



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Welcome to New Teacher Orientation Winter Term 2025

Tues, Jan 21 – Thurs, Apr 24

No Classes:

Monday, January 20 – MLK, Jr. Day

Mid-Term Teacher Meetup:

Saturday, Feb 22 or March 1 (TBD), 10:30 – 12 on Zoom

In-Person End of Term Potluck & Party – CLUES St. Paul:

Saturday, April 26

Agenda

10:00 –12:00 About CLUES

- Introduction of CLUES Staff & New Volunteers
- CLUES Overview
- Classes
- Students
- Volunteer Responsibilities
- Curriculum
- Teaching Adults

**Feel free to go to the
bathroom, get coffee, etc.**

12:00 – 12:20 Break

12:20 – 1:30

- Zoom Basics, Hands-On Training

Which dog are you today?





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Introductions

CLUES Education Staff and Programs



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CLUES Staff



Roz Johnson

Adult Education Supervisor

rjohnson@clues.org

Programs: ESL, Citizenship, Digital Literacy



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CLUES Staff



Mark Hanson

Adult Education Programs Coordinator

mhanson@clues.org

Programs: ESL, GED

AM Classes (10 a.m. - 12 p.m.)



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CLUES Staff



Trisha McIntyre

Adult Education Programs Coordinator

tmcintyre@clues.org

Programs: ESL, Citizenship

PM Classes (6-8 p.m.)



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What is CLUES?



CLUES

1981: Chicanos Latinos Unidos en Servicio is established to provide Mental Health Services in the West Side of St. Paul with 4 staff

Our Mission: CLUES advances social and economic equity and wellbeing for Latinos by building upon our strengths and cultures, uplifting our community, and activating leadership for systemic change.

Our Vision: A Latino community that is growing in strength and unity, with diverse and amplified voices, equal representation, and the resources needed to lead healthy and thriving lives.

Check out CLUES' History & Timeline @ www.clues.org



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Locations



- St. Paul: 797 East 7th St.
- Minneapolis: 777 East Lake St.
- Austin: 111 Main St. N
- Willmar: 324 3rd Street SW #2
- Virtually!



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Programs & Services

- Financial Empowerment
- Behavior Health Services
- Parenting Support
- Aging Well Services
- Community Resource Navigation
- Employment Services
- Workforce Development
- Civic Engagement
- EDUCATION!
- Many more...





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Our Students



Students

Who CLUES Serves: Our services focus on the Latino family, yet our experience and capabilities enable us to serve individuals and families from all walks of life including new immigrants and low-income families who dream of a better future.

Our students: Most are Spanish-speaking

Ages: Classes are for adults (>17); children may be present

Becoming a Student

- **Student Registration**

- Online process: www.cluesclasses.com
- Ongoing registration; you may see new students throughout the term
- Lots of interest for online classes!

- **Student Placement**

- Students take an in-person test (CASAS - Comprehensive Adult Student Assessment Systems)
- Based on test score, placed in level 1 - *Beginning*, 2 - *Intermediate*, 3 – *Advanced*
- We need your feedback to ensure students are in the correct class

- **Student Progress**

- Test after every 40 hours of class they attend
- Coordinator will contact students individually when they have reached 40 hours



In the Classroom

- **Size**
 - Classes can have from 5-20 adult learners depending on the level and schedule.
 - Larger classes at the beginning of the term.
 - We try to maintain a small class size for increased individual instruction.
- **Structure**
 - **2 hours long**
 - Short break (5-10 mins) in the middle. Students and teachers have a chance to turn off their cameras and walk away from the computer for a few minutes.
 - Keep students in Zoom during break. No need to leave and re-enter.
 - The class is informal, yet the content is structured.
- **Class Materials for Students**
 - Provided to students on website at the end of the week
 - GogyUp reading, no homework
 - www.cluesclasses.com



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In the Classroom



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CLUES Adult Basic Education Zoom Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
10 am – 12 pm	English Conversation	English	English	English	Computer
		GED			English Pronunciation
6 pm – 8 pm	English Conversation	English	English	English	X
	Citizenship				



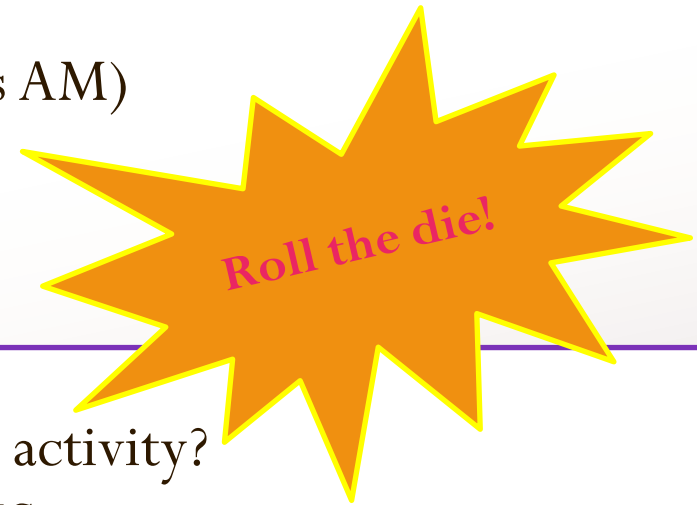
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Introductions

New Volunteer Teachers!

