



Teacher Handbook

The Languages We Speak

Activities to Supplement We Speak NYC Study Guides

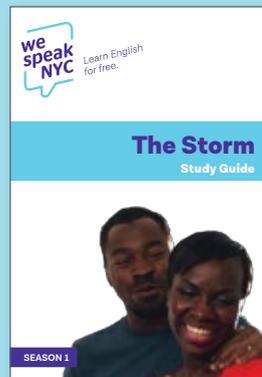
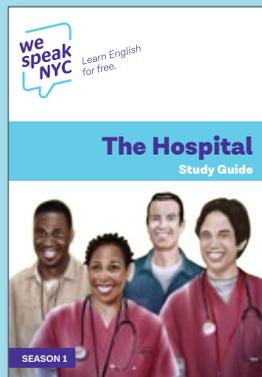
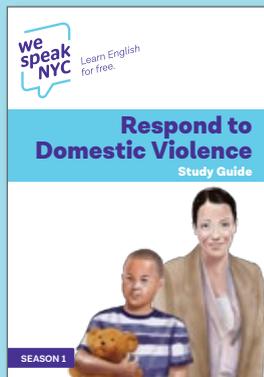
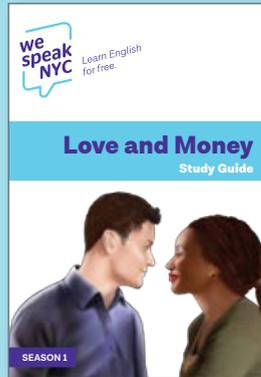
MID- AND UPPER-LEVEL CLASSES





Study Guides

SEASON 1





Study Guides

SEASON 2

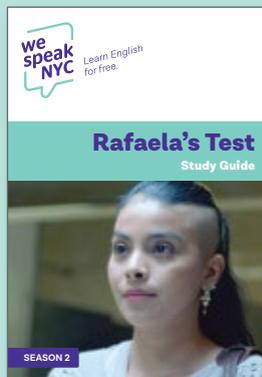
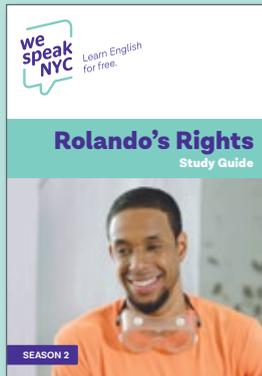
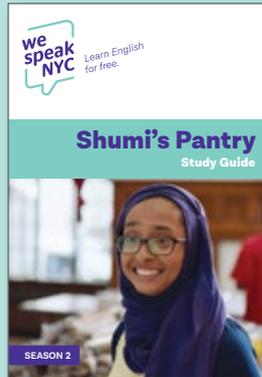


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Teacher Handbook

Introduction

The Languages We Speak is a teacher handbook for using the We Speak NYC (WSNYC) Study Guides to facilitate interactive practice in the classroom before and after showing an episode. It contains speaking, listening, reading and writing activities for teachers of mid- and upper-level students. This is a brief introduction to principles and pedagogies that inform the activities, and ideas and tips for implementation.

Structure and Components

Organization:

Each activity in this handbook corresponds to a component of the WSNYC Study Guides.

Sequence and Time:

This handbook is not a curriculum you need to follow from start to finish. Choose, adapt and sequence activities according to your instructional goals and the needs of your students. Each activity begins with a brief description, listing of skills and suggested duration. The time you spend on an activity will vary depending on your instructional goals and needs.



Worksheets and Models:

There are worksheets for the activities and models of completed worksheets for *Welcome Parents* (Season I) and *Shumi's Pantry* (Season II). It may be helpful to use one of these episodes the first time you implement an activity, and to distribute the models at an appropriate step. The models serve as examples for students of language and content. You can also use the models as a reference for creating your own level-appropriate models on blank worksheets.

Facilitation

Maximizing Participation:

The intention of this book is to facilitate interactive practice in speaking, listening, reading and writing. When implementing the activities, use facilitation techniques that maximize participation. Think of yourself as a moderator of a discussion in which students respond to each other. When a student asks you a question, discreetly turn your head toward a different student. The student asking the question will face that person in turn, and more student-to-student discussion will take place. Toss questions addressed to you back to the class or to a specific student whose voice you want to hear. Facilitating in these and other ways maximizes communication, builds community, and helps achieve the WSNYC goal of empowering students. There are additional tips for facilitators on the WSNYC website.

Small-Group, Big-Group:

Most activities in this handbook begin with pair or small-group work. The purpose for doing so is to increase participation and build confidence. In pairs and small groups, students generate ideas, find words and practice (“rehearse”) what they can say in whole-class discussion. Use gestures to get students to face one another in pairs and small groups. Allow for silence. It can take a little time before discussion gets going. Circulate, listen and assist students when helpful. Resist the temptation to jump in and talk instead of students.

Story-Based Learning

Story Elements:

The learning in WSNYC is story-based. Many of the activities in this handbook refer to story elements: character, setting, plot, problem and solution (conflict and resolution). It is useful for students to learn to identify these story elements. It helps students to know what to look for when watching an episode. It provides students with the language tools to talk about and to analyze stories. There is a metacognitive purpose too. Learning about the elements of WSNYC stories prepares students to see themselves as evolving characters—heroes—in the unfolding stories of their own lives.

Problems and Solutions:

WSNYC deals with real-life problems and solutions. The characters face problems and find solutions. The solutions come from multiple sources—the characters' own strengths and the support of friends, family and community. City services play a role too. Students may be dealing with situations in their own lives that are similar to situations and characters in an episode. Be sensitive to this when implementing activities in this book. It is useful in this regard to discuss with the class the purposes of WSNYC. One of the goals is to help people learn about their rights to City services. Another goal is to build a supportive community in which people learn from each other. In so doing, let students know that they do not have to share anything that makes them feel uncomfortable.

Rehearsal for Real Life:

The WSNYC episodes and the activities in this book contain language that can be used to manage real-life situations. The scripts contain words and phrases for accessing services and asserting rights. Activities in this handbook use the language in the scripts as a rehearsal for real life.

Asking Questions:

In WSNYC, asking questions is key. The characters ask questions to get information and find solutions. This handbook features activities in which students pose questions and, importantly, build the skill of asking follow-up questions. It does not contain explicit grammar terminology related to question forms. It teaches by model. Supplemental grammar instruction may be added as you see fit.

We Speak NYC is a program of the Mayor's Office of Immigrant Affairs created to help immigrants learn English and about their rights to New York City services. In naming the series, *We Speak NYC*, we think of New York City as a language itself. It is the language of diversity, the language of family, friendship and community, the language of work, the language of rights, the language of learning. These are themes of the *We Speak NYC* episodes and educational materials. These are among **The Languages We Speak**.

Pre-Watching Activity

Before You Watch:

The **WSNYC Study Guides** were created as workbooks for independent study by students after watching an episode. Many of the activities in this teacher handbook adapt components of the Study Guides for pre-watching purposes: to activate schema, generate vocabulary, elicit predictions, initiate discussion, and to build a wide range of skills. Pre-watching activity sets the stage for students to maximize learning from an episode. If your class has already seen an episode, adapt the *Before You Watch* steps accordingly. If some students have previously seen an episode and you are using pictures or other tools to elicit predictions and generate ideas, you can say: *If you know the story, please do not tell your classmates about it. Imagine you never saw these characters. Imagine you are seeing these pictures for the very first time.*

Visual Literacy

Many of the pre-watching activities in the handbook use a method for talking about images called Visual Literacy. The purposes of the Visual Literacy method are to build vocabulary, observation skills, evidential reasoning skills, and conditional language. The method also activates schema and motivate students to watch and discover what happens in an episode. Here is an outline of the method and some pedagogical principles involved:

- There are three core questions in Visual Literacy discussions:
 - ***What do you see in this picture?***
 - ***What do you think is going on in this picture?***
 - ***What do you see that makes you say that?***
- The first two questions build vocabulary and observation skills, and the ability to use conditional language (*I think she could be... He might be... It's possible that...*).

- The third question builds vocabulary, and observation and evidential reasoning skills.
- Visual Literacy discussions maximize participation by making students feel comfortable to make observations and assertions about a picture.
- To achieve the purposes of the Visual Literacy method, do not front load a discussion with information about the picture or the episode the picture is taken from. Do not tell the students who the characters are, where they are, what is going on in the picture, or what will happen in the story. Do not give anything away.
- As facilitator, welcome all ideas and encourage students to respond to each other's ideas. In this method, there is no right or wrong. What matters is for students to give visual evidence to support their assertions.
- The third question—***What do you see that makes you say that?***—asks students to articulate reasons for their assertions. In the process, students need to find the words to explain their thinking. This process offers the opportunity for students to help each other. It offers the teacher the chance to introduce vocabulary at the moment students need it.
- ***What do you see that makes you say that?*** is similar in meaning to the question, *Why do you say that?* However, it has an important advantage. It requires the students to look at the picture for evidence to support their observations. It asks the participant to provide concrete details.
- ***What do you see that makes you say that?*** does not come naturally to ask without rehearsing it. Rehearse asking, *What do you see that makes you say that?* so it comes naturally to you.

When you use the Visual Literacy technique regularly, students increasingly ask the three Visual Literacy questions to each other. When that happens, your students are taking charge of and facilitating their own discussions and learning.

Activity 1

Title Page: Story Elements and Predictions

This is a Visual Literacy activity for eliciting predictions about an episode based on the title page of the Study Guide. In this activity, students learn about story elements and make predictions about the characters, setting, plot, and problems and solutions.*

You can also use this activity with the images in the Study Guide’s **Watch the Show: What’s Going On?** Or you can use it with the pre-watching images in the Teacher Resources section of the WSNYC website: wespeaknyc.cityofnewyork.us/images-and-words/

SKILLS Oral communication, observation, evidential reasoning, conditional language, identifying story elements, taking notes and writing sentences in a chart, vocabulary building

TIME 1 hour (not including the video)

Before You Watch

1. **ASK:** *What do all stories have in common—stories in books, movies, on TV...? Take some ideas from students. Facilitate a brief discussion in which students respond to each other’s ideas.*

Sample title page

Welcome Parents

The parent-teacher conferences are next month...



But it’s not easy to talk to the teachers in English.

What can you do to help your children in school?

Sample “Watch the Show”

Watch the Show
What’s going on?

What do you think is going on in these pictures?



2. **SAY:** *Stories have these elements (things) in common: character, setting, plot, and problem and solution. The characters are the people in the story. The setting is where and when it takes place (happens). The plot is the action. The problem is a difficult situation that the characters have to manage or solve. The solution(s) is how the characters manage or solve the problem.*
3. Hand out the Study Guide title page and the discussion questions, one for every two students. *(The title pages for each episode are on pages 84-100. The discussion questions are on page 10.)* With the students, read the directions at the top of the handouts. Tell students to talk in pairs about the title page using the discussion questions as a guide. Tell them not to write their answers, just talk.
4. There is a Prediction Chart on pages 17 and 18. While students are talking in pairs about the title page, draw a large version of the Prediction Chart on the blackboard. You will use it to write down what students say in the next steps.
5. Bring the class together for whole-class discussion. Ask the discussion questions. Use the Visual Literacy discussion method. *(See notes on Visual Literacy on pages 4-5.)* Welcome all ideas. Do not give away the plot of the story or anything about the characters before showing the episode.
6. Ask the class about the characters: *Who do you think the people may be?*
7. Write student predictions on the board. Introduce conditional language, such as: *The woman may be... She could be... SAY: I think the woman is a doctor. = The woman may be a doctor. = She could be a doctor.*
8. See the model charts *(on pages 12-13 and 15-16)* for possible language to model. Do not distribute the model charts at this point. Use them as a reference for your instruction.
9. Introduce terms for locating a person in a picture. For example, *The person on the left may be... The person in the background could be...*
10. Ask for evidence. For example: *What do you see that makes you say that he may be a teacher? What do you see that makes you say that she could be a student?*
11. Take ideas from the students and write their evidence on the blackboard.

12. Hand out an empty Prediction Chart, one per student. Read the instructions at the top of the chart.
13. Tell the students to work in pairs on the next story element on their charts—setting.
14. After a few minutes, take some ideas in whole-class discussion and write them on the chart on the board. Model language that is appropriate.
15. Follow the same process for the next elements—plot, then problem and solution. (Problem and solution are grouped together in the chart.)
16. After completing the chart on the blackboard, distribute one of the model charts. Use the model charts to model specific language you want the students to practice. The model charts contain examples of the following types of language: conditional language; language for locating a person in a picture; sentence starters for giving evidence; and descriptive vocabulary. Some of the conditional language, location language, and sentence starters for giving evidence are underlined on the model charts.

You can make your own model chart for a title page, modeling language you want to teach based on your instructional needs and goals.

While You Watch

17. Play the scene with the title page image. Tell students to think about the characters, setting, plot, and problem and solutions while watching. (Some of the title pages have images from more than one scene. Choose one of the scenes to play and proceed to the next step.)

After You Watch

18. Pause the video after the scene and have students talk about it with a partner.
SAY: *Turn to the person next to you and talk about the scene. What do you think is going on? Who do you think the people are? Where do you think they are? Talk about it for a couple of minutes, then we'll share ideas as a class.*

19. Bring the class together for discussion about the scene. Ask students to describe what is going on in the scene and in the picture in the title page. In upper-level classes, prompt students to use the story elements when talking about the picture: character, setting, plot. For example: *I think the character on the right is the other character's mom. The character on the left is Shumi. I think the setting is their home. This is because the mother asks Shumi why she is so late. Also, the furniture looks like it could be a living room. I think the plot may deal with problems at work. Also, Shumi said that she volunteered at a food pantry. So, the plot may also deal with people who don't have enough money for food.*

*The **WSNYC** episodes deal with real-life problems and solutions. In each episode, characters work together to find solutions. This book contains communicative language activities that serve as a rehearsal for addressing real-life situations.

Most of the Study Guide title pages suggest particular problems. The title pages in the Study Guides for *The Hospital*, *Sonam's Mom* and *Crossing the Street* suggest topics or themes instead of specific problems. For those title pages, instead of asking for predictions of problems and solutions, ask students to make predictions about the topic of the story and issues it may deal with.

When talking about story elements in advanced classes, you may use the terms **conflict** and **resolution** as roughly synonymous with **problem** and **solution**. The conflicts in *We Speak NYC* are generally not between people. They are difficult situations—problems—that people need to solve in order to achieve their goals. There are also inner conflicts that characters need to overcome to face a situation.

Title Page Discussion Questions

Use these questions to talk about the title page with a partner. The questions are organized by story element: **Character** (*who*); **Setting** (*where and when*); **Plot** (*the action*); and **Problem & Solution**. Make predictions based on what you see and read on the title page. *Do not write your answers. Just talk about it.*

1. **Character:** *Who* do you think the people are? What do you see that makes you say that?*
2. **Setting:** *Where* and *when* do you think the scene and story take place? What do you see that makes you say that?
3. **Plot:** *What* do you think is going on? What do you see that makes you say that?
4. **Problem & Solution:** What problem(s) do you think the story (or scene) deals with? What do you see that makes you say that? What are some possible solutions? What can individuals do to deal with the issue? What can families and friends do to help? What can the community do? What services does NYC provide?

*This is an important follow-up question. It requires you to provide evidence for your ideas based on what you see and read on the title page.

The **We Speak NYC** episodes deal with real-life problems and solutions. In the search for solutions, there are examples of teamwork, leadership and community. When you watch the episodes, look for examples of teamwork, leadership and community.

