

**WELCOME TO THE
SUMMER 2023
MIDTERM TEACHER
MEETUP 😊**





QUICK REMINDERS

Last day of summer classes:
Thursday, August 10th

Fall Zoom classes:
Sep 11 – Dec 15

Reserve your teaching slot now!



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 along with 1 interesting fact about yourself.



ESTABLISHING A ROUTINE

GOALS OF MY INTRO ROUTINE



keep all language 100% comprehensible
(level-appropriate)



introduce a variety of grammar and vocab *incrementally*



tailor language to student interests



recycle themes or topics



teach grammar indirectly



build community

Today's Date

Hello!

Today is
Thursday, June
15th, 2023

JUNE 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	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



NO CLASSES MONDAY, JUNE 19th!

KAHOOTS!

GREAT FOR REVIEWING PAST TOPICS/GRAMMAR – LOTS OF INPUT



**Weather, Seasons &
Clothes**

Easily turn a Google™ Spreadsheet into a Set of Online Flashcards and Other Cool Stuff!

[Flippity Status](#)

Flippity Flashcards

Create a set of simple online flashcards.

[Demo](#) [Instructions](#)

NEW! Flippity Flexcards

Create 10-sided, multimedia flashcards.

[Demo](#) [Instructions](#)

Flippity Quiz Show

Team	Points	Q1	Q2	Q3	Q4	Q5	Q6
Team 1	300	100	100	100	100	100	100
Team 2	200	200	200	200	200	200	200
Team 3	400	300	300	300	300	300	300
Team 4	100	400	400	400	400	400	400
Team 5	500	500	500	500	500	500	500

Create your own trivia game show.

[Demo](#) [Instructions](#)

Flippity Random Name Picker

Create a random name picker, group maker.

[Demo](#) [Instructions](#)

Flippity Randomizer

Create a set of randomizer wheels.

[Demo](#) [Instructions](#)

Flippity Virtual Breakout

Flippity Board Game

Flippity Manipulatives

Kind: Pam, Phyllis
Weird: Michael, Dwight, Creed
Competent: Oscar, Toby

Flippity Matching Game


Flippity Connecto Game

WHAT IS YOUR CLASSROOM ROUTINE?

In breakout rooms, discuss what your classroom routine is with students. As a group, come up with a list of 3-5 things that you would suggest to other teachers and report back to group.

Ideas: warm-ups, activities, approaches to teaching, student engagement, tech-check, etc.

