



# Welcome to New Teacher Orientation Winter Term 2026

Tues, Jan 20 – Thurs, Apr 23

**No Classes:**

*Mon, Jan 19 – MLK Day*

*Tues, Feb 3 – No evening classes, Precinct Caucuses*

**Mid-Term Teacher Meetup:**

*Saturday, Mar 7, 10:30 – 12 on Zoom*

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

*Saturday, April 25, 11 -2*

# 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

- This **presentation** will be emailed to you.
- We appreciate your feedback! **Survey** at the end of NTO.
- Both posted on the [clueseducation.com](http://clueseducation.com) website

# Which dog are you today?





# Introductions

*CLUES Education Staff  
and Programs*

# CLUES Staff



**Roz Johnson**  
*Adult Education Team Lead*  
**[rjohnson@clues.org](mailto:rjohnson@clues.org)**  
**Programs: ESL, Citizenship, Digital Literacy**

# CLUES Staff



## Mark Hanson

*Adult Education Programs Coordinator*  
[mhanson@clues.org](mailto:mhanson@clues.org)

Programs: ESL, GED

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

# CLUES Staff



**Trisha McIntyre**

*Adult Education Programs Coordinator*

**[tmcintyre@clues.org](mailto:tmcintyre@clues.org)**

**Programs: ESL, Citizenship  
Evening Classes (6-8 p.m.)**



# 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](http://www.clues.org)*



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# Locations



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



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# Programs & Services

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





# 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](http://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 approximately every 40 hours of class they attend
  - Coordinator will contact students individually when they need a test

# 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](http://www.cluesclasses.com)



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# In the Classroom



## CLUES Adult Basic Education Zoom Class Schedule

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

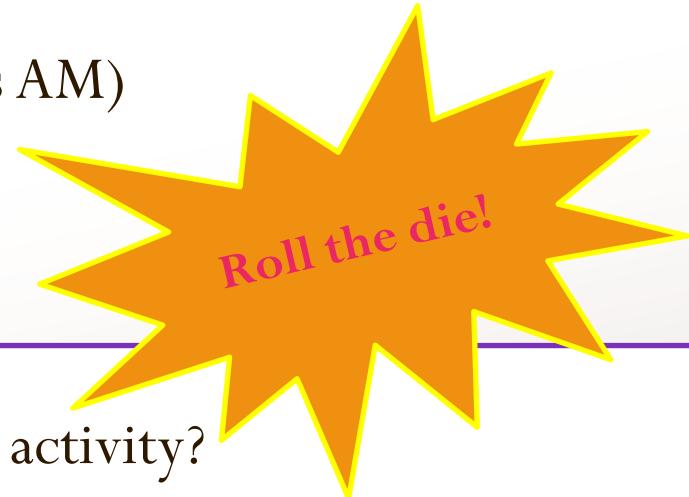


# Introductions

## *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?



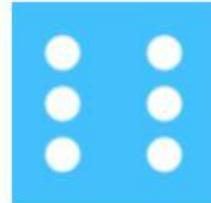
COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# Introduce Yourself

Online Dice & Coin Flip

---

## Roll Die



Click the button or the dice to roll it

<https://freeonlinedice.com/>



# Volunteer Responsibilities



# 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.



- ✓ **Arrive** prior to class start time.
  - Please arrive 15-30 minutes **early** to prepare
- ✓ **Plan** your lesson. Look at [www.clueseducation.com](http://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.



# 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](mailto:mhanson@clues.org) / [rjohnson@clues.org](mailto:rjohnson@clues.org)
    - PM: [tmcintyre@clues.org](mailto:tmcintyre@clues.org) / [rjohnson@clues.org](mailto:rjohnson@clues.org)
    - See "Our Team" on [www.clueseducation.com](http://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](http://remind.com/join/volclues)
    - PM Trisha - [remind.com/join/cluesvolun](http://remind.com/join/cluesvolun)



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# Volunteer Responsibilities

- **Midterm Teacher Meetup**
- Saturday, March 7
- 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](http://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.



