



# Futura Language Professionals' Enrichment Training Guide



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

Welcome to the Futura team! We are excited to work with you as we prepare for another successful school year. This training manual is designed to support you with the tools, resources, and best practices you'll need to create engaging, effective, and joyful Spanish learning experiences. Thank you for the passion, professionalism, and care you bring to your students each day.

**Futura Language Professionals' Building Block Method of Learning®** is what makes our program totally unique! It's essential you follow our method in each one of your classes.

The basic concept is a **lively, hands-on approach to language learning**. Classes move quickly from topic to topic, **constantly introducing new lessons and reviewing old ones**. Language is taught in a dynamic atmosphere, incorporating songs, games, and cultural anecdotes. The primary goal is to spread the enthusiasm for the Spanish language and its many cultures. Though we hope that after graduating from our program Futura students have a great understanding of the language, we recognize that fluency is developed over many years. 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!**

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

#### **Part I: Dynamic Approach to Teaching**

- ✓ Each day/lesson should be comprised of 8-12 different activities, none lasting more than 5-7 minutes. This fast pace helps keep students engaged.
- ✓ Mix up activities that are standing up, sitting down, listening, speaking, and watching. Movement in the room keeps students' attention.
- ✓ Lessons should be varied and include lively activities such as games, songs, coloring, and conversation practice. With TPR (total physical response) students connect Spanish words to physical actions, making learning active and memorable.
- ✓ Each day should include a cultural lesson (*notas culturales*). We encourage you to enrich these lessons with your own experiences and actively engage students through follow-up questions.

#### **Part II: Continuously Build on Skills**

- ✓ Repeat activities daily: Start every day with the ritual greetings' song and conversation practice. Kids thrive on routine and reinforcement for retention.
- ✓ In each class you will review previously taught vocabulary and conversation lessons as well as introducing the new lesson for the day.
- ✓ Our lessons are designed to introduce vocabulary slowly and gradually, which is specified for you in each written lesson plan.
- ✓ Reinforce total conceptual learning by weaving past lessons into new content—for instance, applying colors and numbers to describe and count new Spanish vocabulary.

#### **Part III: Language Instruction Should Encourage Conversation First and Foremost**

- ✓ Conversation practice gives real life applicable skills. In our Vamos curriculum builder phrases like "Necesito" or "Me gusta" with the vocabulary without needing to focus on the verb conjugation or grammar within the sentences.
- ✓ Review conversational skills every single class period. This can be with puppets, maraca pass, ball toss, skits, or turn to your partner activities.
- ✓ Make sure your classes are age appropriate-know what levels of reading and writing your students are at in their native language.

## Spanish in a Futura Classroom~ Bilingual Approach



- 1.) **Teach basic Spanish phrases and classroom commands right away-** Teach *por favor, gracias, de nada, levanta la mano, vamos, la próxima, Cómo se dice...* You will use these phrases repeatedly in your class. Using classroom commands exposes them to more Spanish than just the vocabulary lessons.
- 2.) **Start all lessons and directions in Spanish first** and then give the English translations- flipping between the languages. For example: "*Necesito un voluntario.* I need a volunteer." "*Hacemos un círculo.* Let's make a circle." This way you are challenging them to think and respond in the target language. Make sure all your directions are in Spanish first with English translations following!
- 3.) **Encourage the students to respond in Spanish.** For example, saying "*¿Estamos listos?* Are we ready?" and encouraging them to respond, "*¡Sí!*"
- 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.) **Gestures-** You can communicate many concepts in Spanish using simple gestures and visual cues. For example, when giving directions, pair your words with actions to show what you want the children to do. For instance, say "*¡Siéntense!*" while motioning for them to sit. Always check for understanding to ensure they grasp your instructions. Other helpful strategies include holding up fingers to show the number you're saying in Spanish, acting out verbs, using facial expressions, and incorporating props.
- 6.) **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.
- 7.) 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, terrifico....*
- 8.) 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!
- 9.) Hint: Ask yourself if someone walked by my room *at any time*, **would they know this is a Spanish class?** If your answer is no, you need to be speaking more Spanish!