Introduce Yourself

1. Name
2. When you will teach? (i.e. level 2 on Tues AM)
3. Program (ESL, GED, Citizenship)
4. Tell us about your teaching experience
5. Answer a question:



- 1: What is your favorite hobby or free time activity?
- 2: What inspired you to volunteer at CLUES?
- 3: If you could travel to anywhere in the world, where would you go?
- 4: Tell us about your most memorable learning experience or teacher.
- 5: Tell us about one talent you have.
- 6: What is one positive thing you experienced or learned during the pandemic?

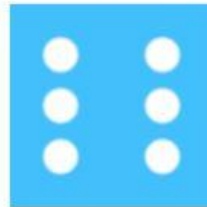


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Introduce Yourself

Online Dice & Coin Flip

Roll Die



Click the button or the dice to roll it

<https://freeonlinedice.com/>



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Volunteer Responsibilities



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Volunteer Responsibilities

- The MN Department of Education **requires** volunteer teachers to complete training within the first months of volunteering.
- Most current training information: <http://clueseducation.com/training.php>
- Annual audit by the Saint Paul Community Literacy Consortium to ensure compliance.
- If you complete a training or get an applicable certification or **continuing education units (CEUs)**, let us know! CLUES must document your training per MN Department of Education requirements.



Volunteer Responsibilities

- ✓ **Arrive** prior to class start time.
 - Please arrive 15-30 minutes **early** to prepare

- ✓ **Plan** your lesson. Look at www.clueseducation.com for
 - Curriculum and lesson objectives
 - PowerPoint presentation. Feel free to use your own materials also!
 - Lesson report from previous day

- ✓ **Teach** lesson (**2 hours** with 5-10 min break in the middle). Cameras must be on.

- ✓ **Complete lesson report** for continuity of classes.



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Volunteer Responsibilities

- **Be flexible with the demands of the day**
 - Students may ask you a question you aren't expecting
 - You do not need to finish all the material in the presentation
 - Try to achieve lesson objectives
- **Maintain appropriate student-teacher relationships**
 - Never give out personal information (like a phone number) to a student. Students should know this too.
 - All students are connected to their coordinator on Remind. If you need to send something to students, please have a coordinator send it.
- **Absences**
 - Keep Education Department staff contact info handy
 - AM: mhanson@clues.org / rjohnson@clues.org
 - PM: tmcintyre@clues.org / rjohnson@clues.org
 - See "Our Team" on www.clueseducation.com site
 - Let staff know as soon as possible if you will be unable to teach!
 - Remind App – DOWNLOAD!
 - AM Mark - remind.com/join/volclues
 - PM Trisha - remind.com/join/cluesvolun



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Volunteer Responsibilities

- **Midterm Teacher Meetup**
- Saturday, Feb 22 or Mar 1 - [SURVEY](#)
- 10:30 a.m. - 12 p.m. CST
- Zoom
- Opportunity for teachers to share tips, tricks, ask questions, etc.
- Attendance highly encouraged



Volunteer Responsibility: Student Attendance

- All state and federal funding for Adult Basic Education (ABE) is measured through “Student Contact Hours.”
- Coordinators take attendance and track hours.
- Want to know who was in class the day before? Just ask us!

Teacher Bios

- Get to know your students and them you!
- Studies show that positive teacher-student relationships enhanced nearly every measurable aspect of academic success.
- Please send us a picture and short biography about yourself.
- If you don't have a picture, we can take one of you in Zoom.
- Your info will be posted on our student website:
<https://www.cluesclasses.com/teachers.html>



Teacher Intro Slide

- Please share this slide for the first few weeks of your class.
- Things you can include on your slide:
 - First name
 - Where you are from
 - Something interesting about you
 - Your experience with teaching, learning Spanish, travelling, etc.
 - Feel free to personalize your slide by adding pictures, color, changing fonts, etc.
- Don't have PowerPoint or a way to create an introduction slide? Let us know so we can help!
- Full details here: www.clueseducation.com/New-Volunteers.php

(Example Slide)
Hello and Welcome!



- My name is Trisha.
- I am from Minnesota.
- I am your English teacher on Monday nights.
- I have 12 years of experience teaching English.
- I have a chihuahua named Gremmy. He is from the Dominican Republic.
- I learned to make tostones (fried plantain) in the Dominican Republic.



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Curriculum



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CLUES Volunteer Website

www.clueseducation.com

- No username or password required
- Curriculum / PowerPoints
- Lesson Reports
- Announcements



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Curriculum

Located on *clueseducation.com*

FILL OUT Lesson Report

READ Lesson Report

Curriculum

- [Distance Learning PowerPoints](#)
- [Level 1 and 2 Distance Learning Curriculum](#)
- [Level 3 Distance Learning Curriculum](#)



