

# **SETTING STUDENTS UP FOR SUCCESS WITH READING**

**Low Level Reading Strategies for  
*We Are New York (WANY)* Readers**

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## **A Word About this Curriculum**

The set of lessons included here were originally designed for use with low level reader *My Name is Fatima*, a companion reader for the *We Are New York (WANY)* DVD series. These lessons provide the foundation for the development of reading skills and strategies for low level readers. Once your low level students have gone through the cycle of lessons with *My Name is Fatima*, they will then be able to transfer the skills they've acquired and their learning strategies to reading the other books in the *My Name is...* series by Hillary Gardner. The 10 books in the series (in alphabetical order below) are available at the central office. The book titles include:

*My Name is Aku* (to accompany "The Storm" *WANY* episode)  
*My Name is Anya* (to accompany "No Smoking" *WANY* episode)  
*My Name is Daniel* (to accompany "The Hospital" *WANY* episode)  
*My Name is Eddie* (to accompany "New Life Cafe" *WANY* episode)  
*My Name is Fatima* (to accompany "Welcome Parents" *WANY* episode)  
*My Name is Lucia* (to accompany "The Wedding" *WANY* episode)  
*My Name is Lupe* (to accompany "Stay in School" *WANY* episode)  
*My Name is Maria* (to accompany "Asthma: A Love Story" *WANY* episode)  
*My Name is Sue* (to accompany "Love and Money" *WANY* episode)  
*My Name is Yumi* (to accompany "Domestic Violence" *WANY* episode)

This curriculum does not assume that the students have watched the *We Are New York (WANY)* episode on DVD. If students have watched the episode on DVD, then they have more background knowledge, but it does not take away from reading the book, which is written in a different point of view from the DVD.

I would like to thank the level one students I taught in early 2012 at Brooklyn College for inspiring me to create more lessons and expand this curriculum. The teaching I did with these students gave me real knowledge of low level reader challenges. Thanks also to Hillary Gardner for her creation of these engaging low level materials.

## **Bibliography**

### **References and Further Reading**

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# DAY ONE:

## Pre-Reading Activity One: Alphabetical Order (1.5 hours)

*NB: This lesson presupposes that students have been introduced to the alphabet, and that they have been introduced to very basic classroom correction language. If students are not familiar with the alphabet and classroom correction language, you will need to spend time on it here. For instructions on introductory activities for the classroom – including “Classroom Correction Language” – see Appendix A.*

### Teacher Preparation:

- Before beginning this lesson, students should:
  - Know each other’s names
  - Be familiar with the alphabet
  - Be familiar with “Classroom Correction Language”
  - Be familiar with Yes / No questions
- Prepare one 3 x 5 index card for each student in your class as shown below. Each student will receive an index card with one of the 8 - 10 key vocabulary words on it. You will find the 10 key vocabulary words on the “Character and Key Words Chart for *My Name is Fatima*” in the Day One Handouts section. There will be two or more students with the same word on their index card, but this works well for the activity. The *My Name is Fatima* the cards will look like this:

children	daughter	friend	happy	letter
nervous	parents	proud	questions	worried

- Create an “Alphabet Chart” on newsprint to hang in your classroom throughout the semester.
- Create a “Classroom Correction Language Chart” on newsprint to hang in your classroom throughout the semester.

### Materials:

- Prepared index cards with key vocabulary words – one index card for each student in class. (See Teacher Preparation above with model cards.)
- “Alphabet Chart” (on newsprint for wall) with both capital and small letters.

- “Classroom Correction Language Chart” (on newsprint for wall). (See Day One Handouts.)
- Newsprint and markers
- Student notebooks

**Goals:**

- Review the letters and sounds of the letters of the alphabet
- Review meaning of key vocabulary words for the story
- Practice pronunciation of key vocabulary words for the story
- Introduce alphabetizing (as a new strategy)
- Practice alphabetical order strategy to prepare for reading a new text
- Practice writing transfer of key vocabulary words for the story in alphabetical order

**Steps:**

1. Hand out the index cards with key vocabulary words. There are 10 key vocabulary words for *My Name is Fatima*, and each student should get one card. Make doubles or even triples of some words to meet the needs of your class.
2. After you hand out the index cards with the key vocabulary words, ask students to read the word on their card silently, and then ask the students to shout out their word to you. As you hear the different words, write the list of words on the board. You already know the words, so just listen to the students as they shout them out and listen for pronunciation problems. Write the words in a numbered list on the board or on half of a sheet of newsprint (and count so you know you have all 10 words). The next step is to practice alphabetical order, so try as much as possible to make them NOT in alphabetical order on the list you write on the board.
3. Take a little time after you’ve written the list to go through it for pronunciation of each of the 10 words. “Daughter” is one of the key vocabulary words, and while “daughter” is known by almost all low level students, the pronunciation is not always accurate. This is a good place to stop and get students to focus on pronunciation of these words that they recognize for the most part.
4. After a little work on pronunciation, point to the alphabet chart that you have posted in your room and review the word alphabet (and make sure that students use that word). Then review the letters in general, and take time to review specific letters that students have trouble with. Keep in mind *this is not the first time you are introducing the alphabet*. Wait to do the following activity if you have not yet worked on the alphabet with your class. The activity below is designed to provide students with a way to use the alphabet at a “tool” for doing alphabetical order.
5. After the initial review, talk with the students about how the letters of the alphabet on the chart have an order. Ask what the order is called (if you think they can get it). If you don’t think they can get it (or you have not talked about it), then write the word “alphabetical” on

the board and model pronunciation. Make sure they get both the word and the pronunciation (with syllables) on their lips.

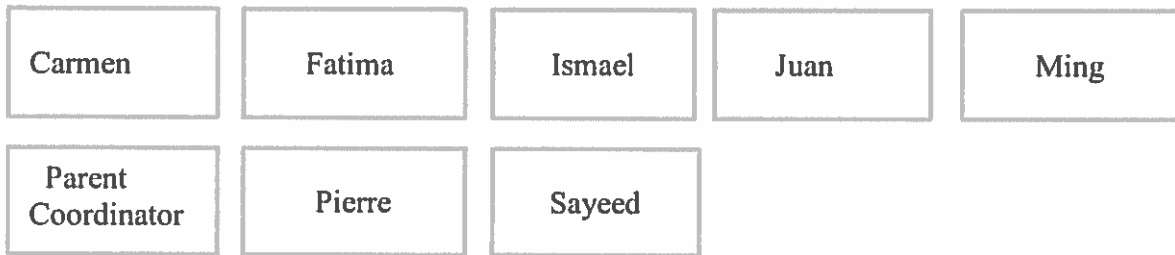
6. Go back to the 10 vocabulary word list that you wrote on the board (or on newsprint) generated from the index cards (children, daughter, friend, happy, letter, nervous, parents, proud, questions, worried). Ask the students if the list is in alphabetical order. When students say no, write the numbers 1 – 10 in a column on the board next to the first list (or on the other half of the newsprint). Do not write any words after the numbers. Tell the students: “We are going to put the words in alphabetical order.” Ask them which word from the first list should go first in the alphabetical order list. When they have the first one (i.e. children), ask about the second one. After the second one, ask the students to work with a partner (the person next to them) to write the entire list in alphabetical order. Give them a limited time (5 minutes should be sufficient) and stick to that time, even if there are some pairs who are not finished in that time.
7. Make sure the “Classroom Correction Language Chart” is posted on the wall in your classroom. Refer to that chart, and review if necessary. Then with the whole group, check the list together by having one group write their alphabetical list on the board. Using correction language, i.e. “Is this/it correct?” or “Put \_\_\_\_ before \_\_\_\_” check the alphabetical list with the group.
8. After you finish the alphabetical order list, ask students to write it correctly in their notebooks. Walk around and make sure that students are copying (actually transferring the information) accurately. This can be a challenge at level one, especially if there are students new to the alphabet.

## DAY TWO:

### Pre-Reading Activity Two: Character Chart and “Guessing” (2 hours)

#### Teacher Preparation:

- Prepare one 3 x 5 index card for each character in the story, as shown below. Only 8 students will get cards this time. You will find the 8 character names on the “Character and Key Vocabulary Chart for *My Name is Fatima*” in the Day One Handouts Section. The *My Name is Fatima* character cards will look like this:



- Create a “Character Chart” on newsprint for the class to use in the activity below.

#### Materials:

- List of key vocabulary words in alphabetical order on newsprint. (See Day One activity.)
- Prepared index cards with character names - one card for each character. (See Teacher Preparation above with model cards.)
- One copy of *My Name is Fatima* book (for teacher modelling).
- Newsprint and markers
- “Character Chart” (on newsprint for wall). (Use the Day Two Handout as a model.)
- “Character Chart” handout – one for each student. (See Day Two Handouts.)
- “Alphabet Chart” (on newsprint for wall)
- “Classroom Correction Language Chart” (on newsprint for wall). (See Day One Handouts.)

