p>	<p>Hilda began to have difficulty with her technology with her mic cutting out</p>
11:42	<p>Coffee Break</p>	<p>Hilda typed the time to be back in the chat box</p>
10:53	<p>Hilda asked the students to change their emoji status to happy so she would know they are back</p> <p>Hilda change the slide for individual practice and had the students fill in the blank and create an adj clause</p> <p>She called on students to orally give their own</p>	<p>Hilda did the first to show the students how and verbally gave more examples</p> <p>Hilda gave suggestions for students that had difficulty creating their own adj clause</p>
12:05	<p>Hilda changed the slide</p>	<p>Hilda gave an adj clause and the students had to find the famous person's</p>

	Hilda turned on the interactive whiteboard for students to complete the wordsearch on the slide	name that the clause matched in the word search
12:12	Hilda uploaded a movie trailer link and gave the students the instruction to watch the trailer and write down the adj clauses they heard	Hilda explained the western cultural tradition of fathers "giving away" their daughters on their wedding day – "Father of the Bride"  Told students there were 3 clauses in the clip
12:17	Hilda typed the first part of each clause and the students turned on their mic to say what the rest of the clause was  Hilda created a poll to see how many people had seen the movie for trailer clip before	None of the students knew of "Father of the Bride"
12:22	Hilda talked about the homework and told the students the parts to complete  Hilda let the students know that adverb clauses would be on Monday and said goodbye to the students  Hilda waited for the students to log out	