Week 1: Getting to Know you

	Daily Objectives	Activities for Practice
Day 1	<p>Conversation Questions: How was your winter break What do you like to do for fun? What are you good at? Where are you from? What do you think about the Twin Cities? Are you working at the moment? If not, do you want to be? What is your dream job? What is your favorite kind of music? What type of TV shows do you watch? What is your favorite food? Why are you taking English classes? Do you like to work in groups or alone? What is your favorite subject/topic?</p>	
Day 2	<p>Learn to introduce themselves by saying their name (<i>Hello, my name is Bob. What is your name?</i>).</p> <p>Learn useful expressions in the classroom</p> <p>Speak and read the words for people and objects commonly found in a classroom (<i>teacher, student, table, chair, paper, pen, etc...</i>)</p>	<p>Say, "My name is _____. What is your name?" Point to or ask a student. The student answers the question with their name, asks the question of another student. Repeat until all students have asked and answered. Point to a student and ask, "What is his/her name?" Repeat.</p> <p>Identify and label common classroom objects. Discuss how to use ZOOM for class and differences/challenges this presents compared to in-person classes. Create a classroom rules list.</p> <p>Ask students what they want to know/learn. Discuss English learning goals.</p>

- The CLUES Adult ESL Curriculum focuses on teaching language content through the context of life and work skills.
- It is divided into weekly units, each of which focuses on a certain life or work skill area.
- Lesson objectives, interactive learning activities, and presentation is created for each day.
- You do not need to use the presentation. Feel free to create your own content.
- If you notice an error in the presentation, let your coordinator know and we will make the correction and upload it. You are also able to make the correct on your screen.

- Students use the web app GogyUp (from *pedagogy*) for weekly readings. Info about the app is here: www.gogyup.com/clues
- Readings correspond to level and theme. The readings are presented to students in class on Mondays and reviewed in class on Thursdays.
- Find info and help here: <https://www.cluesclasses.com/study-tools.html>

When planning your lesson, always ask yourself:

- Am I meeting all of the objectives listed in the curriculum for today’s lesson?
 - Have I checked the other days in the unit to make sure I am not moving ahead and teaching a skill listed for a future day?
- Am I including the four basic skills? (reading/writing/listening/speaking)
- Have I included enough interactive activities?
 - Play games and make lessons fun!
- Do you have a...
 - warm-up?
 - Presentation/main lesson?
 - follow-up?



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Teaching Adults



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Learner Profiles

Guadalupe

Rosa

Aman

Learner Profile

Activity

- What factors affect this learner, positively or negatively?
- As a teacher, what is important to keep in mind with this learner?



Learner Profile – Guadalupe

Guadalupe is 53 years old and has been living in the United States for seventeen years after leaving Mexico. She has lived in Minnesota for eight years.

Guadalupe lives with her husband and five children in Minneapolis. Guadalupe is a homemaker, although she sometimes does temporary work with a candle company. She attended school in Mexico for five years and never studied English before coming to CLUES. She began taking the English level 1 class one year ago at CLUES and has passed to level 2. Guadalupe decided she did not want to have her children or grandchildren interpreting for her anymore.



Learner Profile – Rosa

Rosa is a mother of two who also works full time. She works at a factory where compact disk cases are made. Rosa is 28 years old and came to the United States from Mexico four years ago. Her oldest child is in the second grade and her youngest child is in kindergarten. Rosa's husband works at a publishing company where he uses the computer often, but they do not have a computer at home. Rosa is in the intermediate English class at CLUES where she attends class three days a week for a total of six hours of instruction a week. A fourth day of the week, Rosa attends the Computer Basics class for two hours.



Learner Profile – Aman

Aman is a 32-year-old refugee from Somalia living in Saint Paul with his family. He came to the United States a year ago with his wife, young son, father, mother, and sister. Aman had very little formal education in his home country, but he was able to learn a few words of English when he lived in the refugee camp with his family. As head of his household, he has many family responsibilities. Aman is in the level 1 class at CLUES and he is one of the few East African students in the school. He is a very hard-working student and has perfect attendance. His goal is to get a good job and be able to provide for his family.

Adult Learners ...

- have experience and maturity.
- often have time to learn only what they need.
- learn best when the material is meaningful.
- usually know what they want to learn and is an active partner in the learning process.

Adult Learners ...

- have different learning styles.
- have increased age that can affect reaction time, vision, and hearing.
- are often resuming a role they left behind many years ago.
- want to use what they learn as soon as possible.
- are voluntary learners.

Teaching Adults

Factors affecting second language acquisition in adults:

- Time dedicated to learning
- Age
- Language background
- Prior education level and degree of first language literacy
- Cultural and individual background
- Culture shock
- Circumstances that brought learner to the U.S.
- Motivation and personal factors
- Learning disabilities
- Trauma, stress

Teaching Tips & Good Practices

Brainstorm!

As a teacher, how can I effectively...

- correct student errors?
- increase student participation and engagement?
- incorporate relevant, meaningful practice during class?
- check student progress?
- use the online platform effectively? (ex. digital whiteboard, internet, etc.)



Teaching Tip 1

Empowering your Students:

It's more than just teaching them how to speak English!

- Get to know your students and build relationships. Trust is key to success.
- Celebrate when students succeed. Learning a language is hard and we need to applaud the triumphs. (Say “Yes! Good job conjugating that irregular verb!”)
- Remember that we are a community! This is a safe place to learn and grow and we are all a part of creating that feeling and atmosphere for our students.

