



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# CLUES' Midterm Teacher Meetup

Fall 2025

# Google Doc

- <https://docs.google.com/document/d/1UA7FQBJmBzbn4CADACsecSTqq9RHEV0FtdPOG1zGwV0/edit?tab=t.0>

# Today's Objectives

01

Get to know each other

02

Share teaching strategies

03

Diagnose teaching problems as a group

# Get To Know Each Other – 2 Mins!

Please rename yourself so others know who you are

First Name - Level You Teach, What You Teach (ESL/GED), When You Teach (AM/PM)

Mark - 2, ESL, AM

# Teacher To Do List

## Have you completed your required teacher trainings?

- ☐ These trainings are **required** by the Minnesota Department of Education
- ☐ **New Teachers:** Complete **Modules 1-4** and the **Targeted Trainings** *as soon as possible*
- ☐ **On-Going Teachers (>1 year):** Complete one **2-hour training** per year
- ☐ Forward your **Continuing Education Units (CEUs)** to your coordinator after completion of each course

Refer to the [Teacher Training page](#) for full details

Questions? Please ask your coordinator via Remind or email

AM Coordinator: Mark [mhanson@clues.org](mailto:mhanson@clues.org) / PM Coordinator: Trisha [tmcintyre@clues.org](mailto:tmcintyre@clues.org)

# Reminders

End of Term:  
Thurs, Dec 18

End of Term Potluck  
CLUES St. Paul  
Sat, Dec 20  
11am-2pm

End of Term Party RSVP:  
<https://forms.office.com/r/2x2jwrRTkC>

Winter Term:  
Jan 20 – Apr 23

Let your coordinator  
know your winter  
volunteer plans asap





# ESTABLISHING A ROUTINE



# What's the date today?

# Hello!

Yesterday was \_\_\_\_\_

Today is \_\_\_\_\_

Tomorrow will be

\_\_\_\_\_

| FEBRUARY 2025 |                       |     |     |     |                       |     |
|---------------|-----------------------|-----|-----|-----|-----------------------|-----|
| SUN           | MON                   | TUE | WED | THU | FRI                   | SAT |
|               |                       |     |     |     |                       | 1   |
| 2             | 3                     | 4   | 5   | 6   | 7                     | 8   |
| 9             | 10                    | 11  | 12  | 13  | 14<br>Valentine's Day | 15  |
| 16            | 17<br>Presidents' Day | 18  | 19  | 20  | 21                    | 22  |
| 23            | 24                    | 25  | 26  | 27  | 28                    |     |

# ¿ADÓNDE FUISTE TÚ ESTE FIN DE SEMANA?

WHERE DID YOU GO THIS WEEKEND?



No fui a ningún  
lugar.

*Fui ...  
I went...*



al restaurante



a las montañas



al mall



al trabajo



al cine



**a la casa de un/a  
amig@**



**a la playa**



**a un partido**



**a un festival**



**a un concierto**



**a la iglesia**



**a la mezquita**



**a la sinagoga /  
al templo**

# ¿Y QUÉ HICISTE?

AND WHAT DID YOU DO?

**trabajé:** I worked

**dormí** 🛌: I slept

**pasé tiempo con:** I hung out with

**vi** 👁️👁️ : I saw, I watched

**jugué** 🏀🏈⚽🎾 : I played

**visité a...:** I visited (someone)

**comí** 🍴🍽️ : I ate

**estudié** 📖 : I studied

**me levanté a las:** I got up at

**me quedé en...:** I stayed at

**fui de compras** 🛍️ : I went shopping

**compré** 🛍️💵 : I bought

## SUBE DE NIVEL

LEVEL UPS



**con...** (mi amig@, mi familia, mi novi@...)

**frecuencia** (x veces, mucho, poco)

**duración** (por x horas, durante x días)

**cuándo** 📅🕒 (el sábado, a las x:xx)

**dónde** 📍 (en...)

**porque...**





48

°F | °C

Precipitation: 0%

Humidity: 48%

Wind: 9 mph

\_\_\_\_\_,  
with a HIGH of \_\_\_\_\_  
and a  
LOW of \_\_\_\_\_.