**The more Spanish used, the more they will learn. Repetition is the key to language acquisition!**

# COMMON SPANISH PHRASES AND COMMANDS TO USE IN THE FUTURA CLASSROOM

## Phrases

- Necesito un voluntario.
- ¿Qué es?
- ¿Alguien sabe?
- ¿Quién recuerda?
- ¿Cómo se dice \_ en español?
- ¿Qué significa \_?
- ¿Están listos?
- ¿Cuántos tenemos? or ¿Cuántos hay?
- ¿Les gusta(n) \_?
- Están de acuerdo.
- Tenemos dos minutos más.
- Vamos por acá (allá)
- Vamos a jugar un juego.
- Vamos a repasar el vocabulario de la semana pasada.
- Vamos a cantar una canción.
- Vamos a empezar.
- Vamos a comer la merienda y hablar de la cultura.

## Bilingual noise level reminders

- *Cambiamos a nivel de voz dos-voz normal.* Let's switch to voice level two for this partner activity.
- *Veo alguien usando nivel uno- ¡buen trabajo!* I see someone using level one- good job!
- *Estamos en nivel cuatro, pero necesitamos nivel uno.* We are at a level four, but we need a level one.

## Commands

- Levántense por favor.
- Siéntense por favor.
- Levanten la mano (or Levanta la mano for one student).
- Repitan después de mí.
- Escuchen por favor.
- Miren aquí.
- Hacemos un círculo (or formen un círculo).
- Formen una línea (or dos, etc.).
- Saquen los marcadores (las tijeras, crayones, papeles, etc.).

## Encourage students to say:

- ¿Cómo se dice \_ en español?
- No entiendo.
- No sé.
- Repite por favor.
- Tengo una pregunta
- Gracias y de nada
- Sí o no
- Presente (for attendance)
- Me gusta o no me gusta
- Buenos días (tardes)
- Hola y adiós
- ¿Puedo ir al baño?
- ¿Puedo ir a tomar agua?
- Merienda





# Interactive Activities

Here is a list of the activities and games to play while practicing and reinforcing the lessons.

## Ice Breakers:

- Memory Game Ice breaker: The first student says, "*Hola Me llamo*\_\_\_\_." The next student would say "*Hola + the student prior's name. Me llamo*\_\_\_\_." Continue around the classroom having the students remember the other's names and introducing themselves.
- Cognates Ice breaker: As you call out a list of nouns/cognates, instruct the students to give a thumbs-up if they like it "*me gusta*" or a thumbs down if they don't. Some cognates: *el chocolate, la música, los animales, la pizza, los vegetales, el arte, el beisból, el fútbol*, etc.

## Conversation Practice Activities:

- Beach ball conversation- write Spanish questions with dry erase marker on the colored sections of the ball. Whoever catches it answers the question where his or her thumb lands.
- Conversation stations- write Spanish questions on notecards and have them at tables around the room for the students to rotate in pairs and practice asking and answering.

## Activities to practice new vocabulary:

- *Muéstrame* activity to check their understanding (mimicking actions assigned to vocab)
- Pictionary: Use the whiteboard and have one student at a time come up to draw a vocabulary word. Have the class raise their hand to guess the Spanish word. Whichever student answers correctly gets to be the next drawer.
- Charades: Divide the class into two teams. Have one person from each team act out a vocabulary word and see which team can guess the Spanish word first. Continue by having new players act out the next vocabulary word you give them and so on.

## Whole class games:

- Dance Freeze game-students dancing to music and freeze when you stop the music- the student who moves first answers a question or translates a word for a flashcard you show.
- Pop up game- students each have a flashcard and pop up when you call the matching Spanish.
- Popular Traditional games: I spy (*Yo veo*), Four Corners, Simon Says, Bingo/*Lotería*, Scavenger Hunt, Telephone game, Hot Potato (*Papa Caliente*), and Musical chairs.

