



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# CLUES' Midterm Teacher Meetup

Winter 2025

# 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)

# English/Spanish Language Exchange

- Friday, March 14
- 7:30 p.m.
- La Doña
- Students, teachers, friends, family welcome!

**Details and RSVP**

**[www.clueseducation.com](http://www.clueseducation.com)**

**¡Vengan a conversar!**

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**ENGLISH  
ESPAÑOL**

**¡HOLA!** ⚡ **HELLO!**

**¿Cuándo?**  
Viernes / Friday / March 14th / 7:30pm-???

**¿Dónde?**  
La Doña Cervecería - 241 Fremont Ave N,  
Minneapolis, MN

**Intercambio de lenguas - CLUES**



# Reminders

End of Term:  
Thurs, Apr 24

End of Term Potluck  
CLUES St. Paul  
Sat, Apr 26  
11am-1pm

Summer Term:  
May 27 – Aug 14

Let your coordinator  
know your summer  
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 Valentine's Day	15
16	17 Presidents' Day	18	19	20	21	22
23	24	25	26	27	28 	



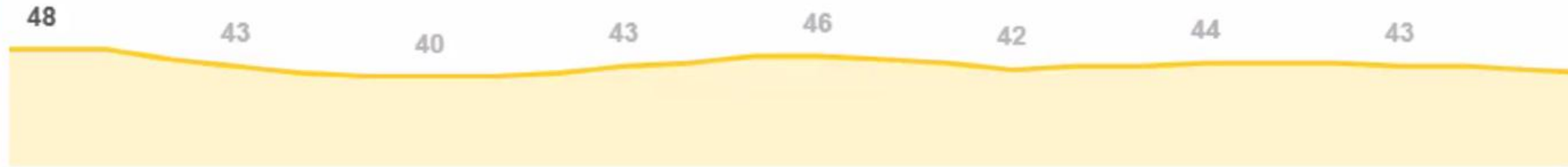
48 °F | °C

Precipitation: 0%  
Humidity: 48%  
Wind: 9 mph

Weather  
Thursday 4:00 PM  
Mostly sunny

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

Temperature | Precipitation | Wind



5 PM

8 PM

11 PM

2 AM

5 AM

8 AM

11 AM

2 PM

Thu

Fri

Sat

Sun

Mon

Tue

Wed

Thu



48° 40°

44° 17°

32° 17°

48° 36°

56° 40°

52° 34°

44° 28°

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)


# 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

### Flippity Matching Game

### Flippity Connecto Game



# Breakout Session #1

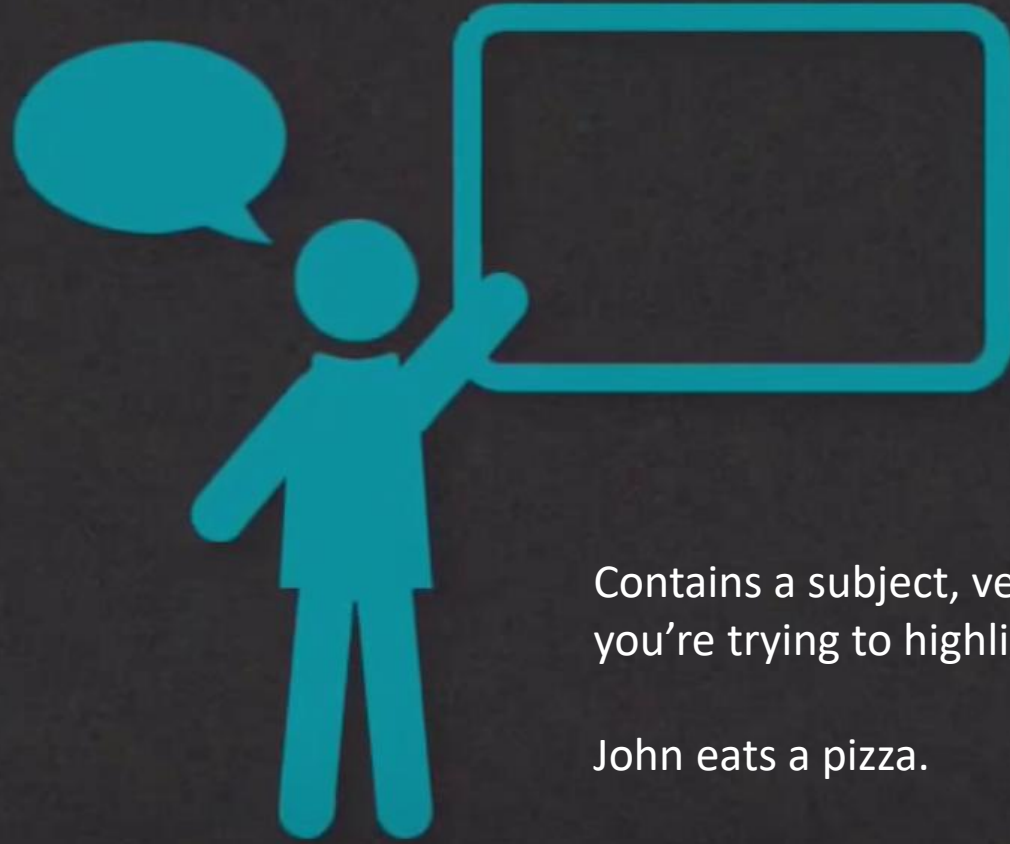
Discuss the following questions and come up a list of 3-5 ideas and record on the shared Google Doc.

