



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! – 5 minutes!



Breakout rooms



Talk about what you  
teach, level, etc.



Find 3 things in common  
and report back to group

# Reminders

End of Term: Thurs,  
December 15

NO CLASSES:  
Wed-Fri November  
23-25

End of Term  
Gathering at CLUES  
St. Paul: Fri, Dec 16,  
10 – 12:30

Winter Term  
January 17 –  
April 21

Let your coordinator  
know your winter  
volunteer plans asap

Feedback survey will  
be sent closer to  
end of term.

THANK  
YOU



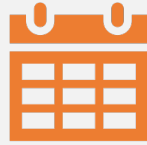
ESTABLISHING  
A ROUTINE



**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)





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



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

*Comprehensible Input:  
Providing language that the  
students can understand.*






"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..? an  
Butter? write



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

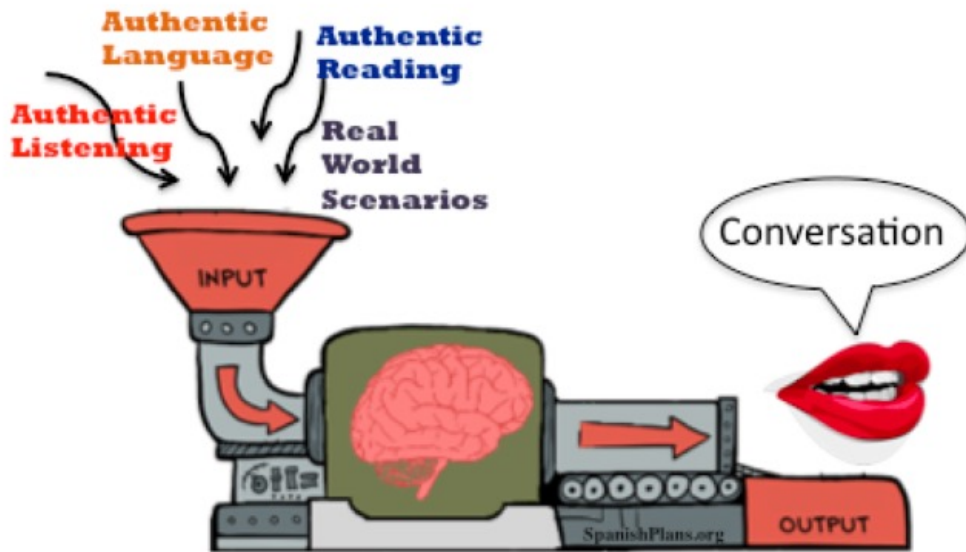
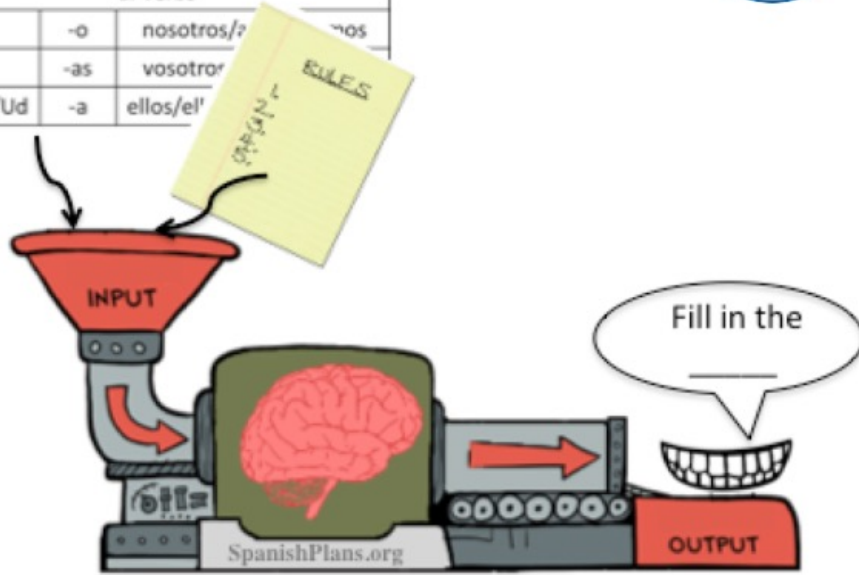


What do you do if you can tell a student doesn't understand something?

