



Futura Language Professionals' Integrated Training Guide



***Bridging gaps through local education
since 2001***

Futura's Building Block Method of Learning® is what makes our program so unique and successful. It is essential you are following our method in each one of your classes.

The basic concept is a **lively, hands-on approach to language learning, in which instruction models normal language acquisition**. Conversation is the primary focus and goal. Classes move quickly from topic to topic, **constantly introducing new lessons and reviewing old ones**. Language is taught in a lively, dynamic atmosphere, incorporating songs, games, and cultural anecdotes alongside typical class work. The primary goal is to spread the enthusiasm for the Spanish language and its many cultures. It is our hope that Futura students will become lifelong language learners, study and travel abroad and promote sensitivity to non-English speakers. Therefore, it is critical that your classes are **fun and promote self-esteem!**

How do we implement the Building Block Method® into our classes? You can effectively use our method by breaking it into three parts:

Part I: Dynamic Approach to Teaching

- ✓ Keep your lessons brief and include various topics throughout your class
- ✓ Lessons should be varied. Mix up activities that are standing up, sitting down, listening, speaking, and watching
- ✓ Lessons should include lively activities such as games, songs, crafts, and group projects
- ✓ Each day must include one cultural lesson

Part II: Continuously Build on Skills

- ✓ One lesson is to comprise various topics-This means in one class you can teach a new set of vocabulary words, introduce verb conjugation, and review past vocabulary
- ✓ Constantly review topics during class and in projects and homework
- ✓ Repeat activities daily: start everyday with a ritual-such as discussing the day of the week or the weather. You can also have daily conversation activities as part of your daily ritual and to help promote conversation development.
- ✓ Introduce new topics slowly and gradually-Example: -Ar verb conjugations should be taught over various classes in small components.
- ✓ Use previous lessons and vocabulary to create total conceptual learning. I.e.: During body parts lessons review colors and numbers: Tengo dos ojos. Mis ojos son azules.

Part III: Language Instruction Should Follow English Language Acquisition

- ✓ Conversation should be the primary focus
- ✓ Review conversational skills every single class period
- ✓ Make your classes age appropriate-know what levels of reading and writing your students are at in their native language. (Be sure your class is challenging enough!)
- ✓ Remember that in the early stages of any language, mistakes are made-Be patient!

Student Resource Page: Introductory Questions and Greetings

Buenos días.	Good morning.	Adiós. Chau.	Bye.
Buenas tardes.	Good afternoon.	Hasta Luego. Hasta la vista.	See you later.
Buenas noches.	Good evening/night.	Hasta pronto.	See you soon.
Hola.	Hi.	Nos vemos.	See you.
¿Cómo te llamas?	What's your (inf.) name?	Gracias/Muchas gracias.	Thank you/Thank you very much.
Me llamo...	My name is...	De nada.	You're welcome.
¿Cómo estás?	How are you (inf.)?	¿De dónde eres?	Where are you from?
Estoy bien.	I'm good.	Soy de...	I am from...
Estoy más o menos.	I'm okay (not great).	¿Cuántos años tienes?	How old are you?
Estoy mal.	I'm bad.	Tengo ____ años.	I am ____ years old.

- Up until what point during the day would you normally greet someone with the following?:
 - Buenos días* _____ used until about noon _____
 - Buenas tardes* _____ used from noon until 6-7p.m. _____
 - Buenas noches* _____ used from about 7p.m. onward _____
- The informal speech uses *tú* when speaking with a friend. To ask a friend how are they you would ask, "¿Cómo estás?". The formal speech uses *Usted* when speaking with an adult such as a teacher or neighbor. To ask an adult how they are you would say, "¿Cómo está Usted?".
- Courtesy titles in English are "Miss, Mrs., or Mr." before the person's name. In Spanish, they say "Señor" for Mr. and "Señora" for Mrs. A woman that is single or not married (Miss) is "Señorita" in Spanish.

