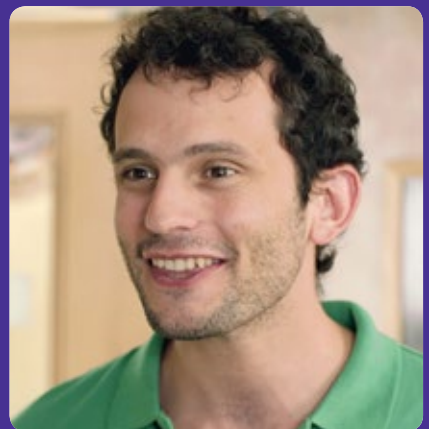




Teacher Handbook

My Name Is

An English Language Literacy Curriculum



LOWER-LEVEL CLASSES

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All **We Speak NYC** short stories and episodes are available on the website:

www.nyc.gov/WeSpeakNYC

SEASON 1

MyNI Short Stories

Corresponding Episodes

<i>My Name Is Fatima</i>	Welcome Parents
<i>My Name Is Lupe</i>	Stay in School
<i>My Name Is Sue</i>	Love and Money
<i>My Name Is Eddie</i>	New Life Café
<i>My Name Is María</i>	Asthma: The Soap Opera
<i>My Name Is Anya</i>	No Smoking
<i>My Name Is Lucía</i>	The Wedding
<i>My Name Is Yumi</i>	Respond to Domestic Violence
<i>My Name Is Daniel</i>	The Hospital
<i>My Name Is Aku</i>	The Storm

SEASON 2

MyNI Short Stories

Corresponding Episodes


<i>My Name Is Umme</i>	Shumi's Pantry
<i>My Name Is Gabriela</i>	The Seed for a Good Life
<i>My Name Is Silvia</i>	Rolando's Rights
<i>My Name Is Irina</i>	Making New Friends
<i>My Name Is Giddel</i>	Sonam's Mom
<i>My Name Is Martin</i>	Crossing the Street
<i>My Name Is Alicia</i>	Rafaela's Test

My Name Is

SEASON 1

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My Name is Fatima



Short story based on "Welcome Parents"
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My Name is Lupe



Short story based on "Stay in School"
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My Name is Sue



Short story based on "Love and Money"
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My Name is Eddie



Short story based on "New Life Café"
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My Name is María



Short story based on "Asthma: The Soap Opera"
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My Name is Anya



Short story based on "No Smoking"
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My Name is Lucía



Short story based on "The Wedding"
We Speak NYC · Season 1

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My Name is Yumi



Short story based on "Respond to Domestic Violence"
We Speak NYC · Season 1

we speak NYC
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My Name is Daniel



Short story based on "The Hospital"
We Speak NYC · Season 1

we speak NYC
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My Name is Aku



Short story based on "The Storm"
We Speak NYC · Season 1

My Name Is

SEASON 2

we speak NYC
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My Name is Umme



Short story based on "Shumi's Pantry"
We Speak NYC · Season 2

we speak NYC
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My Name is Gabriela



Short story based on "The Seed for a Good Life"
We Speak NYC · Season 2

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My Name is Silvia



Short story based on "Rolando's Rights"
We Speak NYC · Season 2

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My Name is Irina



Short story based on "Making New Friends"
We Speak NYC · Season 2

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My Name is Giddel



Short story based on "Sonam's Mom"
We Speak NYC · Season 2

we speak NYC
Learn English for free.


My Name is Martin



Short story based on "Crossing the Street"
We Speak NYC · Season 2

we speak NYC
Learn English for free.

My Name is Alicia



Short story based on "Rafaela's Test"
We Speak NYC · Season 2

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My Name Is

An English Language Literacy Curriculum

Introduction

This Teacher Handbook contains a set of five lessons for use by teachers with the **We Speak NYC (WSNYC) My Name Is (MyNI)** short story series for low-level readers of English. The course is designed to teach the English language skills students need to read and talk about the **MyNI** short stories. The lessons include instruction in reading, writing, speaking and listening skills.

There are 10 **MyNI** short stories in Season 1 and seven **MyNI** short stories in Season 2. Each short story corresponds to one of the **WSNYC** episodes. Each **MyNI** short story tells the story of the corresponding **WSNYC** episode from the point of view of one of the supporting characters. After completing each short story, students are prepared to watch the episode and talk about it.

The **WSNYC** episodes model the English that people need to manage everyday life situations and solve important problems such as:

- *How can I help my child in school?*
- *How can I get low-cost health insurance?*
- *My friend is being abused. What can I do to help her?*
- *What can I say when I don't understand someone?*
- *What rights do workers have?*
- *I have a lot of stress and anxiety. Where can I find support?*
- *Where can I get career counseling and help with my resume?*

This **WSNYC MyNI** course provides a foundation for reading, writing, speaking and listening in English, including using the alphabet and alphabetizing words, spelling words and writing sentences, and asking for clarification. At a fundamental level, this **WSNYC MyNI** course also:

Introduction

- Gives students practice reading, writing and talking in English about topics that are important in their lives.
- Gives students practice asking questions and working together like the characters in the MyNI short stories and WSNYC episodes.
- Reinforces information in the WSNYC episodes about important City services.
- Helps build the capacity within everyone in your class to be a leader—in their families, in their workplaces and in their communities.

How the Course Is Organized

There are five lessons of two hours each in this Teacher Handbook. When a student has completed the lessons, s/he will be prepared to read the corresponding MyNI short story. Repeat the five lessons for each MyNI short story. Teaching the 10 Season 1 short stories is a 100-hour course. Teaching the seven Season 2 short stories is a 70-hour course.

The lessons in this Teacher Handbook are for use with all the MyNI short stories. The specific vocabulary and characters referred to in the activities are from *My Name Is Fatima*. When you prepare to teach each short story, substitute vocabulary and characters accordingly. Handouts for each MyNI short story are provided in the Handouts section of this Teacher Handbook. In the Appendix, there is a list of characters and a list of important words as well as additional materials that you will also need to teach each MyNI short story.

Lesson One contains introductory activities. They do not need to be repeated in full with each new short story.

Lessons Two, Three, and Four contain pre-reading activities. The pre-reading activities build skills students need for reading the short stories. In addition, they activate student knowledge about the content of the short story. Moreover, the pre-reading activities build student confidence in using English.

In **Lesson Five**, students review learning from the previous lessons and they read the short story. There are suggestions for post-reading activities following Lesson Five.

LANGUAGE LEVEL

The lessons in the **WSNYC MyNI** course have been written for low-level ESOL students who are approaching the level of the **MyNI** short stories, but who are not able to read them independently. The steps to the activities contain deliberate, simple and direct language for giving instructions and directions. Adapt the activities as appropriate to the level of your class.

Tips for WSNYC MyNI Teachers



- Learn your students' names and use them to get everyone involved.
- Speak slowly and clearly. Be aware of the pace of your speech. When you catch yourself speaking too quickly, slow down.
- When reading a list of words or expressions out loud, pause between each item in the list.
- Be brief when giving instructions. Be mindful of your choice of words.
- Use hand gestures to help communicate what you mean. Point to things you are referring to.
- When you hand something out for pair work, use gestures to get students to face each other and to work together.
- Give one handout to two students. This gives students a reason to work together and talk to each other.
- When you are introducing and practicing new words/phrases/sentences, listen for students who say them clearly. Have those students model for others to follow. This builds listening skills and empowers students.
- Welcome all responses with a smile. If someone responds incorrectly, be encouraging with phrases such as “good try” and “try again.”
- Affirm correct responses and have students model for others.
- Teach grammar with examples from the context of the story, not in isolation.
- Look for opportunities for students to use the language skills you are teaching. Students need as much practice as possible with new skills and with new vocabulary and content.

Introduction to the Class

In addition to introducing English language literacy skills, the first lesson is an opportunity to explain what you will be doing together in the course and to create a positive learning community.

In this lesson, students:

- **learn** each other's names and countries of origin
- **practice** asking questions about names and countries of origin
- **practice** answering in sentences
- **identify** letters and practice the alphabet
- **learn** language for clarification and making corrections

LESSON ONE ACTIVITIES

- A. Names and Countries (30 minutes)**
- B. Identifying Letters and Practicing the Alphabet (30 minutes)**
- C. Clarification Language (30 minutes)**
- D. Correction Language (30 minutes)**

Names and Countries

(30 minutes)

In this speaking activity, students learn each other's names and countries. They learn to ask for this information and to answer in sentences.