Title Page: *Welcome Parents*

This is the title page of the *Welcome Parents* Study Guide. Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Welcome Parents

The parent-teacher conferences are next month...



But it's not easy to talk to the teachers in English.

What can *you* do
to help your children in school?

Title Page Prediction Chart: *Welcome Parents*

This chart has language you can use when you make predictions and give evidence about a title page.

ELEMENTS	PREDICTIONS	EVIDENCE
Character	<p>Who do you think the characters are?</p> <p>They <u>may</u> be parents.</p> <p>But, some of them <u>could</u> be teachers. <u>The woman in the top right may</u> be a teacher.</p> <p>The man in the bottom left <u>could</u> be a teacher too.</p> <p>may = could = It is possible.</p>	<p>What do you see that makes you say that?</p> <p>The title says, "Welcome Parents." <u>The title makes us say that the people may</u> be parents.</p> <p><u>Her expression makes us say that</u> she <u>could</u> be a teacher. She <u>looks like</u> she is explaining something – like a teacher. Also, <u>her clothes make us say that</u> she <u>may</u> be a teacher.</p> <p>He is standing up and talking. <u>His face and position make us say that</u> he <u>could</u> be teaching a class.</p>
Setting	<p>Where and when do you think it takes place?</p> <p>The people in the pictures <u>could</u> be in different places.</p> <p><u>The two people in the top left could</u> be in a living room.</p> <p><u>The man in the bottom left may</u> be outside.</p> <p>We think it is a meeting during the day.</p>	<p>What do you see that makes you say that?</p> <p>The backgrounds of the pictures look different.</p> <p>In <u>the picture in the top left</u>, the man's right arm is resting on something. It <u>may</u> be on a sofa. Often, a sofa is in a living room.</p> <p>He is wearing a jacket. <u>His jacket makes us say that</u> he <u>could</u> be outside. (But if he is teaching a class, he <u>would</u> be inside. So, we are not sure.)</p> <p><u>The light makes us say that</u> it is daytime. And people are talking to each other—like in a meeting.</p>

Title Page Prediction Chart : *Welcome Parents* (continued)

ELEMENTS	PREDICTIONS	EVIDENCE
<p>Plot</p>	<p>What do you think is going on?</p> <p><i>The woman in the top left</i> looks worried or upset.</p> <p>She <i>may</i> be in a conflict with the man next to her.</p>	<p>What do you see that makes you say that?</p> <p><i>Her expression makes us say that</i> she is worried. Her face looks upset.</p> <p><i>Their position makes us say that</i> they <i>could</i> be having a conflict. The woman is facing the man, but he is looking away.</p>
<p>Problems & Solutions</p>	<p>What do you think is the problem? What do you think are the solutions?</p> <p>We think the parents <i>may</i> be having problems talking to the teachers about their children.</p> <p>The woman with the hijab <i>may</i> be talking with a teacher and it is not easy for her.</p> <p>We think the parents can ask the teachers to talk more slowly.</p>	<p>What do you see that makes you say that?</p> <p><i>We say that because</i> the title page says, "The parent-teacher conferences are next month... But it's not easy to talk to the teachers in English."</p> <p>There are wrinkles in her forehead and her eyebrows look tense.</p> <p>The page says, "it's not easy to talk to the teachers in English." So, asking the teachers to speak slowly <i>could</i> be a solution.</p>

Title Page: *Shumi's Pantry*

This is the title page of the *Shumi's Pantry* Study Guide. Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Shumi's Pantry



**Nobody needs to go hungry
in New York City.**

Title Page Prediction Chart: *Shumi's Pantry*

This chart has language you can use when you make predictions and give evidence about a title page.

ELEMENTS	PREDICTIONS	EVIDENCE
<p>Character</p>	<p>Who do you think the characters are?</p> <p><i>The character on the right may be an older sister or the mother of the other person.</i></p>	<p>What do you see that makes you say that?</p> <p><i>Their clothing makes us say that.</i> <i>The woman on the right is wearing a dress.</i> <i>The character on the left is wearing a tee-shirt – like a teenager.</i></p> <p><i>Also, the woman on the right is sitting in a higher position.</i> <i>Her position makes us say that she is the mother or older sister.</i></p>
<p>Setting</p>	<p>Where and when do you think it takes place?</p> <p><i>We think the characters may be at home. The setting looks like it could be a living room.</i></p> <p><i>It could be evening.</i></p> <p><i>may = could = It is possible.</i></p>	<p>What do you see that makes you say that?</p> <p><i>The furniture makes us say that it could be a living room.</i> <i>There is a small bookshelf in the background.</i> <i>Also, we see two lamps on the bookshelf.</i></p> <p><i>One of the lamps is on.</i> <i>The lamp makes us say that it may be evening.</i></p> <p><i>Also, the younger woman says she volunteered – with “ed.”</i> <i>“ed” is for the past. So, maybe she volunteered during the day and now she is home in the evening.</i></p>

Title Page Prediction Chart: *Shumi's Pantry* (continued)

ELEMENTS	PREDICTIONS	EVIDENCE
<p>Plot</p>	<p>What do you think is going on?</p> <p>We think they are having a conversation about volunteering and food at the end of the day. →</p> <p><u>The woman on the right</u> <u>may</u> be upset about something. →</p>	<p>What do you see that makes you say that?</p> <p><u>The woman on the left with glasses</u> is saying she volunteered at a food pantry. And the light is on so we think it is the end of day.</p> <p><u>Her expression makes us say that</u> she <u>may</u> be upset. Her eyes are looking down at the young woman. She doesn't look happy to us.</p>
<p>Problems & Solutions</p>	<p>What do you think is the problem? What do you think are the solutions?</p> <p>Somebody in the story <u>may</u> need food. →</p> <p>A food pantry <u>may</u> be a solution to the problem. →</p>	<p>What do you see that makes you say that?</p> <p><u>We say that because</u> the characters are talking about a food pantry. And under the picture, it says, "Nobody needs to go hungry in NYC." So maybe somebody is hungry.</p> <p>The dictionary says that a food pantry is a place that gives food to people who need it. It is a solution for people who need food in an emergency.</p>

Title Page Prediction Chart (page 1)

Complete this chart about the title page. Work with a partner.

ELEMENTS	PREDICTIONS	EVIDENCE
<p>Character</p>	<p>Who do you think the characters are?</p>	<p>What do you see that makes you say that?</p>
<p>Setting</p>	<p>Where and when do you think it takes place?</p>	<p>What do you see that makes you say that?</p>

Title Page Prediction Chart (page 2)

ELEMENTS	PREDICTIONS	EVIDENCE
<p>Plot</p>	<p>What do you think is going on?</p>	<p>What do you see that makes you say that?</p>
<p>Problems & Solutions</p>	<p>What do you think is the problem? What do you think are the solutions?</p>	<p>What do you see that makes you say that?</p>

The Missing Dialogue (The Story)

After the title page, the Study Guides have a picture story composed of still pictures from the episode and dialogue from the script. The picture story is divided into scenes. Each scene has a title. There are narrative lines that help the reader follow the story.

In this activity, the dialogue in some of the speech bubbles has been removed from one scene in the Study Guide story. Students work together to predict what the characters could say in the empty speech bubbles.

SKILLS Reading, oral communication, observation, evidential reasoning, critical thinking

TIME 45 minutes



Sample “The Story” page

Before You Watch

1. Give each student a copy of the scene with the missing dialogue. (*The Missing Dialogue worksheets for each episode are on pages 101-122.*) Do not tell them anything about the characters or the story. **SAY:** *Read the scene. Look closely at all the pictures.*
2. After a couple of minutes of independent reading, **ASK:** *Do you have any questions about the order of the dialogue?* Tell students to look for clues to the order based on the dialogue, the position of the speech bubbles, and details in the pictures. Point out the order where helpful.
3. Give students the discussion questions (*on page 22*). **SAY:** *Turn to the person next to you. Talk about the scene and answer the discussion questions. Together, fill in the empty speech bubbles with words the character might be saying.*

4. Bring the class together for whole-class discussion. Ask students to share what they wrote in the empty speech bubbles. Ask for volunteers to say their dialogues out loud.

While You Watch

5. Before you play the scene, tell students that there may be differences between the scene in the video and in **The Story** in the Study Guide.
6. Play the scene. **SAY:** *Listen for the dialogue that is missing from the speech bubbles. Write it down.*
7. Show the scene once. Don't show anything before or after the scene.
8. Ask students if they want to see it again.

After You Watch

9. Tell students to turn to a partner and talk about the scene and the dialogue.
10. After a couple of minutes, bring the class together for whole-class discussion about the scene.
11. Ask students if they want to see the scene again. Play it again and continue the discussion.
12. **ADVANCED CLASSES: ASK:** *How do characters in the scene demonstrate (show) leadership, advocacy, or teamwork? How do characters demonstrate the values of family, friendship, work, diversity, community or other values? (You can explain the term “values” by saying “things that are important to you.” See implementation notes on the next page.)*
13. **EXTENSION ACTIVITY:** Have students rehearse the scene in pairs or small groups. In the next class session ask for volunteers to perform the scene for the class.

Notes on Implementation

- If some students have watched the video previously, tell them not to “spoil it” for others (not to “give away” the story—not to tell others what happens).
- Discuss the meanings of these terms: *community, leadership, rights, advocacy, diversity, teamwork*, or other relevant terms. Ask questions such as:
 - ***What do you think leadership means?***
 - ***How do people demonstrate (show) leadership?***
 - ***What do you think advocacy means?***
 - ***How do people advocate for themselves, their families or their communities?***

Give and ask for concrete examples.

- When you introduce abstract terms such as “values” and phrases such as “demonstrate the values of,” rephrase what you say in concrete or more familiar vocabulary such as “show the importance of.” The term “values” can be glossed as “things that are important to you.” Give examples of values to facilitate comprehension. Ask students for other examples.

Be aware of the complexity of the language you are using and adjust your terms accordingly.

Missing Dialogue: Discussion Questions

Use these questions to talk with a partner about the scene with the missing dialogue.

1. What do you think is going on in this scene?
What do you see that makes you say that?
2. Who do you think the characters are?
What do you see that makes you say that?
3. What do you think the characters are doing?
What do you see that makes you say that?
4. What do you think the characters may be saying in the empty word bubbles?
(Fill in the bubbles with your answer.)
What do you see that makes you say that?
5. Where and when do you think the scene takes place?
What do you see that makes you say that?
6. What do you think is the problem?
What do you see that makes you say that?
7. What are some possible solutions?
What do you see that makes you say that?
8. What do you think happened *before* this scene?
What do you see that makes you say that?
9. What do you think will happen *in the next scene*?
What do you see that makes you say that?

Missing Dialogue: Welcome Parents

Carmen and Juan

Carmen reads a letter about the parent-teacher conferences.
Juan is watching soccer on TV.



Juan, the school is having the parent-teacher conferences again.



Great! Please tell me about it later. I'm watching a game!

It's difficult for Carmen to talk to the teacher.
Their daughter, Lupe, needs help in school.

Later? We need to talk now. Our daughter needs help!



Juan, I'm worried about Lupe's reading. She's having trouble.

Juan is not worried. He says the teacher will help Lupe.



Don't worry, dear. The teacher will help Lupe.



Maybe you are right. But I want to help her too.

Missing Dialogue: Shumi's Pantry

Shumi Wants a Job

Shumi wants a job at a supermarket. She wants to help her mother pay the bills.

I want a job, Mom.
I want to help you
pay the bills.



1



You don't need to do that.

Shumi has to do a job interview first.



3

I just want to help.
I may not get the job anyway.
I have to do an interview first.



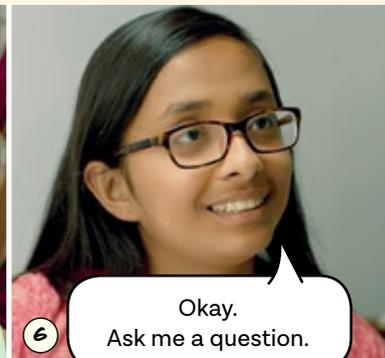
4

Her sister, Rumi, helps Shumi prepare for the interview.



5

I'll help you
practice!



6

Okay.
Ask me a question.



What experience
do you have?

Jigsaw Reading (The Story)

After the title page, the Study Guides have a picture story composed of still pictures from the episode and dialogue from the script. The picture story is divided into scenes. Each scene has a title. There are narrative lines that help the reader follow the story.

In this activity, students do a jigsaw reading of the Study Guide story. Each student reads a “piece” of the story—one or two scenes. Then they meet and put the story together, like a puzzle. When they watch the show, they look and listen for differences between the Study Guide story and the video.

SKILLS Reading, oral communication, listening, summarizing

TIME 1 hour (not including step 1 and showing the video)

Sample “The Story” page

Fatima and Sayeed
Fatima's family gets the same school letter. Sayeed is watching the same soccer game.

Sayeed, look at this letter.

Carmen, it's Fatima.

Carmen and Fatima decide to get ready for the parent-teacher conferences.

The note is about the parent-teacher conferences. Lupe brought the same note home.

Last year I didn't understand anything.

Yes, Fatima, you're right. We must do something.

Fatima tells Carmen about the parent coordinator. Carmen calls 311 to get the number.

A parent... co-or-di-na-tor? Call 311 for the number? Let's do it right now.

Hello, 311? Can you give me the number for the parent coordinator, please?

Before You Watch

1. Do the **Title Page: Story Elements and Prediction Chart** activity or the **Missing Dialogue** activity.
2. Distribute copies of the Study Guide story. Have students read the scene titles and give each scene a number.
3. Tell students that they are going to read different scenes, then meet and share what they know about the story. **SAY:** *Each of you is going to read a different scene. Each scene is like a piece in a puzzle. After you read, you will put the pieces together. (It may be helpful to ask what a puzzle is and briefly explain.)*
4. Assign one scene per student (*two scenes if the scenes are less than a page*).

5. Before students read their assigned scene(s), review the elements of stories: character, setting, plot, problem and solution (conflict and resolution).
6. **SAY:** *While you read, think about who the characters are, where they are and what is going on.*
7. Give the students a couple of minutes to independently read their scene(s).
8. While the students are reading independently, go around the room and ask them if they have any questions about the order of the dialogue. Tell students to look for clues to the order based on the dialogue, the position of the speech bubbles, and details in the pictures. Point out the order where helpful.
9. Tell the students to meet in small groups. **SAY:** *Students who read scenes 1-3 meet together. Students who read scenes 4, 5 and 6 meet together. Students who read scenes 7, 8 and 9 meet together...*

(There are various ways to organize the groups. You may have more than one group discussing the same set of scenes, or you can join students in larger groups.)

10. **SAY:** *Tell the other students in your group what you read. Give a brief summary. Say who the characters are, where the scene takes place, and what happens. If there is a problem and a solution in your scene, say what it is.*
11. Ask the students in their groups to predict what happens in the rest of the story. Alternatively, you can meet as a whole class and have the students put the jigsaw puzzle of the story together.

While You Watch

12. Tell the students to watch and listen for any differences between the scenes they read in the Study Guide story and the same scene in the video. Let students know that there is dialogue in the video that is not in the Study Guide story, and small differences in the words and action. There are also scenes in the video that are not included in the Study Guide story.
13. Give students the worksheet for taking notes on differences, and the model from *Welcome Parents* or *Shumi's Pantry*. Review the language and content to give students an idea of what types of differences to look and listen for, and how to describe them.