A. Spanish Names, Greetings and Goodbyes

¿Cómo te llamas? Student Resource Page for Introductions

Buenos días.	Good morning.	¿Cómo estás?	How are you (inf.)?
Buenas tardes.	Good afternoon.	¿Cómo está usted?	How are you (formal)?
Buenas noches.	Good evening/night.	Estoy bien.	I'm good.
Hola.	Hi.	Estoy feliz.	I'm happy.
¿Qué tal?	What's up?	Estoy así así.	I'm okay (not great).
Me llamo...	My name is...	Estoy más o menos.	I'm okay (not great).
¿Cómo te llamas?	What's your (inf.) name?	Estoy mal.	I'm bad.
¿Cómo se llama usted?	What's your (formal) name?	Adiós.	Bye.
¿Y tú/usted?	And you (inf./form.)?	Nos vemos.	See you.
Mucho gusto.	Pleasure to meet you.	Hasta luego.	Until later.

- Up until what point during the day would you normally greet someone with the following?
 - Buenos días used until about noon
 - Buenas tardes used from noon until 6-7p.m.
 - Buenas noches used from about 7p.m. onward
- What is the "normal" response in dominant U.S. culture when someone asks you how you are doing? Do you think all cultures are this way?
- For example: In Ecuador two very common responses to "¿Cómo estás?" are "Aquí, nomás" or "Aquí, luchando." What might this sound like to an outsider? What different meanings could it have to an *ecuatoriano*?

"Do Now" Activities & Start of Class Routines

Threshold: Meeting the students at the door and setting or reinforcing positive expectations before they even enter the room. Build a positive culture by greeting students by name and create a personal connection. It is also a great way to practice real life Spanish conversation skills and greetings. You are able to control the flow- how quickly they enter and exit the Spanish classroom.

Do Now Activity: Pre-planned activity on the board or handed out for students to complete upon entering the classroom is an excellent way to get students engaged in Spanish class immediately. There are several ways in which to conduct this activity with your students.

- Use Whiteboard or Smart Board/projector to have review questions waiting for students when they enter the classroom.
- Have short half page questions printed for students to take as they enter and complete at the start of class.

Sample "Do Now" Activities: (using "Family" as a model)

- **Short Answer Questions: (5-10 questions)**
 1. La mamá de mi mamá es mi _____.
 2. El hermano de mi padre es mi _____.
 3. La hija de mi tía es mi _____.
 4. El nieto de mi abuelo es mi _____.
 5. El esposo de mi tía es mi _____.
- **Open-ended questions:**

*Describe your family relationships using five or more sentences.
- **Questions/Answers: (3-5 questions)**
 1. ¿Cómo se llama tu tía?
 2. ¿Cómo es tu madre?
 3. ¿Cuántos años tiene tu hermano/a?
- **Translations: (5-8 sentences)**

Mi familia es muy grande. Yo tengo cinco hermanos y seis primas. (Spanish to English if material is new)

My dad is forty-three years old and my mom is tall. (English to Spanish if material is review)

Start of Class Routines: This is a great way to incorporate consistent review to build on their skills each week. Showing calendar visuals and discussing the day of the week, month of the year, season, weather, etc. in Spanish builds on those vocabulary skills.

- Add a fun greetings, months/days, or weather song or song video from Youtube!
- Pass a ball or maraca to practice conversation skills or review topics of instruction with questions and answers for 3-5 minutes.

Classroom Management Tips for Success

- **Firm, Fair, Friendly**- It is important to be firm first, fair with consistency and follow through, and be friendly and positive. This does not mean to be their friend, but to be friendly. Be confident and use a strong teacher voice to set the tone.
- **Set students up for success**~ Students need clear detailed directions and expectations. Over-explain things and give examples so they understand and succeed.
- **Collective activities**~ Choose activities that give all students the opportunity to participate and stay engaged, students enjoy group/partner/team games, check for their understanding by asking for a thumbs-up.
- **Move around the space**~ Use your proximity by walking around the classroom to keep students engaged and on task.
- **Transitions**~ Keep them engaged by giving countdowns in Spanish between activities or singing a song/tune for them to repeat.
- **Notice restlessness**~ Keep a fast pace with structured activities and variety to engage the students. Goal- at least one activity/song per class period should get the students standing or out of their seats.
- **Be patient & empathetic**~ Remember they are kids and are learning how to control their emotions, they have personal situations that may affect their behaviors. Many times, they are dealing with things you may not know about. Staying positive and supportive with behavior and avoiding any embarrassment or shaming is critical.
- **Praise & encouragement**~ Highlight the positive behavior in class ~ “*muy bien, buen trabajo, exelente, gracias, dame cinco, etc.*”

Positive verbiage for a productive environment

Focus Reminders: “*Ojos aqui, bocas cerradas, orejas abiertas*” (with gestures)

“I’ll wait to continue until everyone is quiet and ready for the next activity.”