Teacher Preparation

- Arrange the chairs in a circle.
- Post a world map on the wall.
- Write the following course goals on newsprint or flip chart paper and post them.
 1. *We are here to practice reading, writing, speaking and listening in English.*
 2. *We are here to learn new words.*
 3. *We are here to read short stories about New York City families.*

Materials

- A ball or something soft and easy to throw
- Map of the world
- List of course goals (on newsprint or flip chart paper)

STEPS

1. Arrange the chairs in a semi-circle so everyone can face each other and the board.
SAY: *Welcome to the class.*
2. **SAY:** *Let's get started.*
Ask students to stand up.
SAY: *Let's introduce ourselves.*

3. **WRITE***: *name*
Say the word with the students.
Help with pronunciation as needed.
4. **WRITE**: *What is your name?*
Say the question with the students a few times.
Help with pronunciation as needed.
5. **WRITE**: *My name is _____*. (Leave the space blank.)
Say the words with the students.
Help with pronunciation as needed.
6. **SAY**: *My name is _____*.
Finish the sentence with your name.
7. Point to the question on the board and **ASK** a student:
What is your name?
Prompt the student to answer the question with the sentence:
My name is _____.
Help with pronunciation as needed.
Repeat this with another student.
8. Have two different students model asking and answering the question.
9. Model a “ball toss” activity:
Have everyone stand and make a circle.
SAY: *Let’s practice.*
Toss the ball to a student.
ASK: *What is your name?*
The student answers: *My name is _____*.
The student tosses the ball to a new student and asks: *What is your name?*
Make sure everyone gets a turn to ask and answer.

* In the steps to the activities, **WRITE** indicates to write the words on the board (or on newsprint or flip chart paper).

- 10. SAY:** *Let's review our names.*
ASK: *Who can say all of the names?*
Let students try.
- 11. SAY:** *Let's make a list of names.*
Write your name first.
Prompt students to offer their own names and their classmates' names.
Write the names as they say them.
SAY: *Let's say all the names together.*
Say the names as a class.
- 12. WRITE:** *country*
Say the word with the students.
Point to different countries on a map of the world.
SAY: *Let's ask about our countries.*
WRITE: *Where are you from?*
Practice saying the question with the students a few times.
Help with pronunciation as needed.
- 13. WRITE:** *I am from _____ . (Leave the space blank.)*
Say the words with the students.
Help with pronunciation as needed.
- 14. SAY:** *I am from _____ .*
Finish the sentence with your country of birth.
- 15.** Point to the question on the board and **ASK** a student:
Where are you from?
Prompt the student to answer by saying: *I am from _____ .*
Help with pronunciation as needed.
Repeat this with another student.
- 16.** Have two different students model asking and answering the question.

17. Have students practice asking and answering the question with the ball toss activity.

SAY: *Let's practice.*

Toss the ball to a student.

ASK: *Where are you from?*

The student answers: *I am from _____ .*

The student tosses the ball to a new student and asks:

Where are you from?

Make sure everyone gets a turn.

18. **SAY:** *Thank you. That was great. Please sit down.*

Point to the course goals that you posted and **SAY:**

Let's talk about our class. These are our class goals.

This is what we will do in this class.

SAY: *Listen as I read them:*

1. *We are here to practice reading, writing, speaking and listening in English.*
2. *We are here to learn new words.*
3. *We are here to read short stories about New York City families.*

Identifying Letters and Practicing the Alphabet

(30 minutes)

Letter identification is essential for the activities in the course. In this activity, students identify letters and practice saying and naming them.

Teacher Preparation

- Make an **Alphabet Chart** on newsprint or flip chart paper with capital and lowercase letters. (See the model in the **Appendix**.)

Materials

- **Alphabet Chart** (on newsprint or flip chart paper)
- **Alphabet Chart**, one per student for distribution at the end of the activity (in the **Appendix**)

STEPS

1. Post the **Alphabet Chart** that you made on newsprint or flip chart paper. Point to it and **SAY**: *Let's talk about the alphabet.*
2. **WRITE**: *alphabet*
Say the word with the students.
Help with pronunciation as needed.
3. Point to the **Alphabet Chart**.
SAY: *This is the alphabet. Every letter has a capital (big) and a lowercase (small) form.*
4. Point to letter **Aa** on the **Alphabet Chart**.
ASK: *What letter is this?*
Take answers from students and affirm correct responses.
5. Point to a few other letters and ask the letter name. Notice which students are familiar with the alphabet and which students are not.*
Affirm correct responses.

* As you teach this and other lessons, take note of your students' individual strengths and weaknesses in using the alphabet. Determine the amount of support and additional practice students need as you go along.

6. **SAY:** *Let's review the letters. Please listen.*
Read the alphabet, pointing to each letter while students listen.
Pause briefly between each letter.
7. **SAY:** *Let's say the alphabet together.*
Read the alphabet again, this time with the students.
8. **SAY:** *Let's practice.*
Point to a letter and **ASK:** *What letter is this?*
Take answers from students and affirm correct responses.
Repeat for several letters.
9. Point to the chart and **ASK:** *Who can show d?*
Prompt a student to come up and point to **Dd**.
Repeat with different letters.
10. **WRITE:** *spell*
Say it with the students.
Help with pronunciation as needed.
11. Say your name and then write it on the board.
Prompt the students to spell your name with you.
Point to each letter as you spell it together.
Help with pronunciation as needed.
12. **WRITE:** *name*
Point to the word and **SAY:** *Let's spell "name."*
Prompt the students to help you.
Point to each letter and with the students' help, **SAY:** *n - a - m - e*
Read the word together.
13. Repeat step 12 with words that are likely to be familiar to students such as:

country where what English

Use various methods (gestures, pointing to the map, etc.) to help clarify the meaning of the above words.

Clarification Language

(30 minutes)

“Clarification language” refers to expressions that students can use to ask for clarification. This activity introduces students to useful “clarification language.”

Teacher Preparation

- Make a **Clarification Language** chart on newsprint or flip chart paper. (See the model in the **Appendix**.)

Materials

- **Clarification Language Chart** (on newsprint or flip chart paper)
- **Clarification Language Match**, one per student (in **Handouts**)
- **Alphabet Chart** (on newsprint or flip chart paper)

STEPS

1. Post the **Clarification Language Chart**.
Point to the question: **How do you spell _____?**
Say it out loud.
SAY: *This is an important question in English.*
2. **SAY:** *On this list are some important sentences. I will read them.*
Please listen.
Read the sentences on the list.
Pause briefly between each one.
3. **SAY:** *Now let's read them together.*
Read the list together with the students.
Help with pronunciation as needed.
4. Give each student a **Clarification Language Match**.
SAY: *Look at the pictures. What do you see?*
Let students tell you what they see.

5. **SAY:** *Look at number 1. It says: “I don’t understand.” It matches picture D.*
ASK: *What does number 2 match?*
6. **SAY:** *Turn to the person next to you.*
SAY: *Match the pictures to the English.*
Point to indicate the meaning of match.
Walk around the room and help as needed.
7. Tell students to make groups of four.
SAY: *Turn with your partner to another two students.*
Help students make groups of four.
Give students a few minutes to share their work.
8. Get everyone’s attention.
Review the correct matches with the whole class.
9. **SAY:** *These sentences are important for our class.*
Practice saying them at home! They are important
for learning English.

Clarification Language:

Look for opportunities for students to practice using clarification language throughout the course.

Correction Language

(30 minutes)

“Correction language” refers to words and sentences that students can use to help them take charge of their learning and check their use of the language. This activity introduces “correction language.”

Teacher Preparation

- Make a **Correction Language Chart** on newsprint or flip chart paper. (See the model in the **Appendix**.)

Materials

- **Correction Language Chart** (on newsprint or flip chart paper)
- **Alphabet Chart** (on newsprint or flip chart paper)

STEPS

1. Post the **Correction Language Chart**.
2. Point and **SAY**: *These important words and sentences help you spell correctly. I will read them. Please listen.*
Read the expressions on the chart.
Pause briefly between each one.
3. **SAY**: *Let’s read them together.*
Read the list together with the students.
Listen for students who speak clearly.
Have those students model what they say for the others to follow.
4. **WRITE** (with spelling mistakes as written in **c** and **d**):
 - a. **name**
 - b. **what**
 - c. **contry**
 - d. **speek**

5. **SAY:** *Let's look at this list. What words are spelled correctly?*
Encourage their responses.
6. Point to the first word.
ASK: *Is it correct?*
Affirm students who say that it is correct.
7. Point to the sentence on the **Correction Language Chart** that says:
Yes, it is.
SAY: *Yes, it is.*
8. Repeat the process for the second word: **what**
9. Point to the third word on the list: **contry**
ASK: *Is it correct?*
See how students respond.
10. Point to the phrase on the chart that says: **No, it isn't.**
SAY: *No, it isn't.*
11. Point to the line on the chart that says: **Add _____.**
SAY: *We need to add the letter u.*
Point to where you need to add **u** and add it.
SPELL the word out loud: *c - o - u - n - t - r - y*
Ask the students to spell it with you: *c - o - u - n - t - r - y*
Say it together: *country*
12. Point to the fourth word on the list: **speek**
ASK: *Is it correct?*
See how students respond.

13. Point to the phrase on the chart that says: **No, it isn't.**

SAY: *No, it isn't.*

Point to the second letter **e**.

SAY: *We need to change **e** to **a**.*

Change the letter **e** to **a**.

SPELL the word out loud: *s - p - e - a - k*

Ask the students to spell it with you: *s - p - e - a - k*

Say the word together: *speak*

14. Prompt a student to point to one of the words on the list and ask a classmate:

Is it correct?

Have the classmate answer.

Repeat this practice with different students asking and answering.

Correction Language:

Look for opportunities for students to practice using correction language throughout the course.

Introduction to the Short Story

Lesson Two introduces 10 important words and the characters from the short story.

In this lesson, students:

- **spell** important words used in the short story
- **learn** the names of characters
- **make** some guesses about the characters

The lesson starts with a brief review from Lesson One.