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

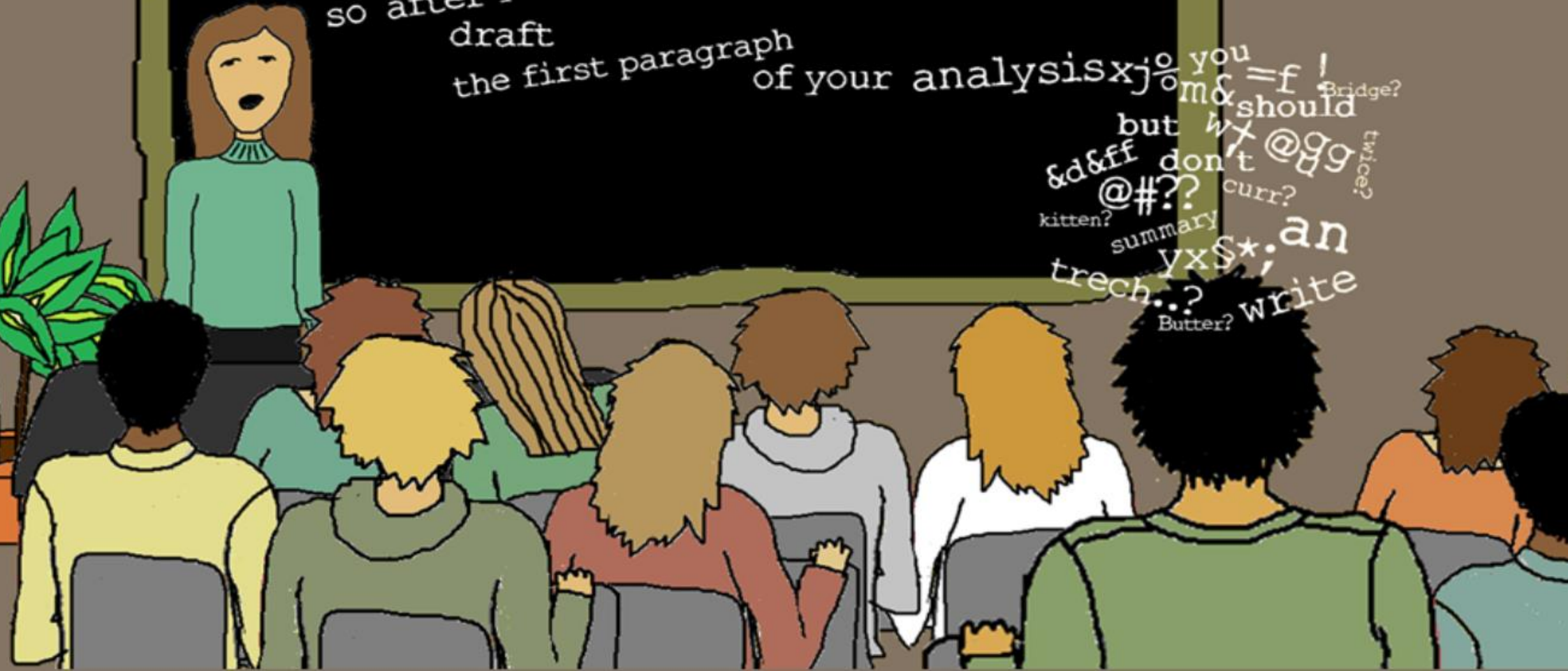


What do you do if you can tell a student doesn't understand something?

