



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:
Thurs, Dec 4

End of Term Party: CLUES St.
Paul:
Sat. Dec 16
10am-12pm

Food & Snacks provided!
Bring something to share if
you like 😊

Reminder:
New volunteers –
finish training w/ Literacy MN
Ongoing volunteers -
2 hours of annual training

Winter Term
Start: Mon, Jan 22
End: Thurs, Apr 25

Let your coordinator know
your summer volunteer plans
asap

THANK
YOU



ESTABLISHING A ROUTINE

Kahoot!



Mandatos formales (usted, ustedes)



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



Class objectives



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

Hello!

Today is
Saturday,
November 4th
2023

NOVEMBER 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	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	29	30	1	2



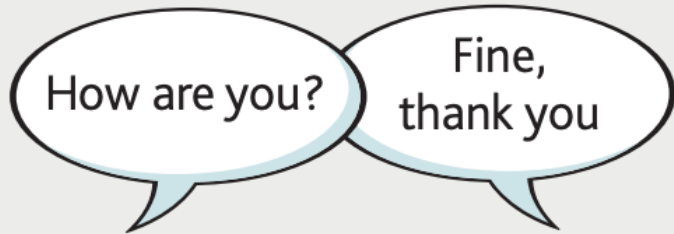
because...
- I'm happy.
- I'm tired.
- I'm sick.
- I'm excited.

**On the dog
scale, how
are we
feeling?**



Objectives: I can...

... ask someone how they are and what they like doing, and answer similar questions



... write simple sentences giving personal details



... understand simple signs and notices



What is your daily routine?

7-10 minutes



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

Pronunciation Practice



1. What role does pronunciation play in language learning?
2. What is the goal of teaching pronunciation?
3. What aspects of pronunciation do we need to teach?
4. How can teachers help the students to practice pronunciation?

How many syllables do you hear?
Show me with your fingers or clap the number.

Word	Syllables
curly	
friendly	
intelligent	
shy	
handsome	



Count



Clap

Which syllable is stressed?

Show me with your fingers or clap the number.

Word	Syllables	Stress
cur-ly	2	● ●
friend-ly	2	
in-tell-i-gent	4	
shy	1	
hand-some	2	



Count



Clap

Sentence Stress

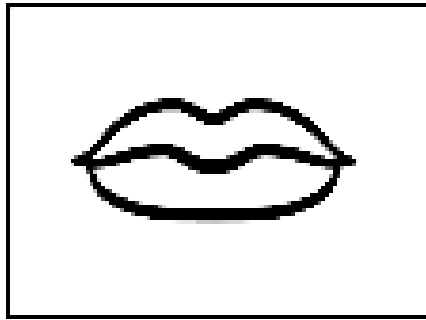
- Use arrows (↘ for falling, ↗ for rising)
- Draw lines under/above the words:

Did you get some | tic | kets for the | con | cert ↗?

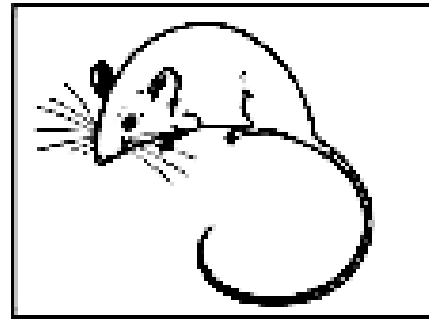
Minimal Pairs Telephone

1 fit	2 feet	3 beach
4 bitch	5 sit	6 seat
7 hill	8 he'll	9 chip
	0 cheap	

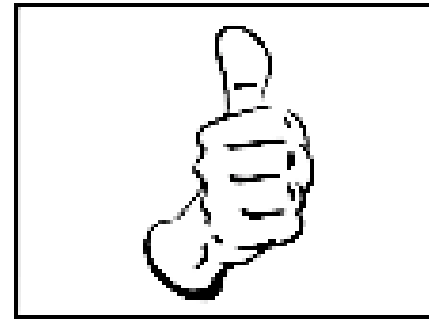
Circle the word you hear.