Balancing the Four Skills

- Speaking, Listening, Reading, Writing
 - Students write their thoughts or answers to a question first, before speaking.
 - Students read aloud to class.
 - Whole class choral reading.
 - Taking turns being the person who writes the answers in the chat.

Teaching Tip 3

Keep it in English

- Use your body! **TPR** (*Total Physical Response*)
- **MODEL/MIME** difficult concepts so students can **SEE** the words.
- Bring **REALIA** (*real things/examples*) into the classroom and incorporate it into your activities and lessons.
- Use the **WHITEBOARD** and **CHAT** as teaching tools



Teaching Tip 4

Checking Progress

- Why do people say they understand when in fact they may not?
- Checking questions:
 1. Teacher: The meeting is from 2:30 to 4:30. So, what time do you need to be in the cafeteria? Class: 2:30
 2. Teacher: How long is the meeting? Class: Two hours.
 3. Teacher: I have lived here for 12 years. When did I move here? Do I still live here?
 4. Teacher: I need to hire a babysitter for my kids. I want someone who is *prompt*. Does a prompt person come late or on time? My kids get off the bus at 3pm. What time does the babysitter need to be at my house?

Checking Progress

- Questions like “Do you understand?”, “What does this mean?” or repeating the same explanation DO NOT check progress.
- Check for understanding by having students apply it to another situation.
 - Ask students to explain or give a specific example of the grammar you are teaching.
 - Use games or activities where students produce language or show understanding.

Teaching Tip 5

Error Correction

- What approach to feedback works best for you? Think of a time that you were learning something new (language, craft, sport). What kind of feedback did you receive? What feedback was most beneficial to you and motivated you to learn? What discouraged you?

Helpful forms of feedback	Not so helpful forms of feedback



Teaching Tip 5

Error Correction

- Too much correction is inhibiting, but not enough correction allows bad habits to continue.
- Making errors is a natural and necessary part of language learning.
- If the error is related to the point you are teaching at the time, it needs to be corrected.
- Note common errors during activities to address later with the whole class.

Teaching Tip 6

Be Routine

- Increases predictability and reduces stress
- Ideas:
 - Calendar talk
 - Songs
 - Riddles/tongue twisters
 - [Word grid activity](#)
 - Have students summarize the previous class material

Teaching Tip 7

Teacher Talk

- Be concise / simplified language / level appropriate
- Repetition is key
- Get students involved!
- Ask yourself "Can the students do this instead of the teacher?"
- 10-second pause
- What do you notice about teacher talk?

Strategies Used to Respond to Mira's Language

Help a learner notice the error

Trying for the correct form

Let the student know they have it right (or let it go)

Let the learner repeat the language

This low-intermediate class is working on the difference between the simple past and present perfect when talking about the students' new lives in North America. The exchange below is between the teacher and Mira. The class has generated a story about one of the other students, so there are models of the language on the board:

1. T: Mira, how long have you been in Cleveland?
2. Mira: I be here for 6 month.
3. T: Um, Mira, I've been (T emphasizes a bit) here for eight years. You....?
4. Mira: I been here for six month.
5. T: Listen: I've been here for six months (points to example on the board).
6. Mira: I've been here for six month.
7. T: Right. Say that again.



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Teaching Tip 8

Connect on Zoom on your phone

- See what your students see



Question of the Day

- Padlet
- <https://clueseducation.com/curriculum.php>

Question of the Day

*Join your students in answering a daily question! Questions are added every afternoon.
Simply click the plus sign on the lower right-hand corner to add your message.
Be sure to create an account or include your name on your post.*

Week 1 of 14

Monday, September 16:
Tuesday, September 17:
Wednesday, September 18:
Thursday, September 19:
Friday, September 20:

1. Where do you find the curriculum and PowerPoints for your classes?

www.clueseducation.com/curriculum.php

- [Distance Learning PowerPoints](#)
- [Level 1 and 2 Distance Learning Curriculum](#)
- [Level 3 Distance Learning Curriculum](#)



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NTO Quiz

2. Do we have classes on Monday, January 20?

No — it's MLK, Jr. Day!

<http://clueseducation.com/class-calendar.php>



NTO Quiz

3. You're going on a well-deserved vacation the week of February 3 and won't be available to teach your class that week. What do you do?

- *Communicate with your coordinator asap about your scheduling conflict*
- *AM – Mark, PM – Trisha*
- *Remind App*

4. You teach level 1 on Mondays. After 60 minutes of teaching your class, you realize you have covered all of the materials in the PowerPoint. What do you do?

- a. Exit Zoom. 60 minutes is enough for a Monday.*
- b. Have students take a 10 minute break while you ask your coordinator for advice.*
- c. Sit awkwardly in silence with the students staring at you.*
- d. Look at the handy [Tips for Teaching ESL](#) guide under [Distance Learning PowerPoints](#) for ideas.*

b & d are correct! Classes are 2 hours

5. True or False. I have to fill out a lesson report after each lesson I teach.

True!