After You Watch

14. **SAY:** *Meet with a student(s) who read the same scene as you. Share your notes and talk about any differences you found between the scene in the Study Guide story and the video.*
15. Bring the class together for whole-class discussion about differences between the Study Guide story and the video.
16. Replay specific scenes to find and confirm differences.

Jigsaw Reading—Finding the Differences: *Welcome Parents*

This chart has differences between the first scene in the Study Guide story and in the video.

There are differences in dialogue and action.

Scene Title: Carmen and Juan

	VIDEO	STUDY GUIDE STORY
Dialogue	Juan says that Carmen's English is much better than it was last year.	This is not in the dialogue in the Study Guide story. There are fewer lines of dialogue in the Study Guide story.
Action	<p>There is a "flashback." We see Carmen remembering the parent-teacher conference last year.</p> <p>In the video, we see Juan watching a soccer game on TV.</p>	<p>The flashback is not in the Study Guide story.</p> <p>The Study Guide story says that Juan is watching a soccer game, but we don't see the TV.</p>

Jigsaw Reading—Finding the Differences: *Shumi’s Pantry*

This chart has differences between the first scene in the Study Guide story and in the video. There are differences in dialogue and action.

Scene Title: Shumi Wants a Job

	VIDEO	STUDY GUIDE STORY
Dialogue	<p>In the video, Shumi’s mom says that Shumi needs to focus on school.</p> <p>At the end of the scene, Shumi says she will wear her pink hijab for good luck.</p>	<p>In the Study Guide story, Shumi’s mom doesn’t tell Shumi that she needs to focus on school.</p> <p>The dialogue about the hijab is not in the Study Guide story.</p>
Action	<p>In the video, we see the mom entering the kitchen and holding some mail and bills.</p>	<p>In the Study Guide story, the mom is in the kitchen. We only see her face.</p>

Jigsaw Reading: Finding the Differences

Use this chart to take notes on differences between the first scene in the Study Guide story and in the video. There are differences in dialogue and action.

Scene Title: _____

	VIDEO	STUDY GUIDE STORY
Dialogue		
Action		

Question Formation & Press Conference (Who We Are)

In this activity, students read the brief character descriptions called **Who We Are** in the Study Guide before watching the episode or reading the story. They brainstorm questions about the characters based on the descriptions. After they watch, they role play and interview the characters.

For this activity, you can also use the **Meet the Characters** clips on the WSNYC website: wespeaknyc.cityofnewyork.us/meet-the-characters/

SKILLS Reading, question formation, oral communication and writing

TIME 75 minutes (not including the video)

Who We Are

Complete the sentences. Follow the example.

Ms. Wu • Rumi • Gabriela • Shumi • mother







1. My name is Shumi. I am a high school student. I work part-time in a supermarket to help my mother pay the bills. I volunteer at a food pantry too. I am a very busy person. I am idealistic. I want to make the world a better place. But, I don't want to lose my job!
2. My name is _____. I am Shumi's sister. Shumi helps me with schoolwork. I help her too. I help her practice for her job interview. She is my hero.
3. My name is Umme. I am Shumi's and Rumi's _____. I am proud of my daughters. I am a home health aide. I work hard to take care of my children and teach them good values. They teach me too.
4. My name is _____. I am the manager of a supermarket. I also donate food to a food pantry. I give Shumi a chance to work for me. But, should I give her a second chance?
5. My name is _____. I am a domestic worker. I clean Shumi's apartment building and many other buildings. One day, I get some food at a food pantry to help my family. I see Shumi there. She has a big heart and a curious mind.

idealistic = a word that describes someone who wants to make the world a better place
 good values = responsibility and compassion are two examples of good values
 a second chance = an opportunity to try again

Sample "Who We Are" page

Before You Watch

1. Hand out the **Who We Are** page of the Study Guide (or show video clips in **Meet the Characters** on the WSNYC website).
2. Tell students to brainstorm **wh-** questions (**who, what, where...**) they would like to ask one of the characters. Take a few examples from the class.
3. Hand out the chart for writing questions. Have students write questions in pairs, working on one character per pair.

4. There are model questions for Carmen in *Welcome Parents* and Ms. Wu in *Shumi's Pantry*. The first time you do this activity, after students write a few questions on their own, hand out the model questions. They will help students think of additional questions to ask the characters. You can also use the model questions to teach or review question patterns.
5. Review the model questions with the students. In advanced classes, **ASK:** *Can you find questions related to We Speak NYC themes such as leadership, community, teamwork, diversity, advocacy and rights?* Discuss the meanings of these terms.

The chart is for **wh-** questions. Students can also form yes/no questions on a separate piece of paper. Give models of yes/no questions and compare with the open-ended questions on the model charts.

While You Watch

6. Tell students to look and listen for information that will help them answer the questions they wrote.

After You Watch

7. Tell students to work in pairs or small groups. **SAY:** *Answer the questions you wrote on your charts based on what you have learned about the character from the video. If there are some questions that you can't answer, imagine what the character might say.*
8. Follow this with press conference interviews. Set up a panel in front of the class for the characters and rows of seats for the "reporters." Have students take turns playing characters and reporters.
9. **EXTENSION ACTIVITY:** Tell students they are reporters for a local newspaper and to write up the interviews.

Press Conference Questions: *Welcome Parents*

Title of episode: *Welcome Parents* Name of character: *Carmen*



Who	What
<ul style="list-style-type: none"> Who are your friends? Who goes to school in your family? Who gave you the idea to practice with your friends? Who is the leader in your family? 	<ul style="list-style-type: none"> What is a parent-teacher conference? What was difficult last year? What questions do you want to ask the teacher? What is your first language? What is your child's name? What grade is your child in? What are your goals for the parent-teacher conference? What do you want to tell the teacher about your child?
Where	When
<ul style="list-style-type: none"> Where do you live? Where do you come from? Where does your child go to school? Where are you practicing with your friends? 	<ul style="list-style-type: none"> When is the conference? When did you arrive in this country? When did you start learning English? When do you and your friends practice together?
How / How many / How much / How often	Why
<ul style="list-style-type: none"> How do you feel about the parent-teacher conference this year? How old is your child? How much time do you spend practicing with your friends? How often do you practice with your friends? How will this year be different? How do you show leadership? 	<ul style="list-style-type: none"> Why is education important to you and your family? Why was the parent-teacher conference a disaster last year? Why are you practicing with your friends? Why is the conference important? Why didn't you understand the teacher last year? Why didn't you get an interpreter to help you?

Press Conference Questions: *Shumi's Pantry*

Title of episode: Shumi's Pantry Name of character: Mrs. Wu



Who	What
<ul style="list-style-type: none"> Who shops in your supermarket? Who are your employees? Who is Shumi? Who goes to a food pantry? Who has the right to go to a food pantry? 	<ul style="list-style-type: none"> What do you sell at your supermarket? What is the name of your supermarket? What are your responsibilities as a manager? What kind of food do you donate? What motivated you to donate food to a food pantry? What do you like about Shumi? What did Shumi do that makes you ask, "Should I give her a second chance?"
Where	When
<ul style="list-style-type: none"> Where is your supermarket? Where is the food pantry? Where do you live? Where do you come from? Where do you buy the food that you sell? 	<ul style="list-style-type: none"> When did you open your supermarket? When does the supermarket open and close every day? When did you come to this country? When did you start donating food to a food pantry?
How / How many / How much / How often	Why
<ul style="list-style-type: none"> How many employees do you have? How much do you pay them? How many hours do you work each day? How often do you donate food? How do you feel about Shumi? How do you demonstrate leadership in your community? How diverse is your supermarket staff? 	<ul style="list-style-type: none"> Why did you open a supermarket? Why do you donate food to a food pantry? Why did you give Shumi a chance to work in your supermarket? Why did you ask, "Should I give her a second chance"?

Press Conference Questions

Use this chart to write questions about a character based on “Who We Are” in the Study Guide and/or “Meet the Characters” on the website. After you watch the episode and read the story in the Study Guide, you will interview the character (played by a classmate).

Title of episode: _____ Name of character: _____

Who	What
Where	When
How / How many / How much / How often	Why

Activity 5

What's the Story About? (What Happens?)

The Study Guide exercise **What Happens?** has a list of sentences that tell what happens in the story. However, it doesn't say what the episode is about. In the following activity, students practice identifying the topic of an episode.

SKILLS Reading, vocabulary, critical thinking, English language structures for identifying a topic

TIME 75 minutes (not including the video)

What Happens?

Complete the sentences. Follow the example.

calls · get involved · gives · is
make an appointment · receives · says

1. Carmen receives a letter from her daughter's school.
2. The letter _____ the school is having the parent-teacher conferences again.
3. Carmen _____ concerned. Last year she couldn't understand anything the teacher said.
4. Fatima gets the letter, too. She _____ Carmen to talk about it.
5. Carmen and Fatima _____ to see the parent coordinator.
6. The parent coordinator _____ Fatima and Carmen the NYC Family Guide.
7. The parent coordinator encourages Fatima and Carmen to _____ in the school.

asks · convinces · doesn't think · meet · practice

8. Carmen and Fatima _____ other parents in the park.
9. Together, they make a list of questions, and they _____ asking the questions out loud.
10. At first, Carmen's husband, Juan, _____ it is important to get involved.
11. But in the end, Carmen _____ Juan to get involved.
12. At the parent-teacher conference, Juan _____ Lupe's teacher many good questions. Carmen is very proud!

Sample "What Happens?" page

After You Watch

1. Hand out copies of **What Happens?** and have students do the cloze exercise with a partner. (15 minutes)
2. While the students are working on **What Happens?**, cut out the sentences in the exercise on another copy. When you cut out the strips, do not include the sequence number.
3. Tell the students to put away the **What Happens?** exercise. Then, hand out the sentences that you cut out in random order, one strip for each pair of students.
4. **SAY:** *The strips of paper that I gave you have the sentences from **What Happens?** Read the sentence(s) on your strip and find the classmates that have the sentence(s) that you think come after yours in the story. Stand in a circle around the classroom with the sentences in order.*
5. When the students think they have the correct order of sentences, tell the students (standing in the circle) to read the sentences out loud with the words they think that go in the empty spaces.

6. Once the students have the correct sequence of sentences with the cloze exercise completed correctly, transition to teaching about topics. **SAY:** *This is a good list of what happens in the story. But, imagine that a friend asks you, “What is _____ (episode) about?” What do you say to your friend?*
7. Talk about topics. **SAY:** *The topic of a story is what the story is about—the subject of the story.*
8. **SAY:** *When someone asks “What is _____ about?, people often give a one-word answer. For example, if someone asks, “What is Welcome Parents about?” someone may answer, “Education.”*
9. **SAY:** *Education is the general topic of Welcome Parents. However, the word “education” is very general—very broad. It doesn’t say whose education or what level of education or what the problem is.*
10. Do a quick review of story elements. **SAY:** *Stories have these common elements: character, setting, plot, problem and solution. Try to very briefly include some—not all—of this information when you say the topic of a story.*
11. **SAY:** *With a partner, brainstorm a more specific (less general) answer to the question: What is Welcome Parents about?*
12. Give the students a few minutes to talk in pairs, then bring the class together to share their ideas. Write some of their ideas on the board.
13. Add this list of possible answers to the question, *What is Welcome Parents about?*
 - **getting involved in your children’s education**
 - **preparing for parent-teacher conferences**
 - **organizing in your community to get involved in your children’s education**
 - **practicing questions to ask a teacher to help your children in school**
14. Show how to add an ing-ending to a verb to identify a topic. Have students practice this pattern with other episode topics.

- 15.** WSNYC episodes are not only stories about fictional characters in New York City. WSNYC stories show how real people can manage issues in their lives. Here is another language structure for talking about the topic of a WSNYC episode that you can teach. This language structure captures the essence of a WSNYC episode:

Welcome Parents is about...

- *how you can get involved in your children's education*
 - *how you can prepare for parent-teacher conferences*
 - *how you can organize with other parents in your community to get involved in your children's education*
 - *how you can practice questions to ask a teacher to help your children in school*
- 16.** Have students practice using the structure in step 15 for talking about the topic of an episode.

Prop Quiz: Who, What, Where, When & Why (Where Is It?)

In the Study Guide’s **Where Is It?** exercise, students look for items in the picture story. The following activity is an extension of **Where Is It?** It is a fluency-builder and quiz of the students’ knowledge of the story.

SKILLS Oral communication, critical thinking

TIME 45 minutes (with additional time for reading the story and watching the video)

Before You Watch

1. Talk about the word “prop.” **ASK:** *Have you ever heard the word “prop”? What do you think it means? Is it similar to any word you know?*
2. You can use this definition: A **prop** is an object (or, a piece of property) used by an actor in a film or play.
3. Hand out the list of **Where Is It?** items. Tell the students that most of the items in **Where Is It?** are props in the episode.*
4. Tell students to look for the **Where Is It?** items when they watch the episode.

*A few of the items in **Where Is It?** are not props. Instead, they are part of a setting (such as a fire hydrant) or a service (such as 311).

Where Is It?

Find these things in the story.
Write the page number(s). Follow the example.



1. a bill	page 1
2. shopping carts	page
3. EBT card	page
4. SNAP brochure	page
5. ice cream containers	page
6. boxes of food to donate	pages
7. grocery order form	page
8. cellphones	page

a brochure = printed information

Sample “Where Is It?” page

After You Watch

5. In pairs, have students read the story and do **Where Is It?** in the Study Guide, then share their results with the class.
6. Hand out the chart for students to write about the items. The chart asks these questions:
 - **What is it?**
 - **Who does the item belong to? (Whose property is it?)**
 - **Where does it appear in the story? (Where do we see it?)**
 - **When does it appear in the story? (When do we see it?)**
 - **Why is it in the story?**
7. Distribute copies of one of the models of a completed chart. The models have useful vocabulary and language structures for talking about the items. Discuss the vocabulary and structures in the models.
8. In pairs, have students choose a prop and complete a chart about it.
9. In small groups, have students share their completed charts.
10. Write the items on small slips of paper, one item per slip. Put them in a hat or bag.
11. Tell the students to take turns pulling out a slip and reading what it says to the class. Then, tell the student to say as much about the item as s/he can *in 30 seconds*.
12. Use the **wh-** question words from the chart as prompts to elicit details from the student: **what, who, where, when, why**.
13. Step 11 can be conducted in teams. Adjust the process and amount of time you give each speaker/team, according to the level of your class.

Prop Quiz: *Welcome Parents*

This is an example of what a student might say about one of the props in *Welcome Parents*.

Episode: *Welcome Parents* Prop: *letter from the school*

WHAT is it?	WHO does it belong to?
<p>It is a letter about parent-teacher conferences.</p> <p>There are two of them.</p>	<p>One belongs to Carmen's family.</p> <p>The other one belongs to Fatima's family.</p>
WHERE does it appear in the story?	WHEN does it appear?
<p>Carmen's letter appears in the kitchen.</p> <p>The letter is in her hand.</p>	<p>It appears when Carmen is in the kitchen talking to Juan.</p> <p>The other one appears when Fatima is showing the letter to her husband.</p>
WHY is it in the story?	
<p>The letter is important because the story is about getting ready for parent-teacher conferences.</p> <p>The letter triggers (starts) the action in the story.</p>	

Prop Quiz: *Shumi's Pantry*

This is an example of what a student might say about one of the props in *Shumi's Pantry*.