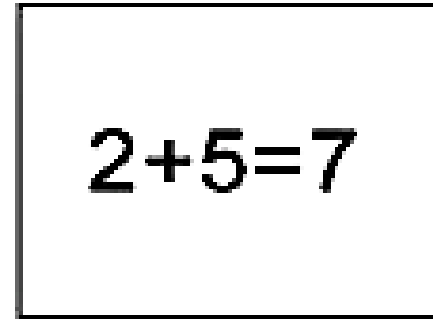
mouth



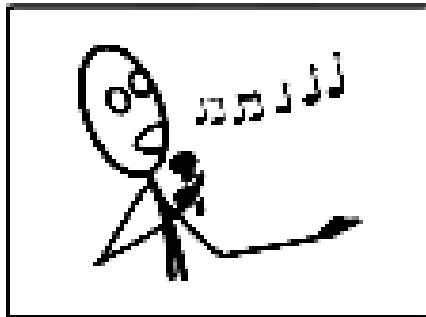
mouse



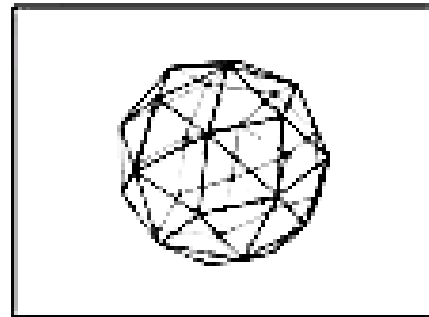
thumb



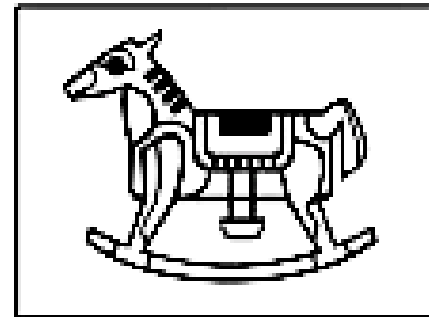
sum



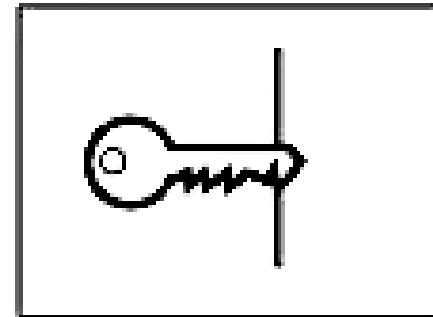
sing



thing



rocker



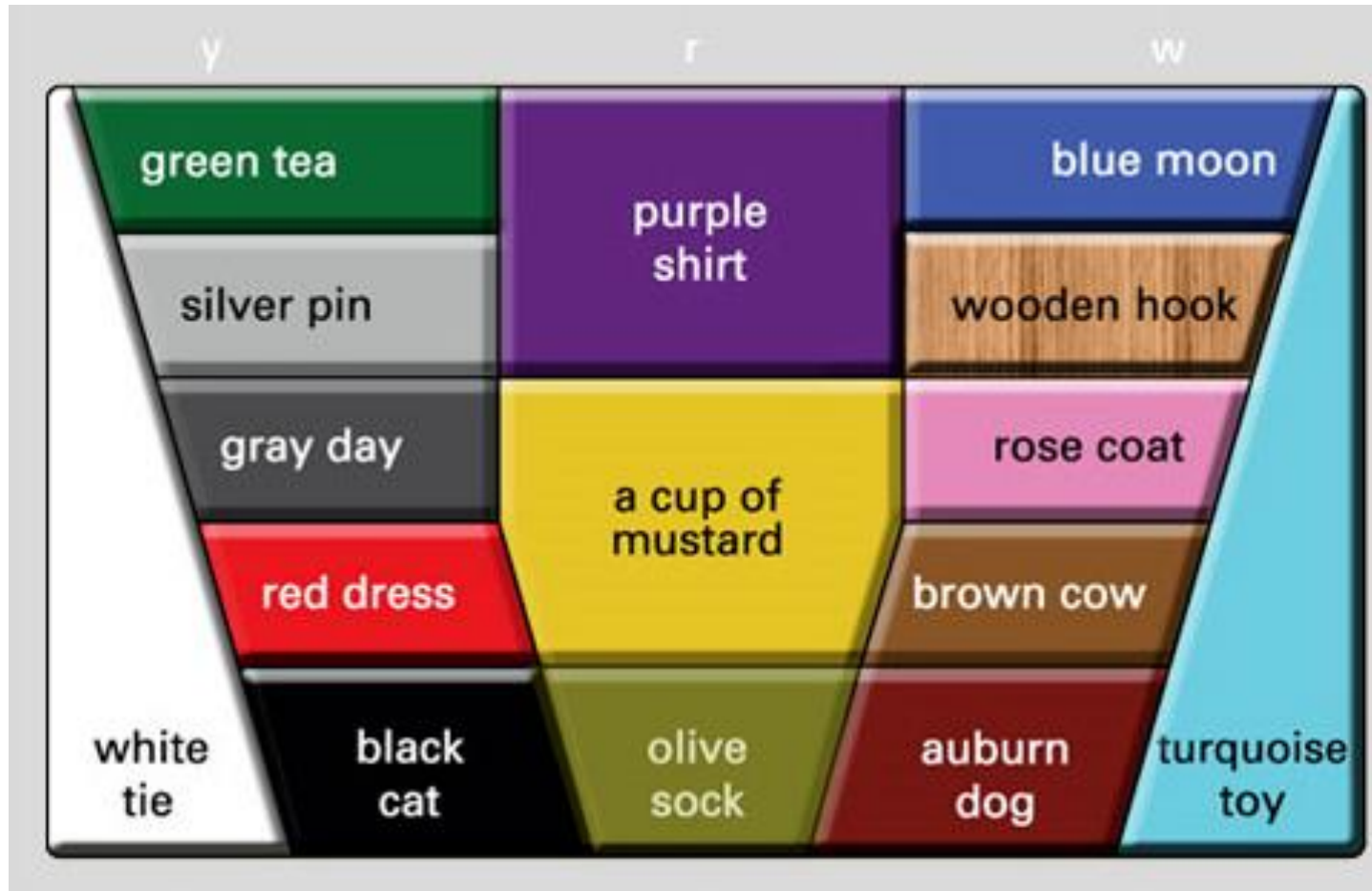
locker

Catch The Teacher's Mistakes

- Beginners need a lot of input
- Reading aloud can provide many benefits: intonation, pronunciation, spelling/sound correspondences, general enjoyment.
- This activity allows students to listen with a purpose, practice asking for clarification
- Choose a passage/text, read aloud, students MUST interrupt to let you know about a mistake
- Read 1 sentence correctly, then read one incorrectly, wait for students to indicate that you made a mistake (raise hand, say “What?” ...)
- Continue reading while making an occasional mistake: if students don't catch the mistake, ask follow up question.