LESSON TWO ACTIVITIES

- Remembering Names** (10 minutes)
- Important Words from the Short Story** (20 minutes)
- Alphabetizing Words from the Short Story** (35 minutes)
- Character Names** (25 minutes)
- Guessing about the Characters** (30 minutes)

Why ask students to make guesses about characters in the short story?

The purpose for making **predictions** (*guesses*) is to activate knowledge relevant to the short story. When students make guesses, do not tell them the correct answers about the characters. They will confirm information when they see pictures and read.

Remembering Names

(10 minutes)

This activity introduces language for students to ask for names they may have forgotten.

Teacher Preparation

- Arrange the chairs in a circle.
- Post the **Classroom Wall Charts**.*
- Write your name on the board.

Materials

- **Classroom Wall Charts**

STEPS

1. Welcome everyone with a smile.
As students arrive, greet them by name.
SAY: *Welcome back everyone.*
2. **WRITE:** *name*
Point to yourself and **ASK:** *What is my name?*
Refer to your name on the board if students don't remember.

* The **Classroom Wall Charts** are the charts that you made for Lesson One. Post them on the wall for each of the lessons. The set includes:

- **Alphabet Chart**
- **Clarification Language**
- **Correction Language**
- **Course Goals**

3. **WRITE:** *I'm sorry. Tell me your name again.*
Read the sentences on the board.
Lead the students in practice saying them a few times.
Help with pronunciation as needed.
4. Model the language with one student.
SAY: *I'm sorry. Tell me your name again.*
5. Prompt students to practice saying this in pairs.
Make sure everyone practices and also says their name.
6. **SAY:** *Let's go around the circle and say our names.*
Gesture to yourself and **SAY:** *My name is...*
Finish the sentence with your name.
Make sure everyone says their name.

Important Words from the Short Story

(20 minutes)

This activity introduces students to important words in the short story.

Teacher Preparation

- Look at the list of important words for the short story you are teaching and anticipate any words from the list that may be difficult. (There is a page called **Characters and Important Words** for each short story in the **Appendix**.)
- Identify pictures in the **Picture Story** (in **Handouts**) that help illustrate meanings of words from the list of important words that may be new for your students.
- The **Important Word Cards** handout has words to cut out. Each student gets one card in this activity. Make multiple copies as needed.

Materials

- One copy of the **MyNI** short story that you are teaching
- **Important Word Cards**, one card for each student (in **Handouts**)
- **Picture Story**, one for every two students (in **Handouts**)
- **Classroom Wall Charts**

STEPS

1. **SAY:** *In this class we are going to read short stories.*
Show the class a copy of the **MyNI** short story.
SAY: *This is our first short story.*
SAY: *This short story is called **My Name Is Fatima**.*
SAY: *Let's learn some words to help us read the short story.*

2. Hand out one of the **Important Word Cards** to each student.
(Make sure you have enough cards so each student gets one.)
3. **SAY:** *Read the word on your card out loud. I will write the words.*
Make a list of the words on the board (or on newsprint or flip chart paper).
(Don't make the list in alphabetical order. Write the words as the students say them.)
Number the words. (Most of the short stories have 10 words and some have nine.)
4. **SAY:** *Listen as I say these words.*
Read the words on the list.
After you read the list, ask the students to read it with you.
Help with pronunciation as needed.
5. **ASK:** *What words are new for you?*
Put a check next to words on the list that are new to some students.
6. Point to the question on the **Clarification Language Chart** that says:
What does _____ mean?
SAY the question together: *What does _____ mean?*
Prompt students to ask the question about a word they don't know.
Take responses and affirm ideas.
7. Hand out the **Picture Story**. (One **Picture Story** for every two students.)
Point to a picture that helps show the meaning of a new word.
Repeat steps 5–7 for other new words.

Alphabetizing Words from the Short Story

(35 minutes)

This activity gives students practice alphabetizing the important words in the MyNI short story.

Teacher Preparation

- Rehearse how you will explain the meaning of *alphabetical order*. (See step 3 below.)
- Make a list of the important words from the **MyNI** short story in alphabetical order on newsprint or flip chart paper.

Materials

- One copy of the **MyNI** short story
- **Important Words List** (on newsprint or flip chart paper)
- **Classroom Wall Charts**

STEPS

1. **WRITE:** *alphabet*
Point to the **Alphabet Chart**.
SAY: *Let's review the letters of the alphabet.*
ASK: *Who can show the letter e?*
Have a student come to the chart and show the letter **e**.
ASK the class: *Is it correct?*
Affirm correct responses.
Repeat this review with a few additional letters.
Have the students take charge of asking: **Is it correct?**
2. **SAY:** *The letters in the alphabet have an order. It's called alphabetical order.*
WRITE: *alphabetical order*
Say the words *alphabetical order* with the students.

3. Explain the meaning of alphabetical order by pointing to the letters on the **Alphabet Chart** while saying them in order.
(You can write the numbers 1–10 on the board to help you show the meaning of order. To show numbers *not in order*, mix them up. Use gestures and pointing as needed to help students understand the meaning of the word *order*.)
4. Point to the list of important words that you wrote in step 3 of Activity B. (This is the list that is *not in alphabetical order*.)
SAY: *Let's put the words in alphabetical order.*
SAY: *Look at the order of the letters on the Alphabet Chart.*
Underline the first letter of each word on the list of important words. Point to the first letter of each word that you have underlined.
ASK: *Are these letters in alphabetical order?*
Take responses.
SAY: *Let's put the words in alphabetical order.*
5. **SAY:** *To put words in alphabetical order, look at the first letter of each word.*
ASK: *What word goes first?*
Affirm correct responses and then write: *children*
SAY: *Children starts with c. C is before the other first letters in these words.*
(Point to the first letters in the words on the list to indicate what you mean.)
ASK: *What word goes next?*
Affirm correct responses and then **WRITE:** *daughter*
SAY: *Daughter starts with d. D is after c.*
6. Lead the students in practice putting the next two words in alphabetical order: **friend, happy**
Give additional practice with words on the list as needed.
7. Tell the students to write the numbers 1–10 in their notebooks.
SAY: *Write **children** next to number 1. Write **daughter** next to number 2.*
Tell the class to continue to write the words that are on the board in alphabetical order in their notebooks.
Give them a couple of minutes to try.
Walk around the room and help as needed.

8. **SAY:** Turn to the person next to you and show your list.
SAY: Say the words to your partner.
9. **SAY:** When you make a list in alphabetical order,
you look at the first letter in the words.
SAY: Use correction language: Is your list correct?
Walk around the class and help as needed.
10. Ask a student to write his/her list on the board.
ASK: Is it correct?
Prompt students to use correction language by pointing
to the **Correction Language Chart**.
11. **SAY:** Check your list in your notebook. Are the words in alphabetical order?
Walk around to ensure that the students' lists are in alphabetical order.
Help as needed.
12. **SAY:** Let's practice spelling.
Ask for a volunteer to come to the board.
Point to a word on the list on the board.
ASK: How do you spell "**children**"?
Have the student spell it out loud.
Repeat the question for different words.
13. **SAY:** Turn to the person next to you.
SAY: Ask each other: How do you spell _____?
Walk around the room to assist.

Additional Practice: Alphabetical Order

For additional practice putting words in alphabetical order, use words from "**Words used in this story**" at the back of the **MyNI** short stories. Write lists of 3–4 words not in alphabetical order. Have students work in pairs and put them in order. Choose words that students will be familiar with.

Character Names

(25 minutes)

This activity introduces students to the names of main characters in the short story.

Teacher Preparation

- Make a **Character List** (not in alphabetical order) on newsprint or flip chart paper.
(See the list of character names in the **Appendix**.)

Materials

- One copy of the **MyNI** short story
- **Important Words List** in alphabetical order (on newsprint or flip chart paper)
- **Character List** (on newsprint or flip chart paper)
- **Classroom Wall Charts**

STEPS

1. Post the **Important Words List** in alphabetical order.
SAY: *Let's review these words.*
Say the words with the students.
Help with pronunciation as needed.
2. Point to the list again and **SAY:** *These words are from our short story.*
*Our short story is called **My Name Is Fatima**.*
WRITE: *title*
Prompt the students to say *title* with you.
3. Show the students the front cover of the **MyNI** short story.
SAY: ***My Name Is Fatima** is the title of the short story.*
WRITE: *My Name Is Fatima*

4. **ASK:** *What is the title of the short story?*
Point to the title.
Point to the **Important Words List**.
ASK: *What do you think this story is about?*
Listen to ideas from the students. Encourage all ideas.
SAY: *Great ideas! Now let's talk about characters in the story.*
5. **WRITE:** *characters*
Prompt students to say *characters* with you.
Spell it with the students.
6. **SAY:** *Characters are people in a story. Fatima is a character in the story.*
There are eight characters in this story.
Post the list of characters on the board.
(See the list of characters in the **Appendix**. Do not write the names in alphabetical order.)
7. **SAY:** *Let's read the names of the characters together.*
Point to the first character name and **ASK:** *What is the character's name?*
8. **WRITE:** *alphabetical order*
Prompt the students to say it with you.
WRITE the letters: *a, b, e, d, c*
ASK: *Are these letters in alphabetical order?*
With the help of the students, correct the order.
9. Point to the list of the characters on the board.
Underline the first letter of each name.
Point to the first letter of each name that you have underlined.
ASK: *Are these letters in alphabetical order?*
Take responses.
SAY: *Let's put the names of the characters in alphabetical order.*
To put the names in alphabetical order, look at the first letter of each name.
ASK: *What name goes first?*
Affirm correct responses and **WRITE:** *Carmen*
SAY: *Carmen starts with c. C is before the other first letters in these names.*