Episode: Shumi's Pantry Prop: a bill

WHAT is it?	WHO does it belong to?
<p>It is a bill that Umme needs to pay. Maybe it is for electricity or gas.</p>	<p>It belongs to Umme.</p>
WHERE does it appear in the story?	WHEN does it appear?
<p>It appears in the kitchen. It is in someone's hand.</p>	<p>It appears in the beginning. It appears when Shumi says that she wants to help her mom pay the bills.</p>
WHY is it in the story?	
<p>The bill is important because it shows the family needs money. It shows Shumi's motivation for finding a part-time job.</p>	

Prop Quiz: Who, What, Where, When & Why

Choose a prop in *Where Is It?* With a partner, use this chart to take notes on the prop.

Episode: _____ Prop: _____

WHAT is it?	WHO does it belong to?
WHERE does it appear in the story?	WHEN does it appear?
WHY is it in the story?	

Activity 7

Creative Writing (Where Is It?)

This is a creative writing activity for upper-level classes. In this activity, students create stories using the items in **Where Is It?** There are examples of stories with the **Where Is It?** items from the *Welcome Parents* Study Guide and *Shumi's Pantry* Study Guide.

SKILLS Writing, critical thinking, oral communication

TIME 2 or more hours over a couple of class sessions

Where Is It?
Find these things in the story.
Write the page number(s). Follow the example.



1. letter from the school Page 1

2. fire hydrant _____

3. NYC Family Guide _____

4. picnic table _____

5. Pierre's notebook _____

6. soccer ball _____

7. Juan's ties _____

Sample "Where Is It?" page

After You Watch

1. Discuss or review the elements of stories: character, setting (time and place), plot (action), and problem and solution (conflict and resolution).
2. Tell students that they are going to write short stories that have each of these elements, *and something else*—the items (props) in **Where Is It?**
3. Distribute one of the sample stories with the **Where Is It?** items. Tell students to read it and to look for the items in the story.
4. Lead a brief class discussion about the sample story.
5. Give students, working in pairs or small groups, 30 minutes to brainstorm a story with the **Where Is It?** items from the episode they watched. Tell them to include as many **Where Is It?** items as they can. Also, tell them that they can include characters from the episode, invent new characters or a combination. If they want, they can include lines of dialogue from the episodes (like in the sample stories).

6. Give students, in their pairs or small groups, 30-45 minutes to collectively write a first draft. Tell them to include as many details as they can to make their stories clear.
7. **PEER REVIEW:** Have students exchange stories with another pair or small group. Tell them to read the draft and write questions about anything that needs clarification.
8. **NEXT CLASS SESSION:** Give students 30-45 minutes to work with their partners or small groups on draft 2.
9. Tell students to give their stories a title and read the stories to the class.

Adapt the process according to your instructional goals and student needs. You can add a draft, give your own feedback, and work with students in the process.

Creative Writing: *Welcome Parents*

Here is a story with the *Where Is It?* items from *Welcome Parents*. It has characters from the episode, but it is a new story. It includes each of the items in *Where Is It? Where are they in the story? Find and underline them.* (The first one is done as an example.)

- letter from school
- fire hydrant
- NYC Family Guide
- picnic table
- Pierre's notebook
- soccer ball
- Juan's ties

The Mystery of the Ties

One day, Carmen receives a letter from school. The letter invites parents to a picnic in the park near the school. Carmen goes to the picnic by car with her husband Juan and their friends, Fatima and Sayeed. Fatima sits in the front seat with Carmen. Juan and Sayeed sit in the back seat. They have trays of chicken and roast vegetables for the picnic.

When they get to the park, they look for a parking space. However, the only open spot has a fire hydrant, so they can't park there. Therefore, Carmen drops off Juan and Sayeed, who take the food. Fatima stays with Carmen to find a parking spot.

Juan and Sayeed walk to the picnic area. When they get there, a teacher is welcoming people. The teacher is handing out copies of the NYC Family Guide. Juan and Sayeed put the food on a picnic table. Ming is sitting there. She is reading some poems in Pierre's notebook. Pierre is blushing. Juan and Sayeed go to the field to kick around a soccer ball.

Finally, Carmen and Fatima find a parking spot. When they get out of the car, Fatima picks up a bag from the backseat. She asks, "Do you need this?" Carmen says, "What's in the bag?" Fatima opens the bag and pulls out a bunch of ties. Carmen says, "Those are Juan's ties!" Fatima asks, "Why are they in the car?" Carmen says, "Good question!"

At that moment, Carmen's cellphone rings. It's Juan. Carmen answers the phone. Juan says, Carmen, "Where are you? I'm so worried." Carmen says, "We'll be there in a minute. We just parked the car. Which tie do you want, the red one, the green one or the blue one?"

Juan smiles and says, "Good question... I can't decide!"

Creative Writing: *Shumi's Pantry*

Here is a story with the *Where Is It?* items from *Shumi's Pantry*. It has characters from the episode, but it is a new story. It includes each of the items in *Where Is It? Where are they in the story? Find and underline them.* (The first one is done as an example.)

- a bill
- ice cream containers
- shopping carts
- boxes of food to donate
- EBT card
- grocery order form
- SNAP brochure
- cellphones

Fresh Fruit Too!

Shumi is in college now. She's studying nutrition. One afternoon, she visits Rumi's class at high school. She gives a PowerPoint presentation about healthy food and food help programs. In the presentation, Shumi shows pictures of shopping carts full of healthy food, a SNAP brochure, an EBT card, and volunteers at a food pantry. Some of the volunteers are carrying boxes of food to donate. The students ask Shumi lots of good questions. Rumi is very proud of her big sister.

After the presentation, Shumi goes with Rumi to Ms. Wu's supermarket. Shumi doesn't work there anymore, but Rumi does! She wants to help her mom pay a bill or two. Shumi goes with Rumi to the supermarket to say hello to the manager, Ms. Wu.

When they arrive, three cellphones ring at the same time. One is Ms. Wu's. One is Shumi's. The third phone is for the staff to take grocery orders from customers. Rumi answers that phone. She takes the customer's order on a grocery order form. She says loudly, "That's a lot of ice cream. Are you sure you want all of that?"

Ms. Wu and Shumi hang up their phone calls immediately. They look at each other in shock. Ms. Wu says to Shumi, "Your sister is going to ruin my business!" Shumi says to Rumi, "You're going to ruin Ms. Wu's business." Rumi says, "I thought it was good customer service."

Shumi and Ms. Wu look at each other and laugh. Ms. Wu picks up four ice cream containers from the freezer and says, "Come into my office. We're having a party!"

Shumi says, "What about fresh fruit too?"

Activity 8

Practice Your Lines (Talking about...)

In the Study Guides, **Talking about...** are word-match and cloze exercises with vocabulary and dialogues from the story. In the following activity, students perform the **Talking about...** dialogues. In an extension activity, students practice using language for giving constructive feedback.

SKILLS Oral communication, vocabulary building, listening, giving constructive feedback

TIME 90 minutes (not including the performances and extension activity)

Talking about Work A Job Interview

Complete the sentences. Follow the example.

worker • supermarket • customer service • quick • references
nutrition • contact information • job

Ms. Wu: So, you have never worked in a (1) supermarket before...

Shumi: No, but I'm a hard (2) _____ and a (3) _____ learner. And I'm good with numbers. You can ask my math teacher.

Ms. Wu: Give me another reason why you think you can do a good (4) _____ here.

Shumi: Hmm... I'll tell you. I'm very interested in food. I want to study (5) _____ in college. Also, I'm friendly and I like to help people. I think (6) _____ is very important in this business.

Ms. Wu: Do you have (7) _____? Can you give me the names and (8) _____ of two people—your math teacher and one other person?

Shumi: Definitely!

Say the words out loud—like Shumi and Ms. Wu!

Sample “Talking about...” page

Before You Watch

1. In pairs, have students do the **Talking about...** word-match and cloze exercises in the Study Guide. This activates their vocabularies and prior knowledge about the topic of the episode before they watch.

After You Watch

2. Review the **Talking about...** exercises in the Study Guide. Discuss the vocabulary and language in the dialogue.
3. In upper-level classes, facilitate a brief discussion about any of the WSNYC themes that may be relevant to the **Talking about...** dialogue.
ASK: *Does any character in the scene show leadership, advocacy, or the values of family, work, community, teamwork? What does the character say in the dialogue that demonstrates (shows) it?*
4. Tell students they will perform the **Talking about...** dialogue. Give students, in pairs or small groups, a few minutes to get into character and practice their lines in the scene. (Students will have more time to practice in step 8.)

5. Bring the class together for a discussion about qualities or elements of effective speech. **ASK:** *What are the qualities or elements of effective speech? In other words, what are some characteristics of a good speaker?*
6. Add these words on the board and say that these are some elements of speech and communication:
 - ***pace (rate of speech—how slow or fast)***
 - ***volume (loudness or softness)***
 - ***pronunciation (word sounds)***
 - ***stress and intonation (word emphasis)***
 - ***eye contact***
 - ***body language***
7. Replay the scene in the video with the **Talking about...** dialogue. Discuss the use of language and the way the characters say the words and express themselves.
8. Tell students to rehearse their dialogues again. This time, tell students to pay attention to the elements and qualities of effective speech that you discussed in steps 5-7.
9. As students practice their lines, circulate and coach students on pace, volume, pronunciation, stress and intonation, and any other elements that are helpful.
10. **HOMEWORK:** Tell students that they are going to perform the dialogues in the next class session. For homework, tell students to practice and memorize their lines.
11. **EXTENSION ACTIVITY (FOR UPPER-LEVEL CLASSES):** Before the performances, discuss the meaning of “constructive feedback.” Emphasize the importance of being supportive (helpful and kind) when giving feedback. **SAY:** *It is important to explain your feedback. If you think someone does something effectively or not effectively, explain why you think so. Explanation makes feedback useful.*
12. Teach these sentence starters and structures for giving constructive feedback, and give examples of sentences with each one:

Positive feedback:

- *I really like the way you...*
(Example: *I really like the way you smile when you talk. It makes me enjoy listening to you.*)
- *The way you ... was ...*
(Example: *The way you emphasized the word “worried” was very effective. It helped me understand your feelings.)*

Making suggestions for adjustment:

- *I recommend that you...*
 - *I suggest that you...*
 - *I think it would be helpful if you...*
13. Distribute the feedback form and example of a completed form. Tell the students that the example has feedback for students who played the characters (*not feedback for the actors in the video*). Clarify anything on the sample form in regard to language usage and content. Take questions about any of the elements and give examples of each element.
 14. Students may have questions about where the stress goes on a particular word. Give examples and have the students practice.
 15. Give examples of different ways of saying some lines out loud. Slow down or stretch out some words or phrases to show different emphases or to help convey meaning and emotion.
 16. Tell students that they will use the worksheet for taking notes when their classmates perform the dialogues. Tell them they do not need to fill out every box on the form. They can write anything they think will be constructive.
 17. Arrange the class as if it were a theater and start the performances.
 18. After each performance, have students give constructive feedback, using their notes on the feedback form.

In addition to the **Talking about...** dialogues in the Study Guide, students can choose scenes from the We Speak NYC scripts (on the website) for this activity.

Practice Your Lines: Constructive Feedback

Here is an example of constructive feedback for students playing Carmen and Juan in the dialogue on page 18 in the *Welcome Parents* Study Guide.

PACE	VOLUME
<p><i>For Juan:</i> I like the way you slowed down when you said, “Let the people at the school do their work.” This was very effective. It helped convey your message.</p> <p><i>For Carmen:</i> Sometimes I thought you were too fast. It was a little hard to catch the words. It would be helpful if you slow down a bit.</p>	<p><i>For Juan:</i> It was a little hard to hear you. I suggest that you speak up a little. This will help me understand more. You have a very nice voice. I want to hear it!</p> <p><i>For Carmen:</i> I thought your volume was very effective— not too loud, not too soft.</p>
STRESS AND INTONATION	PRONUNCIATION
<p><i>For Juan:</i> It would be helpful for you to put extra stress on “worried.” This will help show your emotion.</p> <p><i>For Carmen:</i> Also, I think you should put stress on the first syllable in the word “conferences.”</p>	<p><i>For Juan:</i> I didn’t hear the letter “d” in “worried” and “k” in “work.” It sounded like you said, “I was worry.” And “Let the people do their wor.” I didn’t get the meaning. I suggest that you practice the final sounds in words.</p>
EYE CONTACT	BODY LANGUAGE
<p><i>For Juan and Carmen:</i> I like the way you were looking at each other intensively. It helped me understand your emotions.</p>	<p><i>For Juan:</i> You used hand gestures to help express yourself. This helped me understand your feelings.</p> <p><i>For Carmen:</i> I like the way you moved closer to get Juan’s attention.</p>

Practice Your Lines: Constructive Feedback

Here is an example of constructive feedback for students playing Shumi and Ms. Wu in the dialogue on page 17 in the *Shumi's Pantry* Study Guide.

PACE	VOLUME
<p><i>For Ms. Wu:</i> I liked your pace. You didn't rush the words.</p> <p><i>For Shumi:</i> I think you spoke a little too quickly when you said you are a hard worker and a quick learner. I recommend that you slow down a little. It will make a bigger impact.</p>	<p><i>For Ms. Wu:</i> Sometimes I couldn't hear you. I recommend that you speak a little more loudly.</p> <p><i>For Shumi:</i> Your volume was a little too soft. It was a little hard to hear you. I recommend that you both speak up a bit more.</p>
STRESS AND INTONATION	PRONUNCIATION
<p><i>For Ms. Wu:</i> I couldn't understand when you said "references." I suggest that you practice the word. I think the stress goes on the first syllable.</p> <p><i>For Shumi:</i> Also, I think you should put more stress on some words to emphasize the meaning: hard worker, quick learner, very important...</p>	<p><i>For Ms. Wu and Shumi:</i> Sometimes I didn't hear the final sounds in words, for example:</p> <p>supermarket interested nutrition names</p>
EYE CONTACT	BODY LANGUAGE
<p><i>For Ms. Wu:</i> You made great eye contact with Shumi.</p> <p><i>For Shumi:</i> I recommend that you make more eye contact with Ms. Wu when you talk about your skills. It may help convince Ms. Wu to hire you!</p>	<p><i>For Ms. Wu:</i> I recommend that you smile a little more. It will help Shumi feel more relaxed.</p> <p><i>For Shumi:</i> I like the way you smiled at Ms. Wu in the beginning. But then you turned away from Ms. Wu. That made you look less confident.</p>

Practice Your Lines: Constructive Feedback

Use the sentence starters below for giving positive feedback and for giving suggestions. See the model of a completed chart for examples of feedback.

Giving Positive Feedback:

- *I like the way you...*
- *It was very effective the way you...*

Giving Suggestions for Adjustments:

- *I recommend that you...*
- *I suggest that you...*
- *It would be helpful if you...*
- *I think you should...*

PACE	VOLUME
STRESS AND INTONATION	PRONUNCIATION
EYE CONTACT	BODY LANGUAGE

Activity 9

Follow-up Questions (Good Question!)

In the Study Guide exercise, **Good Question!**, students match questions with situations or they put words in questions in order. In the following **After You Watch** activity, students practice making follow-up questions to get more information.

SKILLS Question formation, oral communication

TIME 1 hour

After You Watch

1. Have the students work in pairs on **Good Question!** Tell them to take turns asking the questions and trying to answer them as best they can. Circulate and provide constructive feedback on their oral communication skills and content.
2. With your students, talk briefly about conversation skills.
ASK: *What makes a good conversation? What is a “follow-up” question?*
3. Explain that a follow-up question asks for additional information about a topic.
SAY: *In a follow-up question, you take information from an answer and use it in a new question to get more information and ideas. Asking follow-up questions is essential for getting good information and clarification.*
4. Distribute the sample conversations for *Welcome Parents* and/or *Shumi’s Pantry*. **ASK:** *What are the follow-up questions in these conversations? Can you think of other follow-up questions?*

Good Question!