Color Vowel Chart

(Answers: pencil = **RED**; paper = **GRAY**; computer = **BLUE**; type = **WHITE**; delete = **GREEN**;
Good luck. = **MUSTARD**; See you later. = **GRAY**)





In breakout rooms, discuss:


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

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

7-10 min



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



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

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

¿?

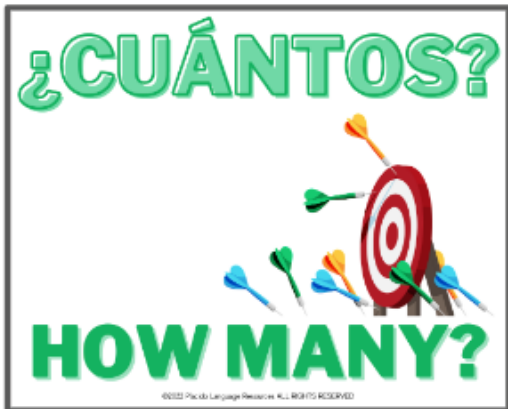
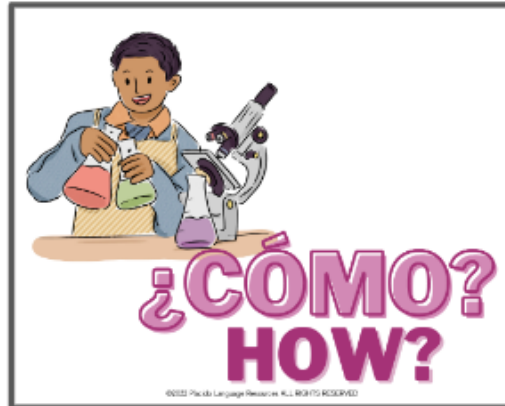
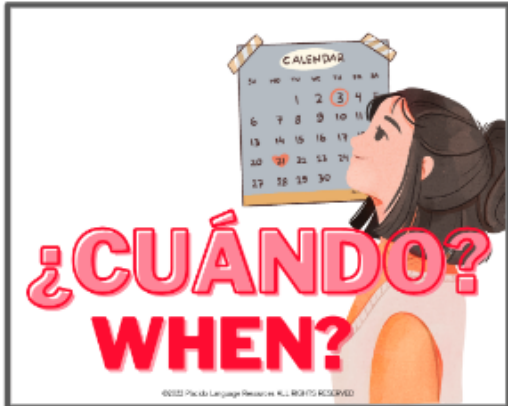
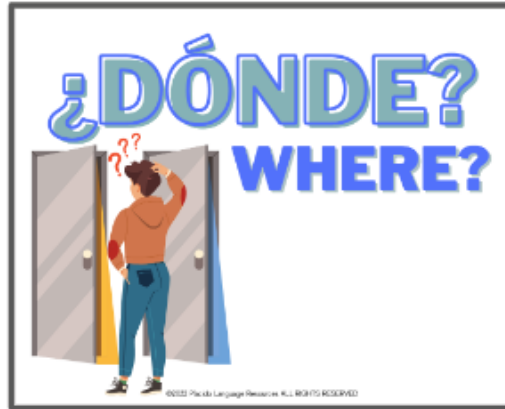
Circling

- 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?



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)



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

Questioning is KEY