Weather

Thursday 4:00 PM

Mostly sunny

Temperature

Precipitation

Wind

48

43

40

43

46

42

44

43

5 PM

8 PM

11 PM

2 AM

5 AM

8 AM

11 AM

2 PM

Thu



48° 40°

Fri



44° 17°

Sat



32° 17°

Sun



48° 36°

Mon



56° 40°

Tue



52° 34°

Wed



44° 28°

Thu



46° 30°

1. How's the weather today?

2. What's the forecast for tomorrow?

3. What's the forecast for \_\_\_\_\_?

# Today's Objectives

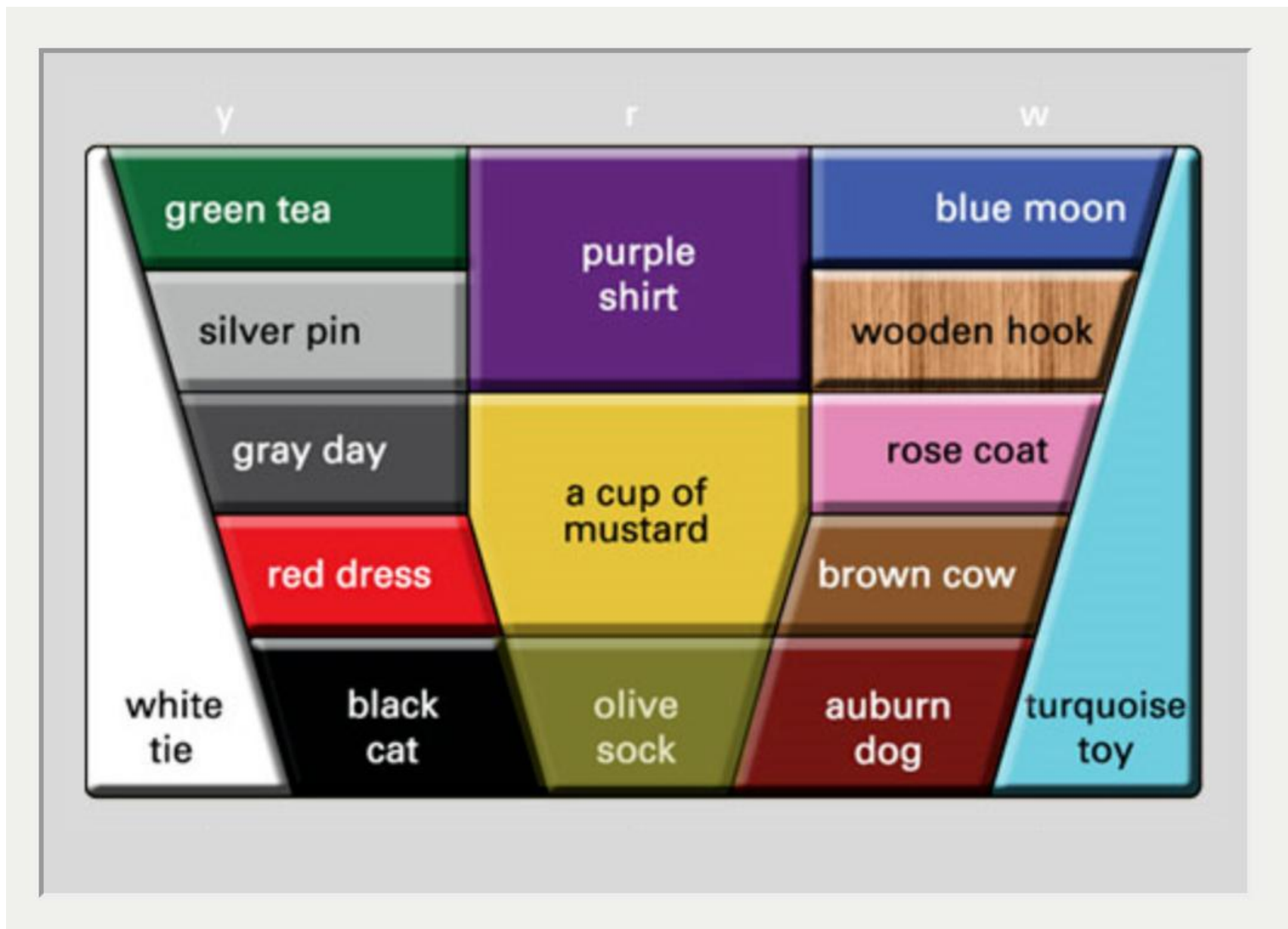
- Pronounce vocabulary for food and cooking
- Pronounce the "C" sound
- Word and sentence stress with food dialogues