## Calmer activities to try with high energy groups:

- Reading a short bilingual book related to lesson topic.
- Drawing/coloring activities

## Review Games that work well at the end of the semester:

- Jeopardy review game
- Wheel of Fortune review game
- Around the World: Students stay at their spot but stand to compete with another student. Two competing students race to give translations of the flashcard you show.

## Activities with Dice:

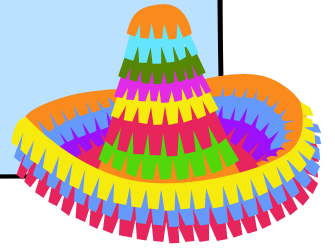
- Simple math in Spanish~ standing in a circle two students at a time throw a die into the center and race to count the total in Spanish.
- Assign each number a question or vocabulary word and have students answer what they roll. This can be a competition or for simple practice.
- One die's numbers can correspond to an exercise like jumping jacks or pushups and the other is for the number of times to do the exercise. This can get all students moving and counting in Spanish!

## Helpful Tips:

- ✓ Give very clear expectations and guidelines for activities before starting or handing out materials.
- ✓ Show an example of a new game to ensure their understanding.
- ✓ Move to a new open area in the room for each activity.
- ✓ Divide teams evenly by age for fairness.
- ✓ If a game is successful for your class, use it again the next week for review.

**Our number one goal is to create lifelong language learners! Be firm, be fair, be friendly and have FUN!**

# TEACHING TIPS



## LESSON PLANS

- Use the provided detailed lesson plans to get into a nice routine each week. The specific activities can be adapted to your students' needs.
- Notice that younger students may be non-readers, so you should choose activities that don't require them to read or write Spanish.
- Older students enjoy being team captains or score keepers for games. Adjusting a song to a chant works well.
- Pick and choose the best activities from the lesson that work for your age group and student interest level.

## REPETITION

Encourage the students to repeat the Spanish after you multiple times. You can make this fun by using different voices like a whisper, high pitched, or loud voice. Adding gestures is a great way to help their retention and engagement.

## CULTURE

- Culture and language go together. Share the *notas culturales* from the lesson plan and photos that go along with the lesson from the Staff portal.
- Include your own Spanish experiences about foods, festivals, and traditions to pique their interest.

## ENTHUSIASM

The goal of Futura classes is to get students excited about the Spanish language and become lifelong language learners. Give lots of praise and encouragement to create a positive class!



## Enrichment Class Flow

This is a flexible guideline and may be adjusted based on class dynamics and program needs.

### One-Hour Class Flow

| Time                                 | Activity                                              | Details                                                                                                                                                                                                                                        |
|--------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5-7 minutes</b>                   | <b>Attendance, Expectations, &amp; Culture lesson</b> | Attendance, name tags, seating, Student Responsibilities review, Voice levels, quick attention-getter; Students may eat snacks at this time (if permitted by school and in the after-school sessions). Share the cultural lesson with visuals. |
| <b>8-10 minutes</b>                  | <b>Songs &amp; Conversation practice</b>              | Greeting song, conversational phrases/questions, student participation                                                                                                                                                                         |
| <b>7-10 minutes</b>                  | <b>New Lesson</b>                                     | Introduce new vocabulary/conversation through visuals (flashcards), TPR (total physical response) gestures, repetition, and modeling                                                                                                           |
| <b>15-20 minutes (5-7 min. each)</b> | <b>Games &amp; Reinforcement</b>                      | 2-4 active games that practice the new language; movement and repetition                                                                                                                                                                       |
| <b>8-10 minutes</b>                  | <b>Creative Practice</b>                              | Choice of project, coloring, handout, stations, or independent/partner activity                                                                                                                                                                |
| <b>3-5 minutes</b>                   | <b>Closing Song &amp; Dismissal</b>                   | Student praise, goodbye song, sticker/reward, dismissal routine                                                                                                                                                                                |

## Introducing New Spanish Vocabulary: The Basics

**1. Provide Clear Instruction-** Begin by introducing each new word with the picture flashcard.

- *Example:* Hold up the cat picture flashcard and ask, “**Clase, ¿qué es esto?**”
- When students respond, say: “**¡Sí! ‘Gato’ es ‘cat’ en español.**”
- Show the flashcard with both the picture and the written word. Point to the word while saying: “**Todos repitan, por favor: el gato.**” Ensure every child repeats the word out loud.
- Reinforce by passing the flashcard or a stuffed cat prop around the circle (each child says *el gato* when they have it). Repeat the process for each new vocabulary item.