#### Goals:

- Review key vocabulary words from Day One
- Introduce the names and characteristics of the main characters of the text
- Review alphabetical order with the names of the main characters of the text
- Use classroom correction language in context
- Practice simple question formation to fill out “Character Chart”
- Use guessing as a pre-reading strategy
- Practice writing and transfer skills with learned information

### Steps:

1. Keep the list of key vocabulary words in alphabetical order on the board for reference. Tell the students that they are going to read a story. Write the word “title” on the board and have the students say the word out loud. Tell them the title is the name of the book. Then show them a copy of *My Name Is Fatima*, and ask them what the title is. Make sure that the title is visible – move slowly around the class with the book, or if that is not possible ask a student to come to the front and read the title. Write the title *My Name is Fatima* on the board.
2. After writing down the title, ask the students to say the title of the story again, just to reinforce. Then go back to the list of key vocabulary words in alphabetical order (*children, daughter, friend, happy, letter, nervous, parents, proud, questions, worried*). Tell them that the words from the list are in the story. Review the pronunciation of all the words, and correct pronunciation as necessary.
3. Draw a circle on the board, and write the title of the book in the middle of the circle. Write a question mark, and then point to the list of words and say: “These words are in the story, so tell me about the story.” OR if they can manage a higher level question, ask: “What do you think the story is about?” Let the students guess, and note what they say. If students don’t have any ideas after a few minutes, it’s OK, just move on to the characters activity below. The question is just a way to get the wheels turning, scaffolding for the next step.
4. Write the word “characters” on the board. Tell the students that characters are the people in the story. Tell the students before they begin to read, they will learn all of the character’s names. Ask them for the name of the character in the title. They should tell you “Fatima”. Ask for 8 volunteers. (You need 8 volunteers because there are 8 main characters in *My Name is Fatima*: *Carmen, Fatima, Ismael, Juan, Ming, Parent Coordinator, Pierre, Sayeed*. You will find all the characters listed on the “Character and Key Vocabulary Chart for *My Name is Fatima*” in Day One Handouts.)
5. Ask the volunteers to stay in their seats for now, and tell them they will come to the front of the class in a moment. Tell the class they are going to “meet” the characters in the book. Take out the prepared index cards with character names and read them out loud one by one. After reading the name, tape the card on the board or put it where students can see it. Once all the cards are posted, pronounce the names together. Then ask the 8 volunteers to come to the front and take one index card with a character name. Ask these 8 students as a group to put the character names in alphabetical order. Give the volunteers a few minutes to complete the task. To make sure that they are in correct alphabetical order, the volunteers should check with the rest of the group, using correction language (i.e. “Is this correct?”) from the “Classroom Correction Language Chart” posted on your classroom wall.
6. While the students are figuring out the alphabetical order, post the newsprint with the “Character Chart” (see model below or in Day Two Handouts) on the board. You can either create one with chalk (good if you want to erase) OR create a large one on newsprint.

- Once the students have assembled the characters in alphabetical order, keep them posted in alphabetical order for reference. Have the volunteers sit down.

### Character Chart

Name of Character (in alphabetical order)	Male or Female	Adult or Child	

**NB:** *As mentioned in the introduction, activities in this lesson are designed to be transferrable to all the other WANY low level readers. The first time you do the “Character Chart”, you do it together. When you read the next My Name is... book, you might have the students complete the “Character Chart” in small groups or pairs. The attached word document of the “Character Chart” (Day Two Handouts) can be copied and used in small group work. Eventually, you might have students do the “Character Chart” individually. The idea is to instill routine, but then with each new use, to make the challenge a little different, handing more responsibility over to the students each time they do the activity.*

- As a class, look at the blank “Character Chart” you posted on the board. Make sure all the column headings are understood by the students. If necessary draw a woman / man figure to explain “male” / “female.” Tell the students the last column is for later. You can even fold it over so that the focus is taken away from that last column.
- Write a question mark on the board, and then write the word “guess” on the board. See if there is any understanding of the word. Since the “Character Chart” activity is a pre-reading activity, students have to “guess” about the characters before they read. Here is a suggestion for how to simply explain the word “guess” with low level learners: Ask the students to tell you how old they think you are (if you are comfortable with that). Students will giggle about the age question, but as long as you are comfortable with it, they will blurt out real guesses to a real question. Just encourage the students to keep “guessing” – making reference to the word you wrote on the board. You don’t actually have to tell them how old you are, the fun is just in the guessing. You could do this with other students’ ages (if they don’t mind), or with your birthday month/date or theirs. It might take a few examples, but it’s an extremely useful word for students to know for predicting.
- Go back to the “Character Chart” on the board. Tell the students they will be “guessing” about characters before they read the story. At this point you should also review the title of the book, and write it at the top of the chart or somewhere on the board. Refer to the list of



characters in alphabetical order one more time, and then take down the cards in preparation for the next activity. Make sure to keep the cards in alphabetical order when you take them down.

11. Put the following questions (below) on the board to help guide the students through their work filling out the “Character Chart”. You could also elicit the questions from them if you want. Having these questions up on the board help students work on accuracy in their question formation for the next part.

What is the name of the character?

Is (Fatima) male or female?

Is (Fatima) an adult or a child?

12. Practice the questions above together as a group before filling out the chart. Ask the first 8 volunteers (the ones who had the character names in hand) to say the names of the characters in alphabetical order. Then get 8 new volunteers – one for each character – to come up one by one to fill out the chart. As each volunteer comes up to the board, hand him/her a card with a character name. Before the volunteer writes anything, ask the class: *What is the name of the first character?* Students can give one word answers at this point as long as they are correctly asking the question. That way everybody can participate. When the volunteer comes up to the board, s/he should write the name of the character in the first column. Guide students as necessary. Point to the second question on the board and prompt one student to ask the question to the volunteer up at the board: *Is Carmen male or female?* The student up at the board should then answer the question based on her/his “guess”. Repeat this for the third question: *“Is Carmen an adult or a child?”* Guide students as needed, and make sure when volunteers who are filling out the “Character Chart” at the board keep the characters in alphabetical order on the chart.
13. Once the chart is filled in, ask the students to repeat the title of the book, and show them the cover of the book again for reference. Then go back to the filled out “Character Chart”. Using the information students have just written on the chart, ask the students a few questions about their guesses: *How many characters there are in the book? How many female characters? How many male characters? How many characters are adults? How many characters are children?* You can do the counts for all of these together as a class. You might also take a few minutes to ask why they guessed a certain way (i.e. a student might say: *In my country, Fatima is a woman’s name...*). Go through each character this way. Keep the “Character Chart” posted in class.
14. At the end of the activity, give each student a “Character Chart” handout. Give students time to copy the information from the chart into their own charts. Monitor as necessary and pay attention to which students have trouble transferring and copying. Ask the students to write their name and the date on the handout, and collect them. Take a little time to see how accurate the students’ work is. Tell the students you will return the handouts at the end of class or the next day.

## **Day THREE:**

**(Pre-Reading Activities Three and Four: 1 hour or more)**

### **Pre-Reading Activity Three: Face to Face Vocabulary Review (30 minutes)**

*NB: This activity can be done any time after you have introduced new vocabulary that you want to review. To succeed at this activity, students must have some facility with classroom correction language and with the alphabet.*

#### **Teacher Preparation:**

- Prepare 3 x 5 index cards with the key vocabulary words from *My Name is Fatima* (as shown below) for half the students in the class. Each card has only four key vocabulary words on the card, and the order is different on each card. Below are examples of what the first four cards would look like. The order is different on each card so that students are practicing all of the words, rather than repeating them each time they meet a new partner. (The next card would start with the word “parents”.)

1. children	1. letter	1. questions	1. friend
2. daughter	2. nervous	2. worried	2. happy
3. friend	3. parents	3. children	3. letter
4. happy	4. proud	4. daughter	4. nervous

#### **Materials:**

- List of key vocabulary words in alphabetical order on newsprint. (See Day One activity.)
- Prepared index cards with key vocabulary words – one card with four words for half the class. (See Teacher Preparation above with model cards.)
- “Alphabet Chart” (on newsprint for wall)
- “Classroom Correction Language Chart” (on newsprint for wall)

#### **Goals:**

- Review spelling and pronunciation for already introduced key vocabulary words
- Practice use of classroom correction language

#### **Steps:**

1. Tell students they will be reviewing some vocabulary from the previous class. Prepare them by reviewing this dialogue:

How do you spell \_\_\_\_\_ ? (A)

It is \_\_\_\_\_. (B)

Is that correct? (B)

Yes, it is. (A)

No, it is not (isn't). Try again. (A)

2. Practice the dialogue as a large group. Then ask students to practice with their neighbor.
3. Show the students the index cards with key vocabulary words from *My Name is Fatima* that you have prepared. (See Teacher Preparation above.)
4. Ask for a student volunteer, and stand face to face with that student. Show the class that you have an index card with vocabulary, but your partner does not. Model that your partner should not see your card. Using the dialogue, ask the volunteer to spell the first word, i.e. "How do you spell *children*?" The student volunteer spells the word, and then asks "Is that correct?"
5. After modeling, set students up in two lines facing each other. One side with index cards to ask the questions about spelling. The other side without cards, but prepared to answer questions about spelling. (For general instructions on setting up Face to Face, see Appendix A.)
6. Tell the students they have two minutes to ask and answer questions about the vocabulary. After two minutes, switch partners. To switch partners, ask the students with index cards to raise their hands. Ask the person at the end of the row of students with index cards only – not both rows - to walk all the way to the top of the line. S/he will now be face to face with a new partner. All the other students in that line should move down to face a new partner.
7. As students work in pairs, you should monitor for pronunciation and answer any questions from the students.
8. Let the students do this three times. Then ask students with index cards to give their cards to you. You should shuffle the cards and then distribute them to the students who did not have cards. Let students practice for a few more rounds in the switched roles.