“I’m glad to see you are eager to participate. Please remember to raise your hand before shouting out the answers.”

Incentives: “Show me you can focus quietly for this lesson and then we can play a fun game to review it next.”

“I will call on students who are sitting nicely and following directions for the next activity/or team captain/etc.”

“I really like that Suzie is patiently and quietly raising her hand, so I will call on her next.”

➔ **Utilize Attention getters to regroup students if they are talkative or after small group or team work.** Use a quick **clapping pattern** or one of the following **call and response** phrases:

Uno, dos tres...cuatro cinco seis

Uno, dos... ¡Vámonos!

Paleta de fresa... manos en la cabeza

Bate bate... chocolate

Clase, clase... mande, mande

Oye oye clase... Oye oye maestra(o)

Hola, hola... coca cola

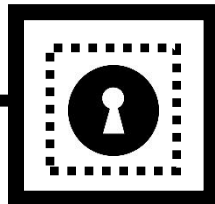
¿Qué te pasa calabaza? ... nada nada limonada

Sing a tune: *Ole, Ole ole ole; La Lechuza, la Lechuza hace shh, hace shh*

Quiet examples: quietly waiting for silence, saying “*toca la boca*” with gesture



PREPARING FOR CLASS!



Name tents

Seating Chart

Behavior
Chart

Responsibility
Poster

Transition
Plan

Remove
Distractions

Lesson Plan
Outline

Movement in
classroom

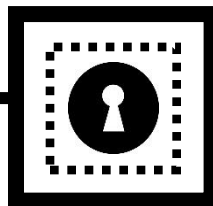


PREPARING FOR CLASS! Glossary:

- ✓ **Name Tents:** Hand out construction paper to students and ask students to fold the paper in half and write their name on one side. This can then be set up on the table as a tent on the desks. It is a great way to help you get to get to know and remember your students' names. They can save these in a folder and display each class for you.
- ✓ **Responsibility Poster:** This is an important poster outlining the basic expectations for Spanish classrooms. Review this poster at the beginning of each class and before each lively activity to remind students of appropriate classroom behavior. Add gestures to make this task more interactive.
- ✓ **Behavior Chart:** A behavior chart is an important tool for classroom management. An example of a behavior chart is a star system. Students begin each class with three stars and must work to keep their three stars by following the rules on the Responsibility Poster. Write students' names on the board (or chart) followed by three stars. If a student isn't following a Student Responsibility, give a firm warning and clearly state which Responsibility the student is not following. If the behavior occurs a second time, remove a star and let the student know why. If all three stars are removed in the same class, let your manager know the situation and an administrator will call the parent. It is acceptable to provide opportunities to win back stars for students who are really trying to make better decisions. Students who keep all three stars earn a sticker to place on their nametag or chart each class period.
- ✓ **Remove Distractions:** Take away all distractions. The only thing out on desks should be Spanish related. After activities, have the students put everything away and have the table cleared including all crafts.
- ✓ **Seating Chart:** Use your class list to create a seating chart before the first day of class. A possible seating arrangement while in circle time is to have the students using a boy-girl-boy-girl format. When taking attendance, conducting any sitting activity or when regrouping have students return to their assigned seats. Encourage students to sit "pretzel" or "crisscross applesauce" style. No laying down!
- ✓ **Lesson Plan Outline:** Read through the curriculum materials and create a simplified lesson plan outline ahead of time for class. Be sure to prepare needed materials and props for each activity, practice any songs and fully understand the rules of activities you plan to use.
- ✓ **Transition Plan:** When moving from one activity to the next, have a clear plan on how to do this. For example: Explain your expectations and directions clearly while you have students' attention before moving to a new area in the room or handing out materials. Do something active to move/transition to a new place in the room such as: marching, singing or chanting the theme song as you move into place, or counting down in Spanish.
- ✓ **Movement in classroom:** Use the strong voice of a leader and be constantly moving around your room so that you engage every child. Feel free to stand by a child who is distracted to help him or her get back on task.