# Curriculum



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

## CLUES Volunteer Website

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

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



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# 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](#)



# Curriculum

	Daily Objectives	Activities for Practice
Day 1	<p><b>Conversation Questions:</b></p> <p>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><b>Learn to introduce themselves by saying their name</b> (<i>Hello, my name is Bob. What is your name?</i>).</p> <p><b>Learn useful expressions in the classroom</b></p> <p><b>Speak and read the words for people and objects commonly found in a classroom</b> (<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>

# Curriculum

- 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](http://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?



# New Teacher Observations

Program Policies	Yes	No
Class begins and ends on time		
Instructor uses camera		
Instructor uses class PowerPoint		
Lesson incorporates all 4 skills (reading, writing, speaking, listening)		
Instructor uses English as main communication medium		

Teaching Aspects	Yes	No	Comments
Rapport with students			
Instructor encourages active participation			
Instructor gives clear instructions (model/demonstrate activities)			
Instructor uses appropriate error correction techniques			
Instructor checks for learner understanding			
Instructor speaks in appropriate fashion for level			
Lesson includes warm-up and concluding activity			
Instructor stays with topic of lesson			
Instructor gives ample time for learners to practice new skills, language			
Lesson includes warm-up and concluding activity			
Instructor stays with topic of lesson			
Class moves at an appropriate pace			

- 1 observation & follow up
- Volunteer support
- Enhance student learning
- Improve future NTOs



# Teaching Adults

# Learner Profiles

**Guadalupe**

**Rosa**

**Aman**



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# 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

## 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? (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



## 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.



## 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

## 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.



## 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.

# Teaching Tip 8

## Connect on Zoom on your phone

- See what your students see



# Question of the Week

- 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](http://www.clueseducation.com/curriculum.php)