- **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?

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



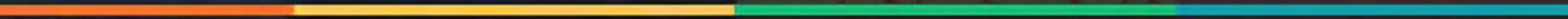
"Circling" is the practice of asking a series of simple questions about a statement, all in the target language. It is intended to provide repetition of the target vocabulary in context and enable students to learn the vocabulary, grammar and sounds of their new language in a holistic way.



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.**



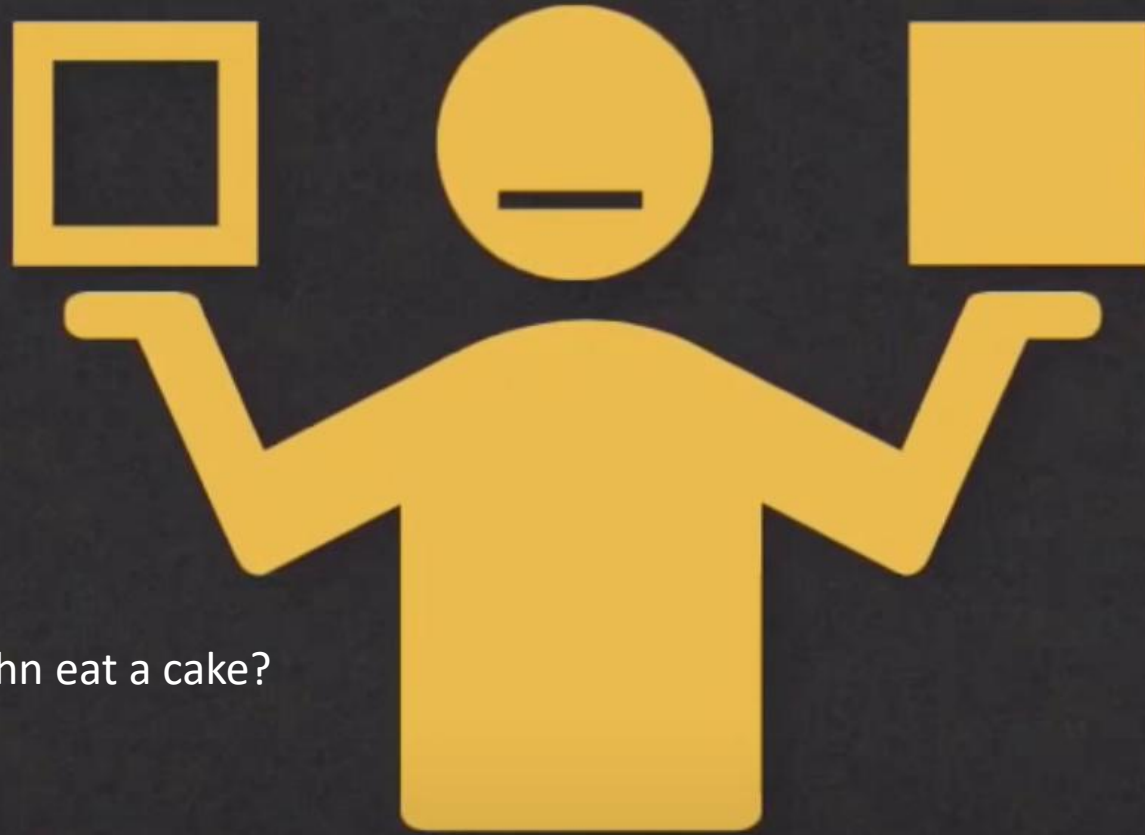
Substitute subjects, add more details, etc.