CLASS IN ACTION!



Attention
Getter

Follow
Through

Switch Activities
Often

Regrouping
Plan

Class
Helpers

Give Praise

CLASS IN ACTION!



Glossary:

- ✓ **Attention Getter:** An attention getter is something you do to regain students' attention. Have several attention getters planned for every class such as a vocal repetition, a call back, a silent gesture, an action or a clapping pattern. Teach and rehearse your attention getters with your students often so they know how to respond when they are used.
- ✓ **Regrouping Plan:** Have a plan to regain order and attention when necessary, especially when a game turns rowdy. This can be stopping, being quiet and having the class sit down in a circle or return to their assigned seats. It can also include starting to sing the theme song or utilizing one of your attention getters.
- ✓ **Follow Through:** The key for successful classroom management is to follow through with the star system. If "warnings" are NOT followed through on, the students won't take you seriously. This means following through with consequences from your behavior system with students who don't follow the Student Responsibilities.
- ✓ **Class Helpers:** If a child is having a tough time staying on task give him/her special duties, so you are rewarding *positive* rather than negative behavior. For example: Ask that student to be your helper and to write on the board, hand out papers, sit by you, etc.
- ✓ **Switch Activities Often:** If you are correctly following the Building Block Method of Learning®, you are switching activities every 5-7 minutes, which will help you keep the children's attention. If you notice an activity is not working well for your class, shorten it and switch to a new activity to keep students engaged.
- ✓ **Give Praise:** Reinforce positive behavior with praise throughout the class. "Gracias por escuchar. Gracias por levantar la mano. etc." You can add specific student's names as well. "Gracias, John." "Gracias por tu atención, Ana." etc.



Spanish in a Futura Classroom

- 1.) **Teach basic Spanish phrases right away-** Teach *por favor, gracias, de nada, levanta la mano, vamos, la próxima, Cómo se dice...* You will use these phrases again and again in your class.
- 2.) In order to speak more Spanish at first, **try speaking in Spanish and repeating yourself in English.** For example: "Necesito un voluntario." "I need a volunteer." "Hacemos un círculo." "Let's make a circle." After you do this a few times, you won't need to use English. Make sure all of your directions are in Spanish!
- 3.) **As you are going through an activity, use Spanish!** For example: "Numero uno, quién sabe?" Who knows number one? Follow it up by Bueno, perfecto, fantástico, la próxima, etc.
- 4.) **Make sure as you are going over vocabulary words EACH CHILD is saying them with you.** This is very important. For example, if the new vocabulary word is *madre*, you can say "Clase, madre is mother. ¡Todos repiten: madre!" If the students are not responding you can say, "¡No les escucho. Otra vez, madre!" (You can use hand gestures to make this more effective.)
- 5.) Hint: Ask yourself if someone walked by my room *at anytime*, **would they know this is a Spanish class?** If your answer is no, you need to be speaking more Spanish!
- 6.) Another suggestion: Make sure your class incorporates **two lively Spanish activities per class!** For example: games, songs, dancing—Movement and songs really help children learn!
- 7.) **Use cognates-** These are words that sound similar in English and Spanish. *Marcadores, papel, colores, círculo.* The kids will understand you and you will be integrating Spanish.
- 8.) Make sure you regularly **praise your students in Spanish!** Not only does this make them feel great, but it is a great opportunity to use Spanish. Excelente, bueno, terrífico....
- 9.) **Gestures-** You can explain many things in Spanish simply by pointing and using gestures. For example, as you are teaching the alphabet, use only the Spanish pronunciation and point to the letters. For family members, bring in a picture of your own family and point to each person while introducing the appropriate Spanish vocabulary words. While giving directions, gesture what you would like the children to do. For example say, "Sientense." And then use your hands to gesture sitting down. You can always verify the children understood what you were saying.

You should be speaking in Spanish more than 50% of the time, every single class!