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

# NTO Quiz

## 2. Do we have classes on Tuesday, February 3?

*In the morning (10am-12pm)? Yes*

*In the evening (6-8pm)? No*

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

# NTO Quiz

**3. You're going on a well-deserved vacation the week of March 9 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*



# Schedule

# 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



# Break Time!

12:00 – 12:20

Break

12:20 – 1:30

Zoom Basics & Hands-On Practice



# Zoom Hands-On Training

**12:20-12:35**

**Access Zoom class**

**Basic Zoom Functions**

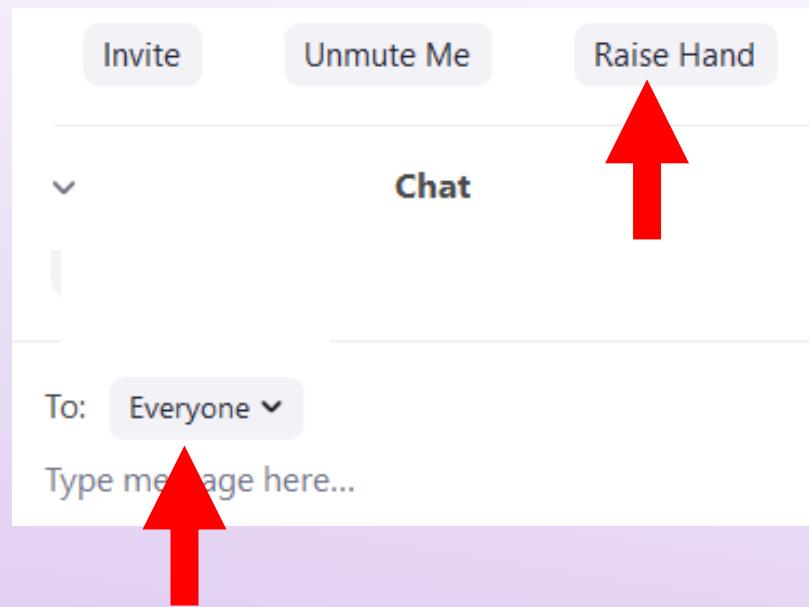
**12:35-1:15**

**Hands-on Practice (15 minutes)**

**Ice Breaker Creation (15 minutes)**

**Share activity and reflection**

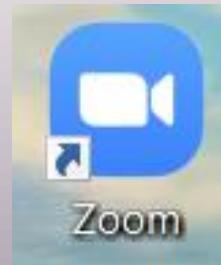
# The Basics of Zoom



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

# HOW DO I ENTER CLASS?

- [www.zoom.us](http://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>

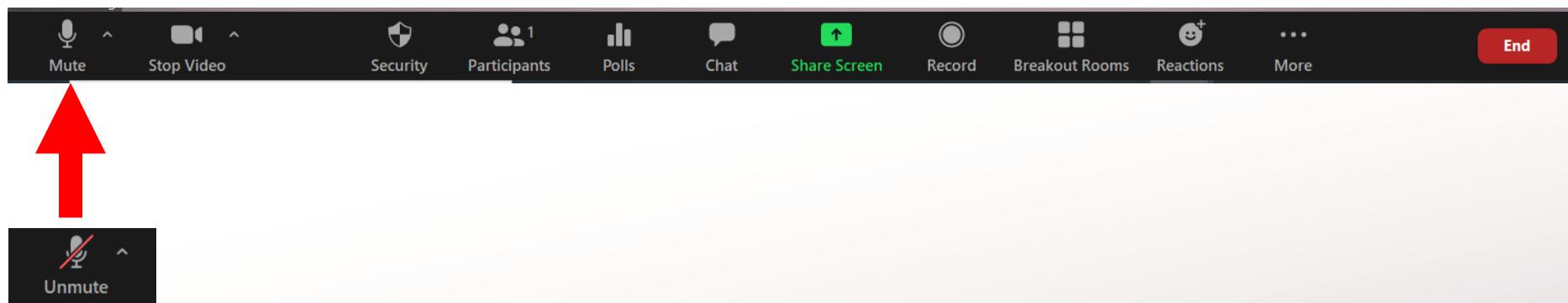
Meeting ID: 583 914 613

Passcode: class

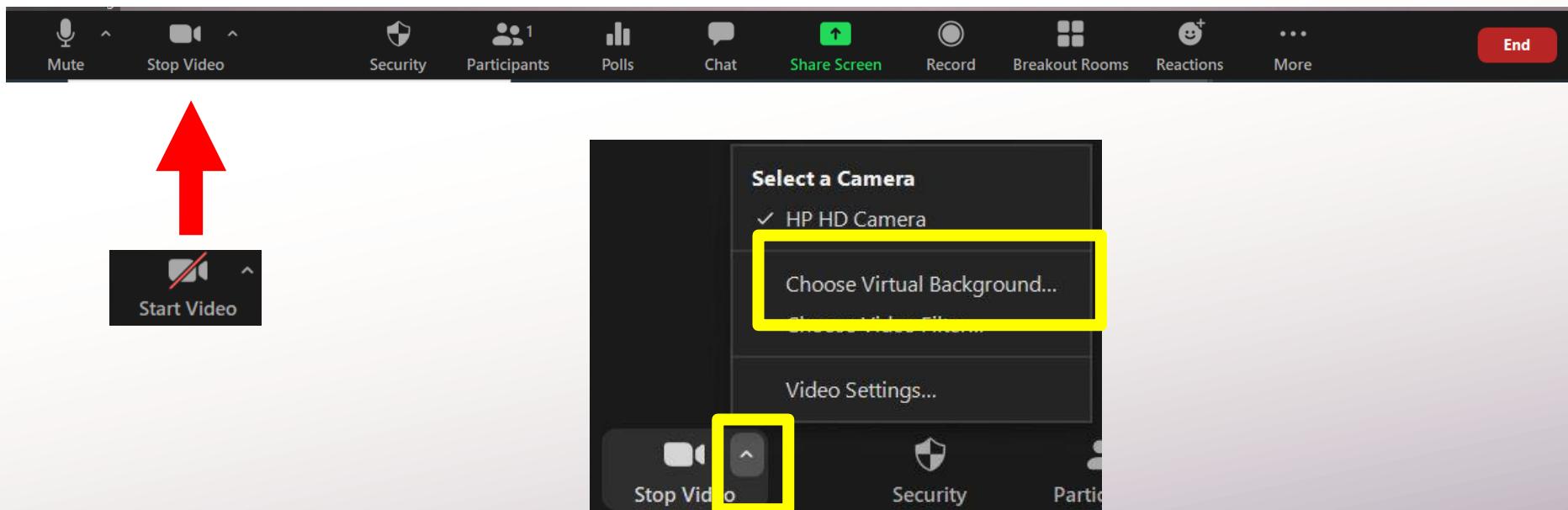
**Links do not change. They will be the same all term.**



# Audio



# Video





# Participants

A screenshot of a Zoom video call interface. At the top, there is a dark header bar with various control icons: Mute (muted), Stop Video (video off), Security, Participants (1), Polls, Chat, Share Screen (green), Record, Breakout Rooms, Reactions, More, and End. A large red arrow points upwards from the bottom of the Participants icon towards the main content area. Below the header, the main interface shows 'Participants (1)'. A participant is listed: 'Zoom Training (Host, me)'. There are two small red video preview icons to the right of the participant's name. At the bottom of the interface, there are buttons for 'Invite', 'Mute All', 'Unmute All', and '...'.