***Cooks cook cupcakes quickly.***









# WORDWALL



Soft C: sounds  
like /s/ (snake)

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Hard C: sounds  
like /c/ (cat)

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Breakout Session #1

Discuss the following questions and come up with a list of 3-5 ideas. Record them on the shared Google Doc.

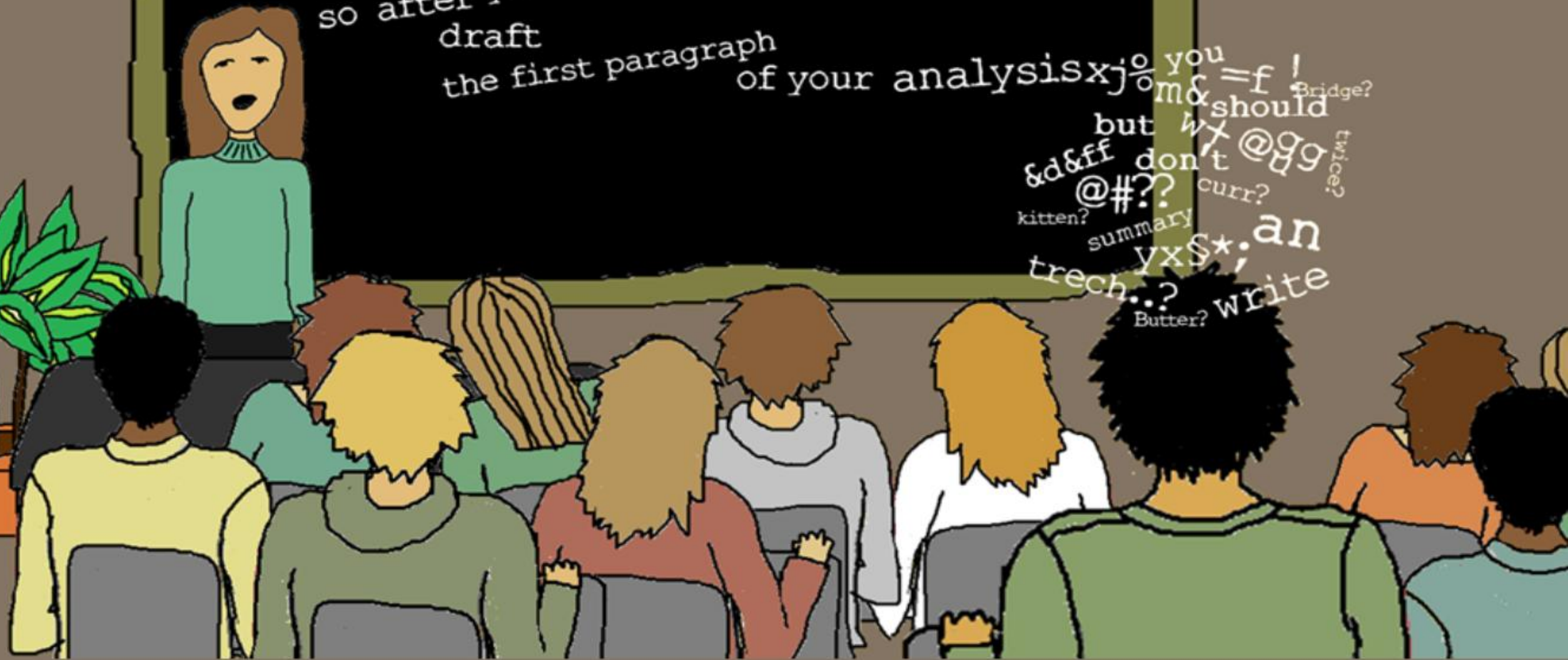
- **Warm-Up Activities:** What warm-up activities do you find most effective for energizing your students at the start of a lesson? Can you share a specific example?
- **Daily Routines:** How do you structure your daily routine to maximize student engagement and participation? What specific elements do you include?
- **Ice Breakers:** What ice breaker activities have worked well for you to build rapport among students, especially at the beginning of a class or after a break?