"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



Targeted vs. non-targeted convos

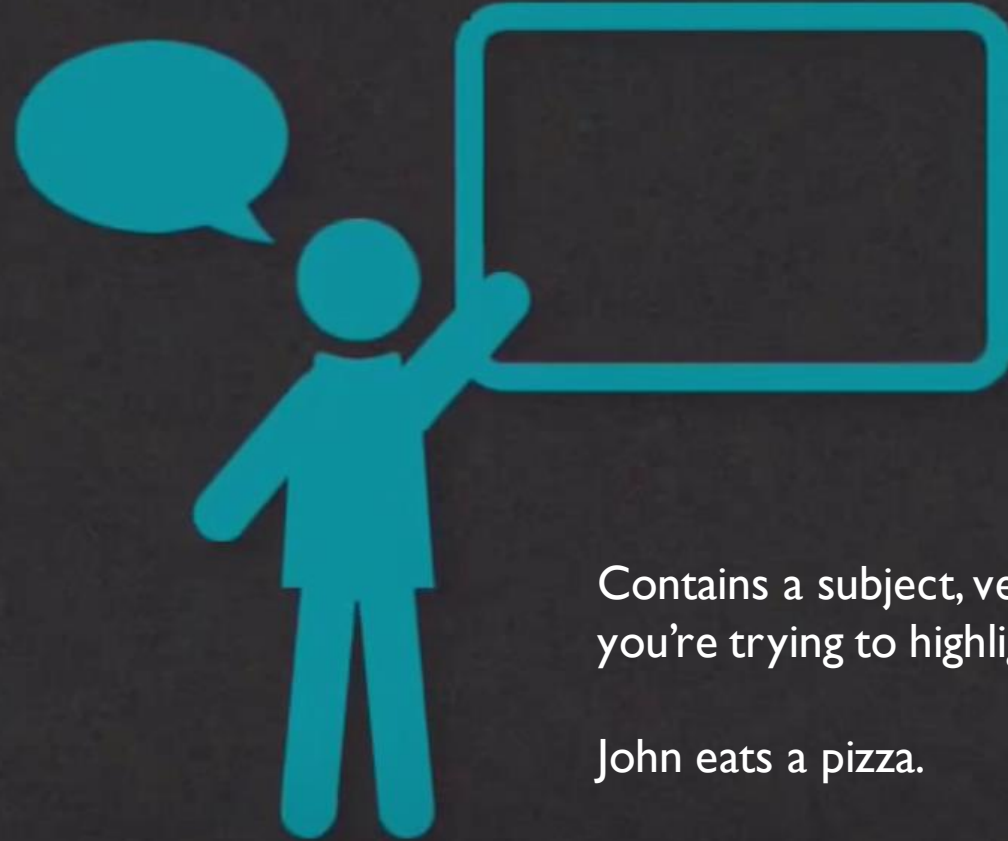


1. Establish meaning
2. Write new vocabulary structures on board / slide
3. Speak s-l-o-w-l-y
4. Gesture as you teach
5. Pause, point to new words, ...then ...say
6. Limit new vocabulary
7. Provide many repetitions

**WHAT IS
“CIRCLING” AND
HOW DO I DO IT?**



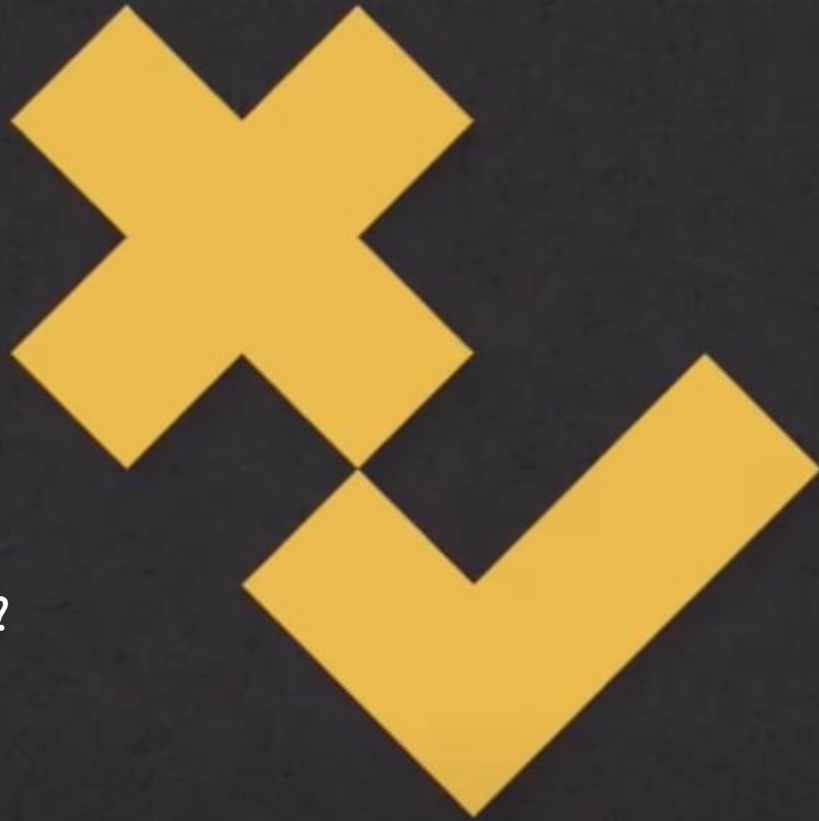
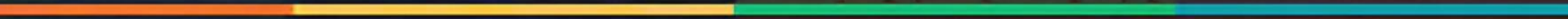
"Circling" is the practice of asking a series of simple questions about a statement, all in the target language. It is intended to provide repetition of the target vocabulary in context and enable students to learn the vocabulary, grammar and sounds of their new language in a holistic way.



Contains a subject, verb, object. Contains the structure you're trying to highlight.

John eats a pizza.

Step 1: Make a statement.



Does John eat a pizza at the restaurant?

Step 2: Ask a yes/no question.



Substitute subjects, add more details, etc.

Does John sell a pizza at the restaurant?

Does he drop the pizza?

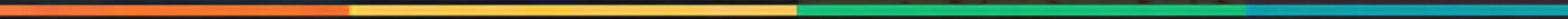
Does Maria eat a pizza?

Step 3: Ask a question to which the answer is NO.



Does John eat a pizza or does John eat a cake?

Step 4: Follow up with either/or questions.



Who eats a pizza?

What does John do/eat?

Step 5: Ask open-ended that recycle information.