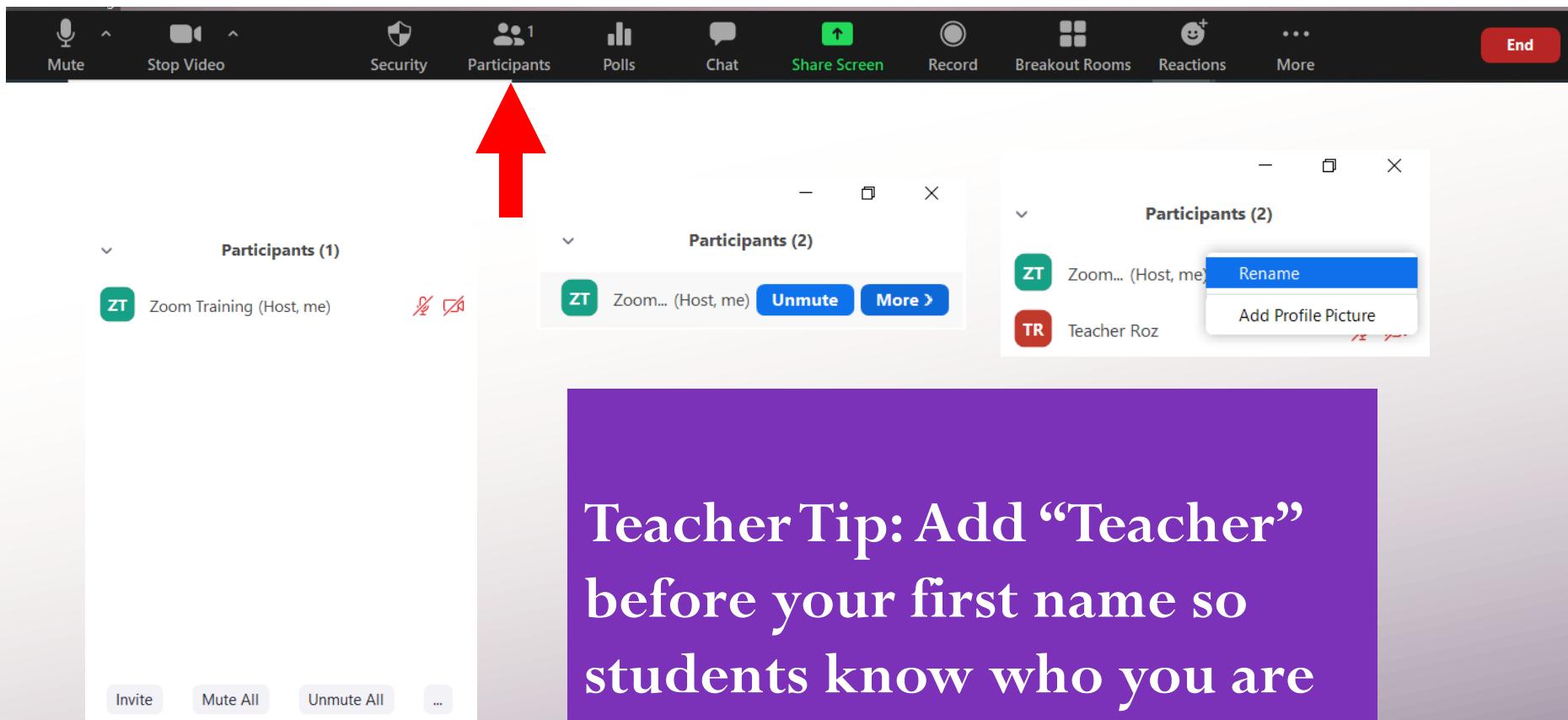
Participants (1)

Zoom Training (Host, me)

Invite Mute All Unmute All ...