<http://clueseducation.com/fill-out-lesson-report.php>

FILL OUT / READ LESSON REPORTS

Fill Out Lesson Report AM (10am-12pm):

[Level 1 AM](#)
[Level 2 AM](#)
[Level 3 AM](#)

Fill Out Lesson Report PM (6-8pm):

[Level 1 PM](#)
[Level 2 PM](#)
[Level 3 PM](#)

NTO Quiz

6. Reading, writing, memorizing, and listening are the four important skills associated with language learning.

False

Reading, Writing, Speaking, and Listening

Co-Teaching

- Some teachers will co-teach classes
- **CLUES' Virtual Co-Teaching Guide**
 - Guides collaboration and communication
 - Common co-teaching strategies
 - Questions to answer with co-teacher
 - Optional; does not need to be completed or submitted to CLUES
 - On [New Volunteers](#) page



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Zoom Hands-On Training

12:20 –12:35

- ACCESSING CLASS
- BASIC FUNCTIONS

12:35-1:05

- HANDS-ON PRACTICE (~15 MIN)
- ICEBREAKER CREATION (~15 MIN)

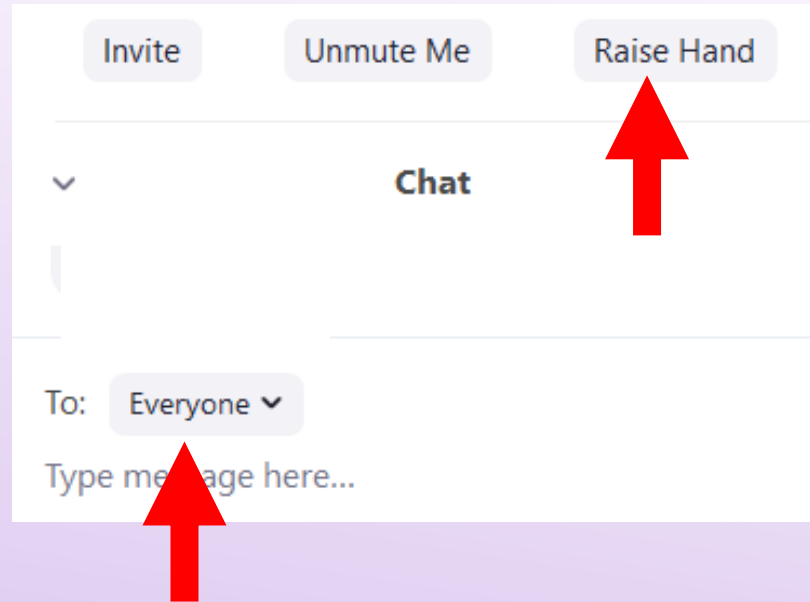
1:05-1:30

- SHARE ACTIVITY + REFLECTION



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The Basics of Zoom



Questions? Type them in the chat or raise your virtual hand

HOW DO I ENTER CLASS?

- www.zoom.us
- Recommend downloading the app on computer. Browser is less stable.
- Classes are set up using CLUES' account. You do NOT need a personal account.
- CLUES staff are meeting hosts.





HOW DO I ENTER CLASS?

AM Classes (10 a.m. - 12 p.m.)

<https://zoom.us/j/401967033?pwd=bVljM0pVL3IrY3dLdFVSQmhSRmZpdz09>

Meeting ID: 401 967 033

Password: class

PM Classes (6-8 p.m.)

<https://clues.zoom.us/j/583914613?pwd=Y3FsVFplSkFGTnBWUEhMN2ZtVTJFQT09>

Meeting ID: 583 914 613

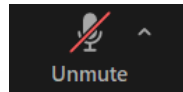
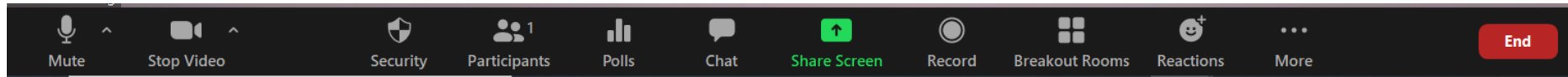
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Links do not change. They will be the same all term.