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/e'



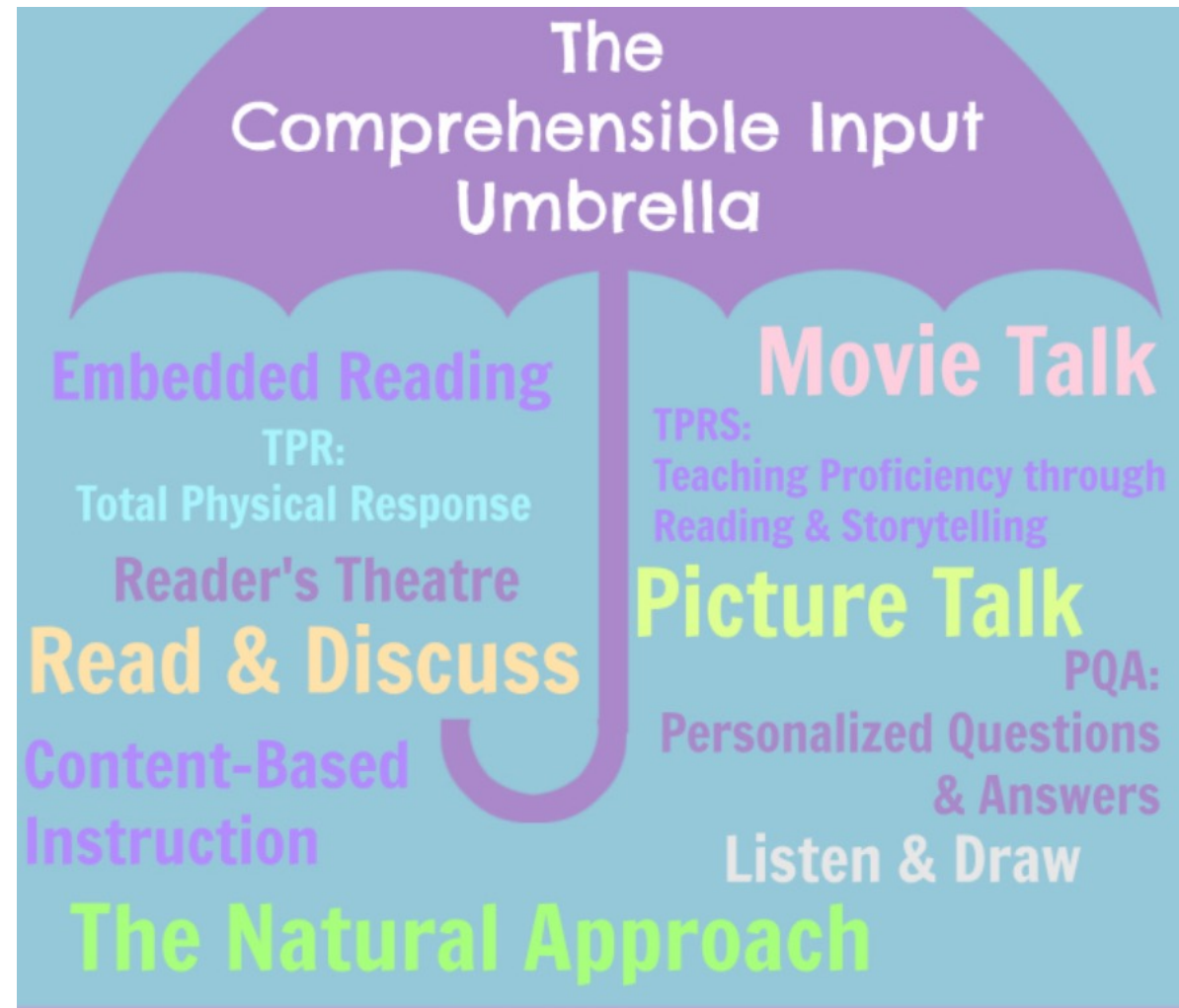
“You can’t get water out of a dry sponge”