- 10. ASK:** *What name is next?*
Affirm correct responses and **WRITE:** *Fatima.*
SAY: *Fatima starts with **f**. **F** is after **c**.*
- 11.** Lead the students in practice putting the next two names on the list on the board in alphabetical order.
Give additional practice with names on the list as needed.
- 12.** Tell the students to write the numbers 1–8 in their notebooks.
SAY: *Write **Carmen** next to number 1. Write **Fatima** next to number 2.*
Tell the class to continue to write the names that are on the board in *alphabetical order* in their notebooks.
Give them a couple of minutes to try.
Walk around the room to assist.
- 13. SAY:** *Turn to the person next to you and show your list.*
SAY: *Use correction language: Is it correct?*
Walk around the class to assist.
- 14.** Ask a student to write his/her list on the board.
ASK: *Is it correct?*
Prompt students to use correction language by pointing to the **Correction Language Chart**.
- 15. SAY:** *Let's read the names in alphabetical order.*
Read the character names together.
- 16. SAY:** *Now check your list in your notebook.*
Are the names in alphabetical order?
Walk around to ensure that the students' lists are in alphabetical order.
Help as needed.

Give students additional practice with alphabetical order by doing it with the names of the students in the class.

Guessing about Characters

(30 minutes)

In this activity, students make “guesses” about the characters.

Teacher Preparation

- Make a **Character Information Chart** on newsprint or flip chart paper. (See the model in the **Handouts**.)

Materials

- One copy of the **MyNI** short story
- **Important Words List** in alphabetical order
- **Character Information Chart** (on newsprint or flip chart paper) (See the model in the **Handouts**.)
- **Character Information Chart**, one for each student (in **Handouts**)
- **Classroom Wall Charts**

STEPS

1. Post the **Character Information Chart** on the board.
2. **SAY:** *Let’s read the chart together.*
Point to the title of the chart and read it together:
Character Information Chart
Do the same for the headings of the other columns:
Name of Character
Your Guess about the Character
Draw figures on the board to represent male and female.
3. Write a question mark on the board.
WRITE: *guess*
Point to the word *guess* and say it with the students.
SAY: *Let’s guess about the characters.*
4. **ASK:** *Who can explain “guess”?*

5. **SAY:** *Let's guess about the characters.*
SAY: *Carmen is the first character.*
6. **WRITE:**
 1. *What is the name of the character?*
 2. *Is _____ male or female?*
7. Read the questions together with the class.
(For question number 2, insert *Carmen* in the blank.)
8. **ASK:** *Who will write Carmen on the chart?*
Invite a student to the board to write *Carmen*.
Prompt the student to write the character name in column 1.
9. Point to question 2.
ASK the volunteer at the board: *Is Carmen male or female?*
Shrug your shoulders to prompt the student to guess.
SAY: *Guess.*
10. Tell the student to write his/her guess in the chart.
(Don't change the student's guess.)
11. Thank the volunteer and ask for another volunteer to come up.
Point to question 1 and **ASK** the volunteer:
What is the name of the character?
ASK question 2: *Is (Fatima) male or female?* and **SAY:** *Guess.*
12. Repeat the process above for all eight characters.
13. **SAY:** *We are going to read the short story **My Name Is Fatima**.*
ASK: *How many characters are in the short story?*
Point to the chart and count with the students.

* To explain “**guess**,” point to yourself and **ASK** the class:
How old am I? Guess! 25, 47, 63? Students will say different numbers.
Put their guesses on the board. Point to one guess
and **SAY:** *Maria thinks I am ____ years old. ____ is her guess.*

14. **SAY:** *Let's review our guesses.*

ASK the following questions:

- *How many characters are male?*
- *How many characters are female?*

As you review, point to the chart and count with the students.

15. **SAY:** *You guessed Carmen is a female. Why?*

Ask some students.

ASK: *Do you know anyone with this name?*

Where are they from? Tell us more.

Repeat the questions about gender and names for the other characters.

If there is a class consensus to change a guess, make the change on the chart.

16. Give each student a **Character Information Chart**.

Show that it is the same chart as the one on the wall.

SAY: *Write your name and the date at the top.*

Model how to do it.

17. **SAY:** *Copy the information about the characters.*

Write it on your Character Information Chart.

Model how and where students should copy the information.

Give the students about 3 minutes to do this.

18. **SAY:** *Please give me your Character Information Chart.*

Look at the charts before the next class to check accuracy in spelling.

Circle any words with spelling mistakes.

Guesses about the Characters:

The first time couple of times that you do this activity, have the students guess about the gender of the characters based on their names, as the activity is written in the steps below. (In the stories, the characters are identified as female or male through the pronouns she/her and he/his.) With subsequent short stories,

adapt the activity by having the students guess where the characters may come from (country or continent) and what their first language may be. You can also have the students look at the picture story and guess about family relationships (mother, father, husband, wife...) or other information about the characters.

Meeting the Characters

In Lesson Three, students become more familiar with the characters and words in the story. They look at pictures from the short story and talk about what the characters are doing. In the lesson, they also do a paired activity called “Face-to-Face.” The activity gets everyone talking.

In this lesson, students:

- **confirm** their guesses about the characters from Lesson Two
- **talk** about the characters and the story based on what they see in pictures from the short story
- **practice** saying and spelling the important words from the short story
- **practice** writing sentences about the characters

LESSON THREE ACTIVITIES

- A. Character Information Chart Review** (15 minutes)
- B. Who Is in the Picture?** (1 hour)
- C. Face-to-Face Spelling Review** (30 minutes)
- D. Talking about the Story** (15 minutes)

Character Information Chart Review

(15 minutes)

In this activity, students review and confirm their guesses about characters.

Teacher Preparation

- Check the **Character Information Charts** that students handed in at the end of Lesson Two. (Circle any words with spelling errors that students need to correct.)
- Arrange the chairs in a circle.
- Post the **Classroom Wall Charts**.

Materials

- **Character Information Chart** completed as a class (on newsprint or flip chart paper)
- **Character Information Charts** that students completed in Lesson Two and which you have checked
- **Character Pictures** with names and character information, one for each student (in **Handouts**)

STEPS

1. **SAY:** *The title of our short story is **My Name Is Fatima**.*
2. **WRITE:** *characters*
ASK: *What characters are in the short story?*
Take answers from the students and affirm correct responses.
3. Post the **Character Information Chart** completed by the class in Lesson Two.
Point and **SAY:** *Here is a list of the characters.*

4. **SAY:** *Now, let's look at our Character Information Charts from the last class.
Hand back the charts that you collected from the previous lesson.*
SAY: *Look at your chart. Is it correct?*
Give students about 3 minutes to review the charts and make corrections.
Walk around the room and help as needed.
When done, tell the students to put their charts away.
5. **SAY:** *Let's look at pictures of the characters.*
Show the students the **Character Pictures** handout.
Give one each to every two students. (At the end of this activity, give one to each student for use in the next activity.)
SAY: *These are pictures of the characters.*
Give the students a minute to look at the pictures and read the information.
6. **SAY:** *Let's read the information together.*
Ask the students to read the **Character Pictures** handout with you.
Discuss the meaning of any new words.
Prompt students to ask for clarification.
Use gestures to help explain.
7. **SAY:** *We made guesses about the characters. Let's check our guesses.*
Point to the **Character Information Chart** on the wall.
SAY: *Is this information correct?*
Students point out errors (if any).
Make corrections to the **Character Information Chart** as needed.

Who Is in the Picture?

(1 hour)

In this activity, students identify characters in the picture story using the question “Who is this?” Students also practice writing answers to the question “Who is in the picture?” and “What is s/he doing?”

Teacher Preparation

- Look at the **Picture Story** handout and think about simple phrases to describe what the characters are doing.

Materials

- **Picture Story**, one for each pair of students (in **Handouts**)
- **Who is in the picture?**, one for each student (in **Handouts**)

STEPS

1. Give one **Picture Story** to each pair of students.
SAY: *These are pictures of the characters in **My Name Is Fatima**.*
2. **WRITE:** *Who?*
Say it with the students.
SAY: *“Who” is a question word for people.*
3. Point to any character in the **Picture Story**.
WRITE: *Who is this?*
Say the question with the students.
Ask the question to the class and prompt the students to answer.
Students only need to say the character’s name.
Affirm any correct answers.
4. Ask for a volunteer to help you model asking and answering.
Point to a character in the **Picture Story**.
ASK: *Who is this?*

The volunteer answers with the character's name.

Change roles: The volunteer asks and you answer.

Model with another volunteer if necessary.

5. **SAY:** *Now you practice.*

SAY: *Turn to the person next to you. Practice asking and answering about all the characters.*

Walk around the room and help as needed.