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?

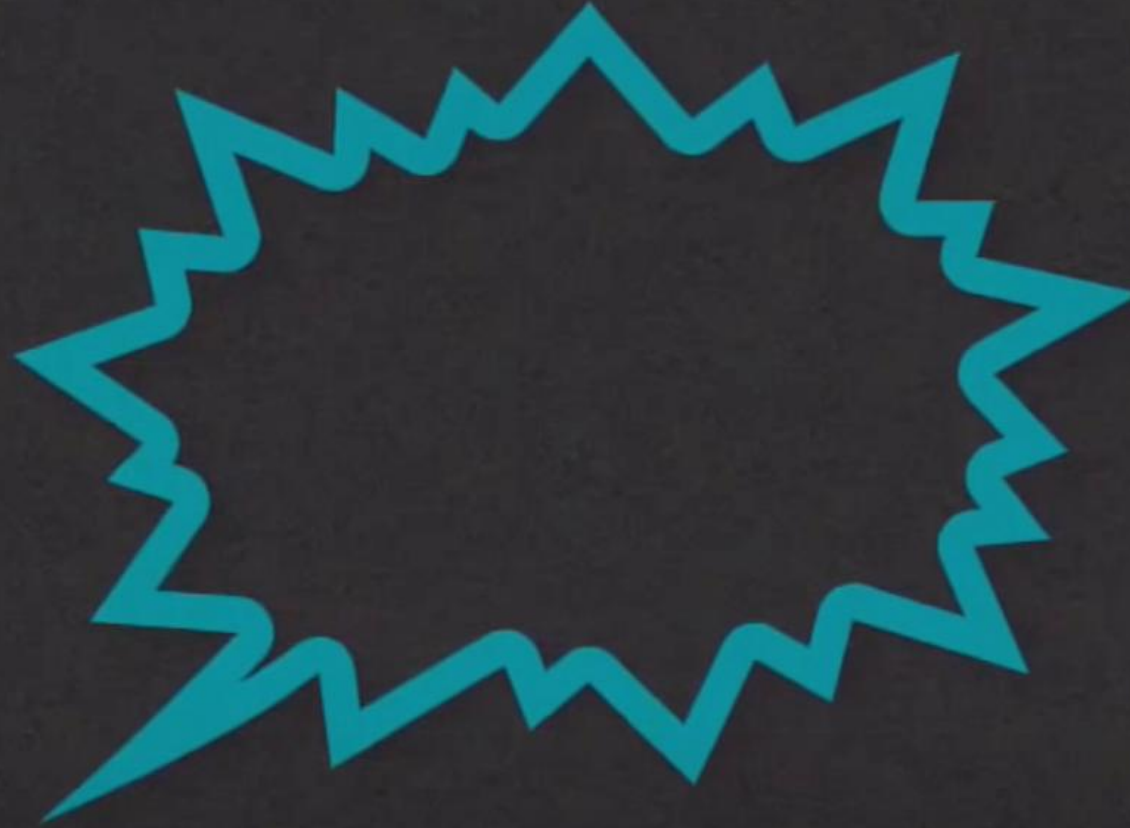


**Step 6: Ask open-ended questions to add details.**

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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.

**“Lower order questions support comprehension and facilitate student participation.”**

**Godfrey, K. A. (2001)**



- **break down statements into processable chunks**
- **create repetition**
- **give students think time**

# Lower Order Questions

## **Characteristics:**

- **Focus:** Fact recall, simple comprehension, and knowledge.
- **Skills:** Recognizing, recalling, understanding, applying basic concepts.
- **Purpose:** To check if students understand the basics of language and concepts.



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

# Breakout Session #2

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

- What do you do if students aren't participating/understanding?
- What do you do to make your lessons more comprehensible?
- What do 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.

# 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