"Okay,  
so after you  
draft  
the first paragraph

of your analysisxj% you =f ! Bridge?

but m& should  
w/ x @gg twice?

&d&ff don't curr?  
@#?? kitten? summary  
yx\$\*; an  
trech..? write  
Butter?



What strategies do you use to make your lessons more comprehensible?



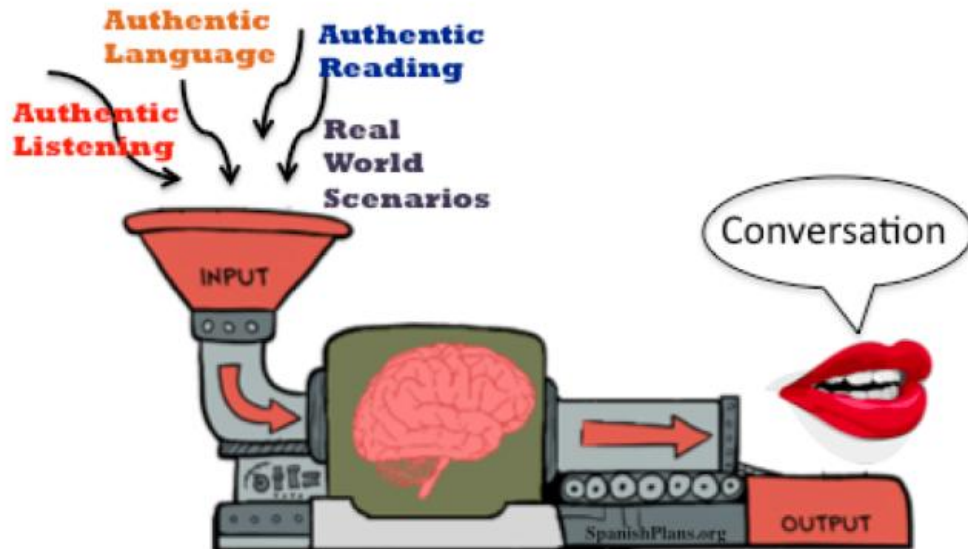
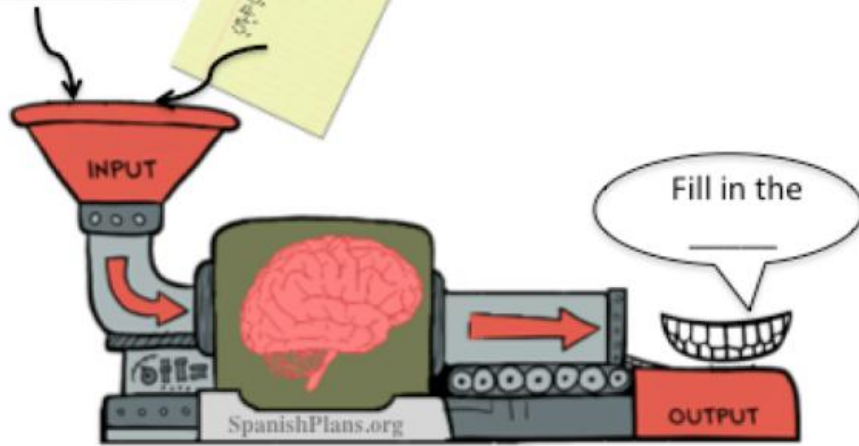
What do you do if you can tell a student doesn't understand something?