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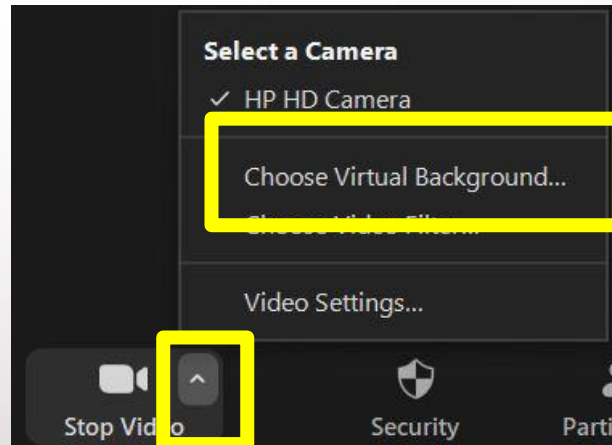
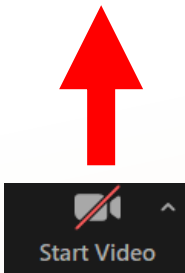
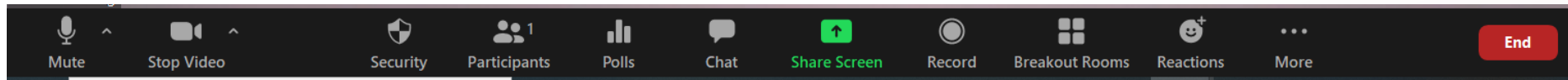
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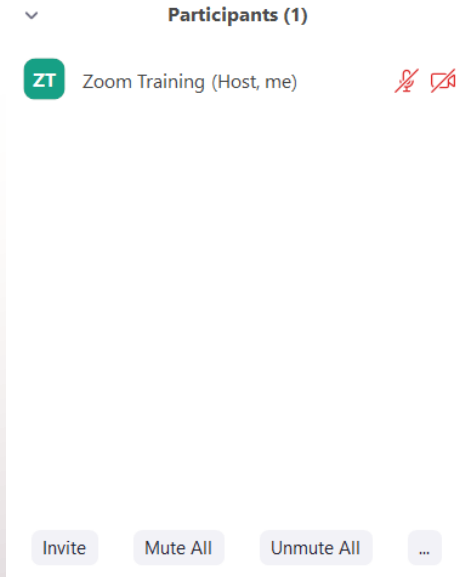
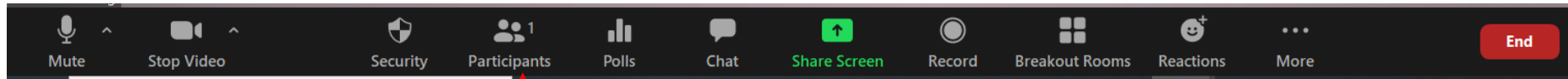
Video





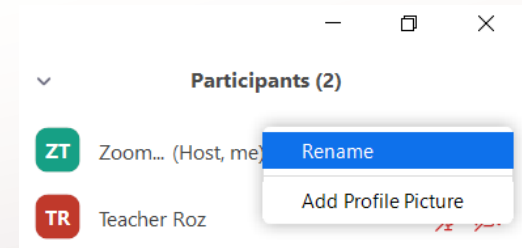
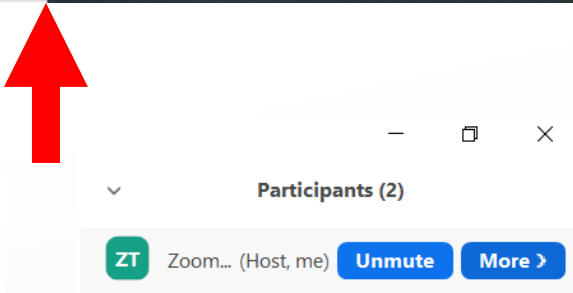
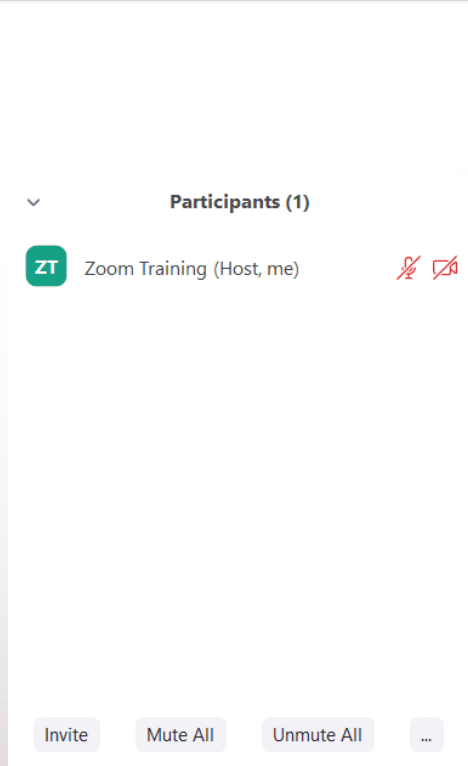
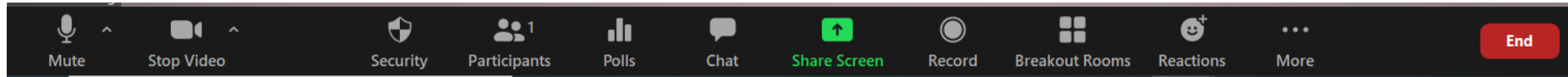
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Participants

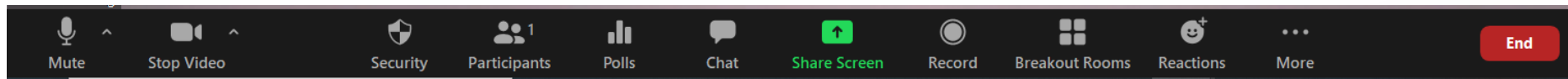


Teacher Tip: Write the names of your students on a piece of paper as they enter the class. It is helpful to know who is in the class so you can engage all students on the list during the lesson.

