



Welcome to the
Mid-term Teacher Meetup

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!

Rename yourself so others know who you are

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

Mark, ESL, 2, AM

Share with group!

Reminders

Last day of
classes: Tues, April 18

End
of Term Gathering @
CLUES St. Paul: Wed
4/19 4:30- 7:30 PM

Food & Snacks
provided!

Summer Term
Start: Mon, May 22
End: Fri, Aug 12

Let your coordinator
know your summer
volunteer plans asap

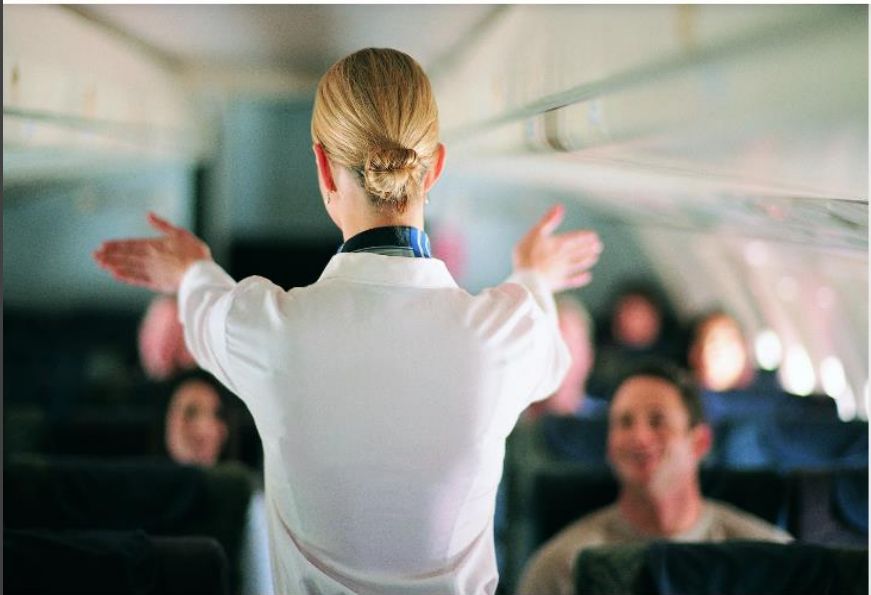
Feedback survey will
be sent closer to end
of term.

THANK
YOU



ESTABLISHING A ROUTINE

Kahoot!



Mandatos formales (usted, ustedes)



I ask, *class*, what is the day? And date?



I review class objectives – what will we do today?



Warm-up: review of last day's grammar/vocab (Kahoot)

¡Hola!

Hoy es lunes, el
27 de febrero de
2023.

FEBRERO DE 2023						
LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO	DOMINGO
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					



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¿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...



Viña del Mar
Chile



jueves, veintisiete de octubre

objetivos

- Review *comparaciones* and *se constructions*
- NEW GRAMMAR: El participio pasado con *estar*
- NEW GRAMMAR: el *se* accidental

Kahoot!

SER	ESTAR
Date 	Position 
Occupation 	Location 
Characteristics 	Action 
Time 	Condition 
Origin 	Emotion 
Relation 	

Ser y estar 103

What is your daily routine?



In breakout rooms, discuss what your routine is with students. Ideas: warm-ups, activities, approaches to teaching, student engagement, tech-check, etc.




As a group, come up with a list of at least 3-5 things that you would suggest to other teachers and report back to group. Use Google Doc to record responses.