A flood of input before a drop of output



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

Repetitive  
Interesting  
Comprehensible  
High-frequency






# 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

# 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.

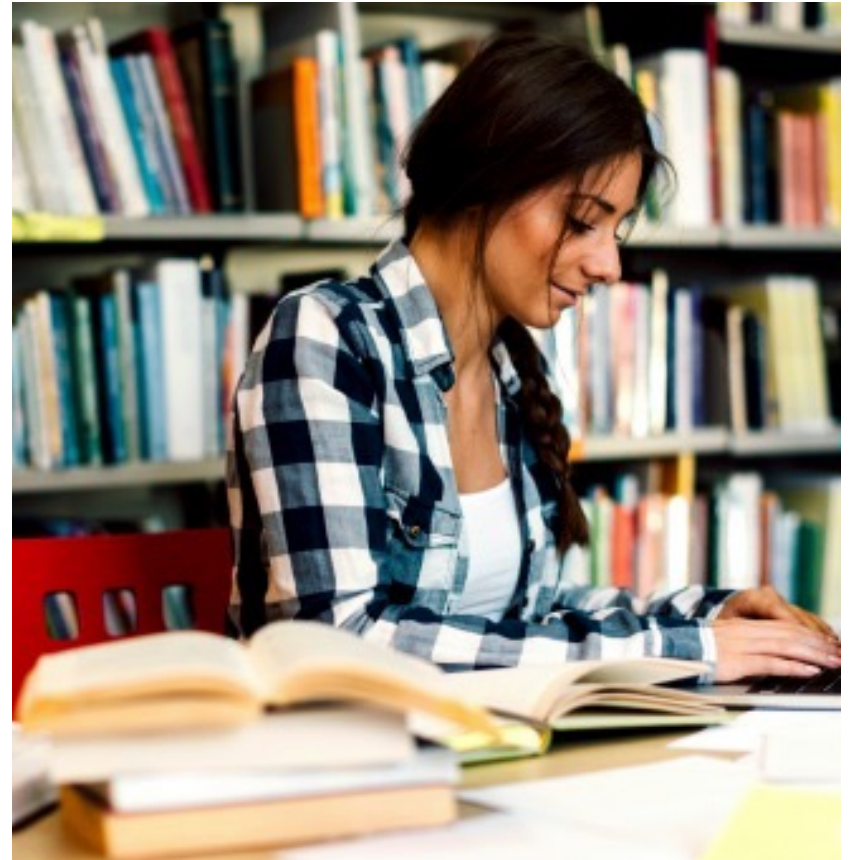
You can also show two pictures and ask them to talk about the differences between the two pictures.



# Circling

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- 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?



# 5 phrase story

Choose phrases that are vague enough that they aren't necessarily linked to each other.


The lack of a clear subject/person as well as the inclusion of object pronouns allow the sentences to be ambiguous.

- Student acts out a phrase, class guesses which phrase
  - Re-act differently (If “he takes out of closet”, show us taking out something small, then something big)
  - Work in groups to put in order.
  - Discuss: Which comes first? Who agrees?
  - Extension: Write versions of story
- 





# 5 Phrase Story

- A. Looks for it in the backpack
  - B. Takes it out of the closet
  - C. Calls mom
  - D. Doesn't see her/it
  - E. Goes to the office
- 

# Example Story

There is a boy named Fabio. Fabio wants to read, but he can't find his book. He looks everywhere for his book. He **looks for it in his backpack**. He **doesn't see it in his backpack**. Where is his backpack? He **calls his mom** and asks her: "MOM! Where is my book? It's not in my backpack." She says the book is in her office. Fabio **goes to the office** and looks for the book. He finds the book in her office! It's in the closet. He **takes it out of the closet** and now he can read! 😊

# 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

¿?



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.