### **Pre-Reading Activity Four: Picture Story Discussion (40 minutes)**

#### **Teacher Preparation:**

#### **Materials:**

- One copy of *My Name is Fatima* book (for teacher modelling).
- Newsprint and markers
- "Character Chart" (on newsprint for wall) (See Day Two Activity)
- "Character Chart" handout for students (See Day Two handouts)

- “Alphabet Chart” (on newsprint for wall)
- “Classroom Correction Language Chart” (on newsprint for wall)
- “Picture Story Handout” – one for each pair of students. (See Day Three Handouts.)

**Goals:**

- Review the characters in the story
- Introduce the concept of guessing as a pre-reading strategy
- Practice writing connected with the story

**Steps:**

1. Show the students a copy of the book they are going to read and review the title. Ask the students if they can remember any of the names of the characters that you discussed in the last class. Post the “Character Chart” from Day Two, and review all the characters names, and the pronunciation of those names.
2. Show the students a copy of the “Picture Story Handout”. Tell them that the Picture Story has all the characters on it. Give each pair of students a “Picture Story Handout”. As a class, look at the pictures and label each of the pictures with a number (#1 through #10) for reference.
3. After you have labelled the pictures – make sure everyone has the same numbers – ask the students to show you a picture of Fatima. They need to “guess” of course. After a minute, clarify who Fatima is, and which pictures she is in. Then ask the students to show you Carmen. Again, clarify who Carmen is, and which pictures she is in. Do the same for all the characters. Then go back to the Character Chart and clarify if their guesses were correct! At this point spend a moment adding information to the final column in the chart. Put the numbers of the pictures there, and if it seems appropriate, any other description that adds to the understanding of the character, i.e. Fatima wears a scarf. / Carmen has curly hair. / Ishmael is young. Etc...
4. Collect the “Picture Story Handout” with the numbers. You will use these again, so keep them for the activity below. After you’ve collected the “Picture Story Handout”, give the students their individual “Character Charts” – the ones that you collected from them at the end of the last session. (See Day Two.) Tell the students to copy the information from the final column into their individual chart. Give the students time to copy the information. After they have copied the information, collect the individual charts again, but keep the newsprint “Character Chart” posted on the board. Let the students know you will give them their individual charts at the end of the class.

## **Day FOUR:**

**(Pre-Reading Activities Five, Six and Seven: 2 hours +)**

### **Pre-Reading Activity Five: Face to Face Vocabulary Review (30 minutes)**

#### **Teacher Preparation:**

- Prepare 3 x 5 index cards with the character names from *My Name is Fatima* (as shown below) for half the students in the class. Each card has only three character names on the card, and the order is different on each card. (Names are a little more challenging than vocabulary words, so three names on one card is enough.) Below are examples of what the first three cards would look like. The order is different on each card so that students are practicing all of the words, rather than repeating them each time they meet a new partner. (The next card would start with the word “Fatima”.)

1. Carmen  
2. Fatima  
3. Ismael

1. Juan  
2. Ming  
3. Parent  
Coordinator

1. Pierre  
2. Sayeed  
3. Carmen

#### **Materials:**

- “Character Chart” (See Day Two handouts)
- Prepared index cards with character names – one card with three character names for half the class. (See Teacher Preparation above with model cards.)
- “Alphabet Chart” (on newsprint for wall)
- “Classroom Correction Language Chart” (on newsprint for wall)

#### **Goals:**

- Review spelling and pronunciation for already introduced character names
- Practice use of classroom correction language

#### **Steps:**

1. Tell students they will be reviewing some vocabulary from the previous class. Prepare them by reviewing this dialogue:

How do you spell \_\_\_\_\_? (A)

It is \_\_\_\_\_. (B)

Is that correct? (B)

Yes, it is. (A)

No, it is not (isn't). Try again. (A)

9. Practice the dialogue as a large group. Then ask students to practice with their neighbor.
10. Show the students the index cards with character names that you have prepared. (See Teacher Preparation above.)
11. Ask for a student volunteer, and stand face to face with that student. Show the class that you have an index card with vocabulary, but your partner does not. Model that your partner should not see your card. Using the dialogue, ask the volunteer to spell the first word, i.e. "How do you spell *Carmen*?" The student volunteer spells the word, and then asks "Is that correct?"
12. After modeling, set students up in two lines facing each other. One side with index cards to ask the questions about spelling. The other side without cards, but prepared to answer questions about spelling. (See Appendix A for general instructions on setting up Face to Face.)
13. Tell the students they have two minutes to ask and answer questions about the vocabulary. After two minutes, switch partners. To switch partners, ask the students with index cards to raise their hands. Ask the person at the end of the row of students with index cards only – not both rows - to walk all the way to the top of the line. S/he will now be face to face with a new partner. All the other students in that line should move down to face a new partner.
14. As students work in pairs, you should monitor for pronunciation and answer any questions from the students.
15. Let the students do this three times. Then ask students with index cards to give their cards to you. You should shuffle the cards and then distribute them to the students who did not have cards. Let students practice for a few more rounds in the switched roles.

### **Pre-Reading Activity Six: Who is in the picture? (30 minutes)**

**Teacher Preparation: None**

**Materials:**

- "Character Chart" (See Day Two handouts)
- Prepared index cards with character names – one card with three character names for half the class. (See Teacher Preparation from Activity Five above with model cards.)
- "Alphabet Chart" (on newsprint for wall)
- "Classroom Correction Language Chart" (on newsprint for wall)

- “Picture Story Handout” with pictures numbered from above activity (See Day Four, Activity Four)
- “Who is in the picture?” quiz handout – one for each student. (See Day Four Handouts.)

**Goals:**

- Review spelling and pronunciation for already introduced character names
- Practice use of classroom correction language

**Steps:**

1. Give each pair of students a “Picture Story Handout” with numbered pictures. (See Day Two, Activity Four). Ask them to review the characters with their partner while you write the following on the board:

Who is in picture \_\_\_\_? (A)

\_\_\_\_\_ is in picture \_\_\_\_\_. (B)

\_\_\_\_\_ and \_\_\_\_\_ are in the picture. (B)

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are in picture # \_\_\_\_\_. (B)

2. If needed, explain the word “Who” as a person, and ask the students to practice the dialogue (A) and (B) with you as a whole group.
3. As a next step, ask the students to look at the “Picture Story Handout” with the numbers, and get them to practice the question as you point to the pictures, i.e. point to “picture #8” and students should ask: “Who is in picture #8?”. Get the students to substitute the numbers of the pictures and do repeated practice of the question for a few minutes.
4. Once the question is ingrained, then model the dialogue as a question and an answer with a student using the system above where (A) asks the question and (B) answers the question according to the number of people in the picture. The student should ask the question first, and the teacher can answer. Do this as a pair and as a whole group a few times.
5. Put the students in pairs, and ask them to practice the dialogue with a partner. As students get more comfortable, see if they can do the dialogue without looking at the words. In other words, erase the dialogue from the board.
6. Let students practice for about 10 minutes or so, and then bring the whole class back together. Ask the students to help you rewrite the question and answer dialogue (i.e. “Who is in picture \_\_\_\_\_?”) if you have erased it from the board. After the dialogue is back up on the board correctly, tell the students they are going to have a quiz.
7. Hand out the quiz, and guide the students to write their name and the date at the top first. Then look at the first picture together. Ask: “Who is in the picture?” Students should say “Pierre”.

Some students might also notice that “Fatima” is in the picture. Remind them that the dialogue (question and answer) are on the board, and get them to answer in a full sentence. Students should then write the answer on the line provided.

8. Ask the students to look at both the back and the front of the paper with their pencils down. Ask them “What are you going to do?” The students should answer that they are going to answer the question “Who is in the picture?” by writing it on the line below. Once you think that all the students understand, tell them they have 10 minutes to complete the quiz. Some students will not need 10 minutes, so monitor what a good amount of time is. Collect the quizzes and take a look at them so that you can assess how well students are incorporating and integrating information.