Let students practice for 3 minutes.

6. **ASK:** *What are the characters doing?*

Let the students tell you what they think. Encourage all ideas.

Don't explain the story.

Use this opportunity to help build basic vocabulary and to generate interest in the story and characters.

To get students to say more,

ASK: *Can you tell me more?*

Call on students by name and **ASK:** *What do you think, (Maria)?*

7. **SAY:** *These are great ideas. Let's write some words from our discussion.*

On the board or newsprint/flip chart paper, write some words and phrases relevant to the pictures in the story that come up in the discussion, such as:

talking on the phone

speaking to a friend

hugging a friend

smiling

asking/answering questions

practicing English

reading a letter

meeting with some parents

listening to the parent coordinator

You'll need phrases such as these for the next steps.

8. Ask the students to give you the **Picture Story**.
Give the students the **Who is in the picture?** handout, one per student.
SAY: *Now, let's look at these pictures.*
Give them a moment to look at the handout.
9. **ASK:** *How many pictures do you see?*
Take student answers and affirm correct responses.
10. **WRITE** on the board:
A: *Who is in the picture?*
B: _____ *is in the picture.*
C: *What is s/he doing?*
D: _____ *is* _____ .
11. **SAY:** *Let's look at picture 1 together.*
ASK: *Who is in the picture?*
WRITE: *Pierre* (in line B in step 10).
Prompt students to read the answer: *Pierre is in the picture.*
12. **ASK:** *What is he doing?*
Take responses.
Refer to the verb phrases you wrote in step 7.
WRITE: *Pierre is* _____ .
Complete the blank with the action that is written on the handout or another appropriate answer.
13. **SAY:** *Let's ask and answer the questions about picture 2.*
Ask the questions for picture 2.
Have the class answer both questions.
SAY: *Turn to a partner. Practice asking and answering for the other pictures.*
Walk around the room and help as needed.

14. Point to picture 2 and ask the questions again:
Who is in the picture? What is s/he doing?
Ask for a volunteer to write the answer on the board.
Prompt the volunteer to ask the class: *Is this correct?*
15. **SAY** to the whole class: *Write the answers for picture 2 on the handout.*
Show students where to write their answers.
Walk around the room to make sure all students are writing, and help as needed.
16. **SAY:** *Now, you have 10 minutes to write the answers for the other pictures.*
Start with picture 3.
Walk around the room and monitor writing as necessary.
Give a little extra time if needed.
17. **SAY:** *Write your name and today's date at the top.*
Point to where the name and date go.
18. Collect the **Who is in the picture?** handouts.
Assess how well students are identifying characters and writing in English. Circle words that need to be corrected. You will hand them back in Lesson Four.

Face-to-Face Spelling Review

(30 minutes)

Face-to-Face is a paired activity that gets everyone involved. It is used here to review the important words introduced in Lesson Two.

Teacher Preparation

- For this activity, half of your students will get one vocabulary card each. In Season 1, each card has four words. In Season 2, each card has three words. Cut out the number of cards you need in total. For example, if you have 18 students, you will need nine cards. (See **Handouts**.)

Materials

- **Important Words List** in alphabetical order (on newsprint or flip chart paper)
- **Face-to-Face Word Cards** (for half the class)

STEPS

1. **SAY:** *Let's review the 10 important words from **My Name Is Fatima**.*

Write the following dialogue on the board:

- A. *How do you spell _____?*
- B. *It is _____. Is that correct?*
- A. *Yes, it is. / No, it isn't. Try again.*

2. Point to the first question.

Write a word from the list in the blank and say the question as a model for the class.

Then **SAY:** *Let's say it together.*

Do the same with each sentence in the dialogue.

3. Divide the class in half.
Point to one group and **SAY:** *You are Group A.*
Point to the other group and **SAY:** *You are Group B.*
4. Point to the word *happy* on the **Important Words List** that you posted.
SAY: *How do you spell “happy”?*
Prompt Group A to repeat the question.
5. Point to the line on the board that says, *It is* ____ ____ ____ ____.
Prompt Group B to answer, and then ask: *Is that correct?*
Continue until the dialogue is finished.
6. **SAY** (gesturing to help comprehension): *Let’s switch.*
SAY: *Group B, ask the question. Group A, answer the question.*
Prompt the class to say the dialogue with B asking the question and A answering the question.
7. Show the class one of the **Face-to-Face Word Cards** that you have prepared.
SAY: *There are four words on this card. We will spell the words on the card.*
8. Ask for a volunteer to come to the front of the class.
Stand face to face with the volunteer.
Hold up the card with the words facing you (so only you can see them).
9. Point to the dialogue on the board and then look at the card.
Read the first word on the card.
ASK the volunteer: *How do you spell _____?*
Prompt the volunteer to spell the word.
Then prompt the volunteer to ask: *Is it correct?*
Do the same with the next words on the card.

10. **SAY:** *Group A, please stand up and make a line.*
Gesture so the students form a line on one side of the room.
SAY: *Group B, please find a partner from Group A.*
Please stand face to face with your partner.
Gesture to show what you mean.
11. Give each person in Group A one of the **Face-to-Face Word Cards**.
ASK: *Which group asks the question?*
ASK: *Which group answers?*
SAY: *Please begin.*
Gesture to get Group A to ask the first question.
12. Stop the students after 1 or 2 minutes.
SAY: *Let's switch partners.*
To make new partners, tell Group A to raise their hands.
ASK the student at one end of the Group A line to walk to the other end of the line. Position the student face to face with the Group B person in front of him/her. (People in Group B do not move in this activity.)
13. **SAY:** *Group A, move to face your new partner. Group B, do not move.*
14. **SAY:** *Now, practice with your new partner. Please begin.*
Stop the students after 1 or 2 minutes.
Prompt students to switch partners.
Do this three times.
15. Get the attention of the whole class.
SAY: *Now, people in Group B will ask the questions.*
SAY: *Group A, please give your cards to your partner.*
Make sure each person in Group B has a card before beginning.
Let students practice three more times.

Talking about the Story

(15 minutes)

In this brief activity, students talk more about the story based on the Picture Story. They use the vocabulary they have been learning in Lessons Two and Three.

Materials

- **Important Words List** in alphabetical order (on newsprint or flip chart paper)
- **Picture Story** one for every student (in **Handouts**)
- **Classroom Wall Charts**

STEPS

1. Show the students the short story.
WRITE: *title*
ASK: *What is the title of the short story?*
2. Post the **Important Words List** and give a **Picture Story** to every student.
SAY: *Use the words we are learning to talk about the pictures.*
Turn to the student next to you.
Talk about the pictures and write a few sentences in your notebook.
I will give you 10 minutes.
3. Walk around the room and help as needed and provide encouragement. Take note of strengths and weaknesses.

Exploring the Short Story

In Lesson Four, students get copies of the short story. They search for characters and words they know. The lesson begins with a review of sentences that students wrote in Lesson Three about characters they identified in pictures.

In this lesson, students:

- **practice spelling** character names from the short story
- **practice writing** sentences from the short story

LESSON FOUR ACTIVITIES

- A. Who Is in the Picture? Review** (30 minutes)
- B. Face-to-Face Spelling Review** (20 minutes)
- C. Exploring the Short Story I: Recognizing Characters and Words**
(10 minutes)
- D. Exploring the Short Story II: Reading and Writing** (45 minutes)
- E. Discussion: What Is the Short Story about?** (15 minutes)

Who Is in the Picture? Review

(30 minutes)

In this activity, students review their work on character identification.

Teacher Preparation

- Read and circle character names and important vocabulary for students to correct in the **Who is in the picture?** handout they completed in Lesson Three.

Materials

- **Who is in the picture?** handouts that you have marked

STEPS

- 1. SAY:** *Let's review our work from the last class.*
Return the **Who is in the picture?** handout.
SAY: *Look at your handout. Is it correct?*
SAY: *Turn to the person next to you and check your work together.*
Give students about 5 minutes to review the handouts and make corrections.
Have students whose work is correct help students who need to make corrections.
Walk around the room and help as needed.
- 2. WRITE:** *Who is in the picture? What is he doing?*
Read the questions together.
- 3. SAY:** *Let's write the answers on the board. Who will write about picture 1?*
Ask a volunteer to write the answers about picture 1 on the board.
Prompt the volunteer to ask the class: *Is it correct?*
Repeat for all sentences with a different volunteer for each one.
(Change the subject in the second question—she, he, they—as needed.)

Face-to-Face Spelling Review

(20 minutes)

In this activity, students practice spelling the character names using the Face-to-Face paired activity introduced in Lesson Three. The activity is designed to increase fluency with the alphabet and with correction language.

Teacher Preparation

- For this activity, half of your students will get one **Face-to-Face Character Card** each. Cut out the number of cards you need in total. For example, if you have 18 students, you will need to cut out nine cards. (See **Handouts**.)