What do you think happens next? What is your favorite part of this story? Why?

What do you think this story is about?

What is this a picture of? What letter is this? What word is this?

You are Juan. You are reading a story with your daughter. What can you say? Follow the example.

1. You point to the cover of the book. You ask:
What do you think this story is about?
2. You point to a picture. You ask:

3. You point to a letter. You ask:

4. You point to a word. You ask:

5. You are in the middle of the story. You ask:

6. You finish the story. You ask:

Sample “Good Question!” page

5. In pairs, tell students to choose a question in **Good Question!** that they would like to use outside of class. Tell students to write a brief dialogue between two people starting with that question. In their dialogues, they should include at least two follow-up questions. Review the models that you distribute in step 4.
6. Walk around the class to assist students when helpful.
7. **EXTENSION ACTIVITY:** Have students perform their short dialogues with their follow-up questions.

Follow-up Questions: *Welcome Parents*

This is a sample imaginary dialogue that begins with the first question in *Good Question!* Look for the follow-up questions. What other follow-up questions can you ask?

Carmen: Can you give me the number of the Parent Coordinator at my daughter's school? (from *Good Question!*)

311: I can give you the web address where you can find the number of your daughter's school.

Carmen: Thank you. What is the web address?

311: It's *schools.nyc.gov*.

Carmen: Excuse me. Did you say *school.nyc.gov* or *schools.nyc.gov*?

311: Schools, with *s*.

Carmen:: Thanks very much. What do I do when I go to the website?

311: Click on "Find a School" in the menu at the top, and type in the name of the school. Then you can get the number of the school. Call it and ask for the number of the parent coordinator.

Carmen: Wonderful. I'll do it.

311 can transfer you to the Department of Education (DOE) Office of Student Enrollment or you can call yourself: **718-935-2200**. The DOE office is open from 8 am to 6 pm.

Follow-up Questions: *Shumi's Pantry*

This is a sample imaginary dialogue that begins with the first question in *Good Question!* Look for the follow-up questions. What other follow-up questions can you ask?

Ms. Wu: What experience and skills do you have? (from *Good Question!*)

Shumi: Hmm... I'm very good at organizing.

Ms. Wu: That's interesting. What do you organize?

Shumi: A lot of things. For example, I like to organize my notes from school. Also, I organize everything in the kitchen at home. I like to keep the shelves neat, with everything in its place.

Ms. Wu: I like that. Do you have experience organizing things on a job?

Shumi: I haven't had a paying job before, but I volunteer in the school library. I help to organize the books and put them on the shelves.

Ms. Wu: That's great. I need an organized person in the supermarket!

Activity 10

Plan A & Plan B (What Can You Say?)

In the Study Guide exercise, **What Can You Say?**, students match appropriate phrases or sentences with situations. In the following activity, students make concrete plans to use sentences from **What Can You Say?** outside of class. They make a Plan A and a back-up plan—Plan B.

SKILLS Oral communication, writing, planning

TIME 45 minutes

After You Watch

1. In pairs, have students do **What Can You Say?** in the Study Guide and role-play the situations. Circulate and provide constructive feedback.
2. Tell students to choose at least one of the sentences they want to use in their lives outside of class, and to think of a specific situation for using the sentence. The situation can be related to the topic of the episode (such as health care or worker rights) but it doesn't have to be related to the topic of the episode.
3. Prompt the students' thinking with a couple of questions. **ASK:** *Who can you say the sentence to? Where can you say it? When can you say it? Why do you want to say it?*
4. Give students the chart for making plans to use the sentences. Distribute the model of a completed chart. Discuss the language and content in the model.
5. In pairs, have students make specific plans for using one or two of the **What Can You Say?** sentences outside of class. Each student in the pair should make his or her own plan, but they should help each other make their plans. Have students make a Plan A and a back-up plan—a Plan B in case Plan A doesn't work. Plan B can be about the same or a different sentence. Making a plan to use the sentence in a text message is an option, too.

What Can You Say?
Choose the best words. Follow the example.

It will be a good experience for you.
I'll help you practice.
You need to focus on school.
That's not true.
Let me think about it.

1. You are Shumi. You know something is false. You say:
That's not true.

2. You are Rumi. You want your sister to do well in her job interview. You say:

3. You are Shumi's mother. You want your children to get good grades. You say:

4. You are Shumi's mother. You want to think about something before deciding. You say:

5. You are Ms. Wu. You know Shumi will benefit from volunteering at the food pantry. You say:

Sample "What Can You Say?" page

6. Ask volunteers to share their plans. **SAY:** *Tell the class what you are going to say, who you are going to say it to, where you are going to say it, when you are going to say it, and why you are going to say it.*

7. **NEXT CLASS SESSION:** The next time you meet, ask students to share their experiences using the sentences. Get as many details as possible.

ASK:

- *Did you use Plan A or Plan B?*
- *How did the plan work?*
- *Who did you say the sentence to?*
- *Where and when did you say it?*

Plan A & Plan B: Welcome Parents

These are examples of plans for using a sentence from *What Can You Say?* in *Welcome Parents*.

Use these plans to get ideas when you make your own plans.

Plan A. <i>We must do something!</i>			
Who:	Where:	When:	Why:
I will use this with my coworker.	I will use it at the office where I work.	I will use it when my coworkers are having difficulty with the photocopier machine.	The photocopier machine is always breaking down.

Plan B. <i>We must do something!</i>			
Who:	Where:	When:	Why:
I will use this with my neighbor who is very neat and organized.	I will use it in our building.	I will use it when I take the garbage out to recycle.	Some people don't sort the plastic and glass from their garbage. I will use the sentence with my neat and organized neighbor because I think we can work together to solve the problem in our building.

Plan A & Plan B: *Shumi's Pantry*

These are examples of plans for using a sentence from *What Can You Say?* in *Shumi's Pantry*. Use these plans to get ideas when you make your own plans.

Plan A. *That's not true.*

Who:	Where:	When:	Why:
I will say this to my brother.	I will use it at home.	I will use it when we watch the news on TV and my brother says something hard to believe.	He often says things that aren't true.

Plan B. *That's not true.*

Who:	Where:	When:	Why:
I will say it to a coworker.	I will say it at work.	I will ask my coworkers what the capital of New York state is. If someone says New York City, I will say, "That's not true."	Some people think that NYC is the capital of New York state. However, Albany is the capital of the state. I like to surprise people!

Plan A & Plan B

Use this chart to write plans for using a sentence from *What Can You Say? outside of class*.

See a completed chart for examples.

Plan A.			
Who:	Where:	When:	Why:

Plan B.			
Who:	Where:	When:	Why:

Calling 311 (What Can You Do?)

What Can You Do? is a problem-solution matching exercise in the Study Guides. 311 is a New York City service that appears in many WSNYC episodes and in **What Can You Do?** 311 provides information about New York City services and access to all New York City agencies. 311 provides information in all languages. The following activity gives students practice calling 311 in English. Use this activity for episodes in which 311 plays a role.

SKILLS Oral communication, listening, question formation, note-taking

TIME 1 hour

What Can You Do?

Match the problem with the best solution. Follow the example.

Problem	Solution
1. You couldn't understand very much at the parent-teacher conference last year.	<p>A</p> <ul style="list-style-type: none"> • Call 311. Ask: Can I have the number of the parent coordinator at my child's school? • Visit the school or the school's website.
2. You don't know the parent coordinator at your child's school.	<p>B</p> <ul style="list-style-type: none"> • Call the parent coordinator. Ask: Can I have an interpreter? • Practice asking questions with other parents.
3. You are worried about your child's reading.	<p>C</p> <ul style="list-style-type: none"> • Call the parent coordinator. Say: I don't understand the letter. Ask: Can I have this letter in my language?
4. You can't read a letter your child brought home from school.	<p>D</p> <ul style="list-style-type: none"> • Talk to the parent coordinator and teacher. Ask: What can I do to help my child? What more can the school do? • Go to the parent-teacher conferences. • Ask other parents what they do.
5. Your child is not doing well in school.	<p>E</p> <ul style="list-style-type: none"> • Speak with your child's teacher. Say: I am worried about my child's reading. Ask: Is there any extra help for my child? • Read to your child every night.

Sample "What Can You Do?" page

Before You Watch

1. **ASK:** Have you ever called 311? Ask students who have called 311 to talk about the experience.
2. Clarify the purpose of 311 and the difference between 311 and 911.
3. Tell students to watch for 311 in the episode. **SAY:** Who calls 311?, Why does s/he call 311?, Where and when does s/he call 311?

After You Watch

4. **ASK:** Who uses 311 in the episode? When does s/he use it? Where? Why?
5. Have students do **What Can You Do?** in the Study Guide. 311 appears in some solutions.
6. In pairs or small groups, tell students to choose a problem/solution in **What Can You Do?** Have them write a question and possible follow-up questions to ask 311 about the problem.

7. Tell the class that you are going to practice calling 311 together. Talk about the automated response in a 311 call. Distribute the transcript of the automated response (on page 66) and have the students read it together.
8. Tell students that the automated response can change due to emergency weather announcements, holidays that affect alternate-side-of-the-street parking rules, or other factors.
9. Tell students that you are going to listen to the automated response together. Put your cellphone on “Speaker.” Call 311 and listen to the automated response together. Do this a couple of times.
10. Tell the class that you are going to call 311 again, but this time you are going to ask for information about a problem in **What Can You Do?** Tell the students to take notes when 311 gives you information.
11. With the speaker function on, call 311 and ask your question. Begin the conversation with 311 by saying that you are a teacher and you are calling to get information to share with your students. Take notes when you get information and ask follow-up questions as a model for the students.
12. After the call, talk with the students about the experience. Talk about the possibility of being connected by 311 to another agency. (It may have happened in your call.)
13. Ask for a volunteer to call 311 to ask a question that the student has prepared.
14. Tell the students to have pen and notebooks ready for taking notes on the information when the student who volunteers calls 311.
15. After the call, ask the caller about the experience. Ask the whole class what information they learned.
16. In pairs or small groups, have students call 311, ask their questions and write down the information they receive.
17. Discuss the 311 call experiences. Have students share information that they received.

WSNYC deals with real-life problems and solutions. Students may be dealing with similar or related situations in their own lives. Be sensitive to this.

When you do this activity, review with the class the purposes of WSNYC. One of the goals of WSNYC classes is to help people learn about their rights to City services. Another important goal is to create a supportive, encouraging environment in which people can learn from each other.

Also, let students know that they do not need to practice calling 311 in class about anything that they are not comfortable talking about in class.

311 Transcript

Below is a transcript of a 311 automated response. At the end of the automated response, the voice prompts the caller for his/her reason for calling. Read the transcript and discuss the vocabulary and related details. Call 311 as a class and listen to the automated response. The automated message that you hear may be slightly different from the one below. Listen for any changes. Then prepare questions and practice calling 311 with a partner.

Transcript

Automated Voice: Hello and thank you for calling 311 in New York City. We're here to help, but if this is an emergency, please hang up and dial 911.

Thursday, alternate side parking and parking meter rules are in effect. Tomorrow, Friday, alternate side parking and parking meter rules are in effect.

To continue in English, please press 1. All other callers please remain on the line.

(Short classical music then a ring)

Now briefly tell me what I can help you with this afternoon. You can say things like: *find a park or subway schedules*. Go ahead.

(Now you say what you are calling about.)

You: Can you tell me how I can get health insurance?

Automated Voice: You are calling about health insurance. Please hold while I transfer you to a 311 representative. This call may be recorded for quality purposes.

311 Operator: Hello, you called for the health insurance information. Please hold while I transfer you to the agency that can help you.

Teamwork, Leadership and Community (What Can You Do?)

The characters in WSNYC work together to solve problems. They draw on their own strengths and leadership qualities. They get help from supporting characters—friends, family and the community. They access New York City services.

In this activity, students identify the ways that the characters solve problems in the episode. They talk about main characters and supporting characters. They talk about teamwork, leadership and community, and related themes.

SKILLS Oral communication, critical thinking, writing

TIME 2 hours (including the video)

What Can You Do?

Match the problem with the best solution. Follow the example.

Problem	Solution
1. You want to shop at a farmers market but can't find one.	A Ask friends and family members where they volunteer. Go with them to see if you like it. Visit www.nycservices.org to find volunteering opportunities around the city.
2. You do not have enough money to buy food for your family this week.	B Call 311 and ask for help applying for SNAP. You can also visit access.nyc.gov to check if you might be eligible to receive SNAP and other assistance programs, like a tax refund for workers and families, or help with a heating bill.
3. You would like to find out if you are eligible for SNAP.	C Call 311 and ask for information about Greenmarkets. You can also find a farmers market near you by going online: www.grownyc.org/greenmarket
4. You want to volunteer in your community.	D Call the Emergency FoodLine at (866) 888-8777. You can also go online to find a food pantry in your neighborhood www1.nyc.gov/nyc-resources/service/1063/find-a-food-pantry-or-soup-kitchen . You can also go to FoodHelp.nyc

Sample "What Can You Do?" page

Before You Watch

1. Talk about problem-solving. **ASK:** *How do you solve problems in life? Do you do it alone? When do you do it alone? When do you do it together with other people? What supports do people have? What services can the City provide?*
2. Hand out the discussion questions (page 69). The questions are organized by category: main character, supporting character, and questions about teamwork, leadership and community. Read the questions together and discuss the meaning of the terms in each category. **SAY:** *When you watch the episode, think about these questions. After we watch, we will talk about them.*

While You Watch

3. Pause the episode after the main character and problem has been introduced.
SAY: *Turn to the person next to you and talk about what you just saw. Look at the discussion questions. Can you answer any of them? Talk about it with your partner.*
4. Bring the class together for whole-class discussion. Ask the students to share their ideas in response to any of the questions that they can answer. Ask them to predict what they think will happen next.
5. Resume the video and pause mid-way or two-thirds through. Follow the same process for discussion. Before resuming, **ASK:** *What do you think will happen in the end? What makes you say that?*
6. Show the conclusion of the video.

After You Watch

7. **SAY:** *Turn to your partner. Are there any questions that you couldn't answer before but that you can answer now? Talk about it with a partner.*
8. Bring the class together for discussion. Have students share their ideas in response to the discussion questions and the conclusion of the episode.
9. Hand out the “Teamwork, Leadership and Community” chart (*on page 72*), one per student. Read the instructions together.
10. Distribute copies of the completed chart for *Welcome Parents* or *Shumi's Pantry*. Discuss the completed chart before having students work on theirs.
11. Working in pairs, have students complete a chart for the episode they just watched.

WSNYC addresses real-life situations that may be difficult for students to talk about. Let students know that they do not have to share anything that makes them feel uncomfortable.

Discussion Questions: Leadership, Teamwork and Community

Discuss these questions with a partner.

A Questions about the Main Character:

Most stories have a main character. The main character is called the “protagonist” or “hero” of the story. In most stories, the main character faces a problem. S/he has to learn how to manage or solve the problem.

1. Who do you think the main character is?
2. What problem(s) is the main character facing?
3. How does the main character solve the problem(s)?
4. What steps does s/he take to solve the problem(s)? Who helps?