**2. Repetition with Movement-** After teaching the new words, review them with active practice.

- **TPR- Total Physical Response:** Have the class stand up and pair each word with a simple gesture to make it more memorable. Example: say *correr* and run in place- students copy. Encourage full-class participation and energy.
- Break words into syllables and practice clapping or using instruments to tap out the rhythm.

**3. Review with Recognition practice-** Before any activity, do a rapid review:

- Lead a call-and-response where the whole class repeats and acts out each word as you hold up the picture flashcards.

**5. Appropriate expectations:** It is important to understand that young students will first **recognize** the Spanish vocabulary words before being able to **reproduce** the Spanish translation.

- Learning a language is a lifetime commitment. Students often start in **the silent period** where they are responding to their teachers right away, but do not start immediately speaking spontaneously.

**6. Games for Active Learning-** To ensure kids' success during the games and activities:

- Before each game, quickly practice the words as a group.
- During the game, encourage everyone to repeat the words when they come up.
- Use games that require students to **say** the Spanish words (e.g., naming a picture, giving the Spanish equivalent of an English word, or memory-matching).

**7. Incorporating the Builder Phrase-** Review the phrases and conversation elements with the vocabulary.

- *Example:* “**Me gusta**” / “**No me gusta.**” Show the phrase written on the board.
- Hold up various pictures and have students respond with thumbs up or down while saying the phrase.

**8. Total Conceptual Learning-** Combine vocabulary with builder phrases for meaningful communication. *Example:* Hold up the stuffed cat and ask: “**¿Te gusta el gato?**”

- Students respond: “**Sí, me gusta el gato.**” / “**No, no me gusta el gato.**”
- Reinforce with a visual organizer: On one side: *Me gusta* On the other side: *No me gusta*

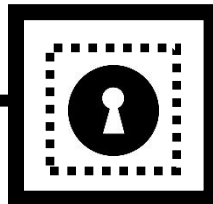
**9. Exit Ticket Reinforcement-** As students leave at pick-up time, ask each child to repeat one vocabulary word they remember. This provides one last review and helps words “stick.”

✓ Make learning interactive, visual, and fun!

✓ Be patient and encouraging throughout their learning process.



## **PREPARING FOR CLASS!**



Name tags

Student  
Certificates

Seating Chart

Star Chart

Responsibility  
Poster

Voice Levels  
Poster

Remove  
Distractions

Lesson Plan  
Outline

Movement in  
classroom

# PREPARING FOR CLASS!

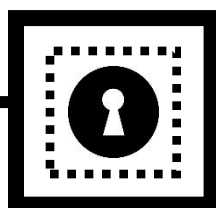
## Glossary:



- ✓ **Name Tags:** Create name tags before class so you can easily get to know and remember your students' names.
- ✓ **Responsibility Poster:** This is a REQUIRED poster outlining the basic expectations for all Futura 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.
- ✓ **Voice Levels Poster:** With many of our games and activities, kids naturally get excited and loud. Review this poster at the beginning of each class and before each lively activity to remind students how loud their voices should be depending on the activity. Add gestures to make this task more interactive. A visual and consistent reminder helps students develop self-regulation.
- ✓ **Star Chart:** The star chart is REQUIRED for all Futura teachers. 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 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 student certificate at the end of each class.
- ✓ **Student Certificates:** Have the certificates prepared with each student's name prior to the first class. Students who keep all three of their stars on the Star Chart for the duration of each class will be able to place a sticker on their certificate. Be sure to collect the certificates at the end of each class. Only allow the class to take their certificates home on the last day of class!
- ✓ **Remove Distractions:** Take away all distractions. Backpacks should be carefully lined up and students shouldn't have any games or objects from home out. After activities, have the students put everything away and have the table cleared including all snacks and crafts.
- ✓ **Seating Chart:** Use your class list to create a seating chart before the first day of class. Seat 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 provided lesson plans and create a simplified lesson plan outline ahead of time. 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.
- ✓ **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. Provide clear transitions when changing activities. For example: marching, singing, or a countdown in Spanish.