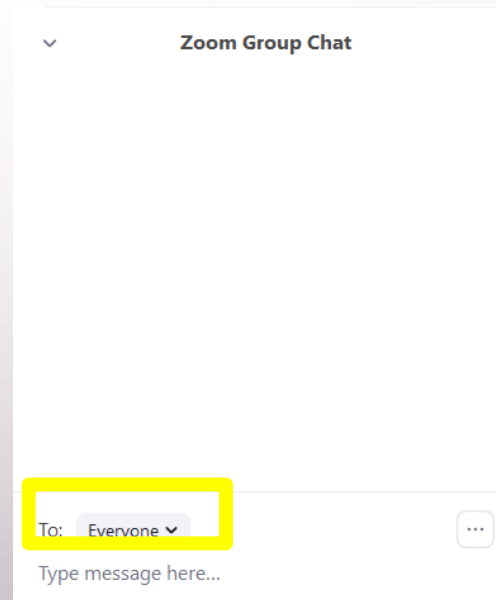
Participants



**Teacher Tip: Add “Teacher”
before your first name so
students know who you are**

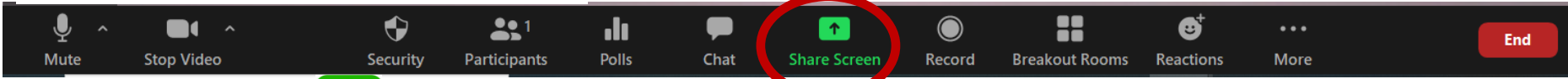


- Send messages to everyone
- Send direct message to an individual.
- Can only send messages to people in your breakout room.

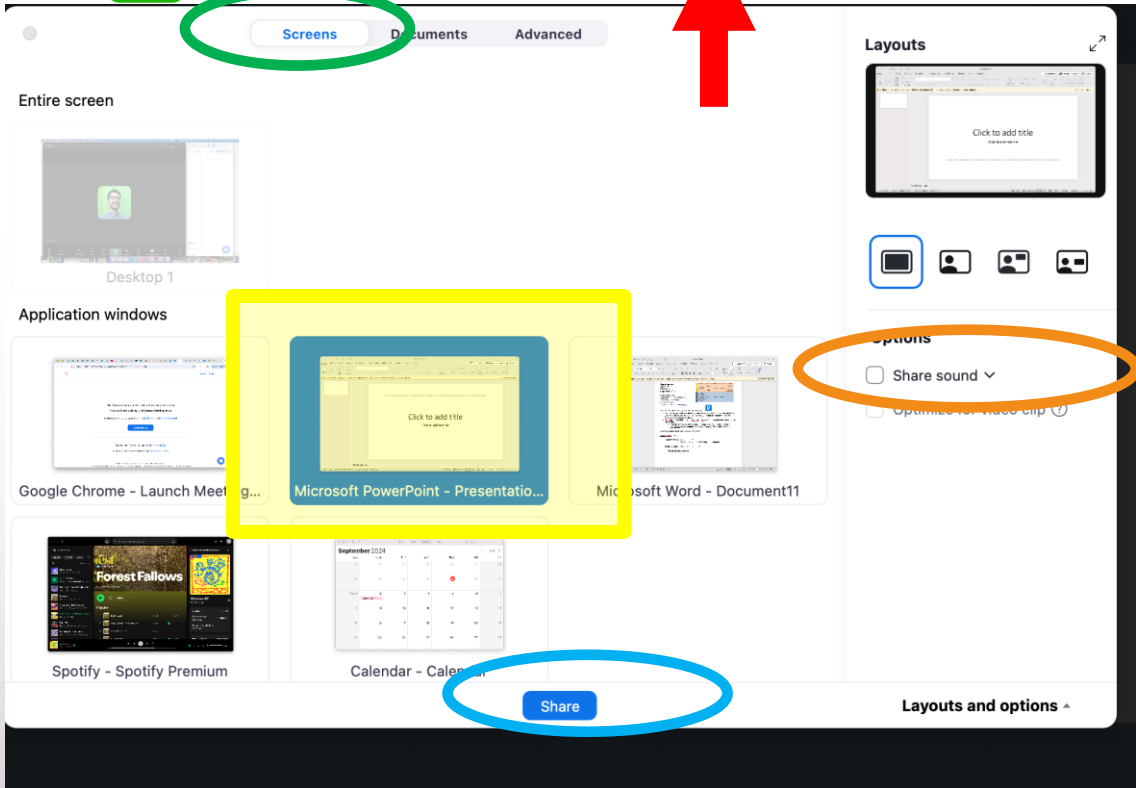


Share Screen & Sound

1



2



3

4



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AutoSave Presentation7

Home Insert Draw Design Transitions Animations Slide Show Review View Record

Audio Video Participants Chat Share Pause Annotate Show meeting More

New Slide Section B I U You are screen sharing Stop share Convert to SmartArt Picture Text Box Arrange

ce Update To keep up-to-date with security updates, fixes, and improvements, choose Check for Updates.

Click to add title

Click to add subtitle

Teacher Tip: Most students connect using their phones. Make sure to use large text so students can read it.



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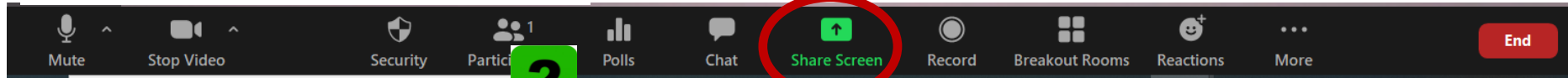
The screenshot shows a Microsoft PowerPoint application window titled "Presentation7". The top ribbon includes tabs for Home, Insert, Draw, Design, Transitions, Animations, Slide Show, Review, and View. A dark meeting toolbar is overlaid on the ribbon, containing icons for Audio, Video, Participants, Chat, Share, Pause, Annotate, Show meeting, and More. A green status bar below the toolbar indicates "You are screen sharing" with a red arrow pointing to the Chat icon. A yellow "Office Update" notification is visible below the toolbar. In the foreground, a "Meeting chat" window is open, titled "English Class AM". The chat window shows a "Who can see your messages?" section with "To: Everyone" and a "Type message here..." input field. The background of the presentation shows a slide with a large letter "le".