Similar to step 5. Pull new ideas from student's mind.

When does John eat a pizza?
Why does John eat a pizza?

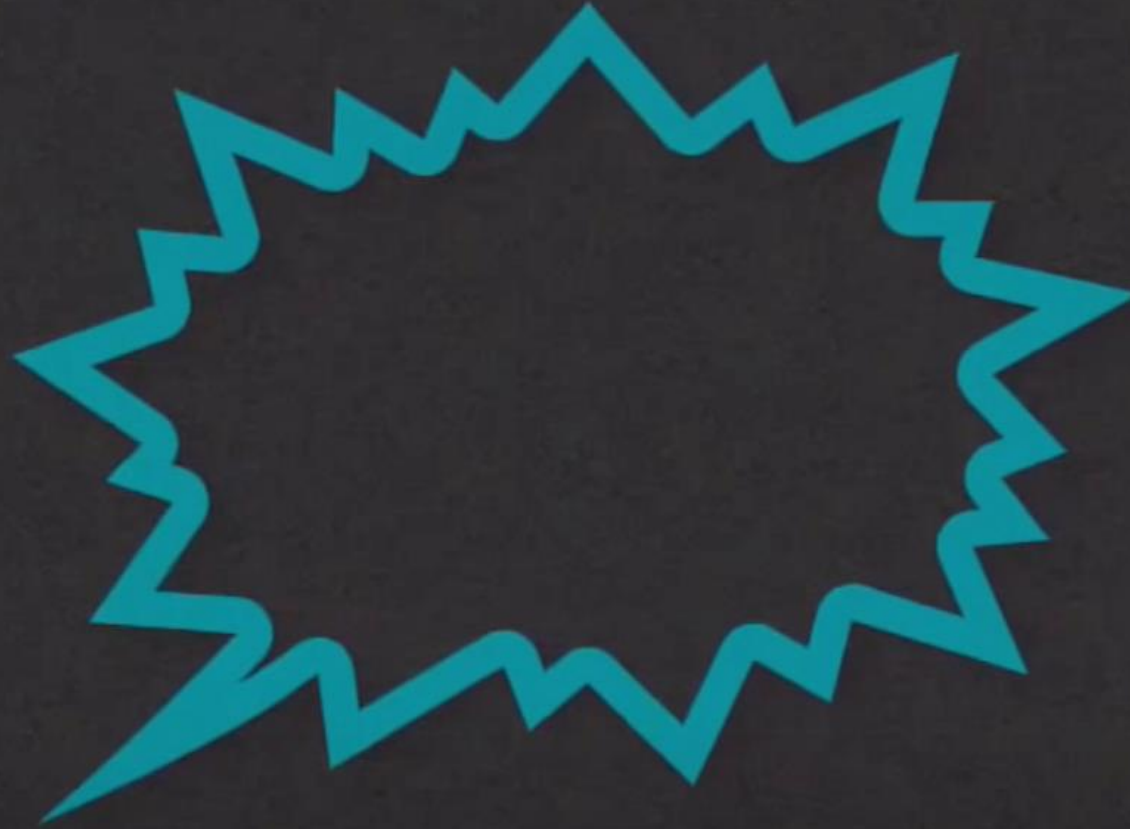
Do you eat pizza?
How often do you eat pizza?



Step 6: Ask open-ended questions to add details.

Provide key structures, the sentence types you want students to practice.

John likes to eat _____.



Step 7: Have students fill-in the blanks.

Repeat the target language, give students opportunity to hear the correct language.



Step 8: Always re-state the original statement correctly after each question.

Circling ORDER OF QUESTIONING

YES / NO → ANSWER IS YES

YES / NO → ANSWER IS NO

EITHER / OR

OPEN ENDED QUESTIONS:

WHAT?

WHEN?

WHO?

WHERE?

HOW?

WHY?

Circling

EXAMPLE

THE DOG IS BROWN.

YES / NO IS THE DOG BROWN?

YES, THE DOG IS BROWN.

YES / NO IS THE CAT BROWN?

NO, THE DOG IS BROWN.

EITHER / OR IS THE CAT OR THE DOG BROWN?

THE DOG IS BROWN.