## **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. When you've used the attention getter and have their focus, give the reminder of your expectations.
- ✓ **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 actually taking away stars from students who don't follow the Student Responsibilities and having an administrator call home when three stars are removed. If students are shouting during an activity when you've told them to be at a Level 1 whisper, give the class a reminder of your expectation.
- ✓ **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.

## Praise & Encouragement

*"¡Wow! Mis estudiantes están callados y listos para jugar."* "Wow! I see so many students sitting quietly ready to play the activity."

*"¡Gracias por escuchar, Greta! Esperemos que los otros escuchen."* "Great listening ears, Greta! I'm waiting for others to do the same."

*"¡Lo hiciste! Sabía que podías prestar atención."* You did it! I knew you could follow directions/stay quietly in your spot/etc."

*"Buen trabajo, clase ¡Ya casi jugamos su juego favorito!"* "Great job, class. We have almost earned our favorite game."

*"Gracias por esperar callado/a."* "Thank you for waiting quietly."

*"Muy bien sentado. Están listos/as para aprender."* "Great job sitting criss-cross applesauce. That shows me you're ready to learn."

## Star Chart/Student Responsibilities

*"Lo siento pero necesito quitar una estrella. Mantén tus manos para tí en clase."* "Unfortunately, I will need to take a star away. It is important to keep your hands to yourself in class."

*"Chicos y chicas, recuerden las reglas: respeten"* "Boys and girls, remember our rules: respeten." (*escuchen, respeten, levanten la mano, etc.*)

*"Yo sé que quieres tus tres estrellas hoy."* "I know you'd like to keep your three stars today."

*"Este es tu primer aviso. Si continúas corriendo, voy a quitar una estrella. Yo sé que puedes mejorar."* "This is your first warning. If you continue to run around the room, I will need to take a star away. I know you can improve on this."

*"Por favor, levanta la mano."* "Please raise your hand."

*"Por favor respeta a los demás. Escuchamos mientras los otros hablan."* "Please be respectful of others. Let's listen while others are talking."

## Friendly reminders

*"Favor de usar buen language en clase."* "Please remember to use appropriate and positive language in the classroom." (IE- this is if students are saying bad words or being negative to each other.)

*"Muy cerca, pero no es la respuesta ¿Alguien puede ayudar a \_\_\_\_\_?"* "Good try, but that's not the answer I am looking for. Can someone help \_\_\_\_\_?"

*"Voy a esperar a que todos presten atención."* "I'll wait for everyone to be quiet before I start/talk."

*"¡Solo si estás en tu mejor comportamiento te doy turno!"* "Only if you're on your best behavior will you get a turn!"

*"Veo muy buen comportamiento hoy. Si no estás comportandote, yo sé que puedes."* "I'm seeing a lot of great behaviors in class today. Those of you who are not behaving well, I know you can do it."

*"¿Listos para aprender?"* "Ready to learn?"

¡Muy bien!  
¡Buen trabajo!  
¡Que bueno!  
¡Excelente!  
¡Aplauso!  
¡Gracias, clase!  
¡Dame cinco!

## Before and After School Spanish Policies and Procedures

**Arrival/Entry to the Elementary School Site:** Please arrive prepared at your assigned school a minimum of five minutes before class starts. **Tardiness will not be tolerated.** \_\_\_\_\_(Initial)

**Late arrival procedure:** If you are going to be late because of an emergency, please immediately call your supervisor and let her know the situation. Please call the school directly after to ensure supervision of the students.