Materials

- **Character List** (on newsprint or flip chart paper)
- **Face-to-Face Character Cards** (for half the class)

STEPS

1. **SAY:** *Let's review the spelling of the names of the characters.*
Turn to the person next to you and write the character names.
You have 2 minutes.
Walk around the room and monitor.
2. Post the **Character List**.
3. **WRITE:**
 - A. *How do you spell _____?*
 - B. *It is _____. Is that correct?*
 - A. *Yes, it is. / No, it isn't. Try again.*

4. Point to the first question.
Write a character name in the blank.
Then say the question.
SAY: *Let's ask the question together.*
Do the same with each sentence in the dialogue.
5. Divide the class in half.
Point to one group and **SAY:** *You are Group A.*
Point to the other group and **SAY:** *You are Group B.*
6. Point to *Carmen* on the list.
SAY: *How do you spell Carmen?*
Prompt Group A to repeat the question.
7. Point to the line on the board that says, *It is* _____.
Prompt Group B to answer, and then ask: *Is that correct?*
Continue until the dialogue is finished.
8. **SAY** (gesturing to help comprehension): *Let's switch.*
SAY: *Group B, ask the question. Group A, answer the question.*
Prompt the class to say the dialogue with Group B asking the question and Group A answering the question.
9. Show the class one of the **Face-to-Face Character Cards** you have prepared. **SAY:** *There are four names on this card. We will spell the names on the card.*
10. Ask for a volunteer to come to the front of the class.
Stand face to face with the volunteer.
Hold up the card with the character names facing you (so only you can see them).
11. Point to the dialogue on the board and then look at the card.
Read the first name on the card.
ASK the volunteer: *How do you spell _____?*
Prompt the volunteer to spell the name.
Then prompt the volunteer to ask: *Is it correct?*
Do the same with the next names on the card.

- 12. SAY:** *Group A, please stand up and make a line.*
Gesture so the students form a line on one side of the room.
SAY: *Group B, please find a partner from Group A.*
Please stand face to face with your partner.
Gesture to show what you mean.
- 13.** Give each person in Group A one of the **Character Name Cards**.
ASK: *Which group asks the questions?*
ASK: *Which group answers?*
SAY: *Please begin.*
Gesture to get the A's to ask the first question.
- 14.** Stop the students after 1 or 2 minutes.
SAY: *Let's switch partners.*
To make new partners, ask Group A to raise their hands.
Ask the student at one end of the Group A line to walk to the other end of the line. Position that student face to face with the Group B person in front of him/her. (People in Group B do not move in this activity.)
- 15. SAY:** *Group A, move to face your new partner. Group B, do not move.*
- 16. SAY:** *Now, practice with your new partner. Please begin.*
Stop the students after 1 or 2 minutes.
Prompt students to switch partners.
Do this three times.
- 17.** Get the attention of the whole class.
SAY: *Now, people in Group B will ask the questions.*
Group A, please give your cards to your partner.
Make sure each person in Group B has a card before beginning.
Let students practice three more times.

Exploring the Short Story: Recognizing Characters and Words

(10 minutes)

In this activity, students search the short story for characters and words they know.

Teacher Preparation

- Familiarize yourself with the short story. Take note of where words that students have been learning appear.

Materials

- One copy of the MyNI short story per student
- **Classroom Wall Charts**

STEPS

1. **SAY:** *We have learned 10 important words from **My Name Is Fatima**.*
ASK: *What words do you remember?*
2. **SAY:** *Let's write the 10 important words. Turn to the person next to you and write the words you remember. You have 2 minutes to work together on this.*
Walk around the room and monitor.
3. **SAY:** *Tell me the words you wrote on your list.*
I will write them on the board.
Write the list of 10 words with the students' help.
Say the words together.

4. Hand out copies of ***My Name Is Fatima*** to the students.
SAY: *Here's the short story. Look in the short story for characters you know.
Look in the short story for words you know.*
Give students 2 minutes to explore the short story.
SAY: *Turn to the person next to you. Tell your partner what you found.*
Give the students 2 minutes to share information with each other.
5. Get the attention of the whole class.
ASK: *What characters did you find in the pictures?*
ASK: *What words did you find in the short story?*
Take some examples of characters and words they recognized.
6. Ask students to close their short stories.
SAY: *We will read more in the next activity.*

Exploring the Short Story II: Reading and Writing

(45 minutes)

In this activity, students circle important words in the short story in order to see the word in context. They copy the sentences in which the words appear.

Teacher Preparation

- Make a **Sentence Chart** on newsprint or flip chart paper. (See **Sentence Chart** in **Handouts** for model.)
- Locate the sentences in the short story that contain the words from the **Sentence Chart**. (The page numbers where the sentences appear are on the **Sentence Chart**.)
- Anticipate words in those sentences that may be new for students. Look for the pictures in the short story that you can use to help illustrate the meaning of new words.

Materials

- *My Name Is Fatima*, one short story for each student
- **Sentence Chart** (on newsprint or flip chart paper)
- **Sentence Chart**, one for each student (in **Handouts**)
- **Classroom Wall Charts**

STEPS

1. Make sure all short stories are closed before you begin. Post the **Sentence Chart**. Point to the column of important words on the **Sentence Chart**.
SAY: *These are our 10 important words from the short story.*
Have the students read all 10 words.

2. WRITE: *circle*

Say the word *circle* with the students.

Take a marker and make a circle around the first word on the chart on the wall, like this: **friend**

Gesture and **SAY:** *I circled **friend**.*

Repeat the steps above with the second word on the list: **letter**

3. Point to the third word on the list: **daughter**

Ask the students to say the word with you.

ASK: *Who will circle “daughter”?*

Give the marker to a volunteer and let him/her circle the word.

Repeat the steps above with words 4–10 with different volunteers.

4. SAY: *Now we will practice circling words in **My Name Is Fatima**.*

SAY: *Turn to page 1 in the short story.*

Make sure all students are on page 1 before you continue.

5. Point to the first word on the **Sentence Chart: friend**

SAY: *Look quickly at page 1. Find the word “friend.”*

(It’s important to ask students to look quickly because they are working on recognition skills, not reading the short story.)

Ask students to point to the word *friend* on page 1.

6. ASK: *Who will read the sentence with “friend”?*

Let a volunteer read the sentence with “friend.”

SAY: *Let’s circle the word “friend.” Take your pencil and circle “friend.”*

Walk around the room to make sure students circle the word in their short story.

7. SAY: *Now turn to page 3. Look quickly at page 3. Find the word “letter.”***8.** Repeat the steps above for each of the 10 words on the list.

9. **SAY:** *Let's go back to page 1.*
ASK a student: *Look at page 1. What word did you circle on page 1?*
Ask the student to read the sentence on page 1 with the circled word.
Repeat this step with the second and third words.
Call on different students by name to answer and read.
10. **SAY:** *Now turn to the person next to you and read the sentences with the circled words.*
Give the students 5 minutes to do this.
Walk around the room and help as needed.
11. Get the attention of the class and ask them to focus on the column that says at the top, "Write a sentence from the page."
Ask the students to read the heading with you.
SAY: *We will write sentences from the short story.*
SAY: *I will write the sentence from page 1. Can someone read the sentence?*
As the students read the sentence out loud, write the sentence in the **Sentence Chart** on the wall.
12. **ASK:** *What is the second word on the chart?*
ASK: *What page is it on?*
ASK: *Who will write the sentence with the word "letter" on page 3?*
Choose a student.
Ask the student to read the sentence out loud from the short story.
Then, let the student write the sentence on the **Sentence Chart** on the wall.
13. **SAY:** *Now you will complete your own chart.*
Give each student a **Sentence Chart**.
Point to the chart on the wall and **SAY:** *Copy sentences 1–3 in your chart.*
Give the students 5 minutes to do this.
Walk around the room and help as needed.

14. **SAY:** *Turn to a partner and check each other's spelling.*
15. **SAY:** *You are going to write sentences for words 4–10 on your Sentence Chart.*
Give the students 5–10 minutes to write the sentences.
Walk around and help as needed.
Students who finish early can write the sentences on the **Sentence Chart** on the wall.
16. **SAY:** *Let's look at the sentences on your **Sentence Chart** handout again. Turn to a partner and read the sentences out loud. Talk about any new words you see. Look for pictures in the short story to help understand new words.*
Give the students 5 minutes to do this.
Walk around the room and show students pictures in the short story to illustrate the meanings of new words.
17. Get the attention of the whole class.
SAY: *Let's talk about new words in the sentences.*
ASK: *What words are new for you in the sentences?*
Write words that they say on the board.
Point to the **Clarification Language Chart**.
Prompt students to ask: *What does _____ mean?*
ASK: *What picture shows the meaning of _____?*
Take responses and have students show pictures in the short story to help illustrate the meaning of some new words.
18. Hold up a student **Sentence Chart** handout for the class to see.
Point to the top left corner.
SAY: *Write your name and the date at the top of your Sentence Chart.*
SAY: *Please give me your chart.*
Collect the **Sentence Chart** handouts and check them before Lesson Five. Circle words that need to be corrected for spelling as you have done in previous lessons.

Discussion: What Is the Short Story about?

(15 minutes)

In this activity, students use information from the **Sentence Chart** as well as their other pre-reading knowledge to talk about *My Name Is Fatima*.

Teacher Preparation

- Write sentences saying what the story is about on newsprint or flip chart paper.
(There are three sentences that you can use for each story in Season 1. There are four sentences that you can use for each story in Season 2. They are in the **Appendix**.)