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.

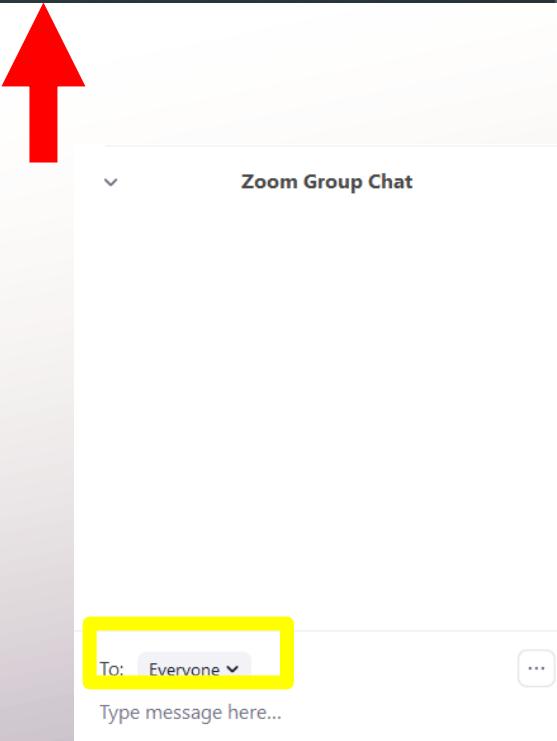
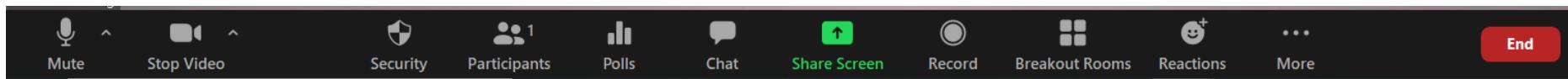
# Participants



A screenshot of a Zoom video call interface. The top bar includes buttons for Mute, Stop Video, Security, Participants (with a red arrow pointing to it), Polls, Chat, Share Screen, Record, Breakout Rooms, Reactions, and More, followed by an End button. Below the bar are three participant panels: 'Participants (1)' with 'Zoom Training (Host, me)', 'Participants (2)' with 'Zoom... (Host, me)' and 'Unmute' and 'More' buttons, and 'Participants (2)' with 'Zoom... (Host, me)' and a context menu open for 'Teacher Roz' showing 'Rename' and 'Add Profile Picture' options. At the bottom are buttons for Invite, Mute All, Unmute All, and More.