Guidelines for Lesson Planning in an Integrated Classroom

- **Curriculum Books~** Utilize primarily the Futura Preschool curriculum for Preschool classes, Futura's 10 Level curriculum for Elementary grades, and the Futura Middle school curriculum for Middle school students. This may be supplemented with other resources and materials.
- **Lesson Plans~** Daily lesson plans are not provided by Futura as they differ greatly across programming due to the amount of instruction time each week and past knowledge and experience of the students. A Day 1 lesson plan example and Sample flow example is given by email and available on our website. Please feel free to request additional sample lesson plans or templates from your supervisor.
- **Differentiation~** There must be differentiation of material instructed across grade levels. For example: the 8th grade students should not be learning the same topic as the 5th grade students. Projects, tests, quizzes, and homework should also vary on level of difficulty and depth across grades. *Please note some grades can be working on the same material at a given school if close together and tracked year to year. For example: the 2nd and 3rd graders may both work on the same unit in a given year.
- **Rigor~** Many of our partner schools want rigorous Spanish programs, especially at the Middle school level. It is important to ensure the students are being challenged throughout the year. Verb conjugation and grammar components need to be reinforced along with vocabulary and culture lessons. Conversation is a primary goal along with full sentence practices. Review at the start of the year is essential. However, it is important to keep this limited and move forward progressing with where the students left off the previous school year. Comprehensive review should be incorporated throughout the year. For example: as you introduce adjectives you can review colors in Spanish since they are adjectives. As you teach the verb IR, you can review places and transportation vocabulary.
- **Expectations~** At the middle and end of the school year you will complete a recap letting Futura know what each grade level was instructed up to that point. It is important to keep detailed records of lesson plans and materials in the 3-ring binder provided to you.
 - A typical goal for material covered at the Elementary level would be about two Level books per school year. For example a 1st grade class can go through Level I and II in the year.
 - The Middle school curriculum guide is intended to cover grades from 6th-8th grade. It contains plenty of material to include 5th grade if the school considers this middle school level. Please note the amount of content to be covered varies depending upon programs and students. Contact your supervisor for any questions.
- **8th grade:** Many of our 8th grade families are interested in continuing with Spanish at the High school level. This is a great opportunity for them to see how much they have learned in our classes and continue building their skills. As Futura's mission states, our goal is to foster the love of language learning and promote lifetime language learners.
 - At the High school level, some students may seek to test out of Spanish I and progress to Spanish II. At the start of the school year you will send the FAQ for Language Placement letter along with the Parent introduction letter to 8th grade families. Be sure to follow up with families on their goals for High school Spanish through parent communication opportunities such as conferences, newsletters, etc. Find out from the students who is interested in testing out, what High School they plan to attend, and when the tests are so that you can help them prepare and succeed. Futura provides an example test and list of topics covered on the test for you to reference.



Day of the week _____	Month/date _____	<u>End of quarter/trimester:</u>	
Grade _____ Unit(s) _____	Grade _____ Unit(s) _____	Grade _____ Unit(s) _____	Grade _____ Unit(s) _____
Materials Needed: _____ 1.	Materials Needed: _____ 1.	Materials Needed: _____ 1.	Materials Needed: _____ 1.
Entered Grades into Online grading system _____ (include date weekly) Date of end of grading period: _____			



Sample Flow Sequence – Integrated Classroom

This is a basic example of what a typical Spanish class will look like~

- I. Welcome to class by teacher
- II. Start of class routine: Greetings song, Calendar/date/weather review with visuals
- III. Conversation practice: ball toss, maraca pass, turn to your partner
- IV. Review of previous material with Student Resource page & repetition
- V. Reinforcement game or activity to practice
- VI. Introduction to new lesson with Student Resource page & repetition
- VII. Game, pair, or group activity to reinforce new material
- VIII. *Notas Culturales*
- VIII. In class assignment and/or starting homework assignment
- X. Ritual Goodbye activity (Like song)

Notes: This is a general example. Throughout the year, this may vary if you are at the end of a unit with a project, assessment, etc. We are flexible and also encourage creativity!