### **Pre-Reading Activity Seven: Spelling and Word Identification (40 minutes)**

**Teacher Preparation:** None

**Materials:**

- Newsprint and markers
- *My Name is Fatima* – one book for each student

**Goals:**

- Practice pronunciation of new words and review already seen words on “Words used in this story list” in *My Name is Fatima* (The list is the last page of the book.)
- Practice spelling using the prompt “begin with”
- Practice answer using the third person “s” (“begins with”)

**Steps:**

1. Review the title of the book, the key vocabulary words, and the characters from the story. By this point the students are very familiar with these words since they have worked with them in many ways.
2. Write one of the key words on the board, for example “nervous”. Have students pronounce the word, and then erase it or cover it, and ask: “How do you spell “nervous”? Write down what students tell you, correcting as you go along.
3. Write “begins with” on the board, and ask the students to say it. Then write the complete idea:  
  
    “*Nervous*” begins with “N”.
4. Point to the “N” for clarity, but then move on quickly to another word. Change “Nervous” to “Children” and erase the “N”:



*“Children”* begins with “\_\_\_\_\_”.

5. Get the students to complete the sentence with your help if necessary. Do as many examples as you need as a group. Then write a list of example words on the board, so that students can practice the dialogue below. (Example words could be the names of characters, for example: Carmen, Fatima, Ishmael, Juan etc...).

What letter does \_\_\_\_\_ begin with? (*Fatima*)

\_\_\_\_\_ begins with \_\_\_\_\_. (*Fatima, “F”*)

6. Do at least one example together, and then have the students practice in pairs with all the characters.
7. Then hand out copies of the book to the students. Ask the students to turn to the back page of the book. Let students know that this is the list of all the words used in the book. At the top of the page it says: “Words used in this story”.
8. Show the students that there are two columns to orient them to the page. You can write the word “column” on the board, and then show them what a column is on the page, and then practice the pronunciation with them. Together with the students, label the columns by number: #1 and #2.
9. Ask students to focus only on column #1 for the moment. Go through the list for pronunciation only at this point. Let the students know that they just need to pronounce the words correctly.
10. Ask students to tell you the first word is in column #1. They will say “advice.” Write “advice” on the board, and then write: “\_\_\_\_\_ begins with \_\_\_\_\_.” Point to the first letter of “advice” and underline the letter “a”. Ask students what letter it is, and then prompt the students to complete the sentence with you:

*Advice* begins with “*A*”.

11. Change “advice” to “children”. Get the students to complete the sentence with your help if necessary:

*Children* begins with “*C*”.

12. Using the list of Words used in this story column #1 only, do as many examples as you need to as a group. Then practice this dialogue:

What letter does \_\_\_\_\_ begin with?

\_\_\_\_\_ begins with \_\_\_\_\_.

13. Break students into pairs and have them practice the dialogue with words from column #1.
14. If you think your students can handle a challenge, you might have them do the paired Face to Face card activity from Day Four. You would need to make new cards for the activity based on words they've practiced and know.

The only change from the above Face to Face is the question and answer. (See Day Four for set up and execution of the activity.) Always remember to model the dialogue before the students do the Face to Face.

The cards could include some common words from the lists. The dialogue could include the following:

Student A (with card) asks: What letter does \_\_\_\_\_ begin with? (want)

Student B answers: *Want* begins with *w*.

Student B asks: "Is that correct?"

Student A answers: "Yes, it is." / "No, it isn't. Try again."

# **Day FIVE:**

**(Pre-Reading Activities Eight, Nine and Ten: about 3 hours)**

## **Pre-Reading Activity Eight: Identifying Words with Specific Letters** **(40 minutes)**

**Teacher Preparation: None**

### **Materials:**

- Newsprint and markers
- *My Name is Fatima* – one book for each student
- Handout with “3 Words With...” heading – one for each student (See Day Five Handouts)

### **Goals:**

- Practice writing transfer and spelling skills
- Practice use of the “begins with”

### **Steps:**

1. Give students a copy of the book, and ask them to go to the list of Words used in this story. Once all students are on the right page, ask them to tell you a word that begins with “T”. List those words on the board and work on pronunciation as needed.
2. Draw the chart below on the board:

	<b>3 WORDS WITH “S”</b>	<b>3 WORDS WITH “W”</b>	<b>3 WORDS WITH “M”</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			

3. Ask the students to look again at the list help you fill in the first column of the chart: 3 Words with “S”.
4. After you have done the first column together, give the handout to the students. Ask them to write their name and the date first at the top. Then, ask them to fold the paper in half, so that they only see the chart that is on the board.
5. Ask the students: “What are you going to do?” With whatever language they have, they can tell you that they are going to write 3 Words with “W” and 3 Words with “M” on their handout.

6. Give students some time to complete the task – about 5 to 10 minutes. Then ask them to share the words they wrote with a partner. As students are doing the task you should walk around, and check for spelling. Point out any spelling errors students have made by directing them back to the chart in the book.
7. After students have filled out the first chart, ask them to look at the second chart on their handout, which looks like this:

	3 WORDS I KNOW	3 WORDS I DON'T KNOW	3 WORDS I WANT TO KNOW
1.			
2.			
3.			

8. Explain the chart, and then ask students to name – not write – 3 words in the word list that they already know. This could include the key vocabulary words from previous activities above, or any others they know that are common. Ask a few students to look at the list for words they don't know, and words they want to know. Explain that "3 Words I Want to Know" means there is something interesting about the words for the student.
9. Give students time to fill in the chart. Again you should walk around the class to answer any questions, and to help students with spelling transfer, always using the list in the book as the correction model.
10. Ask the students to hand in their papers, so that you can have a sense of the vocabulary they are curious about. Let them know you will return their work in the next class.

### **Pre-Reading Activity Nine: Scanning and Writing Key Sentences (1 hour)**

**Teacher Preparation:** None

**Materials:**

- "Character Chart" (on newsprint for wall) – (See Day Two Activity)
- List of Key Vocabulary from *My Name is Fatima* – (See Day One Activity)
- "Alphabet Chart" (on newsprint for wall)
- "Classroom Correction Language Chart" (on newsprint for wall)
- Newsprint and markers
- *My Name is Fatima* – one book for each student
- "Word Chart" – one for each student (See Day Five Handouts)
- "Picture Story Handout" – one for each pair of students. (See Day Three Handouts.)

**Goals:**

- Review character names from the story
- Review key vocabulary from the story
- Practice scanning as a reading strategy for looking for specific information
- Writing transfer and spelling

**Steps:**

1. Post the “Character Chart” and the list of key vocabulary on the board. Review all in an informal way for pronunciation and meaning. Ask (as you did earlier) a few questions about the characters: How many characters there are in the book? How many female characters? How many male characters? How many characters are adults? How many characters are children? Review the key vocabulary words similarly. Students might give example sentences with the words if they can.
2. Put the “Character Chart” and the key vocabulary word chart to the side (but visible for reference).
3. Make a model of the “Word Chart” on the board (see below). Talk about columns and rows, so that students are oriented to the word chart, and then review the different parts: word column, page number column, 10 rows, 10 words etc...)

#	Word	Page Number	Write ONE sentence from the book with this word.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

4. On the model chart on the board, write the key vocabulary words in the following order 1 – 10: friend (page 1); letter (page 3); daughter (page 4); parents (page 7); questions (page 7); children (page 8); happy (page 10); nervous (page 10); worried (page 14); proud (page 24)

Then, hand out a blank word chart (see Day Five handouts) to each student. Look at the blank chart together reminding the students that their chart is the same as the one on the board.

5. Before beginning to write, ask the students to fold the chart at the page number column, so that all they see are the first three columns. (This is so they only focus on certain parts.) Give them a minute to do this, checking that they are all doing it, and then ask the students to fill in the 10 blanks with the words on the board. Give them a few minutes to work on this. As they write,

monitor how well they transfer the spelling of the words. Keep in mind this is giving them another chance to incorporate the vocabulary.