### Attendance

- Stop in the office and pick up an **attendance sheet** to determine who was absent from school. (Some schools may not have a sheet available for you. In that case, arrive early to your class to speak with the secretary regarding that day's absent students.)
- Take attendance at the start of each class. Keep a record of who is absent per date of every class. This is a legal document, which we must submit to our liability insurance provider. Make sure that you have the attendance in an accessible location in case of possible questions.
- **Absent students:** If a student misses a class and is not on the school's absentee list you must call the parents using the contact information provided to you. If the parent does not answer, be sure to leave a message at every number available. Do not rely on other students regarding an absent child's whereabouts. If a child is absent and is not on the absentee list, you must call the parent and/or your Bilingual Area Manager immediately.
- **Additional students:** If a student who is not on the roster comes to Spanish, please first check if the child is on the class list of another section of Spanish at the same school. If the student is not on any Futura class list, notify the school office of the student's attendance and ask if they would like the student to come to the office or stay in the class. If the office permits, let the child take part in your class, and get the child's full name and phone number. Contact the FLP office immediately following class with the information.
- Submit **discrepancies** in attendance to your supervisor via email or text after each class for the first two weeks of the semester. Submit the complete report at the end of the course.
- If a **child misses** two classes unexcused consecutively, please inform your manager immediately.

**Payments:** If a parent tries to give you a registration form/ payment, please ask them to contact FLP to complete the registration/ payment process. (Do not turn them away from the class.) If they insist on giving you the payment, take it and mail it to our office with a note.

**Classroom Use:** Take note of the condition of the room you are using. The room must be left in the same condition when you leave. Return all furniture to its original location and erase anything that you wrote on the board, without removing anything the daytime teacher had written. Please exercise caution when incorporating food or beverages into your class. All tables must be wiped off and scraps, garbage, etc. picked up from the floor and disposed of properly. If you notice something in disarray before the start of class, please inform your manager after class ends.

**Important:** *All Futura classrooms are peanut & tree nut free. No snacks containing nuts can be brought into any classroom for safety and liability reasons. Please note: Some schools have specific instructions for food and/or do not allow food.*

**Emergency Procedures:** **Each classroom has emergency procedures posted including for cases of fire or inclement weather. If a student does not feel well during class, have the student lie down and explain the situation to the parents at pick-up. For any student emergencies, utilize parent phone numbers provided on the class rosters. For very serious emergencies, please call 911. If any emergency or medical situation occurs in class, contact the Futura office immediately.**

**Dismissal:** Instructors are responsible for seeing that every child leaves class with a designated adult. This means parents/guardians need to come to the determined pick-up location. Check off the child's name as you match students with his/her guardian. Walk children in after school care to the appropriate location as a group. Have the after school provider *initial* the back of your roster with the date as they are now assuming responsibility for the child(ren). Students participating will be noted on the roster. DO NOT leave students unsupervised at anytime or left to run outside to meet parents. If a parent is late, remain calm and stay with the child. Use the phone numbers on the roster to contact the parents. If a parent is excessively late, please contact the Futura office.

**I have read and understand Futura Language Professionals' Procedures and Policies.**

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Mixed Grade Lessons- Classroom Suggestions

The Building Block Method of Learning® is a hands-on, conversation approach to teaching Spanish, so most of our suggested activities are appropriate for all levels and grades. All Vamos classes have lesson plans provided and often have notes for which activities work best for different age groups.



**Tip #1:** Be sensitive to age appropriateness. It is best to not have reading and writing activities in these classes. (Typically grades 2 or 3 and up can read in their native language.)

**Tip #2:** Play a lot of games! Games work well for every grade. However, you will need to again be sensitive to ability and age. Divide the teams so that each team has both little and big kids, and have the students compete against children their own age. For example: Have the kindergarteners compete against each other in a game such as Mata La Mosca and the 5<sup>th</sup> graders compete against each other. Encourage everyone on the team to be positive and encouraging to their teammates, especially to the little ones. Older students enjoy the role of being team captains or keeping scores as well.