Comprehensible Conversations



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

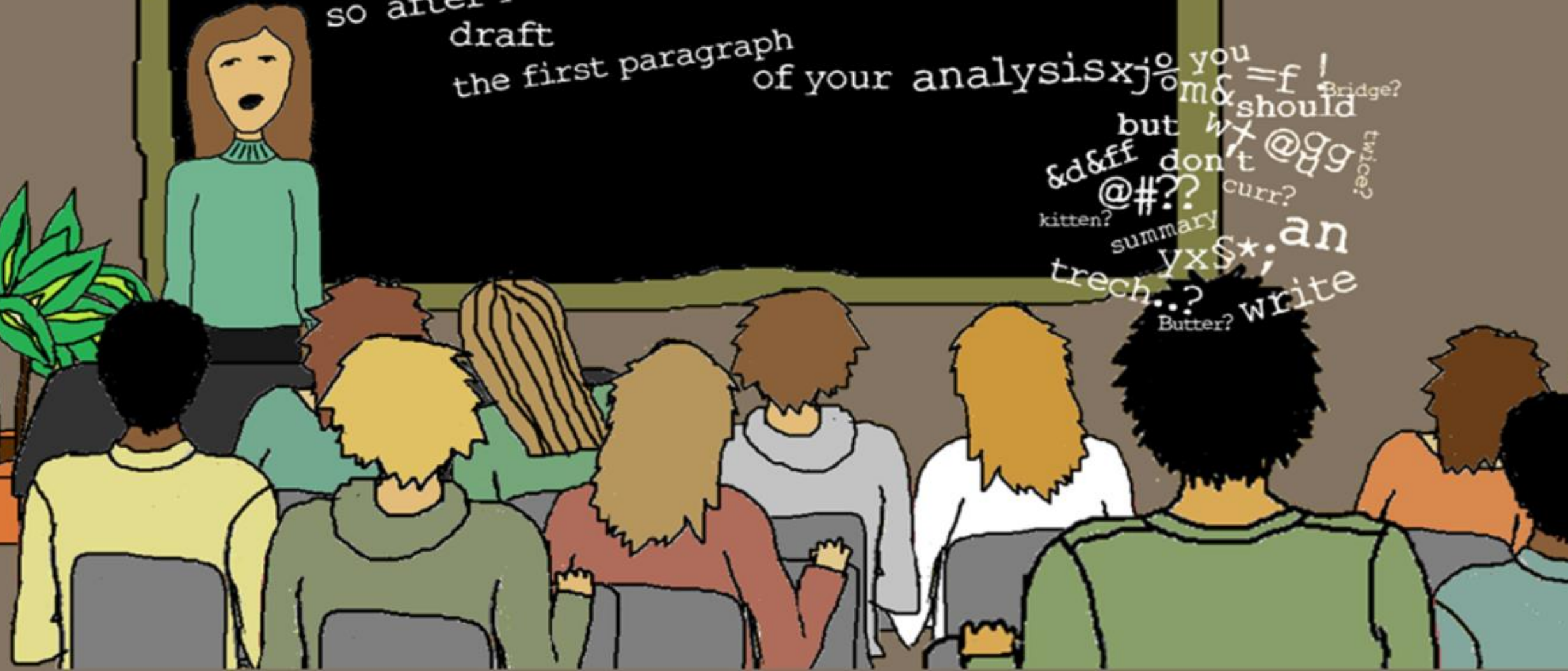


What do you do if you can tell a student doesn't understand something?

"Okay,
so after you
draft
the first paragraph

of your analysis

you =f !
m& should Bridge?
but w/ @gg twice?
&d&ff don't @gg
@#?? curr?
kitten? summary
trech..? yx\$*, an
Butter? write



Video:

What do you notice? What helps you understand?



La historia de Federico

El muchacho que quiere volver a la oficina

boy who wants to return to the office. Federico is Uruguayan, he is from Montevideo

Targeted vs. non-targeted convos

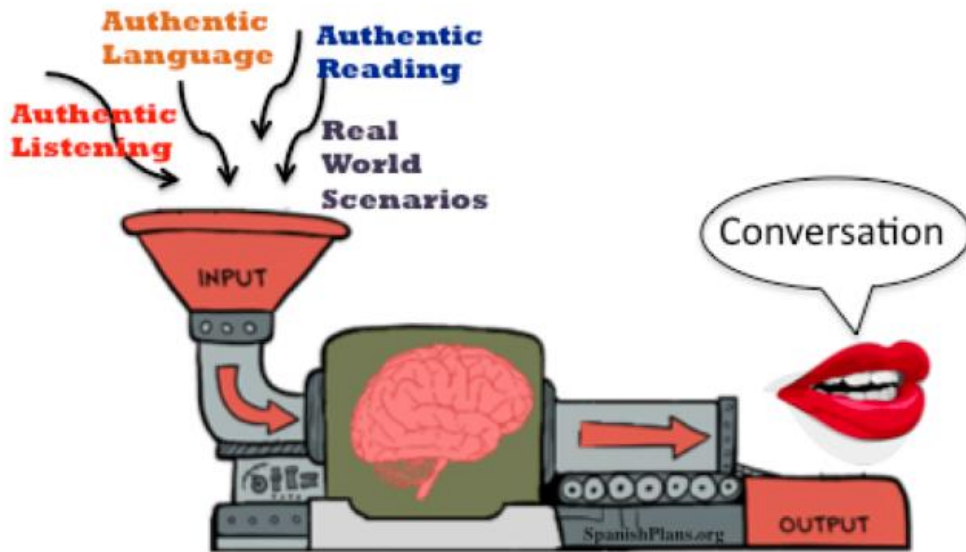
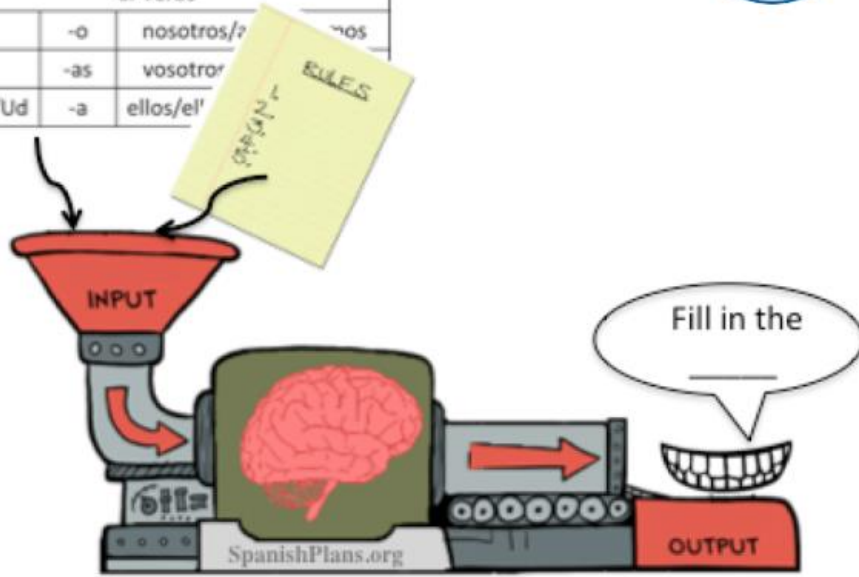