B Questions about Supporting Characters:

WSNYC stories have characters who support the main character. They are called “supporting characters.”

5. Who do you think the supporting characters are in the story?
6. How do they support the main character?
7. Do the supporting characters have a problem(s) that is similar or related to the main character’s problem?
8. Do they have a different problem(s)?

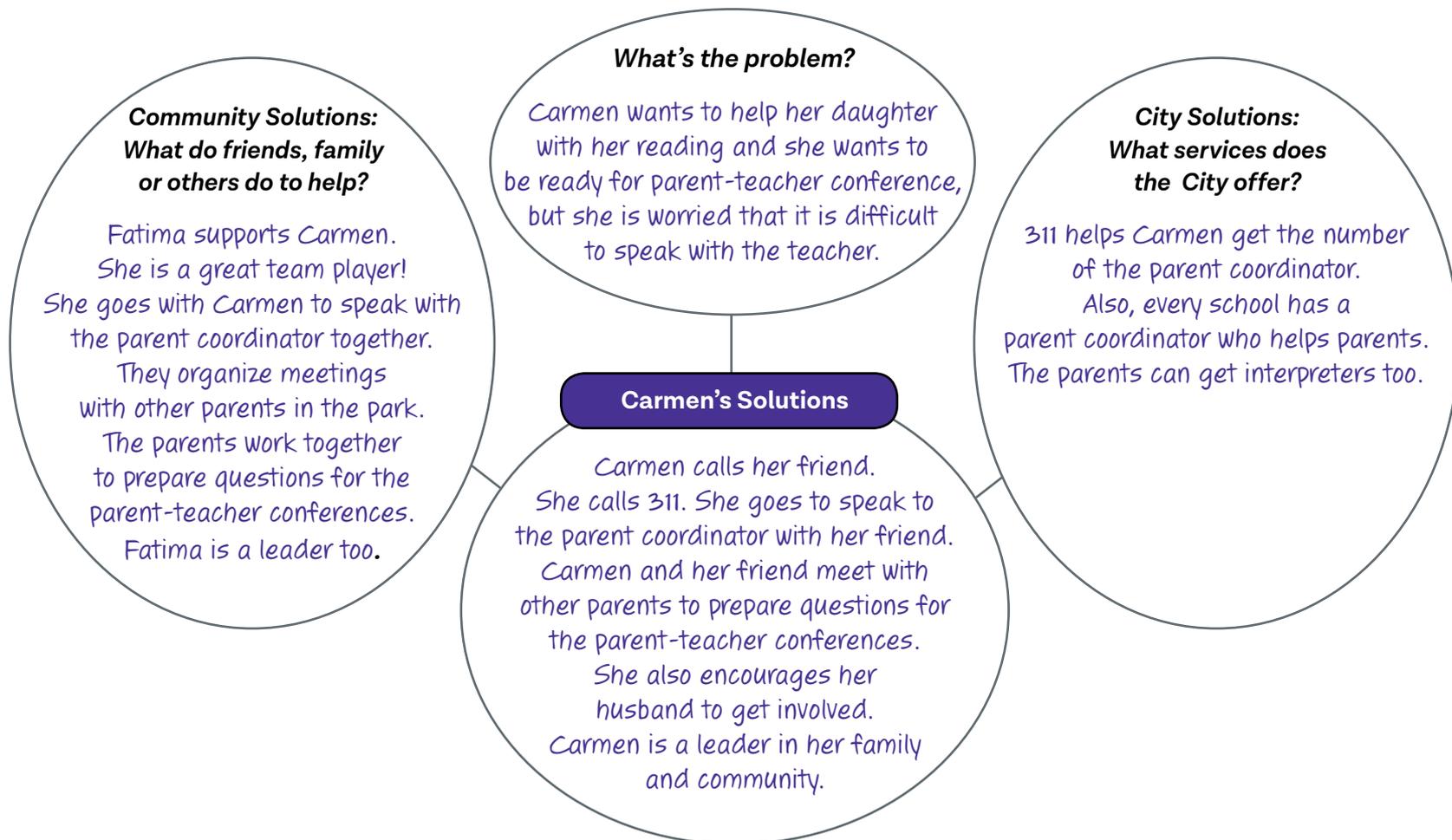
C Questions about Teamwork, Leadership and Community

9. Which characters in the story show leadership? How do they show it?
10. Which characters in the story are good team players? How do they demonstrate (show) teamwork?
11. Do you think this story is about community? In what ways?
12. What services does the City provide to help solve a problem in the story?

Teamwork, Leadership and Community: *Welcome Parents*

In We Speak NYC, the characters work together to solve problems. The solutions come from their own strengths, the support of the friends, family and the community, and the City too. Look at the chart below about solutions to a problem in *Welcome Parents*.

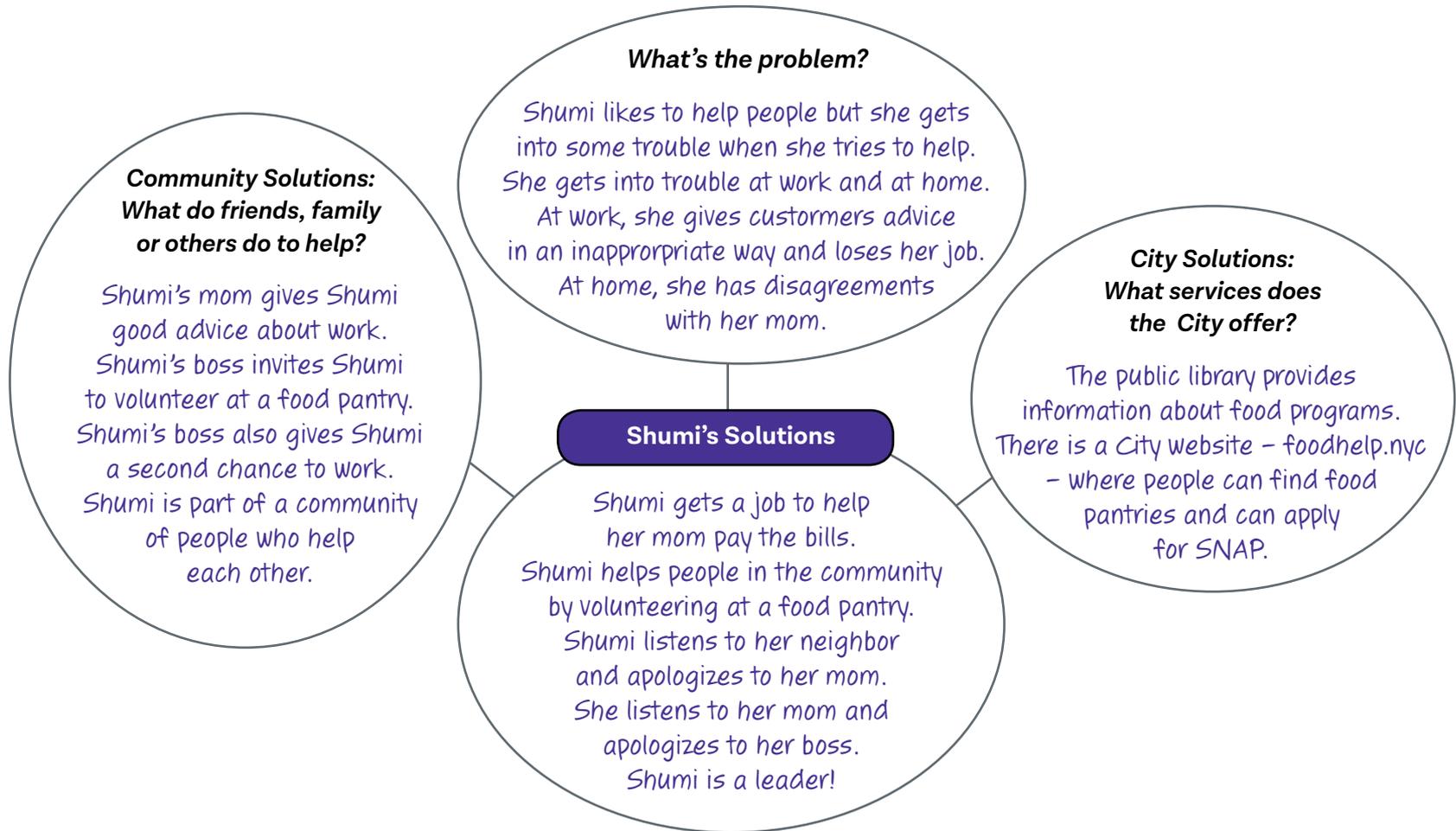
Episode: Welcome Parents Character: Carmen



Teamwork, Leadership and Community: *Shumi's Pantry*

In *We Speak NYC*, the characters work together to solve problems. The solutions come from their own strengths, the support of the friends, family and the community, and the City too. Look at the chart below about solutions to a problem in *Shumi's Pantry*.

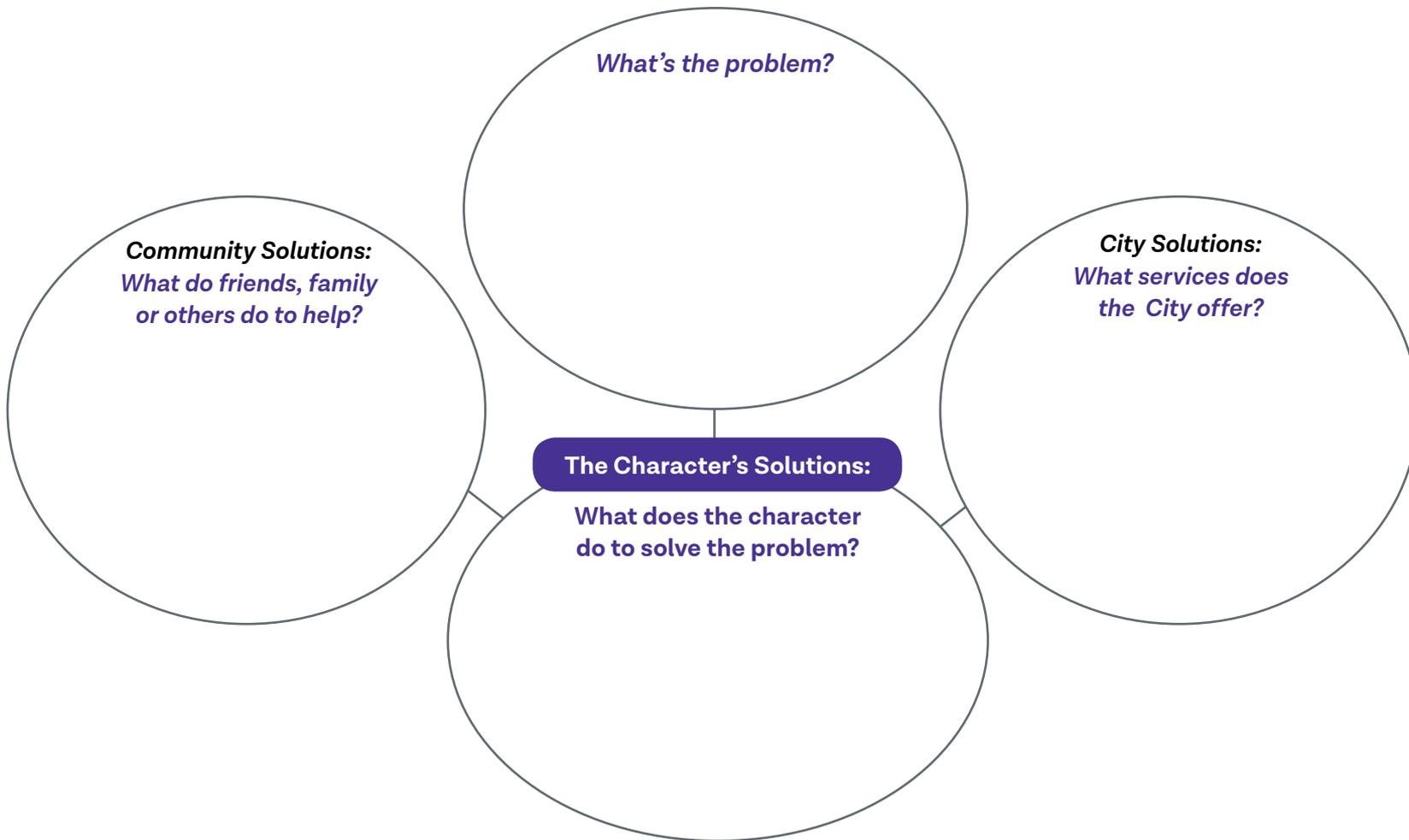
Episode: Shumi's Pantry Character: Shumi



Teamwork, Leadership and Community

In We Speak NYC, the characters work together to solve problems. The solutions come from their own strengths, the support of friends and family, and the City too. Choose a problem(s) that a character is facing. Describe the problem(s) and the solutions in the chart below.

Episode: _____ Character: _____



Who Says It? (Watch the Show: Who Says It?)

The Study Guide has an activity called **Watch the Show: Who Says It?** with lines of dialogue that are in the video but are not in the Study Guide story. In the following activity, students predict who says the lines. While they watch, they listen for the lines. After they watch, they complete a chart and analyze the lines.

SKILLS Oral communication, critical thinking, writing

TIME 1 hour (not including step 1)

Before You Watch

1. Have students read and discuss the Study Guide story. (See the **Jigsaw Reading** activity on page 25.)

2. Hand out copies of **Watch the Show: Who Says It?** from the Study Guide.
SAY: Talk with a partner. Say who you think says each line. Give evidence. What do you read that makes you say that?

While You Watch

3. Tell students to listen for the lines and write the name of the speaker next to each line they hear.

After You Watch

4. Give students the chart for writing about the lines in **Watch the Show: Who Says It?** Give students a model of a completed chart. Review the model together. Talk about the usage of language and content.
5. Tell students to choose two lines in **Watch the Show: Who Says It?** that they like the most. With a partner, tell them to complete the chart about the lines.
6. In whole-class discussion, have students share their ideas and analyses of the lines.

Watch the Show
Who says it?

Watch Welcome Parents. Listen carefully.
Find out who says these lines.

Who says it?

1. "Sweet dreams." _____
2. "Think of the questions to ask the teacher and say them out loud. You have to practice, just like soccer." _____
3. "If you need an interpreter, just ask for one." _____
4. "Sometimes your daughter's homework is late, and sometimes she doesn't answer all of the questions. And sometimes, it's a mess!" _____
5. "Repeat that, Ming, like a movie star!" _____
6. "That year, I fell in love with my teacher." _____
7. "And the princess said, 'I want to play soccer!'" _____


Carmen


Fatima


parent coordinator


Lupe


Pierre


Juan


Ming

Sample "Watch the Show" page

Who Says It?: Welcome Parents

These are sample charts about lines in Who Says It? in *Welcome Parents*. After you watch the show, choose two lines and complete charts like these.

Line 1: <i>"Sweet dreams."</i>	
Who says it? <i>Carmen says it.</i>	Who does the character say it to? <i>Carmen says it to Lupe.</i>
Where does the character say it? <i>She says it in Lupe's room.</i>	When does the character say it? <i>She says it when she is saying goodnight to Lupe.</i>
Why does the character say it? <i>I think she says it because she is a loving mother.</i>	What is the reaction? <i>Lupe sleeps.</i>

Line 2: <i>"Think of the questions to ask the teacher and say them out loud. You have to practice, just like soccer."</i>	
Who says it? <i>Juan says it.</i>	Who does the character say it to? <i>He says it to Carmen.</i>
Where does the character say it? <i>He says it in the living room.</i>	When does the character say it? <i>He says it when Carmen is worried about asking questions in English.</i>
Why does the character say it? <i>I think he says it because he wants to help Carmen feel prepared for the parent-teacher conference.</i>	What is the reaction? <i>Carmen doesn't really understand. She asks Juan for clarification (to explain what he means).</i>

Who Says It?: Shumi's Pantry

These are sample charts about lines in Who Says It? in *Shumi's Pantry*. After you watch the show, choose two lines and complete charts like these.