WHAT? WHAT IS BROWN?

THE DOG IS BROWN.

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

PICTURE TALK!



REJOINDERS 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-?

<ul style="list-style-type: none"> • Slow • Point and Pause • Gesture • Comp Check • Restate Info 	<ul style="list-style-type: none"> • Personalize • Rejoinder • Review Qs • Compare/Contrast • Ask for details
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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?
...

TPRS: TEACHING PROFICIENCY THROUGH STORYTELLING

- **Act 1 / Location 1:** Define the Problem There is a CHARACTER at LOCATION #1. But there is a problem. CHARACTER wants an OBJECT (or wants to get rid of an OBJECT). So, CHARACTER goes to LOCATION 2
- **Act 2 / Location 2:** Struggle to Solve the Problem The OBJECT is not there. CHARACTER is sad (disappointed/frustrated/angry/upset/confused depending on class vocabulary depth). So, CHARACTER goes to LOCATION 3
- **Act 3 / Location 3:** Solve the Problem The OBJECT is there! CHARACTER has the OBJECT now. CHARACTER is happy!

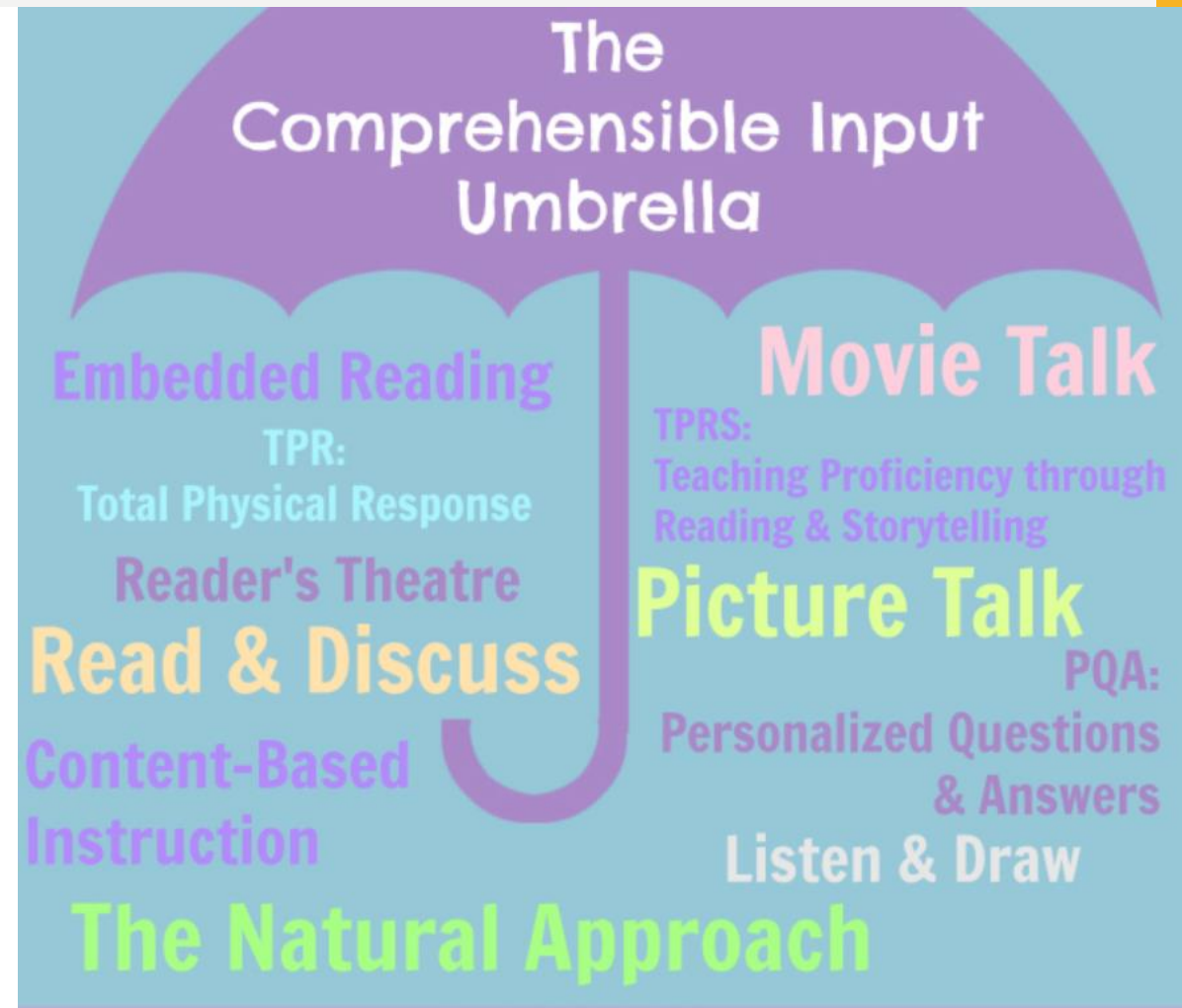
- Examples of questions using high frequency verbs (wants, sees, goes, has, does, arrives, gives, knows):
- LOCATION #1 There is a CHARACTER that needs an OBJECT
- How big is the OBJECT?
- What color is it?
- Why does the CHARACTER want the OBJECT?
- Does she want it or does she need it?
- Should she want the OBJECT?
- Does she know where LOCATION #2 is?
- Who does she see?
- What does “New Character” say to her when she arrives?