1. Establish meaning
2. Write new vocabulary structures on board / slide
3. Speak s-l-o-w-l-y
4. Gesture as you teach
5. Pause, point to new words, ...then ...say
6. Limit new vocabulary
7. Provide many repetitions

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

SPANISH
PLANS.
ORG

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

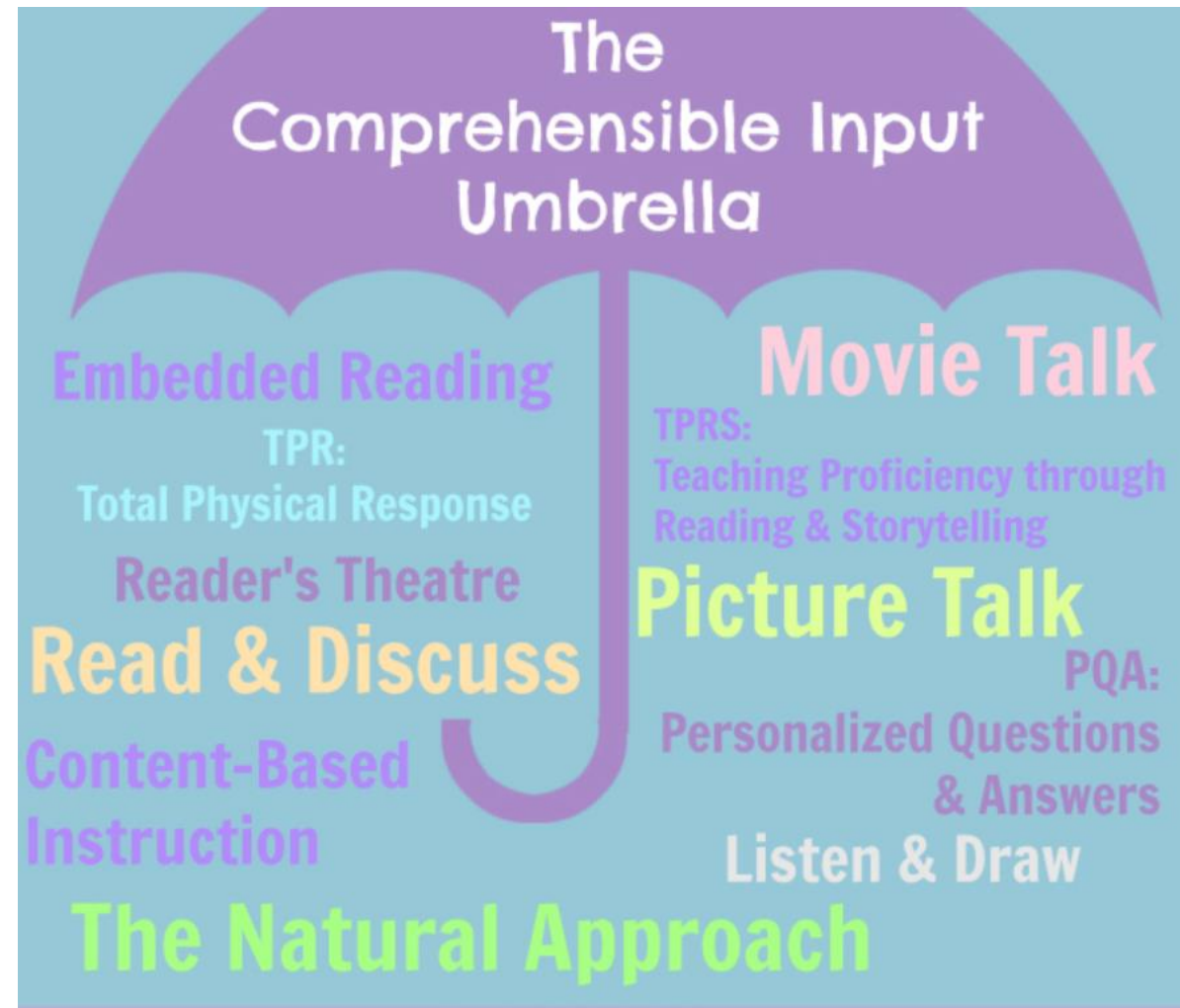


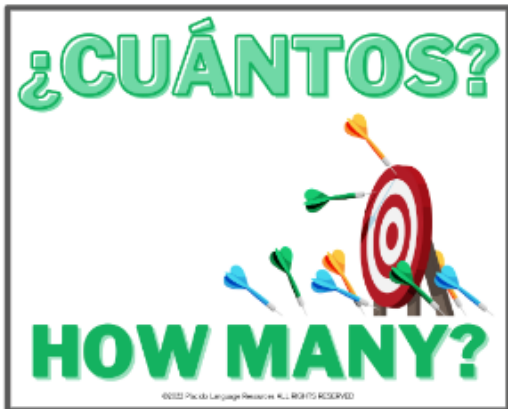
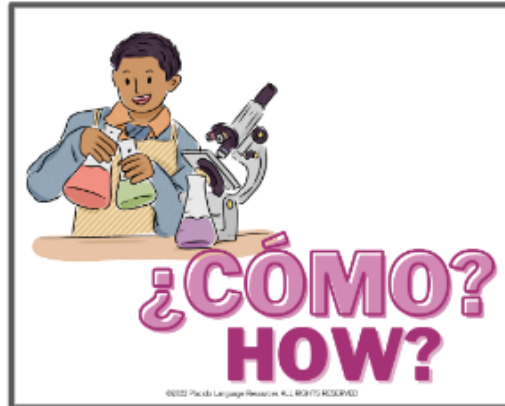
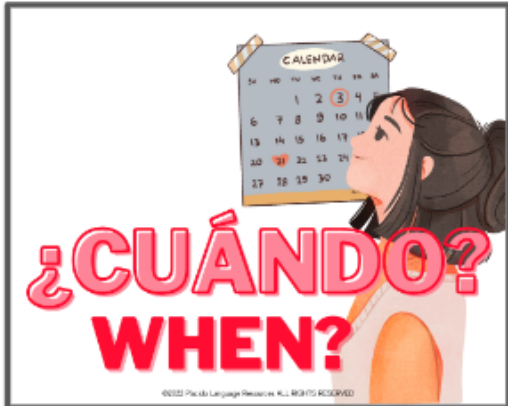
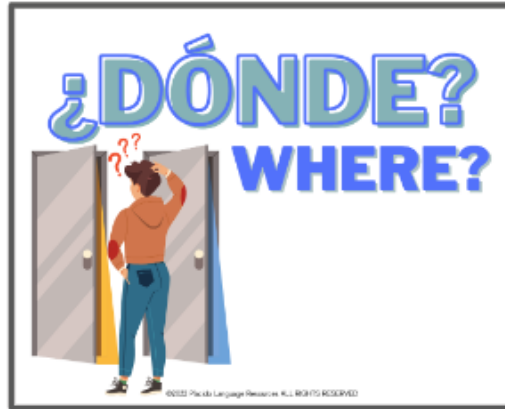
“You can’t get water out of a dry sponge”

A flood of input before a drop of output

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

Repetitive
Interesting
Comprehensible
High-frequency





**Display
question words
Vary question type
Pause and point**

Questioning is KEY

Discussion pattern

- Ask Student 1 (S1) a question
- Eyes / smile / interest
- Repeat S1 answer & add a follow-up question
- Repeat S1 answer back (complete, beautiful sentences)

Discussion pattern

- Now, tell the whole class about S1.
- Ask the class comprehension questions about S1.
 - Ask S1 another follow up question.
 - Now, ask S2 some of the same questions.
 - Talk to the class, comparing S1 and S2. Ask whole class more questions

Students aren't answering?

- Repeat the question, a little more slowly
- Provide a little thinking time
- Point at your question word poster
- Change to a yes/no question (w/ gesture)
- Change to a forced choice question (either/or)

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?





In breakout rooms, discuss:

- What you do if students aren't participating/understanding
- What you do to make your lessons more comprehensible
- Other problems arise

Record answers on Google Doc and report back on your solutions and strategies for confronting these issues.



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

¿?