The **input** you put in  
leads to the **output** you get out

SPANISH  
PLANS.  
ORG

| -ar verbs  |     |            |
|------------|-----|------------|
| yo         | -o  | nosotros/? |
| tú         | -as | vosotros   |
| él/ella/Ud | -a  | ellos/ella |

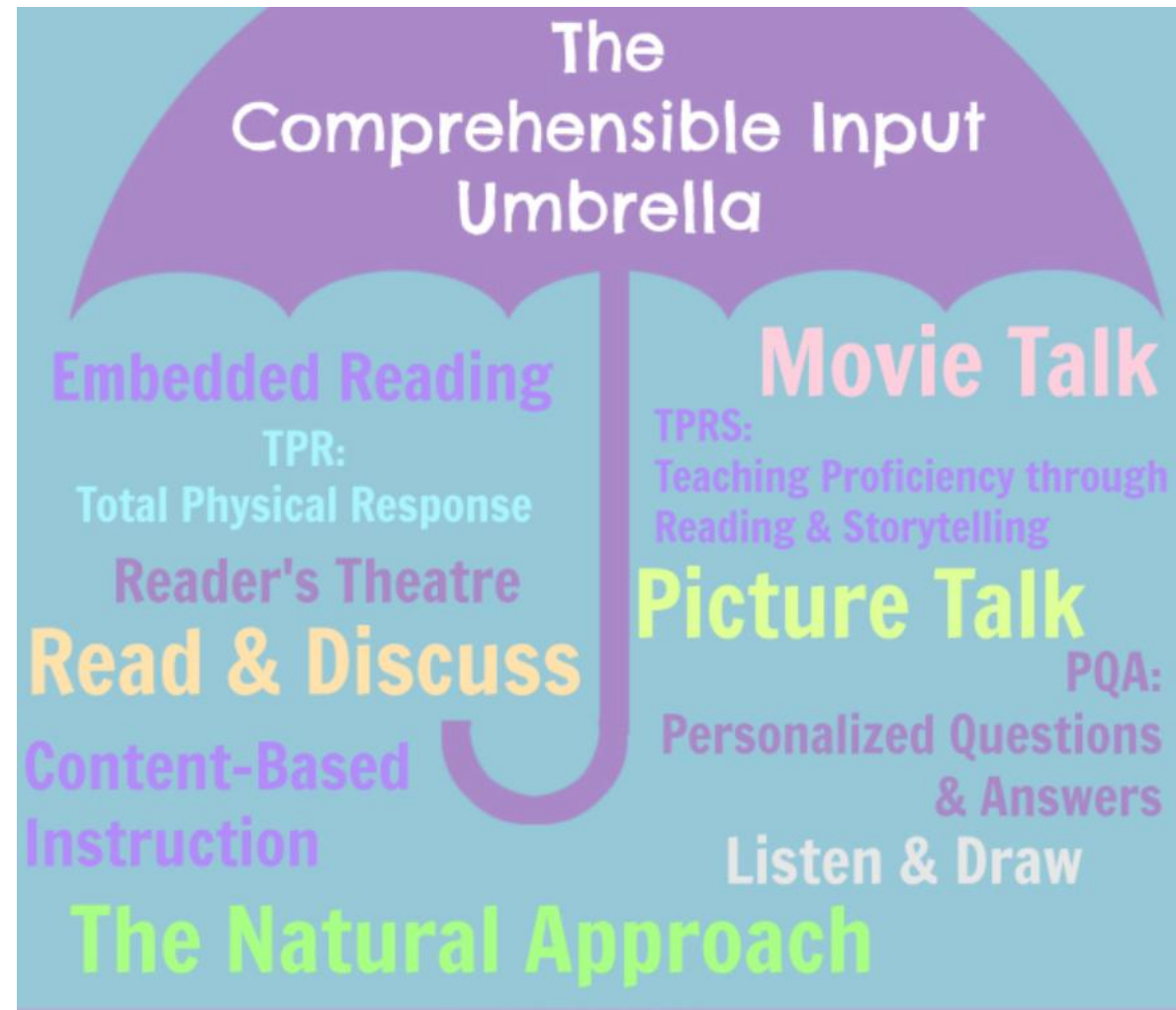


“You can’t get  
water out of a  
dry sponge”