**Tip #3:** Introduce and review vocabulary by remembering your non-readers. Using picture flashcards (or props) and lots of repetition is beneficial to their success. The more senses that are engaged, the more likely the students are to remember the vocabulary. Incorporate physical gestures that mimic the vocabulary word whenever possible as well. IE: Comer- gesture to pretend eating.

**Tip #4:** Boost confidence in ALL students. At times the younger students may feel overwhelmed, and the older students may grasp the topics more quickly. If so, have the students help the younger students. Praise all students often with: "¡Dáme Cinco!" While giving a high five, "excelente", "muy bien", "buen trabajo", and "Ustedes son muy inteligentes, etc."

**Tip #5:** Sing a lot of songs! For older students these can be more of a chant and use gestures whenever possible. Have the lyrics on the board or a poster to help them. These help students put a beat to the lessons for better retention.

**Tip #6:** Pair up the younger kids with the little kids, assigning the little ones their own personal AMIGO MAYOR. The older kids usually like responsibility, and this will make it easier for the little ones to feel more secure in class. When sitting in a circle, ask all students to sit with their *amigos* and be sure that EVERY student can participate.

**\*Overall tip:** Enthusiasm is contagious! Have a high energy level and be confident. If you are excited about class, the students will be too!

## Example of the Observation form ~ Main components

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Observation visits are an essential part of our commitment to supporting teacher growth and success. We will be writing up feedback and sending it to you after the class. Feel free to ask questions and give comments as we are here to support you.

**1.) Creativity:** *For Vamos: Is the 'adventure' coming alive? (Props or interactive skits being used for example) Did the teacher introduce topics creatively using songs, gestures and visuals?*

**2.) Use of Spanish:** *Is Spanish being spoken a minimum of 50% of the time? Are directions 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, Voice Level chart, Attention Getters, and Star chart-reward/consequence system 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?*

**4.) Age appropriate to class:** *Is the teacher appropriately adapting activities based on the age and ability of the students? Are the children playing games and singing songs? Does the teacher recognize non-readers? Are applicable adjustments being made for the age level of the students?*

**5.) Responsiveness of the children:** *Are the students raising their hands to answer questions? Are the students laughing and actively participating? Is praise and encouragement being given to provide a positive learning environment? Is there overall a FUN atmosphere for the students?*

**6.) Building Block Method®:** *Does the teacher use the picture flashcards with repetition and practice to reinforce their learning and retention? Are conversational skills being reinforced? Are the students encouraged to use full phrases and sentences in Spanish? Is the teacher switching activities every 5-7 minutes? Are the activities lively and incorporate movement throughout the classroom? Has a cultural topic been introduced?*

**7.) Communication:** *Does the teacher warmly greet and say goodbye to the students in Spanish, calling them by name? Does he or she address the parents in a friendly way and make formal introductions? Does the teacher include updates on children and what was learned in class to the parents upon arrival or pick up? Does the teacher let parents and students know about the Futura website's parent portal for extra practice resources?*

We view observations as **partnerships in growth**. The focus is not on "catching mistakes," but on **helping you thrive** as an educator and ensuring that you feel supported in the important work you do every day.



## Instructions for Obtaining a Substitute

Please note that we ask teachers to **attend each and every class** of the semester. As there are so few sessions each semester, it is important to keep consistency to enforce learning and to build camaraderie with your students. However, in the **rare** case that you should need to find a substitute the parameters are outlined below:

- ✓ As soon as you know that you require a sub, let your manager know immediately by text message. She may be able to give suggestions on who to contact. Advance communication is essential for securing a back up plan and substitute when needed.
- ✓ Please remember, however, that teachers are responsible for finding their own subs and that is not the role of the area manager.  
*\*This means that if you cannot find a substitute, you will be responsible for teaching the class.*
- ✓ Once you have obtained a substitute, please email your manager with the school, date and full name of the teacher subbing for you.
- ✓ Provide the sub with the roster for your class, date, time, location, as well as the course series and specific week. For example: *Vamos week 4.*
- ✓ Give details regarding specifics -For example: Where is pick up/drop off? Are there any special needs that need to be met in the class? Any tips or tricks that may make the class go more smoothly?
- ✓ It may be helpful to send a reminder to the substitute the day before the class starts for confirmation.
- ✓ Follow up after the class to see how things went and have the substitute give you any applicable specifics.
- ✓ On your timesheet *notes* section: Please indicate the school, date and full name of the teacher who subbed for you.