Materials

- *My Name Is Fatima*, one short story for each student
- **Picture Story** for *My Name Is Fatima*, one for every two students
- **Three Sentences about the Story** (on newsprint or flip chart paper)
- **Classroom Wall Charts**

STEPS

1. **SAY:** *This is a story about parents. Parents are people with children.*
Gesture to the group and **ASK:** *Who is a parent in this class?*
Follow up by asking: *How many children do you have? Girls? Boys?...*
ASK: *Who are the parents in the story?*
Take responses from the students and affirm correct responses.
Make sure students say: *Fatima, Carmen, Sayeed, Juan, Ming, and Pierre*
2. **ASK:** *What else is this story about?*
Take responses from the students.
Prompt students to say more by asking: *Other ideas?*

3. **SAY:** *These are great ideas about the story.*
Post the three sentences about the story that you prepared on newsprint or flip chart paper.
SAY: *Here are three sentences about the story. Let's read them together:*
This story is about parents.
The parents need to prepare for parent-teacher conferences.
They practice questions to ask at the parent-teacher conferences.
4. **SAY:** *Find a picture with a parent-teacher conference.*
Please show it to the class.
Affirm students' responses.
SAY: *Find a picture that shows parents practicing questions.*
Please show it to the class.
Affirm students' responses.
5. **SAY:** *Please write the sentences on the board in your notebook.*
Give the students 5 minutes to do this.
Walk around the room to help as needed.
6. **SAY:** *Please write your name on your copy of **My Name Is Fatima**.*
Collect the short stories.

There are three or four sentences for each of the **MyNI** short stories in the **Appendix**. Use those sentences in this activity.

Reading the Short Story

Lesson Five contains a final set of pre-reading activities and concludes with the students reading the short story.

In this lesson, students:

- **familiarize** themselves with the “**Words used in this story**” list at the back of the short story
- **identify** words with specific initial letters to strengthen their alphabet skills
- **use** pictures in the short story and their own resources to help learn new vocabulary
- **read** text with support and independently

LESSON FIVE ACTIVITIES

- A. Sentence Chart Review** (15 minutes)
- B. Words I Know/Words I Don’t Know** (45 minutes)
- C. Reading the Short Story** (1 hour)

Sentence Chart Review

(15 minutes)

This is a quick review of the plot of the short story and a review of the Sentence Chart that students filled out in Lesson Four. It's an opportunity for students to check and correct their work.

Teacher Preparation

- Circle information that students need to correct in the **Sentence Chart** they gave you at the end of Lesson Four.

Materials

- **Sentence Chart** handouts that you have marked
- **Three Sentences about the Story** (on newsprint or flip chart paper)
- *My Name Is Fatima* (the students' copies)
- **Classroom Wall Charts**

STEPS

1. **SAY:** *In the last lesson, you wrote three sentences about the story in your notebook. What sentences do you remember?*

Refer students to their notebooks where they wrote the sentences.

After students respond, post the newsprint or flip chart paper with

Three Sentences about the Story on the wall.

Read the three sentences with the students.

2. **SAY:** *Now, let's review our Sentence Charts from the last class.*

Return the **Sentence Charts**.

SAY: *Look at your handout. Is it correct?*

SAY: *Turn to the person next to you and check your work together.*

Give students about 3–5 minutes to review their handouts and make corrections.

Have students whose work is correct help students who need to make corrections.

Walk around the room and help as needed.

- 3. SAY:** *Here are your copies of the short story. The correct sentences are in the short story. Please check your work one more time.*

Give each student their copy and 2 minutes to double check their work.

Words I Know / Words I Don't Know

(45 minutes)

In this activity, students explore the list of words that appears at the back of the short story. The students practice reading and identifying words that start with specific letters and use clarification language to ask about the meaning of words.

Teacher Preparation

- Make a **Three Words with the Letter** _____ chart on newsprint or flip chart paper. (See the model in **Handouts**.)
- Familiarize yourself with the “**Words used in this story**” at the back of the short story. The words are in three columns and are in alphabetical order. You will need to customize the activity for each **MyNI** short story. Follow the example that is provided in these steps.

Materials

- *My Name Is Fatima* (the students’ copies)
- **Three Words with the Letter** _____ **Chart** (on newsprint or flip chart paper)
- **Three Words with the Letter** _____, one for each student (in **Handouts**)
- **Classroom Wall Charts**

STEPS

1. **SAY:** *Let’s look at some new words. Turn to the last page of the short story.*
SAY: *This is a list of words from **My Name Is Fatima**.*
Make sure all students are on the last page.
Point to the title of the list and **SAY:** *Words used in this story*
2. **WRITE:** *column*
Ask the students to say the word.

Point and **SAY**: *There are three columns on this page.*

Point to column 1 and **SAY**: *This is column 1.*

Point to column 2 and **SAY**: *This is column 2.*

Point to column 3 and **SAY**: *This is column 3.*

SAY: *Show me column 1. Show me column 2. Show me column 3.*

Tell the students to write 1, 2 and 3 above the columns.

3. Direct student attention back to the “**Words used in this story**” list.

ASK: *Where are the words that begin with “T”?*

SAY: *Tell me the words that begin with “T”.*

Affirm correct responses and write them on the board:

talk, teacher, think, time, TV

Say the words with the students.

4. Make a chart on the board with two columns and headings:

Words I Know	Words I Don't Know

Read the chart headings with the students.

Point to the words from the list that you wrote:

talk, teacher, think, time, TV

Point to **talk**.

ASK: *What does “talk” mean?*

Take student responses.

Write the word in the “Words I Know” column.

Ask about the other “T” words.

Prompt students to turn to a partner and ask each other:

What does _____ mean?

5. Post the **Three Words with the Letter _____ Chart**.
Point to the columns on the chart.
ASK: *How many columns are there in this chart?*
Point to the first column and read the heading with the students.
Do the same for columns 2 and 3.
6. Direct the students’ attention back to the **“Words used in this story”** list on the last page of the short story.
SAY: *Let’s look at the list again. Tell me words that begin with “M.”**
As the students say the words, fill in the chart on the board.
(Stop after three words.)
Say the words with the students.
Help with pronunciation as needed.
7. Give each student a **Three Words with the Letter _____** handout.
SAY: *Write the three words that begin with “M” in your chart.*
Walk around the room and help as needed.
8. Point to column 2 and column 3.
SAY: *Now look at the list. Find and write three words with “P”
and three words with “S.”*
Give the students a few minutes.
Walk around the room and help as needed.

* In **step 6**, the words that you use for other short stories may start with other letters. Choose words that you think will help students read and understand the short story.

9. **SAY:** *Turn to a partner. Show your partner the words and say them together. Discuss any new words.*
10. Direct the students' attention to the **Words I Know / Words I Don't Know Chart** (in step 4 above).
SAY: *Tell me "M" words you know.*
Take a few student responses.
Prompt the students to ask for the meaning of new words with the question:
What does _____ mean?
Have students offer ideas.
SAY: *Find a picture in the short story that shows the meaning of _____.*
Show the picture to the class.
11. Repeat step 10 for the words in column 2 and column 3.

Reading the Short Story

(1 hour)

In this activity, the teacher reads the short story to the class followed by the students reading the short story independently.

Teacher Preparation

- Rehearse reading the short story in a slow but natural and clear delivery prior to the lesson.
- Anticipate questions that students may have about the short story and how you can answer in simple language and by referring to pictures in the short story.
- Think about how you can prompt students to use clarification language when they ask their questions about the story.
- Familiarize yourself with the post-reading activity ideas on page 67 and choose activities that suit the needs of your students.

Materials

- **My Name Is Fatima** (the students' copies)
- **Classroom Wall Charts**

STEPS

1. Ask the students to put everything away including their copies of the short story.
SAY: *I'm going to read the short story to you. Relax and listen.*
2. Make sure everyone's short story is closed.
Read the short story with a clear delivery and slow but natural pace.
3. When you finish reading, **SAY:** *Now let's read together. I will read the short story again, and you will read silently.*

Tell the students to open their short stories to page 1 and to take out a pencil or pen.

SAY: *Please use the pencil to follow the words as you read.*

Read silently as I read out loud.

Read again, slowly and clearly. Watch and monitor students as they read.

4. When you are finished the second reading, **ASK:** *What did you learn about the story? What did you like? What was difficult?*

Take student responses.

Listen and encourage students to speak about the reading.

5. **SAY:** *Now you're going to read the short story independently.*

You will read the short story again, silently.

This time I will not read out loud.

SAY: *Relax and enjoy the story.*

6. Give the students time to read.

Walk around the room and encourage the reading process.

If a student has read the short story while others are still reading, quietly tell him/her to reread it.

7. When most students are finished, **SAY:** *Wonderful. Please turn to the person next to you and talk about the story.*

Talk about words. Talk about characters. Talk about the short story.

Give students 5 minutes to talk in pairs.

8. Get the attention of the whole class for a discussion.

Ask questions such as:

- **What do you think?**
- **What did you talk about with your partner?**
- **What did you like in the story?**
- **What words were difficult?**
- **What questions do you have?**

Additional Post-Reading Discussion Questions

To further the discussion about the story, choose some of these questions:

Questions about characters in the story:

- Who is your favorite character? Why?
- What does she or he do in the story?
- What did you like about the character?