Sample Flow Sequence - Integrated Classroom - Introduction to "Greetings" DAY ONE for 6th grade

I. Welcome to class by teacher

1. Greet class with, "Buenos días" or "Buenas tardes" and make them respond accordingly.
2. Ask whole class and individual students in Spanish: *¿Cómo están?* / *¿Cómo estás?*

II. Lively introduction activity/ Review of previous material: Sing Greetings Song- Greetings song- (Sing to the tune of "Frere Jacques")

Buenos días, Buenos días

¿Cómo estás?, ¿Cómo estás?

Muy bien, gracias, Muy bien, gracias

¿Y Ud.?, ¿Y Ud.?

Buenas tardes, Buenas tardes

¿Cómo estás?, ¿Cómo estás?

Muy bien, gracias, Muy bien, gracias,

¿Y Ud.?, ¿Y Ud.?

Buenas noches, Buenas noches

¿Cómo estás?, ¿Cómo estás?

Muy bien, gracias, Muy bien, gracias,

Ya me voy, Ya me voy

III. Introduction to new lesson-

1. Review meanings line by line of above song by asking for volunteers to help translate.
2. Hand out Student Resource Page- Greetings, and give students a minute to fill in the meanings that were just discussed.
3. Continue through the Student Resource Page until it is complete.
4. Review the vocabulary aloud and have the whole class repeat to practice pronunciation.

IV. Group activity to reinforce new material / Conversation practice

1. Demonstrate the introductions with a few students, asking questions from the Student Resource Page and prompting students to answer in Spanish. Help as needed since this information is brand new.
2. Pair up students and instruct them practice introducing themselves. They may use their real name or their new Spanish name (if they have one).
3. Ask for volunteer pairs to present to the class.
Variations: For extra fun use costumes if you have them (hats, masks, wigs, outfits, etc.).

V. Intro to new grammar concept

1. Explain the difference between *tú* and *usted* and when to use each.
2. Have students highlight words and phrases that are **informal**.
3. Go over the questions on the Student Resource Pages and discuss with students:

Up until what point during the day would you normally greet someone with the following?:

- a. Buenos días used until about noon
- b. Buenas tardes used from noon until 6-7p.m.
- c. Buenas noches used from about 7p.m. onward

VI. Pair activity to reinforce new material / Conversation practice

1. Write two primary questions and answers that were taught today on the board:
 - a. ¿Cómo te llamas? Me llamo...
 - b. ¿Cómo estás? Estoy...
2. Model asking and answering a few students these questions orally. Encourage them to answer using the model answer.
3. Instruct students to stand and ask and answer as many classmates as possible one of the following: ¿Cómo estás? OR ¿Cómo te llamas?. (Students must wait for their classmates to answer in a complete sentence in Spanish).
4. Set a timer for 60 seconds or watch the clock. Ask the students to tell you the number (in Spanish if possible) of how many students they conversed with.

VII. Cultural lesson

1. Discuss what is the "normal" response in dominant U.S. culture when someone asks you how you are doing? ("Fine/good.") Do you think all cultures are this way? ("Probably not.")
 - a. In Quito, Ecuador, for example, two very common responses to "¿Cómo estás?" are "Aquí, nomás" or "Aquí, luchando." What might this sound like to an outsider? (Suggestions: nothing special happening, sad, not doing well, angry.) What different meanings could it have to an *ecuatoriano*? (Suggestions: Nothing special happening, determination in the face of obstacles, bravery.)

VIII. Recap and assignment of homework

1. Reinforce today's lesson by assigning Práctica I- Flashcards. (Make sure they are copied on a darker colored paper).
2. Read the directions with students and remind them that they must write the Spanish meanings on the back with PERFECT spelling.
3. Flashcards also must be CUT APART before they enter the classroom for full homework credit.
4. Allow them to begin writing on the back in Spanish of a few cards if time permits.