A flood of input  
before a drop of output

Input needs to  
be R.I.C.H.

Repetitive  
Interesting  
Comprehensible  
High-frequency





# Circling

- This is Susana. Is Susana studying? Is Susana studying at the library? Susan is studying at the library, isn't she?
- Is Susana studying or playing football at the library? Is Susana studying at the hotel or at the library?
- Is John studying at the library? Is Susana sleeping at the library? Is Susana studying at the mall?
- Who is studying at the library? Where is Susana studying?
- At what time does Susana study at the library? Who studies at the library with Susana?



**Where?**  
**What?**  
**Who?**  
**Why?**  
**When?**  
**How?**  
**How many?**

# PICTURE TALK!



## KEEP CONVERSATIONS GOING

"How interesting!"

"I agree!"

"Really cool!"

"Me too!"

"Of course"

"That's true"

Yes

No

And

Or

Because

Do/Does

But

There is/are

Also

|      |           |
|------|-----------|
| Yes? | Either/Or |
| No?  | Wh-?      |

- Slow
- Point and Pause
- Gesture
- Comp Check
- Restate Info

- Personalize
- Rejoinder
- Review Qs
- Compare/Contrast
- Ask for details

# PictureTalk

Ask what they see in the picture.

Ask them to describe what they see.

For early levels: ask them the color, if it is big or small, is it next to something, far from something, how many are there, etc.

For higher levels, you can ask what is happening in the photo, why it is happening, what they think will happen next.

Discuss. Agree/disagree. Logical or not? Tell a background story of the photo.

You can also show two pictures and ask them to talk about the differences between the two pictures.







Where is Santa?  
Why is Santa on the beach?  
Who is he with?  
When does Santa go to the beach?  
Is the dog on the beach?  
What does the dog have?  
How does the dog feel?  
...

# Edpuzzle.com

- Insert questions into videos
- Comprehension checks
- Provides extra input
- Visual aid
- Cultural component

Bomba Estéreo - Soy Yo (Official Video)



¿Qué deporte juegan los chicos?

- ☐ Juegan al tenis
- ☐ Juegan al voleibol
- ☐ Juegan al fútbol americano
- ☐ Juegan al básquetbol
- ☐ Juegan al fútbol

Submit Skip

01:12 / 02:53

The image shows a YouTube video player interface. The video title is "Bomba Estéreo - Soy Yo (Official Video)". The video frame shows three young men playing basketball on an outdoor court. Below the video frame is a timeline with 11 green question markers. To the right of the video frame is a question box with the text "¿Qué deporte juegan los chicos?" and five multiple-choice options: "Juegan al tenis", "Juegan al voleibol", "Juegan al fútbol americano", "Juegan al básquetbol", and "Juegan al fútbol". Below the question box are "Submit" and "Skip" buttons. At the bottom of the video player, the current time is 01:12 and the total duration is 02:53. There are also icons for volume and full screen.



# Breakout Session #2

Discuss the following questions and come up a list of 3-5 ideas. Record answers on the Google Doc and report back on your solutions and strategies for confronting these issues.

## What do you do...

- If students aren't participating/understanding?
- To make your lessons more comprehensible?
- If you run out of activities?
- If other problems arise?

# What helps students understand?

Visual aids

Gestures

Repetition

Key words translated

Cognates

Build off prior knowledge

Tone of voice

Sentence frames (I will \_\_\_\_\_ tomorrow)

Pre-teach vocab

¿?

Thank You  
For  
Coming