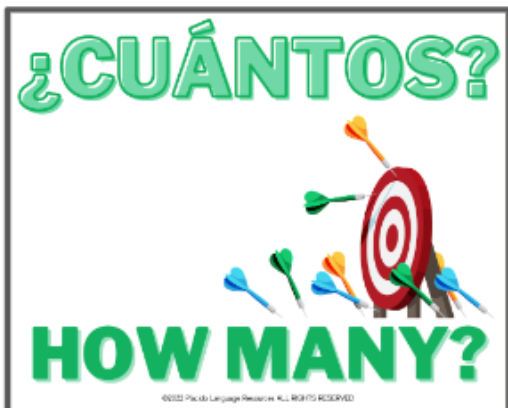
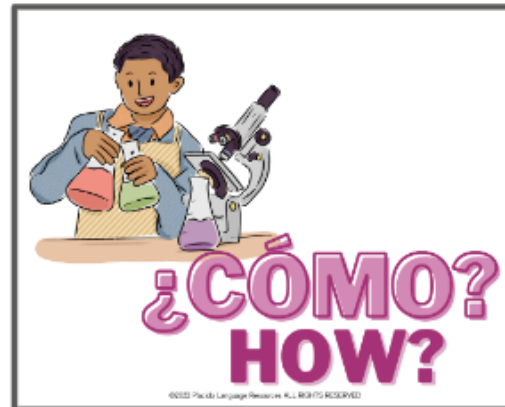
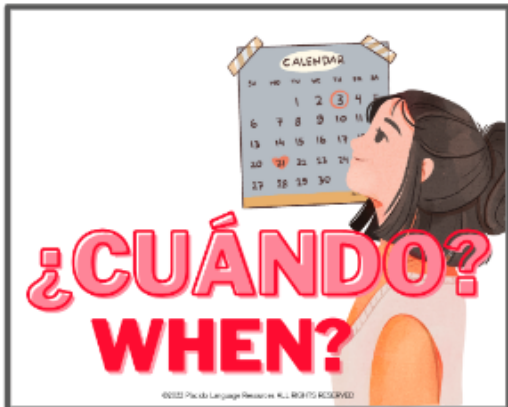
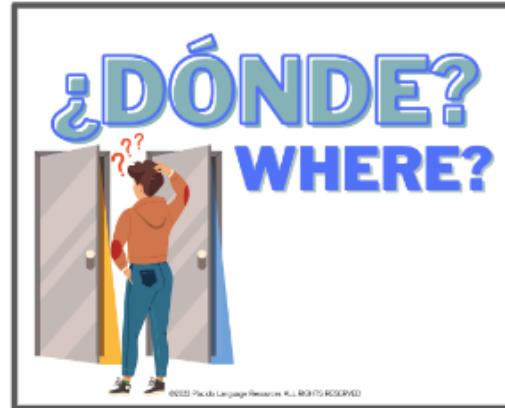
TEACHER DIRECTED STUDENT CENTERED

- They want to pay attention because the content is engaging and...
- They keep paying attention because they can understand and...
- They are invested in the story because they help to create it.