Line 1: "I think eating well is the key to good health—mental health and physical health."	
Who says it? <i>Shumi says it.</i>	Who does the character say it to? <i>Shumi says it to Ms. Wu.</i>
Where does the character say it? <i>She says it in Ms. Wu's office.</i>	When does the character say it? <i>She says it when Ms. Wu is interviewing Shumi for a job in the supermarket.</i>
Why does the character say it? <i>I think Shumi says it because she wants to show that she is interested in food and nutrition.</i>	What is the reaction? <i>Ms. Wu likes Shumi's idea, but the job is to work in a supermarket, not in a health clinic. Ms. Wu is not completely satisfied with Shumi's answer.</i>

Line 2: "It's very dusty. I think it's safer if you wear a mask."	
Who says it? <i>Umme says it.</i>	Who does the character say it to? <i>She says it to Gabriela.</i>
Where does the character say it? <i>She says it in the lobby of the apartment building.</i>	When does the character say it? <i>She says it when she sees Gabriela sweeping the staircase.</i>
Why does the character say it? <i>I think she says it because it is very dusty. Umme thinks that it's not healthy for Gabriela, especially because she is pregnant.</i>	What is the reaction? <i>Gabriela is grateful.</i>

Who Says It?

Choose two lines from *Who Says It?* Write the lines in the top row of each chart. When you watch the show, listen for the lines and take notes to complete the chart. (See the example of a completed chart.)

Line 1:

Who says it?	Who does the character say it to?
Where does the character say it?	When does the character say it?
Why does the character say it?	What is the reaction?

Line 2:

Who says it?	Who does the character say it to?
Where does the character say it?	When does the character say it?
Why does the character say it?	What is the reaction?

Words in the Cloud (Tell the Story)

Each Study Guide has an exercise called **Tell the Story** with a “Word Cloud” that has words from the script. You can use the Word Cloud as the first activity you do before showing an episode. *(On pages 123-139, there are worksheets with the Word Clouds for each episode, and questions for making predictions.)*

SKILLS Vocabulary building, critical thinking, oral communication, writing

TIME 45 minutes (not including the video)



Sample “Tell the Story” page

Before You Watch

1. Distribute copies of the Word Cloud with questions for making predictions. *(Worksheets for each episode are on pages 123-139.) Do not give the students any information about the episode.* Read the questions underneath the Word Cloud together.
2. Working in pairs, have students look for names of characters and for words they think may be important in the story. Have them discuss the questions and write their predictions with their partner. (In addition to the Word Cloud, you can distribute the title page of the Study Guide for students to use when they make predictions.)
3. Bring the class together for whole-class discussion. Welcome all ideas. Do not give the story away.

After You Watch

4. Tell students to choose 20 of the words (including character names) from the Word Cloud. Write each word on a slip of paper and put them in a hat.
5. Have students take turns pulling a word out of the hat. Tell them to use the word in a sentence (or a few sentences) to help tell the story. For example, if a student pulls the word **understand** out of the hat for *Welcome Parents*, the student could say: *The parents are preparing for parent-teacher conferences. They want to **understand** the teacher and help their children in school.*
6. Students can change the form of the word if helpful or necessary. For example, if a student pulls the word **ask** out of the hat for *Welcome Parents*, the student can say: *The parents in the story practice **asking** questions to prepare for parent-teacher conferences.*
7. Tell the students to say as much as they can in 30 seconds. Model this activity with a couple of the words before starting.

Take Action (What You Can Do)

The WSNYC episodes address real-life problems and offer real-life solutions. On the WSNYC website, there are actions people can take related to the topics of each episode. Download them for use with your class and for possible assignments outside of class.

SKILLS Question formation, note-taking, oral communication, web research

TIME 1 hour (in-class preparation)

After You Read/After You Watch

1. After doing the **Teamwork, Leadership and Community** activity (on page 67), have students brainstorm actions people can take to manage situations like the characters face in the episodes.
2. Download “**Actions You Can Take**” from the WSNYC website and distribute the list of actions for the episode you are working on.
3. Have students choose an action(s) they want to take outside of class either to manage a situation they or someone they know may be dealing with, or to reinforce and expand on the knowledge and skills they have been learning in class.
4. Give students time in class to prepare and to rehearse the lines they need to speak when taking action.



Sample “What You Can Do” page



The Languages We Speak

Teacher Handbook: Worksheets

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Episode-Specific Worksheets: Seasons 1 and 2

ACTIVITY 1 • Title Page: Story Elements and Predictions	84
ACTIVITY 2 • The Missing Dialogue	101
ACTIVITY 14 • Word Clouds	123

Title Page: *Welcome Parents*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Welcome Parents

The parent-teacher conferences are next month...



But it's not easy to talk to the teachers in English.

What can *you* do
to help your children in school?

Title Page: *Stay in School*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Stay in School

**Diego just came here from Mexico.
School in New York is difficult for him.
And his family needs money.**



**Get a job? Stay in school?
What will Diego do?**

Title Page: *Love and Money*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Love and Money

**Jorge works at a fancy restaurant.
He is “Employee of the Month.”**

Sophie works at a nail salon.



**It’s their first date. Jorge thinks Sophie is rich.
Sophie thinks Jorge is rich.**

**Will they learn the truth
about love and money?**

Title Page: *New Life Café*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

New Life Café

Rosa Dominguez has a dream to open her own café.
She also has diabetes. Is it the end of her dreams?



Or is it the start of a long and beautiful story?

Title Page: *Asthma: The Soap Opera*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Asthma: The Soap Opera

Mario is the star of a TV love story...



...and his son has asthma!
What will Mario do?

Title Page: *No Smoking*

Look at the picture. Read the words. Make predictions about the character, setting, plot, and problem & solutions.

No Smoking

Sasha loves to swim
in the ocean in winter!

He also likes to smoke.



Now he has to choose.

Title Page: *The Wedding*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

The Wedding

The band is lost.
The photographer is sick.
The dress is too big.



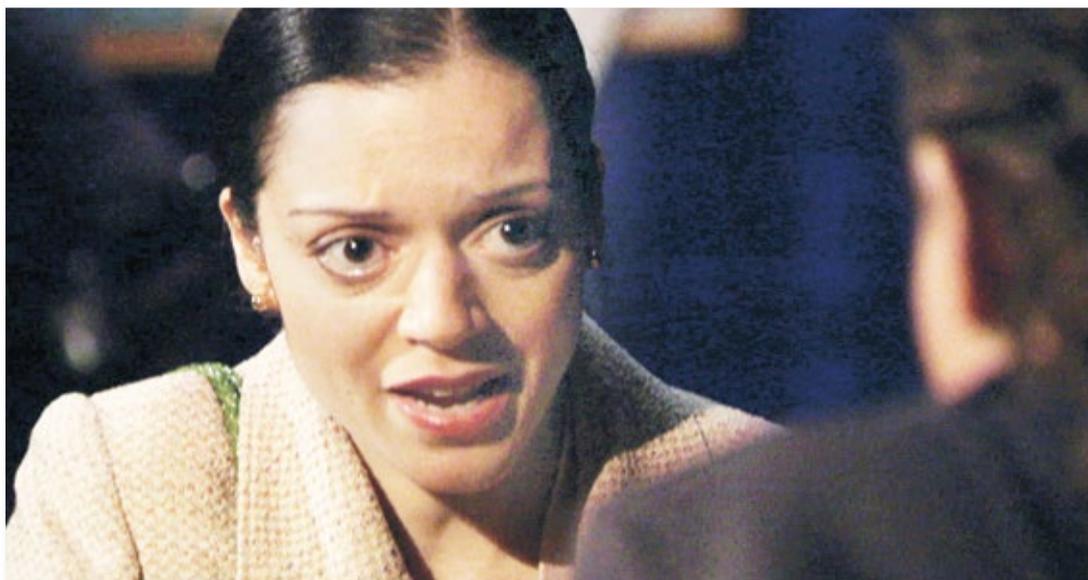
The wedding is... tomorrow?!!!

Title Page: *Respond to Domestic Violence*

Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Respond to Domestic Violence

Erica is in a play about domestic violence.
In the play, her husband is abusing her.



What can she do?
Where can she go?
Who can help her?

Title Page: *The Hospital*

Look at the picture. Read the words. Make predictions about the character, setting, plot, and the topic of the episode.

The Hospital

Something magical happens in the hospital.



Ask Alisha...

Title Page: *The Storm*

Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

The Storm

They were prepared for everything...



... except...

crack!  *boom!*

The Storm!

Title Page: *Shumi's Pantry*

Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Shumi's Pantry



**Nobody needs to go hungry
in New York City.**

Title Page: *The Seed for a Good Life*

Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

The Seed for a Good Life

César loses his job...



Now he's in search of the seed
for a good life.

Title Page: *Rolando's Rights*

Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Rolando's Rights

He knows his rights.



Do you know yours?

Title Page: *Making New Friends*

Look at the picture. Read the words. Make predictions about the characters, setting, plot, and problem & solutions.

Making New Friends



**Nobody needs to be lonely
in New York City!**

Title Page: *Sonam's Mom*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and the topic of the episode.

Sonam's Mom



What do you think it is?

Title Page: *Crossing the Street*

Look at the pictures. Read the words. Make predictions about the characters, setting, plot, and the topic of the episode.

Crossing the Street

Once upon a time...



in New York City...

Title Page: *Rafaela's Test*

Look at the pictures. Read the words. Make predictions about the character, setting, plot, and problem & solutions.

Rafaela's Test



There are many tests in life...

Missing Dialogue: Welcome Parents

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Carmen and Juan

Carmen reads a letter about the parent-teacher conferences.

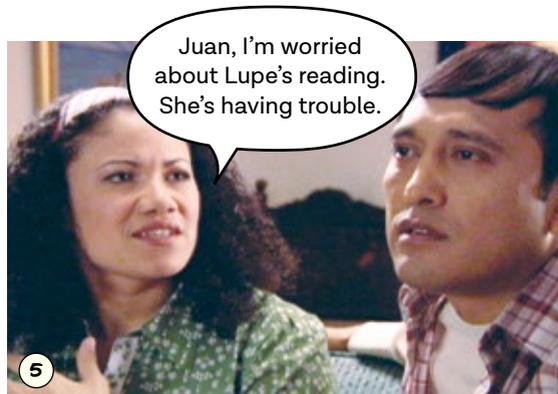
Juan is watching soccer on TV.



Juan, the school is having the parent-teacher conferences again.



It's difficult for Carmen to talk to the teacher. Their daughter, Lupe, needs help in school.



Juan, I'm worried about Lupe's reading. She's having trouble.

Juan is not worried. He says the teacher will help Lupe.



Missing Dialogue: *Stay in School* (pg. 1)

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Problems at Home

Juan and Carmen don't have enough money to pay the rent. Diego hears them talking.



Missing Dialogue: *Stay in School* (pg. 2)

They don't know Diego is listening.



Juan and Carmen are worried about paying the rent.
Diego wants to help.



Missing Dialogue: *Love and Money* (pg. 1)

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Shopping for a Good Bank

Jorge and Abdul go to a bank.



We offer checking accounts to pay your bills. Then, there are savings accounts to save for the future, if you want to buy a house, or...



Jorge asks good questions.



Or open my own business?



The bank manager explains, and Abdul falls in love.

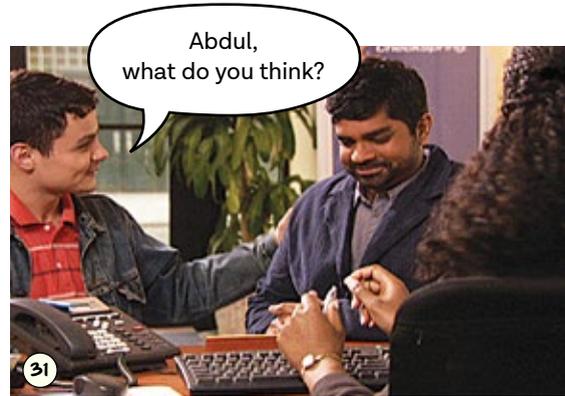


Well, there are some fees. It depends on the kind of account.



Missing Dialogue: *Love and Money* (pg. 2)

The bank manager thinks Jorge asks good questions.



Abdul really likes this bank!



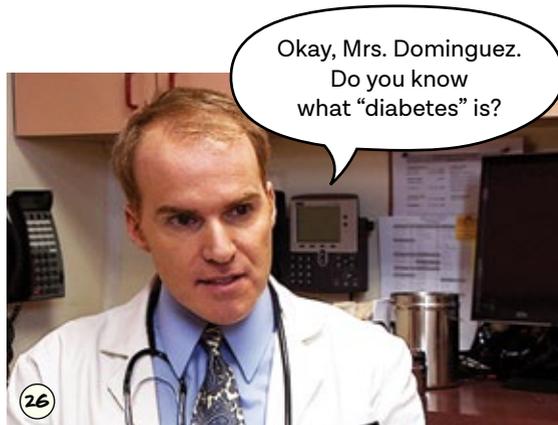
Missing Dialogue: *New Life Café* (pg. 1)

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

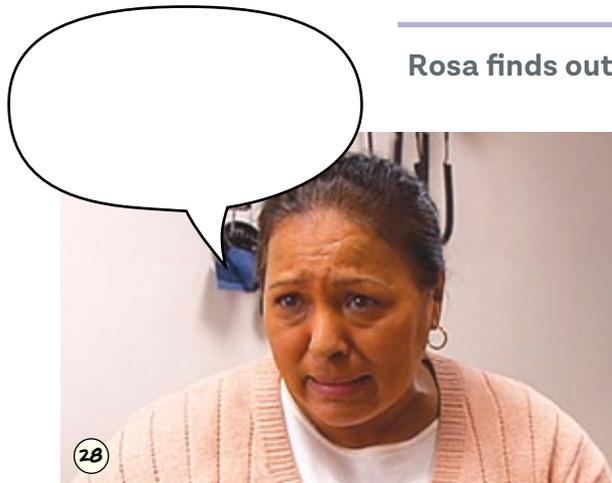
The “Sugar Disease”

Rosa goes back to the doctor’s office. Eddie goes with her.

Rosa asks the doctor to slow down.

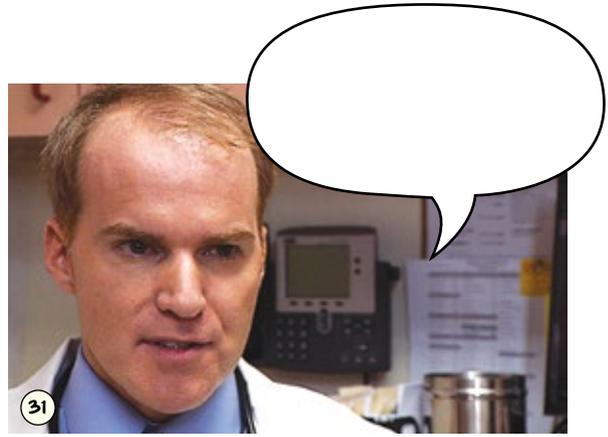
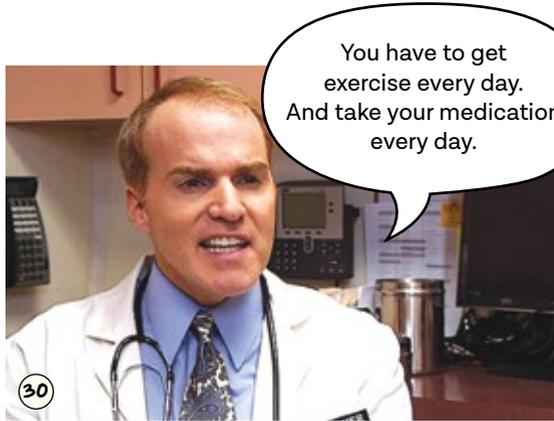


Rosa finds out she has diabetes.