6. After the students have filled in the blanks, tell them that they are going to do the next step. Ask the students to look at the next column. Ask them about the heading of the next column: "Page Number". Tell the students they are going to begin to look at *My Name is Fatima* to find words in the text and to find the page number.
7. Write the word "scan" on the board. Ask if anyone knows the word, and if not, explain it. You can do it by saying reading fast for special words.
8. Tell the students they are going to "scan" the story. They are going to look quickly at the text for specific information. Tell them they will look for a specific word, and when they see that word, they will circle it. Go over what it means to "circle" something. Write the word "scan" on the board and point to it. Ask someone to come and circle the word "scan" with chalk. Do this a few times with other words on the board so students really know what to do. For example, put the list of characters or the list of key vocabulary up. Pick one word and ask a student to circle it.
9. Before you hand out the book, show the students that there are 24 pages in *My Name Is Fatima*, and many pictures. (NB: Some versions of the book have 26 pages.) Ask the students if they are going to *read* the book right now. They should answer "No." Ask them what they are going to do. They should say "scan and circle words" – with whatever language they have. To make sure this is clear before handing out the book, ask at least 2 – 3 students this question.
10. Give each student a copy of the book, and tell them to turn to page 1. Ask the students to look at the picture at the top of the page. Ask "Who is in the picture?" Students should respond with the corresponding character or characters. Then ask one student to read page 1 out loud. Ask the students "What word from the list is on page 1?" After they see "friend", ask them to circle the word in their book. Ask the student who read page 1 (above) to read only the sentence with "friend" in it. Students should write the number "1" in the page number column. Help them with this, modelling with the chart on the board.
11. Once everyone has the number 1 written in the page number column, ask the students to turn to page 3. Walk around to make sure everyone is on page 3 before continuing. Then repeat what you've asked students to do above. First, ask the students to look at the picture at the top of the page. Then, ask "Who is in the picture?" and get student responses, and finally, ask one student to read the whole page out loud. They should then see the word from the list, circle it, and copy the page number into their chart.
12. Do all 10 of the words as a group. This will be a little time consuming, but keep in mind that students are using vocabulary and decoding skills first. This allows them to work up to reading for comprehension and fluency.
13. Once all the students have the word and the page number, ask them to open up their chart to the third part. Let the students know that they will now be writing sentences. Ask one student to read the heading from the chart: "Write one sentence from the book with this word."

14. Ask the students to go back to page 1. Ask them what word they circled on page 1. Once they say friend, ask one student to read the sentence with “friend” in it. Then ask the student to come to the board to write the sentence in the chart on the board. Ask the other students to do the same thing in their own chart. You should walk around and check the work to see how students are doing with their writing. Do “letter” (on page 3) with them the same way, and make sure that they know to write only ONE sentence, not all three with the word letter. They should choose which sentence they want to write.
15. Give the students about 10 minutes to do this. (This may not be enough time for the lowest and slowest students). If there are strong students who finish early, ask them to write their sentences on the board for further reference. Check those sentences for spelling and punctuation. At the end of the activity, you might collect the charts and look at how well the students transferred the information. You could mark the incorrect sentences (for punctuation or spelling), and then have the students look at them again – and correct them – in the next class.

### **Pre-Reading Activity Ten: Using the Pictures to Tell the Story (1 hour)**

**Teacher Preparation:** None

**Materials:**

- “Character Chart” (on newsprint for wall) – See Day Two Activity
- List of Key Vocabulary from *My Name is Fatima* – See Day One Activity
- “Alphabet Chart” (on newsprint for wall)
- “Classroom Correction Language Chart” (on newsprint for wall)
- Newsprint and markers
- “Word Chart” – one for each student (See Day Five Handouts)
- “Picture Story Handout” – one for each pair of students. (See Day Three Handouts.)
- *My Name is Fatima* – one book for each pair of students

**Goals:**

- Practice using in sentences character names from the story
- Practice using key vocabulary from the story
- Practice with simple questions and answers
- Practice speaking and telling a story
- (Possible) Writing practice with simple sentences about the story

**Steps:**

1. Once the students have successfully filled out their Word Charts once (in the activity above), you might have them work on another one in a subsequent class. This is a great way to review vocabulary, the practice of scanning, and the other reading and writing skills involved in the

Word Chart activity above. It Reinforcing a repeated activity also gives low level students confidence and builds automaticity and fluency in what they are doing. See Day Five Handouts for a variety of different Word Charts that the students could work on. Students would do this using the same instructions as above. You can ask them “What are you going to do?” Students will need both a Word Chart and a *My Name is Fatima* book for this activity.

2. Following any additional review work with Word Charts using the book, students would be set up to do some additional speaking. Collect the books – or just ask students to keep the books closed – and post the “Character Chart” and the “Word Chart” on the board. Review the vocabulary words and the characters. Ask the students to look at all the information again and review any ideas they have about the story from any previous classes. Show the class a copy of the Picture Story for *My Name is Fatima*. They will remember the Picture Story from Day Three. Tell them they are now going to use the character names and the key vocabulary they know to help them ask and answer questions about the pictures.
3. Give a pair of students a copy of the Picture Story handout for *My Name is Fatima*. Give one paper for two students because this gives them a reason to work together and to talk to each other. While they are looking at the Picture Story with their partner, write the following dialogue on the board:

- A. Who is this?
- B. It is \_\_\_\_\_. / I don’t remember.

- A. Tell me about \_\_\_\_\_. (Carmen)
- B. She is \_\_\_\_\_.

4. Practice both questions and their answers with the students. Then ask for a student volunteer. Explain that the student volunteer is “B” in the dialogue, and you are “A”. Holding up the Picture Story, point to a person in the first picture and ask: “Who is this?” Using the dialogue on the board, get the student to respond correctly. If the student doesn’t know, prompt him/her to use the expression “I don’t know”. You can also bring back into circulation the word “guess” at this point to see if they can guess who it is. (There are only 8 characters, and they know who is male and who is female, so guessing should not be difficult at this point.)

**NB:** The “Tell me about question is intentionally designed to be open and for fluency practice. The stems (“Tell me about \_\_\_\_\_.” And “She is / He is \_\_\_\_\_.”) give the students some support, but also allow for open general description, the way the question “Tell me about this picture” functions for low level students on the BEST Plus test.

5. Practice the dialogue at least two or three times with different students and different pictures. Then set students up for Face to Face. Once students are in their paired standing or sitting positions in two rows, designate an “A” row and a “B” row. Then ask the students what they are going to do. They should say something about “A” will ask “B” questions on the board and “B” will answer the questions – information about the characters. Ask the students if they are going to write. They should say no. If they are sitting face to face at desks, make sure that all



pencils and notebooks and books are put away so that they really focus only on the dialogue. Let the students begin, and give each pair two minutes to do as many pictures as possible. Then ask row “A” to move to a new partner. With the new partner, they can begin where they left off – with a new picture. As they practice, you should move around the room to check for accuracy with the dialogue stems for accuracy, and answer any questions. They should be able to answer the questions, but you could clarify characters and possibly vocabulary.

6. After they have talked about the pictures with at least five partners, have the students sit together with their last partner. Remind the students that the pictures “tell” the story, then give each pair a copy of the book *My Name is Fatima*. Tell the students to open to page 1. Ask them if they see the picture on page 3 on their worksheet. They should say “Yes.” Ask them to write “Page 1” under the picture on their worksheet. You can model this (where to write the page number) on the board if necessary.
7. Do the second one with them (page 3), but then give the pairs about 5 – 10 minutes to look through the book and find the pictures that match the pictures on their worksheet. You should float around the classroom to make sure all the students are on task.
8. Once you have reviewed the page numbers, and all the pictures are labelled correctly, ask the students which picture comes first in the story. Give them a moment to think, but then make sure everyone understands that the picture on page 1 comes first. Ask the students to label that picture #1. Label all the pictures in order (i.e. the story begins on page 1, then continues on page 3, then page 4 and 5, and so on).
9. With the pictures labelled #1 – 10, put the word “guess” up on the board, and talk with the students about the meaning of the word (they’ve already seen it once or possibly more times). Ask the students, with their partner, to “guess” about the story using the pictures to help them. Get them to talk about what happens.
10. Give the students time to do that on their own, and then, ask the whole class to come back together so that you can write the story together. Ask the students to tell you the story, and tell them you will write the story on the board. (This is a typical Language Experience Approach (LEA) method to help students express themselves, while the teacher interprets and writes in correct English on the board. The challenge for the teacher is not to change too much of what the students say and to keep the English simple. Once the story is written (in about 10 lines, since there are 10 pictures) you and the students can read the story together in a variety of ways. Finally, the students can write the story in their own notebook.
11. Once the writing is done, read the story one final time and ask the students if they have any final questions. Let them know that they will now listen to the story in the book without reading it. Let them know this is a listening activity.

**NB:** *As with many of the activities, as students read additional *My Name is...* readers together in class, they will be able to do this activity with less and less scaffolding.*

*For example, in this activity you might ask the students to try to picture in their own order without the support of the pages in the book. Pairs would number the pictures as they see fit, speaking with their partner about the sequence of the story. After pairs have worked together, ask two sets of pairs (to make groups of four) and have these students compare their answers. One group "tells" their story as they have numbered the pictures while the other group listens. There should not be correction at this point. Each group should present their idea as they see fit. The second group then "tells" their story as they have numbered the pictures. After both groups have presented their telling of the story, you might ask the group of four to write 10 sentences about the story based on the 10 pictures they have. The class might then look at the writing together and correct it as you like.*

12. Ask the students to put everything away – books and notebooks closed. However, the support materials should remain on the walls (i.e. the "Character Chart", "Word Chart", list of key vocabulary, and their LEA story/writing) for their reference as they listen.
13. After you read the story out loud, tell the students they will now listen to the story again, but this time they will read along with a pen or pencil in hand. Ask them: What are you going to do with the pen/pencil? They may have no idea, or they may answer that they will circle something. If they don't know, tell them that they should circle any new words they see. Then give them a limited time for reading. By giving them limited time, they will move through the story and keep a kind of reading fluency. Make sure before they begin to read that everyone has a pen or pencil ready to circle any new words. Ask again what they will do with the pen or pencil.
14. After reading, ask the students what questions they have about the story. This could be about vocabulary or ideas in the story. Answer any questions at this point before moving on.
15. Another activity students can do after they read is to do a new Word Chart, using the blank template in (Day Five Handouts). Students could look and circle words they want to know and copy the sentence into their own Word Chart, starting their own vocabulary and sentence log.
16. Many additional activities could follow, including those below in Post Reading Activities.