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

Repetitive
Interesting
Comprehensible
High-frequency





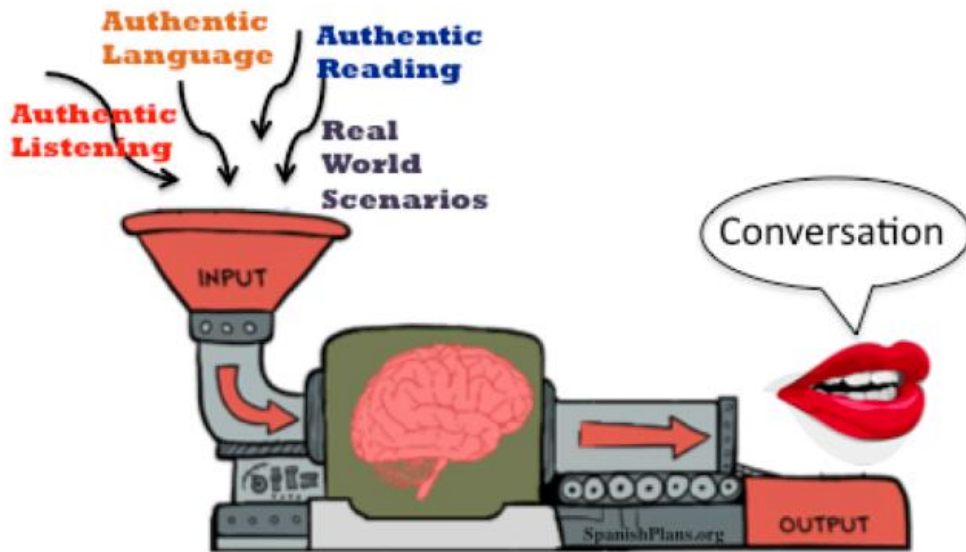
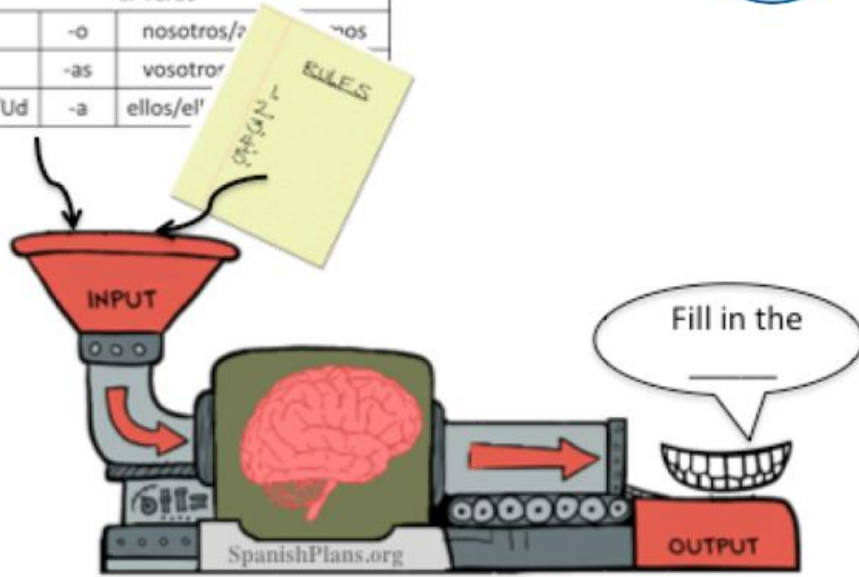
**Display
question words
Vary question type
Pause and point**

Questioning is KEY

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

SPANISH
PLANS.
ORG

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



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

A flood of input before a drop of output

What do I do
if I run out of
activities?





In breakout rooms, discuss:

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

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



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

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

!?

Tips For Success

- ✓ **Use visual supports**
- ✓ **Go slowly**
- ✓ **Check and re-check for understanding**

THANK YOU FOR ALL YOU DO!

**Thank
You!**