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

# Chat

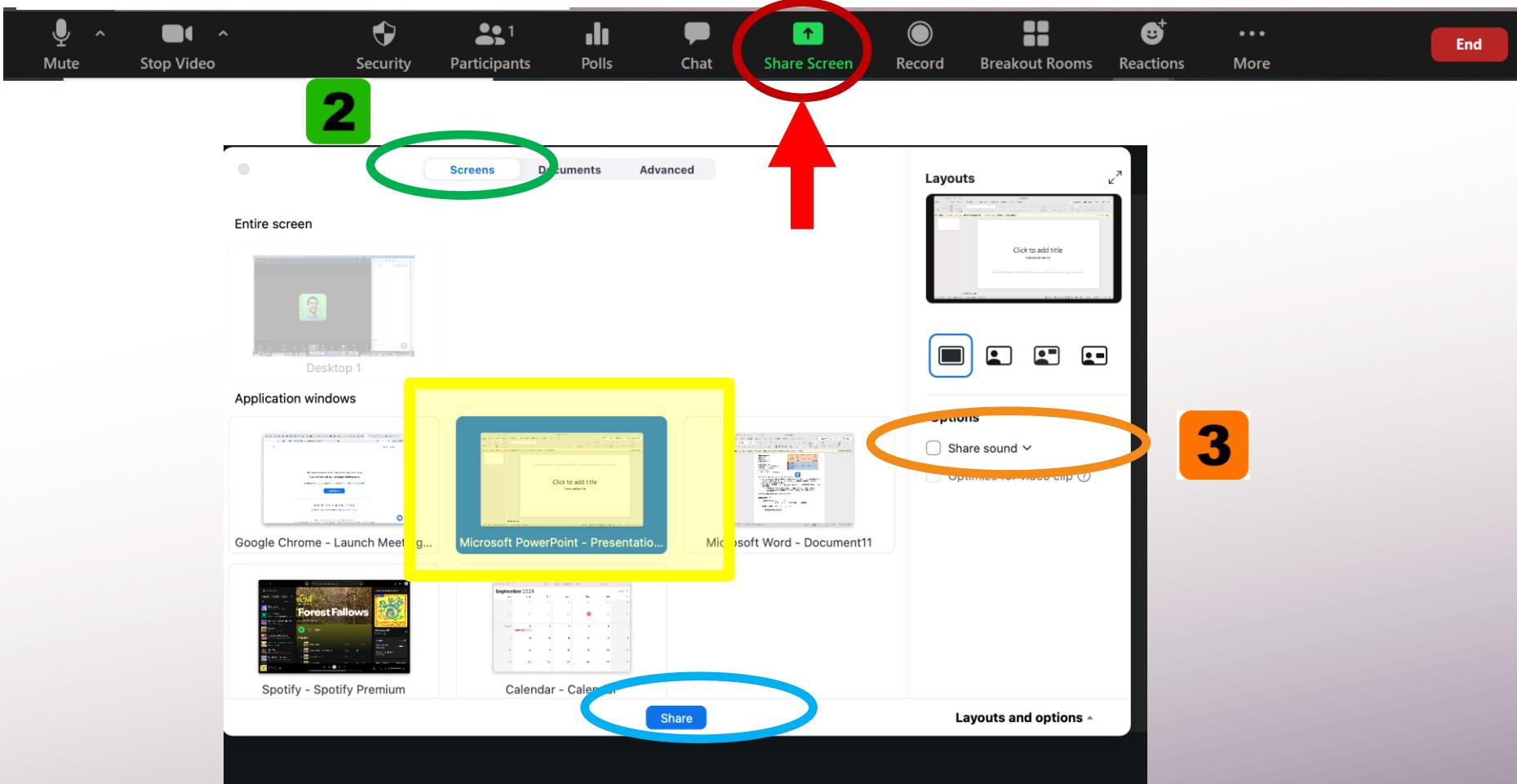


- Send messages to everyone
- Send direct message to an individual.
- Can only send messages to people in your breakout room.



COMUNIDADES LATINAS  
UNIDAS EN SERVICIO

# Share Screen & Sound



**4**



AutoSave  Home Insert Draw Design Transitions Animations Slide Show Review View Record