## Post Reading Activities

Many activities could follow before even watching the DVD episode “Welcome Parents”! Keep in mind that by the time the students have done the activities above, they are primed for watching the DVD episode. They will have lots of background knowledge about the story and the characters. The DVD episode will give them an even richer experience with the story at a higher and more sophisticated level, and will give them more practice developing listening and speaking skills.

- a. Have students put the Strip Story in order. Two suggested Strip Story versions (one higher and one lower) for *My Name is Fatima* are in Post-Reading Handouts. (Keep in mind this could be pre OR post reading activity.)
- b. Use the WANY Study Guide for *Welcome Parents* that accompanies *My Name is Fatima*. (There is a study guide for each of the 10 episodes.) In the front of each study guide there is a picture story with dialogue that mirrors what happens in the episode on the DVD. By reading the picture story together (solidifying their reading skills even more) students are set up for success with listening to the episode on DVD.
- c. Have students work on the sentence matching activity. This activity is set up as a quiz, but can be used however you like. Students are asked to match simple sentences about the pictures with pictures. The sentence match activity with some sample sentences for *My Name is Fatima* is attached in Post-Reading Handouts. For examples of sentence matching activities for the other episodes, see Appendix C.
- d. Fill out the Noun/Verb Chart (attached in Post-Reading Handouts). You could use the vocabulary list at the back of each *My Name is...* reader to help students learn about different parts of speech and new vocabulary.
- e. Do role play of the story by groups, using their LEA or other stories to guide the role play.
- f. Work on grammar in context by using the picture stories (above) in another way. For example, students could be introduced to the present progressive. They might work on the use of the present progressive using the following dialogue with the picture story:  
  
    A. What is she/ he doing?  
    B. She/ He is \_\_\_\_\_.
- g. True or False questions made up by students for other groups
- h. Journal entry writing about an experience at parent-teacher conferences at their own children’s school. Or if they don’t have children, a meeting that made them nervous.



# **Day One**

# **Handouts**

## Character and Key Vocabulary Chart

### *My Name is Fatima*

WANY low level reader to accompany "Welcome Parents" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Carmen Fatima Ismael Juan Ming Parent Coordinator Pierre Sayeed	children daughter friend happy letter nervous parents proud questions worried

## Classroom Correction Language

Is this/it correct?

Yes, it is.

No, it is not. (No, it isn't.)

Add \_\_\_\_\_.

Take out \_\_\_\_\_.

Change \_\_\_\_\_ to \_\_\_\_\_.

Write \_\_\_\_\_ after \_\_\_\_\_.

Put \_\_\_\_\_ before \_\_\_\_\_.

Spell it for me please.





# **Day Two**

# **Handouts**



# **Day Three**

# **Handouts**



**My Name is Fatima**

# **Day Four**

# **Handouts**

## QUIZ: Who is in the picture?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_





# **Day Five**

# **Handouts**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

	<b>3 WORDS WITH "S"</b>	<b>3 WORDS WITH "W"</b>	<b>3 WORDS WITH "M"</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			

	<b>3 WORDS I KNOW</b>	<b>3 WORDS I DON'T KNOW</b>	<b>3 WORDS I WANT TO KNOW</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

#	Word	Page Number	Write the sentence from the book with this word.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

	<b>WORD</b>	<b>PAGE</b>	<b>PLEASE WRITE THE SENTENCE</b>
1.	<b>children</b>		
2.	<b>daughter</b>		
3.	<b>friend</b>		
4.	<b>happy</b>		
5.	<b>letter</b>		
6.	<b>nervous</b>		
7.	<b>parents</b>		
8.	<b>proud</b>		
9.	<b>questions</b>		
10.	<b>worried</b>		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

	<b>WORD</b>	<b>PAGE</b>	<b>PLEASE WRITE THE SENTENCE</b>
<b>1.</b>	<b>son's</b>	<b>1</b>	
<b>2.</b>	<b>advice</b>	<b>4</b>	
<b>3.</b>	<b>questions</b>	<b>7</b>	
<b>4.</b>	<b>writes down</b>	<b>6</b>	
<b>5.</b>	<b>Brooklyn</b>	<b>2</b>	
<b>6.</b>	<b>useful</b>	<b>8</b>	
<b>7.</b>	<b>job</b>	<b>7</b>	
<b>8.</b>	<b>understand</b>	<b>10</b>	
<b>9.</b>	<b>happy</b>	<b>10</b>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

	<b>WORD</b>	<b>SENTENCE</b>	<b>PAGE</b>	<b>PLEASE WRITE THE SENTENCE</b>
1.	<b>Fatima</b>	<b>Fatima gets a letter about parent-teacher conferences.</b>		
2.	<b>worried</b>	<b>Fatima is worried about the parent-teacher conferences.</b>		
3.	<b>Carmen</b>	<b>Carmen is worried too.</b>		
4.	<b>Parent coordinator</b>	<b>The parent coordinator talks to Fatima and Carmen.</b>		
5.	<b>nervous</b>	<b>Fatima and Carmen are nervous.</b>		
6.	<b>proud</b>	<b>Fatima and Carmen feel very proud.</b>		
7.				
8.				

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

	<b>WORD</b>	<b>PAGE</b>	<b>PLEASE WRITE THE SENTENCE</b>
<b>1.</b>	<b>son's</b>	<b>1</b>	<b>We are at my son's school.</b>
<b>2.</b>	<b>Brooklyn</b>	<b>2</b>	<b>My son goes to school in Brooklyn.</b>
<b>3.</b>	<b>advice</b>	<b>4</b>	<b>I call my friend Carmen for advice. Maybe Carmen has good advice.</b>
<b>4.</b>			
<b>5.</b>			
<b>6.</b>			
<b>7.</b>			
<b>8.</b>			
<b>9.</b>			





# APPENDIX A

# Introductory Activities

The activities in this section are meant to be worked on during the first few weeks of the class, not one after the other, but interwoven with the other work you are doing. They could be a routine for starting the class every day for the first weeks. These activities do not relate to the content as such, but they are critical building blocks that help students work together productively.

There are two sets of activities here. “Community Building Activities” help foster strong working relationships between members of the learning community. “Promoting Good Classroom Language and Behavior Activities” provide a meaningful way for students to communicate in English. These activities set students up for success by providing strategies and phrases that keep them focused and working together in a meaningful way and in the target language.

The activities below are generally written for use at the intermediate level or higher, but they can be changed to fit the needs of low level learners.

## Community Building Activities

Here is a listing of several community building exercises that can be used and reused over the course of the first week. Reusing these activities (speeding them up, and changing them around a little) will help solidify your community. Students get better (both with the names and the pronunciation) as they practice, and they gain the confidence that you want to be fostering in them as learners.

**Activity:**      **Name Game**

**Goal:**            To get students to learn each others’ names for community building

**Materials:**    A ball, or something easy and soft to throw

**Steps:**

1. Have Ss form a circle. They should be standing.
2. Let students know that they are going to learn each other’s names by doing this activity, and they should listen carefully.
3. Introduce yourself (“My name is /name’s \_\_\_\_\_.”), and then throw the ball to another person. As you throw the ball, ask, “What’s your name?” Student answers and tosses the ball to another student, asking the same question. Make sure that all students have said their name, and asked someone else their name. Be monitoring the students for pronunciation of one or two critical sounds. This is a good place for focusing on the “S” – in name’S / What’S. You could also focus on the “M” in naMe if you have Spanish speakers.
4. Once everyone has gone, do a very short review (short so you don’t lose the focus), if necessary. Then do a second round with the focus of remembering the name. The practice sentence is: You’re \_\_\_\_\_. The teacher begins with a student s/he remembers. S/he throws the ball to a student and says “You’re \_\_\_\_\_.” The student does the same. (Keep in mind they can refer back to the question “What’s your name?” if they really can’t remember.) Make sure that each student has a turn, and each name has been

repeated at least one more time. In this round, you could have students sit down after they have had a turn, so that no one is repeated or missed.