Missing Dialogue: *New Life Café* (pg. 2)

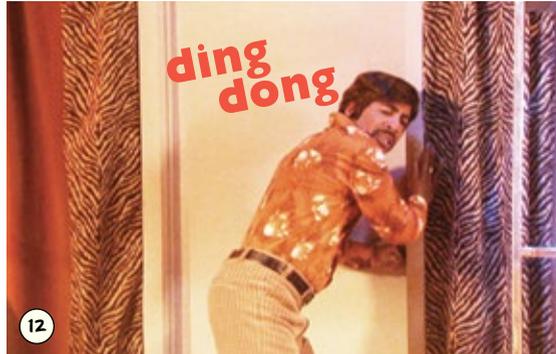
Rosa has to make some changes.



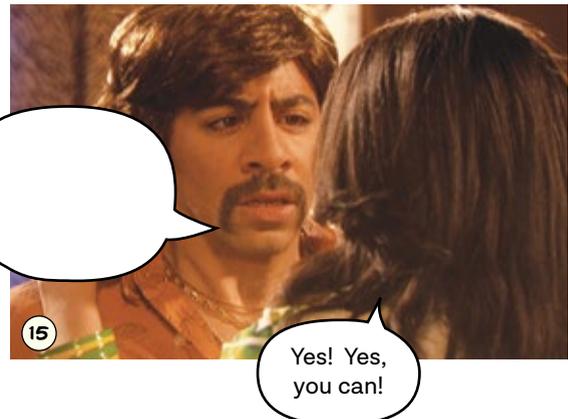
Missing Dialogue: *Asthma: The Soap Opera*

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Mario and Maria The doorbell rings.



Maria is Mario's ex-girlfriend.



Maria loves Mario, but Mario loves Angela.
And he has to take care of his sick baby!



Missing Dialogue: *The Wedding*

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Mohammed Is Also Lost



Ahmed doesn't want to be late for his job at the wedding.



Missing Dialogue: *No Smoking* (pg. 1)

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

At the Doctor's Office

Sasha goes to see the doctor. His wife, Anya, goes with him.



Of course, Mrs. Basikov. I said your husband's cough is serious. I am concerned.

The doctor is concerned. Anya is concerned.



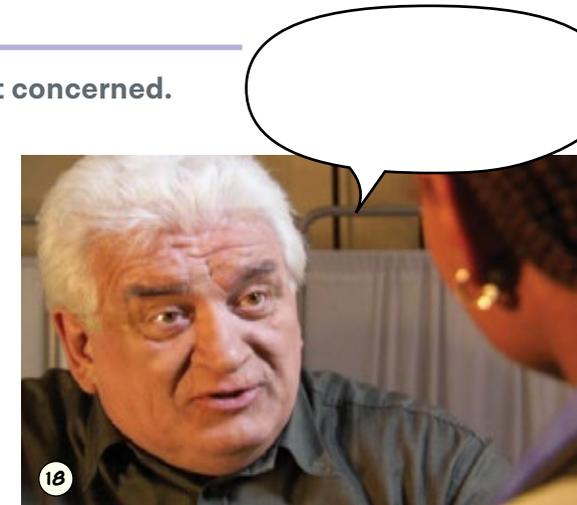
Will my husband get better?



Sasha is not concerned.



No problem. I can quit smoking any time I want.

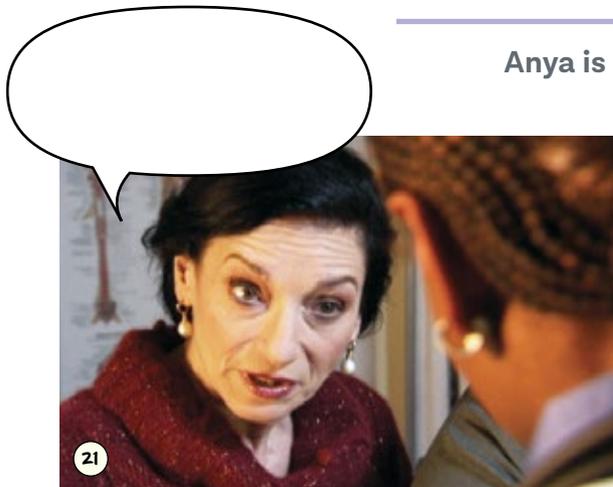


Missing Dialogue: *No Smoking* (pg. 2)

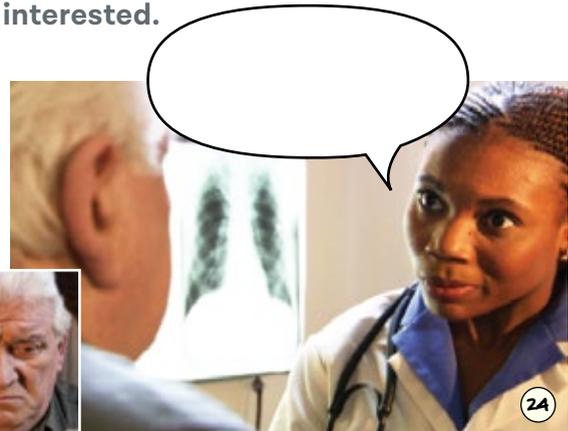
The doctor makes some good suggestions.



Anya is interested.



Sasha is not interested.



Missing Dialogue: Respond to Domestic Violence

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Grandfather with His Daughter

That night, the Grandfather talks with his daughter (Billy's aunt).



He tells her about Billy. She tells him not to worry.



But Grandfather is worried about Billy's mother.

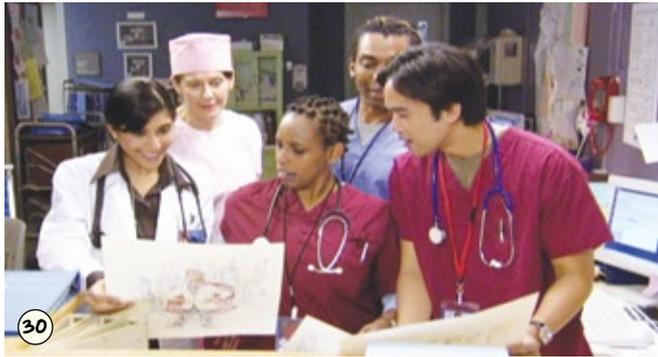


Missing Dialogue: *The Hospital*

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Hang Them on the Wall?

Everyone loves the pictures. The medical director has a question.



Daniel shows him the pictures, and Dr. Patel has an idea.



Dr. Collins isn't sure.



Missing Dialogue: *The Storm*

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Weather Alert!

A warning about a serious storm comes on TV.



The TV announcer says: “An alert has been issued for a severe thunderstorm and possible tornado. These are very dangerous weather conditions. Stay indoors. Do not go outside.”

Efie and Isabel listen to the weather alert. Everyone is worried.



Aku's phone rings. Efi goes to get it. She realizes something...

ring
ring
ring



Missing Dialogue: Shumi's Pantry

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Shumi Wants a Job

Shumi wants a job at a supermarket. She wants to help her mother pay the bills.

1

You don't need to do that.

Shumi has to do a job interview first.

3

I just want to help.
I may not get the job anyway.
I have to do an interview first.

4

Her sister, Rumi, helps Shumi prepare for the interview.

5

I'll help you practice!

6

Okay.
Ask me a question.

Missing Dialogue: *The Seed for a Good Life*

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

The Story of My Life

César gets bad news from his boss.



César breaks the news to his wife, Gabriela. She reminds him of all his skills and experience.



Missing Dialogue: Rolando's Rights (pg. 1)

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Learning about DCA (Department of Consumer Affairs)

311 said we can get help from DCA. They have a special office for worker rights.



36

I called 311 too. They told me we can file a complaint online, or do it on the phone.

They said we can go to the DCA office too, and we don't need an appointment.

Maybe going there is a good idea. We can speak to somebody face-to-face.



37

Let's go then.

Meeting at the DCA Office

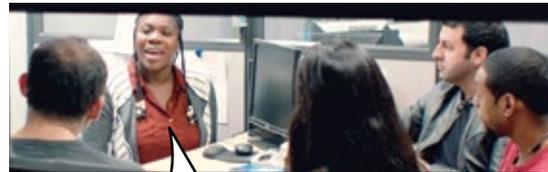
They go to DCA. They learn about their rights.



38

In New York City, workers in companies with five or more employees have the right to paid sick leave.

You can start using your sick leave after four months.



And if someone in your family is sick, you can use your sick leave. You can stay at home and take care of them and still get paid.

We'll help you get it. The company owes you that money.



40

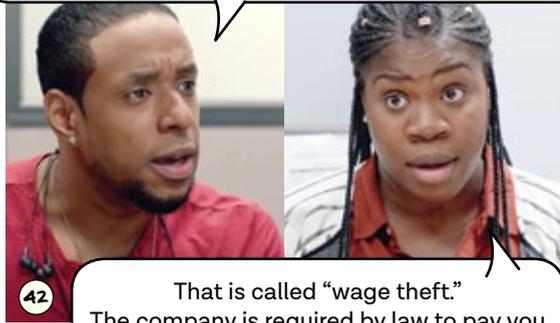


The company is not allowed to fire you for getting help from DCA. It is against the law.

file a complaint = make an official report about a problem to get a solution

Missing Dialogue: *Rolando's Rights* (pg. 2)

The workers learn about other rights too.



42 That is called "wage theft." The company is required by law to pay you for every hour that you work.



I have another question. My wife wears a hijab. She is starting a new job. Is that a problem?

43 No, it is not. Workers have the right to wear their religious clothing.

She gives them a list of worker rights. But what's the next step?



44 The Workers' Bill of Rights. This is good. This is what I need.



45 Do you want to file a complaint? We'll contact the company to get your money.



46 Hmm... Maybe Cecilia's right...

47 Hmm... I need to think about this...



DCA is ready to help.



49 If you want to think it over and decide, that's fine. When you are ready, we are here to help.

Missing Dialogue: Making New Friends

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Meet Mrs. Belkina

Silvia and Umme are home health aides.

They take care of Mrs. Belkina after an operation.

Silvia takes care of Mrs. Belkina during the day. Umme does it at night.

I slept like a dog... like my Bobik.

Mrs. Belkina only got up twice last night.

Unfortunately, this is my last night in this apartment.

Mrs. Belkina got a letter from her landlord.

Mrs. Belkina thinks she has to leave her apartment. Silvia is surprised.

They're asking for a big increase in rent, or she has to leave the building.

Umme says that Mrs. Belkina should speak to someone at a senior center.

You are right. I should speak to somebody at the senior center.

They have very helpful people who work there.

Missing Dialogue: Sonam's Mom

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

The American Dream

While Sonam waits for his food, Samten asks about the American Dream.

74 What is the American Dream?

75 That's a big question, Samten! What do you think, guys?

76 The American Dream is a car and a big house.

77

78

She wants the American Dream.

79 No, no... Samten is talking about the menu.

80

AMERICAN DREAM Cheeseburger deluxe

KAENG THAI Green or Red Thai curry with
 PAD THAI Noodles with shrimp, vegetables
 BIRYANI MASALA Basmati rice with chic
 INDIAN PANEER Cooked in tikka masala
 CHINATOWN TASTE Fried rice with broccoli
 LITTLE ITALY Vegetarian lasagna with tort
 TOKYO TIME Hamster noodle soup with r
 SEOUL MOMENT Whole grilled fish (catch
 CUBANO Pork, Ham, pickles and mustard
 ENCHILADA PLATTER Chicken, Bistec a
 JOLLOF RICE Beef or Chicken with stea

81 Me too.

82 Me too.

83 Delicious dream.

Missing Dialogue: Crossing the Street

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

At the Family Welcome Center

Martin goes to the Family Welcome Center to get help enrolling Isabel in Pre-K.

Pre-K is free for every New York City resident.

Isabel will learn about the world around her and about herself too. She will have lots of fun and make friends in Pre-K.

It is a very important part of a child's education.

The teachers are very well-trained.

I heard about the Niño Contento Pre-K. It's close to where we live. There are a lot of Spanish-speaking families who have children at the school.

No problem. The only requirement is to be a New York City resident when school starts.

Let's see if there's space there.

The school that you mentioned is full. But not far from there is another really great Pre-K. It would be really good for Isabel.

If you're not sure, you can visit the school.

Missing Dialogue: *Rafaela's Test*

What do you think the characters may be saying in the empty bubbles? Work with a partner to fill them in.

Zara Visits Rafaela

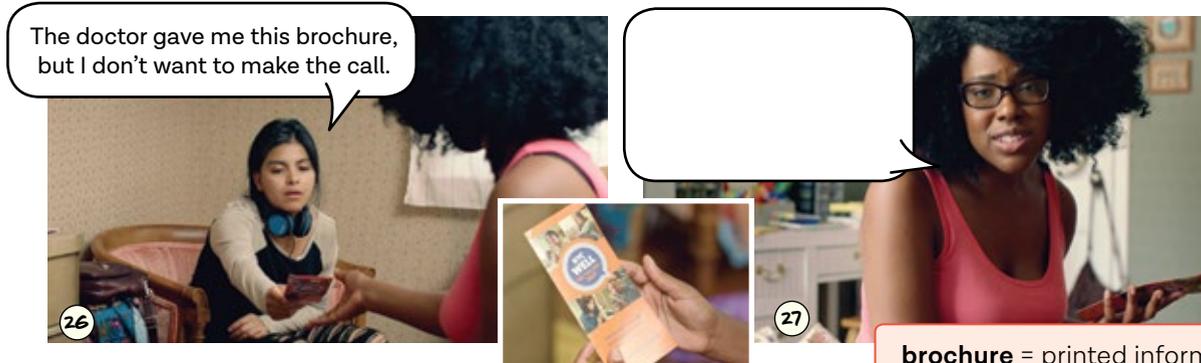
Zara doesn't know what happened to Rafaela on the day of the test.



Rafaela tells Zara about the panic attack.
Rafaela's voice doesn't show any emotion.



Rafaela tells Zara about *NYC Well*.
Zara encourages her to call *NYC Well* to get help.



brochure = printed information

Word Cloud: *No Smoking*

Make predictions about the episode based on the Word Cloud below.



1. Who do you think the main character(s) is?
2. Who do you think the supporting characters are?
3. What do you think is going on in this story?
4. What problem(s) do you think the character(s) are dealing with?
5. How do you think they solve their problems?

Word Cloud: *The Hospital*

Make predictions about the episode based on the Word Cloud below.



1. Who do you think the main character(s) is?
2. Who do you think the supporting characters are?
3. What do you think is going on in this story?
4. What problem(s) do you think the character(s) are dealing with?
5. How do you think they solve their problems?

Watch
Read
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