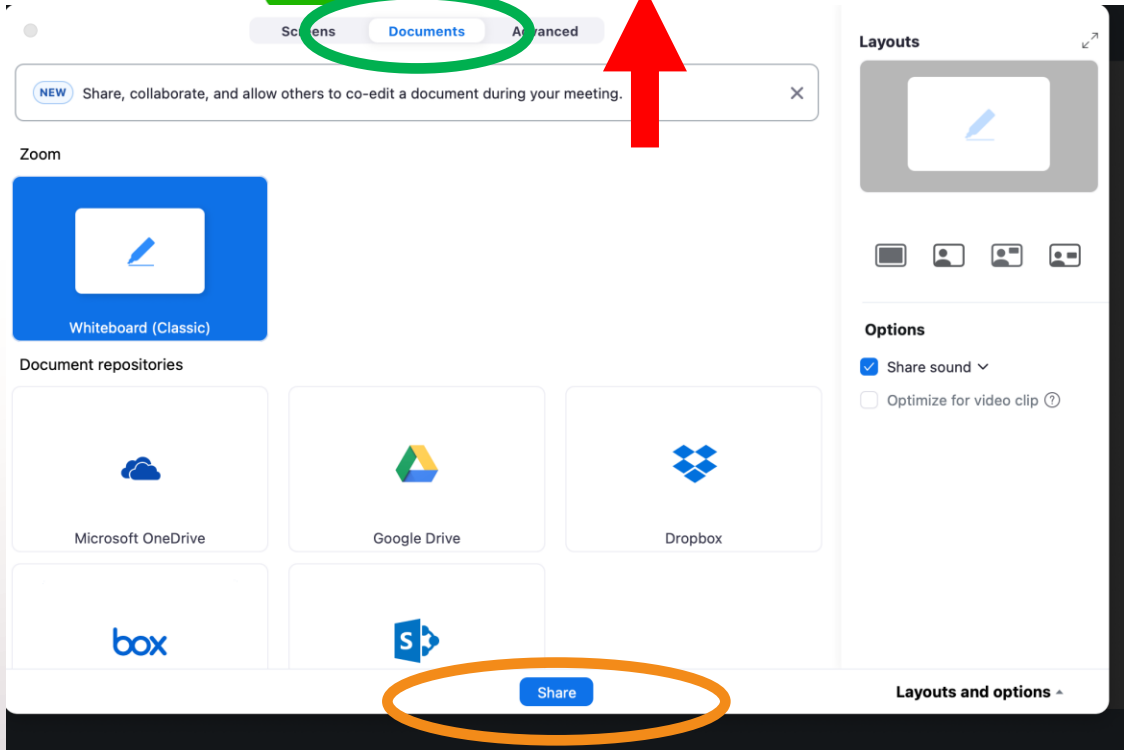
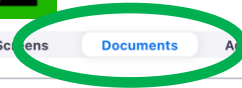
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Whiteboard

1

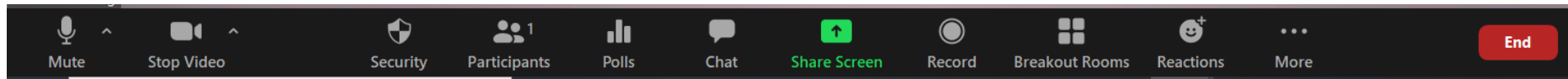


2

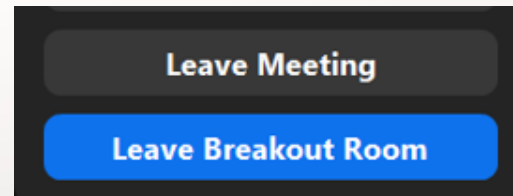


3

Leaving



Leave Meeting =
Goodbye!



Leave Breakout Room =
return to main session

CO-HOST POWERS



- (Un)Muting
- Renaming
- Videos
- Admitting students
 - *(Coordinators will do this!)*
- Screen sharing

Activities

- Scavenger Hunt (around the house/internet)
- Show and Tell (objects around the house)
- Crosswords
- Pictionary (on Zoom whiteboard)
- Charades
- Simon Says
- What do I have?
- Bring something to the camera (Get something blue!)
- Memory game (show a picture for 10 seconds and then ask questions)
- Set a timer and have students answer a question

Activities

- 20 questions
- Correct my line (grammar / make it true about you)
- Group storytelling
- What happens next?
- Wordless cartoons
- Dictation
- Read a text and ask students to spell words



Zoom Hands-On Training

Please click on the [link](#) in the chat to access the presentation for the hands-on Zoom portion of
NTO



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Survey

We'd like your feedback about NTO

[Survey link](#) in chat