5. You can repeat this activity the next day with countries, i.e. "I'm from the U.S." "Where are you from?"
6. As a wrap up to this activity, ask if anyone thinks they can say everyone's name in the circle. Or as a whole group go around the circle and say everyone's name in unison, and then ask if anyone can do it alone.

**Activity: Remembering Names**

**Goal:** To reinforce/practice names for community building

**Materials:** None

**Steps:**

1. Have Ss sit in a big circle and the teacher asks them to look around and think (silently) about how many names they remember.
2. Ask for a count. "Who remembers ALL names?" "Who remembers 15 names?" and so on.
3. Ask Ss what they do if they forget a name. They may say all kinds of different things, but aim for (elicit) the following correct phrases. You can choose based on your own class level and ability):
  - a. I'm sorry, I've forgotten your name.
  - b. I'm sorry, I forgot your name.
  - c. I'm sorry, could you tell me your name again?
4. Practice whichever ones emerge (and that you think are appropriate for your level), and then tell students to stand up, mingle and ask and answer each other until they know all the names. Give them limited time so that they stay on task. Walk around and monitor the language, i.e. that they are using the correct words and pronunciation.
5. Reconvene in a circle and ask if anyone can say all the names. Volunteers say all the names. Get more than one student to do it, since it is for both their own practice and the benefit of the whole class.
6. Go around the circle and say the names chorally.

**Activity: Grouping Alphabetically**

**Goal:** To review names of classmates through use/practice of alphabetical order

**Materials:** A chart of the alphabet, newsprint (or a board) for writing, pens (chalk)

**Steps:**

1. Make sure that students have a pretty good handle on the names of their fellow classmates before you do this activity.
2. Review the alphabet orally with a chart you have made. Point to letters and have the whole group say it out loud, listening for any discrepancies in pronunciation. Practice of the vowels and "j" and "g" are especially important. (It is important to note that this is not, and cannot be a first introduction to the alphabet. If your students are not comfortable with the alphabet, this activity is too difficult for them at this moment.)
3. Have Ss sit in a bit circle and write (on newsprint or the board) a question with blanks (enough for the correct question to be formed) in the following way:
  - a. \_\_\_\_\_ spell \_\_\_\_\_?
4. Ss are asked to create the question (they have the clue of spell), and they can come up with "How do you spell it?" Once the question is formed, practice it as a group and individually so that it rolls off their tongues easily.





group, they must work together using the correction language to make the sentences correct. You could use their sentences from another in class activity. Alternatively, they could do an activity where they need to write something together and negotiate spelling and other sentence structure components.

**Activity:** “Classroom Language”

**Goal:** To introduce language students need to interact in class in English on an everyday basis

**Materials:** A chart with the following classroom language written on it:

Could you please move over?

Could you move in/closer?

Could/Would you change places with me?

Could you show me?

Could you explain it to me?

Could you spell \_\_\_\_\_ for me?

Could you draw/write \_\_\_\_\_ for me?

Whose \_\_\_\_\_ is it?

Can I join you?

Please join us.

Whose turn is it?

It's my/your/his/her turn

---

**Steps:**

1. Hang up the above list of “classroom language” without going over it.
2. In a full group, ask for a volunteer and then choose one of the above ideas. Ask a student to do something e.g. “Could you spell your name for me?” or “Could you draw a cat for me? (on the board), or “Could you move closer?” (gesturing to the student in a chair).
3. The student does it, or attempts to do it with your prompting. Then that student asks another student to do something, and so on.
4. Go over the pronunciation and meaning of all of them, especially the ones that have not yet been used.
5. Break the class into groups of 6 - 7 (or whatever size depending on your class), and they practice on their own as you monitor.
6. When students have finished practicing in their group, give them time to copy.

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*Last updated January 2016*

## How to Do Face-to-Face:

### **Preparing for Face-to-Face:**

*There are a variety of ways to set up Face-to-Face. In any case it will be chaos and confusion the first time, but as with all repeated activities, students will do it more and more quickly with practice.*

- Two circles: (Imagine a doughnut.) Make one circle of chairs with the students sitting facing OUT. In other words, the chair backs are in the inside, and the chair fronts are facing out. Make a second circle around the first so that the second set of students is facing the first set. Make sure each person in the circle has a partner directly in front of him/her.
- Two parallel lines (sitting): (Imagine a ladder.) Tell the students they will make two rows. Use your arms to indicate that there are two rows involved. Draw two lines on the board to visually show how they will do the formation **before they move**. Make sure that the desks face each other and that the desks are very close together.
- Two parallel lines (standing): Same as above except that they don't use their desks.
- Cocktail Party: Get the students to stand up and find a partner. After they find a partner, they can do the Face-to-Face standing or sitting. *(As you well know they don't do this readily, and you have to push to get them out of their seats.)*

### **Switching partners in Face-to-Face:**

*(In each case of switching, make sure you decide BEFORE you tell the students what direction they will go. The key element in switching is that only ONE row or circle moves. The other group remains seated.)*

- Two circles: Ask the inner circle to stand up and move one seat to the right. You need to watch carefully so that everyone moves the same way. It does not come instinctively.
- Two parallel lines (sitting): Ask one side of the two rows (you can call one side A and one side B) to stand up. Ask the person at one end of the row to walk all the way to the top of the row. Ask the person in the top seat position to move to the seat next to him/her. The person who has walked down sits down in the empty seat, and everybody else moves down just ONE seat.
- Two parallel lines (standing): Same as above without the chairs.
- Cocktail Party: Ask everyone to find a different partner.





# **APPENDIX B**

## Character and Key Vocabulary Chart

### *My Name is Aku*

WANY low level reader to accompany "The Storm" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Aku Efie Kojo Maya Mrs. B Mrs. Chen neighbor	batteries emergency flashlight meeting place neighbor neighborhood prepared storm teenager

## Character and Key Vocabulary Chart

*My Name is Anya*

WANY low level reader to accompany "No Smoking" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Anya doctor friend neighbor Rishi Sasha swim coach	champion cigarette cough exercise husband proud quit smoker swimmer worried

## Character and Key Vocabulary Chart

### *My Name is Daniel*

WANY low level reader to accompany "The Hospital" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Alisha Clayton Daniel Dr. Collins Dr. Patel Halina Mrs. Medina Nguyen (Tran) Orlando Toni	accident art depressed doctor draw happy hospital nurse picture worried

## Character and Key Vocabulary Chart

### *My Name is Eddie*

WANY low level reader to accompany "New Life Café" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Eddie doctor Fernando Luz Rosa Ying	control diabetes exercise grandmother healthy medication mother recipes tests worried

## Character and Key Vocabulary Chart

### *My Name is Fatima*

WANY low level reader to accompany "Welcome Parents" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Carmen Fatima Ismael Juan Ming Parent Coordinator Pierre Sayeed	children daughter friend happy letter nervous parents proud questions worried

## Character and Key Vocabulary Chart

### *My Name is Lucia*

WANY low level reader to accompany "The Wedding" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Ahmed Chi (Carlos) Lucia Manny Mohammed Mr. Joseph Mrs. Lee Sasha Tanya Tito	arrived band bride confused coordinator fix lost married photographer wedding

**Character and Key Vocabulary Chart**

*My Name is Lupe*

WANY low level reader to accompany "Stay in School" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Carmen Diego Juan Lupe Mr. Shamma Teacher	afraid advice counselor decision different encourage happy job school worried



**Character and Key Vocabulary Chart**

*My Name is Maria*

WANY low level reader to accompany "Asthma" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Angela baby Maria Mario doctor nurse experts	asthma clean confused dust happy information insurance medicine son worried

**Character and Key Vocabulary Chart**

***My Name is Sue***

WANY low level reader to accompany "Love and Money" episode

CHARACTERS (in alphabetical order)

KEY VOCABULARY (in alphabetical order)

Abdul  
bank manager  
Jorge  
Sophie  
Sue

advice  
bank  
credit card  
coworker  
girlfriend  
happy  
nervous  
restaurant  
truth

## Character and Key Vocabulary Chart

### *My Name is Yumi*

WANY low level reader to accompany "Domestic Violence" episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)
Abdul Asad Billy Billy's mother Billy's grandfather Erica Julie police officer Renata Yumi	angry healthy help hit husband wife grandfather safe secret worried

## Character and Key Vocabulary Chart

*My Name is* \_\_\_\_\_

\_\_\_\_\_ episode

CHARACTERS (in alphabetical order)	KEY VOCABULARY (in alphabetical order)