IX. Ritual Goodbye activity

1. Have students write down the Spanish assignment and due date in their assignment notebook.
2. Sing one of their favorite goodbye songs as students pack up their materials, such as:

Adiós Amigos (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,
Hasta la vista, hasta la vista
Hasta luego, hasta luego,
Chau, chau, chau. Chau, chau, chau

X. As time permits

- Translate the goodbye song together as a class
- Allow students a few more minutes to begin homework

* = class periods
depend on complexity
and length of unit

Options:

- Written
- Oral
- Project

1 class period*

Assess

1-2 class periods*

Review

Games:

- Pair
- Small Group
- Whole Class

2-3 class periods*

Practice

Activities:

- Listening
- Reading
- Writing
- Speaking

1-2 class periods*

Introduce

Use:

- Context
- Songs
- Visuals

Integrated Unit Flow



Teacher: _____

Evaluator: _____

School: _____

Date: _____

Time spent in classroom: _____

Grade: _____

Attention getter observed in class _____

Reward/consequence system in place _____

Lesson plan and 3-ring binder check _____

Activities observed: _____

1= Needs improvement 2= Meets expectations

3= Excels in this area

Instructor relates to students in a friendly manner

1 2 3

(smiles, greets students, calls students by name)

Instructor uses time wisely

1 2 3

(fast paced class, variety of activities & lessons)

Instructor provides exciting class

1 2 3

(dynamic energy, movement in the space, interactive)

Instructor shows good classroom management

1 2 3

(redirection, behavior reminders, follow through)

1.) Creativity: *Did the teacher introduce topics creatively using songs, gestures and visuals? Did the games and hands-on activities make the material/lessons come dynamic and interactive?*

2.) Use of Spanish: *Is Spanish being spoken a minimum of 50% of the time? Are directions being given in both languages? Are key Spanish phrases, questions, and commands being used? Are the students challenged to think and respond in the target language?*

3.) Classroom Management: *Does the teacher have command of the class? Are the students engaged and listening? Does the teacher reinforce the student responsibilities, award/consequence system, and attention getters in class? Are there organized seating arrangements and structured transitions for a smooth-running class? Does the teacher recognize and respond when a child is not engaged? Does the teacher use positive framing and encouragement with students?*

4.) Age appropriate to class: *Is the teacher appropriately adapting activities based on the age and ability of the students? Are there visuals to reinforce learning? Are conversational skills being reinforced? Are the students encouraged to use full phrases and sentences in Spanish?*

5.) Class flow (mix of interactive & traditional activities): *Has a cultural topic been introduced? Are the children playing games and singing songs? Is there overall a FUN atmosphere for the students?*

6.) Transitions (opening and ending of class & between activities): *Are the activities lively and incorporate movement throughout the classroom? Is there a good routine and rituals in place?*

7.) Communication with students (newsletters, handouts, study guides, assignments, & upcoming quiz/test): *Does the teacher warmly greet and say goodbye to the students in Spanish, calling them by name? Are there clear expectations for upcoming assignments and activities? Do the students have organized materials and hand-outs as study resources?*

Comment: _____

Emergency Substitute Plan:

Use the outline below to fill in with your information, attach copies of your class lists labeled by period/grade and as many details as possible for a smooth transition. Leave these instruction sheets along with any applicable copies in a designated area in your classroom/office/school in case it is needed during the school year.

(Note: This plan should be used in the case of an emergency only. Detailed plans that continue the curriculum should be created and implemented for planned absences.)

School address & any parking/entrance information: _____

Teaching Schedule with Times and Room Numbers: _____

Additional Notes/Behavior Management tips: _____

Emergency Lesson Plan: Middle School Spanish-

1. **Practice basic conversation with ball toss and or visuals:** ¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿Qué tiempo hace hoy? ¿Cuál es la fecha hoy? ¿Cuántos años tienes? ¿Qué hora es?
2. **Review numbers in Spanish with a student countdown in Spanish –** start with one student and have the student say “uno” and continue counting with each student saying the next number in Spanish. See how high they can count!
3. **Locate & Practice current vocabulary:** Ask students to take out their current “Student Resource Page” or notes on current or most recent vocabulary. Borrow a student’s “Student Resource Page” and have the class repeat the vocabulary after you aloud to practice pronunciation.
4. **Game: Around the World:** Play a few rounds of this game using the current vocabulary. Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, “tall” and the two students race to say, “alto.” Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner.
5. **Additional Game: Pictionary/Charades/Hangman/Hot Potato/Mata la mosca-** Play a review game of your choice with the vocabulary topic/unit they are currently working on.
6. **Share a culture lesson-** This could be relative to a current holiday or about a specific country you've lived/traveled.
7. **If there is extra time**, have the class take out some of their old flashcards from previously learned material and practice quizzing themselves or a partner.