Audio Video Participants Chat Share Pause Annotate Show meeting More

You are screen sharing  Stop share

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

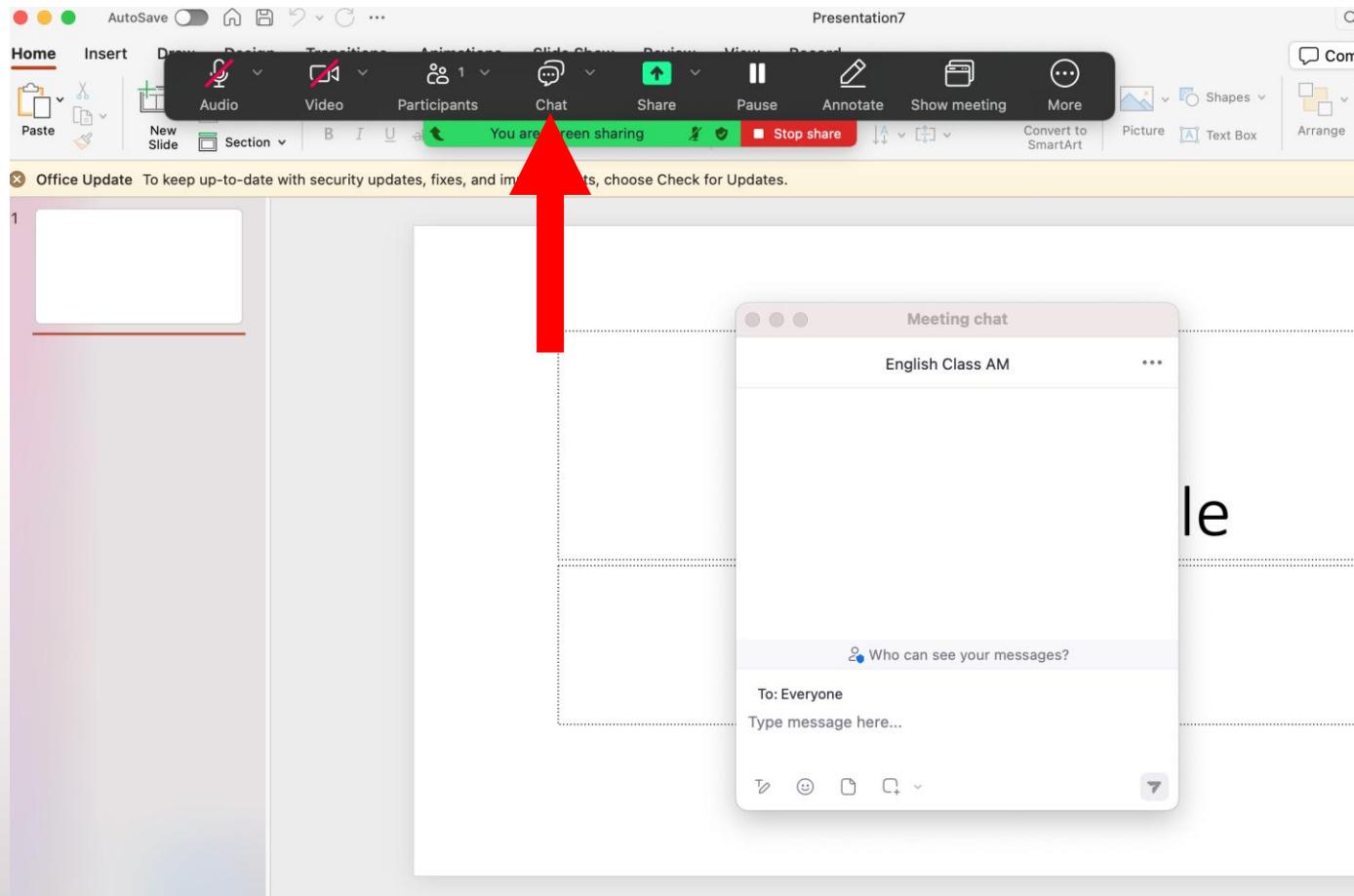
Click to add title

Click to add subtitle

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



# COMUNIDADES LATINAS UNIDAS EN SERVICIO



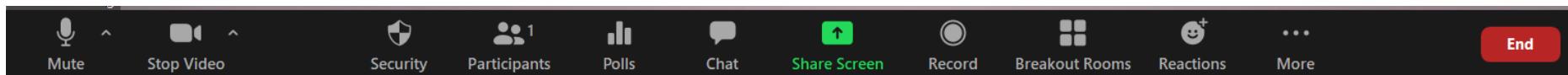


# Whiteboard

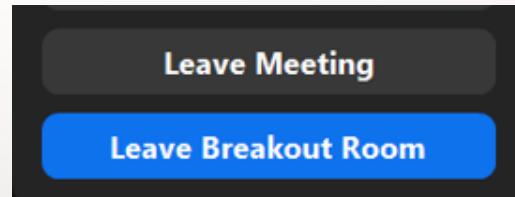
The image shows the Zoom interface with the Whiteboard feature. The top bar includes standard video conference controls: Mute, Stop Video, Security, Participants (1), Polls, Chat, Record, Breakout Rooms, Reactions, More, and End. A red box labeled '1' highlights the 'Share Screen' button in the top right of the toolbar. A green box labeled '2' highlights the 'Documents' tab in the 'Screens' section of the Whiteboard interface. A red arrow points from the 'Share Screen' button to the 'Share' button at the bottom of the Whiteboard panel. An orange box labeled '3' highlights the 'Share' button. The Whiteboard interface shows a 'Zoom' section with a blue icon and a 'Whiteboard (Classic)' section with a blue icon. Below these are 'Document repositories' for Microsoft OneDrive, Google Drive, and Dropbox, and a 'box' repository. The 'Layouts' section shows a preview of a whiteboard with a pen icon. The 'Options' section includes checkboxes for 'Share sound' (checked) and 'Optimize for video clip'. The bottom of the panel has a 'Layouts and options' button.



# 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



# Survey

We'd like your feedback about NTO

Survey link in chat