*My Name is Aku*





*My Name is Anya*

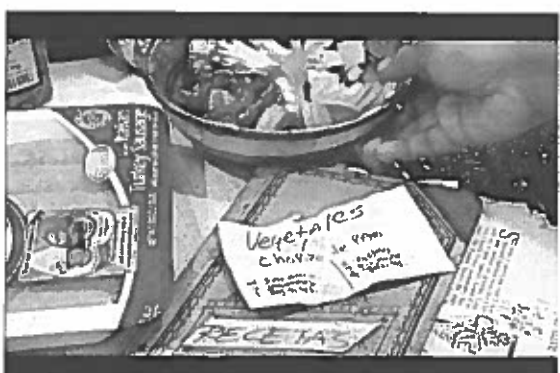






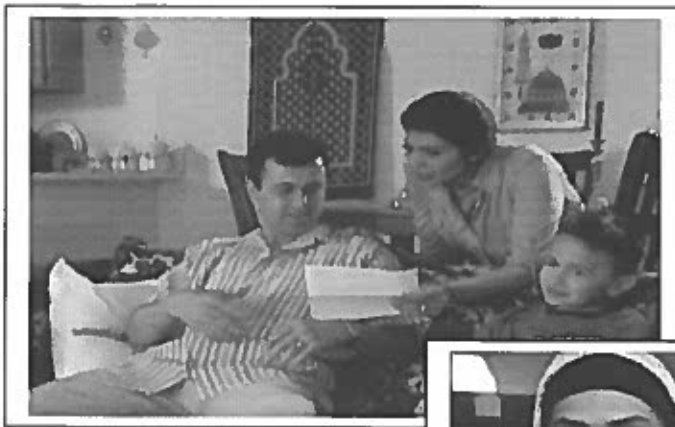
*My Name is Daniel*





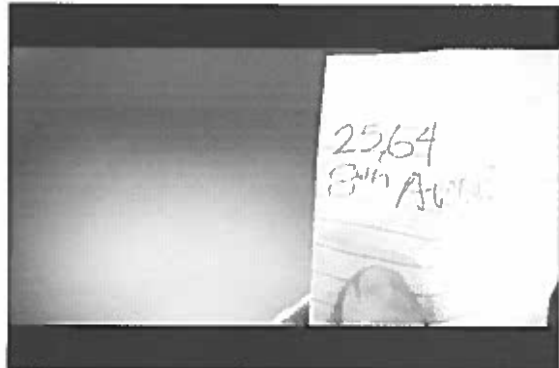
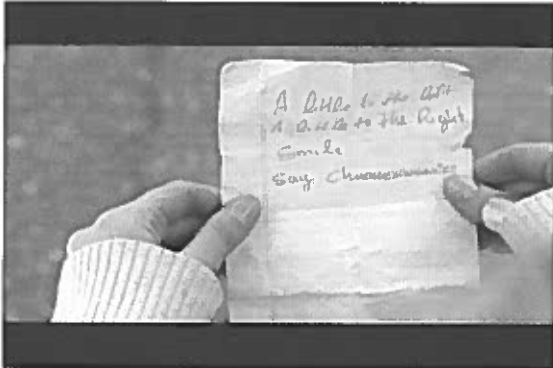
*My Name Is Eddie*





*My Name is Fatima*





*My Name is Lucia*







*My Name is Lupe*





*My Name is Maria*





*My Name is Sue*





*My Name is Yumi*





# APPENDIX C



**QUIZ: Who is in the picture? (*My Name is Aku*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Anya*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Daniel*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



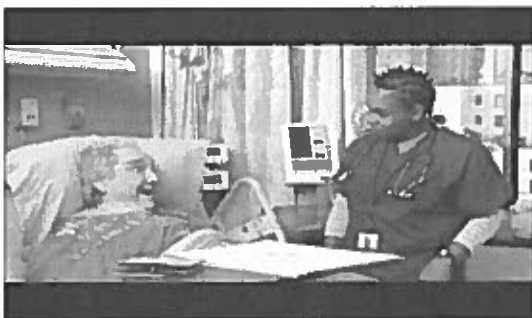
Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_



**QUIZ: Who is in the picture? (*My Name is Eddie*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



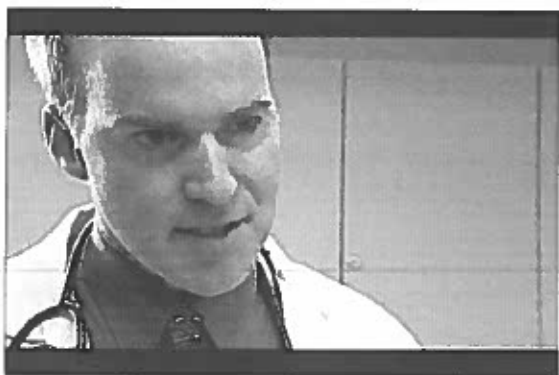
Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Fatima*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Lucia*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_

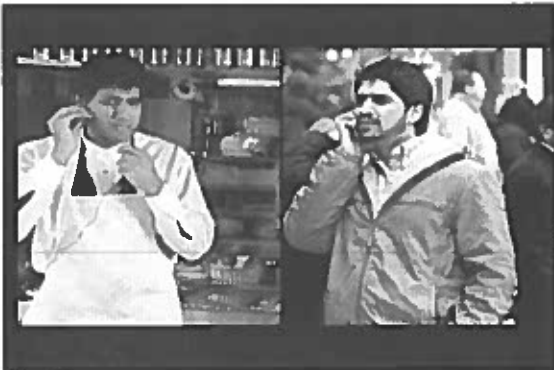


3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Lupe*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_



**QUIZ: Who is in the picture? (*My Name is Maria*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Sue*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

**QUIZ: Who is in the picture? (*My Name is Yumi*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Who is in the picture?

1. \_\_\_\_\_



Who is in the picture?

2. \_\_\_\_\_



Who is in the picture?

3. \_\_\_\_\_



Who is in the picture?

4. \_\_\_\_\_



Who is in the picture?

5. \_\_\_\_\_



Who is in the picture?

6. \_\_\_\_\_

## Sentence Matching Activity Examples

### *My Name is Fatima*

Pierre is asking a question.

Fatima is talking on the phone.

Fatima is reading a letter to her husband.

Carmen and Fatima are talking to the Parent Coordinator.

Carmen is happy and proud.

Sayed is asking a question.

### *My Name is Anya*

Sasha is coughing.

Anya is asking the doctor a question.

The doctor is telling Sasha his cough is serious.

Sasha is worried.

Anya and Sasha are happy.

Anya and Risha are proud of Sasha, the champion.

### *My Name is Aku*

Kojo and Efie are talking to Aku about the meeting place.

Aku is waving goodbye.

Mrs. B is talking about the storm.

Efie is reading the emergency plan.

Mrs. Chen is holding a flashlight.

Efie and Kojo are worried about Aku.

### *My Name is Daniel*

Mrs. Medina is sad and worried.

Mrs. Medina is holding colored pens.

Mrs. Medina is telling Alisha about her pictures.

Dr. Collins is asking a question.

Alisha, Daniel and Dr. Patel are showing Dr. Collins pictures.

Everyone is happy.

### *My Name is Eddie*

Rosa is worried.

The doctor is telling Rosa and Eddie about medication for diabetes.

Rosa and Luz are eating breakfast.

Fernando is proud of Rosa.

Eddie is showing his grandmother healthy vegetables.

The doctor is asking Rosa about her recipes.

## Sentence Matching Activity Examples

### *My Name is Lucia*

Mrs. Lee is fixing the wedding dress.

Everybody is smiling for the wedding picture.

The bride is worried about her dress.

The band is lost.

Mohammed and Ahmed are talking on the phone.

Sasha and Tanya are talking about taking photographs for the wedding.

### *My Name is Lupe*

Carmen and Juan are worried.

Diego is explaining his decision to Juan and Carmen.

Diego is secretly listening to Juan and Carmen.

Juan is giving Diego information about school.

Diego is asking for advice.

The students are encouraging Diego.

### *My Name is Maria*

Mario is worried about his son.

The doctor is telling Mario about asthma.

Mario is crying.

Maria is asking Mario a question.

Mario and Angela are happy.

Maria and the doctor are happy too.

### *My Name is Sue*

Sophie is nervous.

Jorge is asking the bank manager a question.

Abdul is giving Jorge advice.

Sue is giving Jorge advice too.

Jorge is worried.

Sophie and Jorge are laughing.

### *My Name is Yumi*

Billy's mother does not feel safe.

The women are talking about Billy.

Billy's mother is crying.

Billy is angry at his stuffed animal.

The police officer is giving Billy's mother advice.

Billy's mother is listening to advice from Billy's grandfather.



**QUIZ: Sentence Match (*My Name is Aku*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**QUIZ: Sentence Match** (*My Name is Anya*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**QUIZ: Sentence Match (*My Name is Daniel*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## QUIZ: Sentence Match (*My Name is Eddie*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



**QUIZ: Sentence Match** (*My Name is Fatima*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**QUIZ: Sentence Match (*My Name is Lucia*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**QUIZ: Sentence Match** (*My Name is Lupe*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

## QUIZ: Sentence Match (*My Name is Maria*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



**QUIZ: Sentence Match** (*My Name is Sue*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**QUIZ: Sentence Match (*My Name is Yumi*)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_