Please note that if you do not attend every class, you are not eligible for the Professionalism Award. Teachers who attend all classes are given priority for contract renewals and class locations.

**Thank you for your cooperation and for your dedication to the students of Futura!**

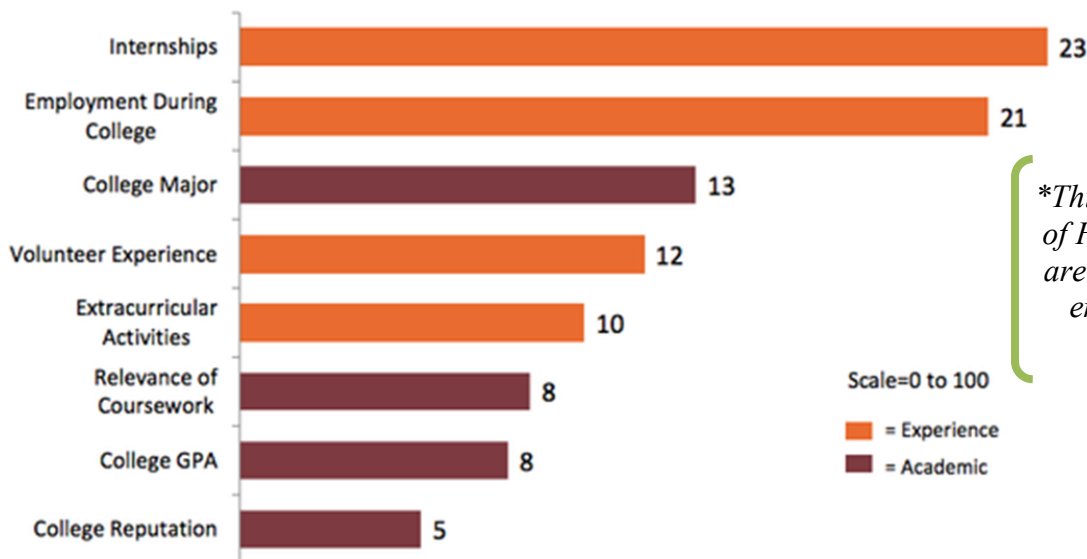
### How to Make the Most of Your Futura Teaching Position:

- **Be part of the team!** Connect with your fellow Futura teachers to share ideas, ask questions, carpool, network, and build friendships.
- **Make a commitment:** The longer you teach for Futura the better of a teacher you become and the more satisfaction you feel from your role.
- **Use your resources:** Your manager is your greatest resource. Utilize her for advice for anything from classroom management concerns, time management suggestions, to lesson planning questions.
- **Remember the reason you teach—The students!** Get to know your students by building positive and meaningful relationships with them. When you make the extra effort, they will too.
- **Be your absolute best:** When you are prepared and go above and beyond, not only do you feel better about your classes, but each and every day goes more smoothly.

### Remember the Value of Your Futura Teaching Internship:

- **Boost your resume!** We can provide you with eloquent verbiage to help build a more professional and impressive resume.
- **Stick with it:** The longer you stay at an organization the better it looks on your resume-employers will notice!
- **Make sacrifices when necessary\*:** Even though a service job may pay more, teaching, writing lesson plans, and managing a classroom are professional experiences that stand out and demonstrate leadership and organization abilities that matter in every industry.
- **Do your best:** We provide outstanding teachers with professional references and recommendations as they move throughout their careers. (A minimum of 2 semester requirement)
- **You make a difference:** Teaching gives you an opportunity to make a big impact, helping to build culturally sensitive and globally aware children.

Relative Importance of Attributes in Evaluating Graduates for Hire



*\*This graphic from the Chronicle of Higher Education Internships are the most important skill that employers look for in recent graduates.*