Questions about solving problems:

- What is the problem in the story?
- What do people in the story do to solve this problem?
- What do friends do?
- What does the family do?
- What services are there to help people?
- Do you know anyone who has a problem like this? What happened?
- What can you do to solve this problem?
- What can people do together—friends, family or other people?

Questions about services:

- Where can you go in NYC to get services?
- Who can you call?
- What can you say?
- What did you learn from the short story today?

Post-Reading Activities and Resources

1 Watch the WSNYC Episode

Before watching, use the pictures and important words that have been selected for pre- and post-watching discussion about each episode. They are available on the WSNYC website:

www.nyc.gov/WeSpeakNYC

There are three pictures and five important words for each episode. The students in your class will already know most of the characters and the general story in the episode. However, there are many things that happen in the episodes that they will not know from the **MyNI** short stories. Use the three pictures for each episode to have students talk about what they know and to make predictions about the episode.

You can also use the pictures in the **Picture Story (in Handouts)** for pre-watching. Cut them out and have students create dialogues between characters in the pictures. Or have the students sequence the pictures.

The **Teacher Resources** and **Practice** sections of the WSNYC website have numerous additional resources that can be used for pre- and post-reading and watching activities. The resources include **Study Guides**, interactive quizzes, “**Meet the Characters**” video clips for each episode, and much more.

2 WSNYC Study Guides

Each of the WSNYC episodes has a corresponding **Study Guide**.

- Each **WSNYC Study Guide** contains a picture story with dialogue from the episode. Reading the picture stories in the **Study Guides** will strengthen your students' reading skills. The students will be even more prepared to watch the episode. It's a great way to build on your students' skills and to get the most from watching the episode.
- The **WSNYC Study Guides** contain a wealth of additional language activities (vocabulary, question-asking, problem-solving, and others). Look at each of the **Study Guides** to see which ones you want to use.

3 Role Plays

Have students work in pairs (or small groups) to create short dialogues between two or more characters in the story. Choose particular moments or scenes for the dialogues. For example, in *My Name Is Fatima*, have students write a dialogue between Fatima and Carmen on the phone or between Carmen, Juan and the teacher at the parent-teacher conference. After writing, have the students act out the dialogues.



Teacher Handbook

My Name Is Handouts

SEASON 1

My Name Is Fatima	69
My Name Is Lupe	83
My Name Is Sue	95
My Name Is Eddie	107
My Name Is María	119
My Name Is Anya	131
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My Name Is Aku	179

Handouts

SEASON 1

My Name Is Fatima

Clarification Language Match

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Clarification Language Match

Match the sentences with the pictures. Follow the example.

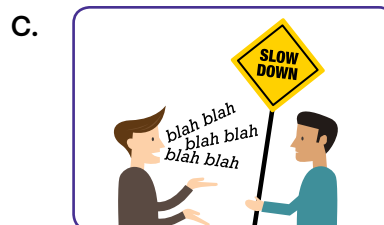
1. "I don't understand."



2. "Please speak slowly."



3. "Please repeat that."



4. "How do you spell _____?"



5. "What does _____ mean?"



Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

children	nervous
daughter	parents
friend	proud
happy	questions
letter	worried

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Carmen



My name is Carmen. I am a mother.

5. Ming



My name is Ming. I am a parent.

2. Fatima



My name is Fatima. I am a mother, too.

6. parent coordinator



I am a parent coordinator. I help parents.

3. Ismael



My name is Ismael. I am a student.

7. Pierre



My name is Pierre. I am a parent, too.

4. Juan



My name is Juan. I am a father.

8. Sayeed



My name is Sayeed. I am a father, too.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Pierre is in the picture.
What is he doing? He is practicing English.



2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What are they doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What are they doing? _____



6. Who is in the picture? _____
What is he doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none">1. children2. daughter3. friend4. happy	<ol style="list-style-type: none">1. letter2. nervous3. parents4. proud	<ol style="list-style-type: none">1. questions2. worried3. children4. daughter	<ol style="list-style-type: none">1. friend2. happy3. letter4. nervous
<ol style="list-style-type: none">1. parents2. proud3. questions4. worried	<ol style="list-style-type: none">1. children2. daughter3. friend4. happy	<ol style="list-style-type: none">1. letter2. nervous3. parents4. proud	<ol style="list-style-type: none">1. questions2. worried3. children4. daughter

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Carmen2. Fatima3. Ismael4. Juan	<ol style="list-style-type: none">1. Ming2. coordinator3. Pierre4. Sayeed	<ol style="list-style-type: none">1. Fatima2. Ismael3. Juan5. Ming	<ol style="list-style-type: none">1. coordinator2. Pierre3. Sayeed4. Fatima
<ol style="list-style-type: none">1. Ismael2. Juan3. Ming4. coordinator	<ol style="list-style-type: none">1. Pierre2. Sayeed3. Fatima4. Ismael	<ol style="list-style-type: none">1. Juan2. Ming3. coordinator4. Pierre	<ol style="list-style-type: none">1. Sayeed2. Fatima3. Ismael4. Juan

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
1. friend	1	<i>This is my friend, Carmen.</i> _____ _____
2. letter	3	_____ _____ _____
3. daughter	4	_____ _____ _____
4. parents	7	_____ _____ _____
5. children	8	_____ _____ _____

Word	Page	Write a sentence from the page.
6. nervous	10	<hr/> <hr/> <hr/>
7. questions	11	<hr/> <hr/> <hr/>
8. worried	14	<hr/> <hr/> <hr/>
9. happy	23	<hr/> <hr/> <hr/>
10. proud	24	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

**3 WORDS
with the letter M**

**3 WORDS
with the letter S**

**3 WORDS
with the letter W**

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Lupe

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

advice

encourage

afraid

happy

counselor

job

decision

school

different

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Carmen



My name is Carmen. I am Diego's aunt.

4. Lupe



My name is Lupe. I am Diego's cousin.

2. Diego



My name is Diego. I am a high school student.

5. Mr. Shamma



My name is Mr. Shamma. I am a guidance counselor.

3. Juan



My name is Juan. I am Diego's uncle.

6. teacher



I am Diego's teacher. I am a high school teacher.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Juan is in the picture.
What is he doing? He is talking to Carmen.



2. Who is in the picture? _____
What is he doing? _____



3. Who is in the picture? _____
What is he doing? _____



4. Who is in the picture? _____
What is he doing? _____



5. Who is in the picture? _____
What is he doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none">1. afraid2. advice3. counselor4. decision	<ol style="list-style-type: none">1. different2. encourage3. happy4. job	<ol style="list-style-type: none">1. school2. counselor3. afraid4. advice	<ol style="list-style-type: none">1. counselor2. decision3. different4. encourage
<ol style="list-style-type: none">1. happy2. job3. school4. counselor	<ol style="list-style-type: none">1. advice2. afraid3. counselor4. decision	<ol style="list-style-type: none">1. different2. encourage3. happy4. job	<ol style="list-style-type: none">1. school2. counselor3. afraid4. advice

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none"> 1. Carmen 2. Diego 3. Juan 4. Lupe 	<ol style="list-style-type: none"> 1. Juan 2. Lupe 3. Mr. Shamma 4. teacher 	<ol style="list-style-type: none"> 1. Mr. Shamma 2. teacher 3. Carmen 4. Diego 	<ol style="list-style-type: none"> 1. Carmen 2. Diego 3. Juan 4. Lupe
<ol style="list-style-type: none"> 1. Mr. Shamma 2. teacher 3. Carmen 4. Diego 	<ol style="list-style-type: none"> 1. Juan 2. Lupe 3. Mr. Shamma 4. teacher 	<ol style="list-style-type: none"> 1. Mr. Shamma 2. teacher 3. Carmen 4. Diego 	<ol style="list-style-type: none"> 1. Mr. Shamma 2. teacher 3. Carmen 4. Diego

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. school

3

2. happy

6

3. afraid

7

4. different

8

5. job

13

Word	Page	Write a sentence from the page.
6. encourage	15	<hr/> <hr/> <hr/>
7. decision	17	<hr/> <hr/> <hr/>
8. advice	20	<hr/> <hr/> <hr/>
9. counselor	21	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Sue

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

advice

happy

bank

nervous

coworker

restaurant

credit card

truth

girlfriend

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Abdul



My name is Abdul.
I am a waiter.

4. Sophie



My name is Sophie. I work in a nail salon.

2. bank manager



I am a bank manager.
I manage accounts.

5. Sue



My name is Sue. I am a cook.

3. Jorge



My name is Jorge. I am a waiter, too.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? The bank manager is in the picture.
What is she doing? She is giving information.



2. Who is in the picture? _____
What is he doing? _____



3. Who is in the picture? _____
What is he doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What are they doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> 1. advice 2. bank 3. credit 4. card 	<ol style="list-style-type: none"> 1. coworker 2. girlfriend 3. happy 4. nervous 	<ol style="list-style-type: none"> 1. restaurant 2. truth 3. advice 4. bank 	<ol style="list-style-type: none"> 1. credit 2. card 3. coworker 4. girlfriend
<ol style="list-style-type: none"> 1. happy 2. nervous 3. restaurant 4. truth 	<ol style="list-style-type: none"> 1. advice 2. bank 3. credit 4. card 	<ol style="list-style-type: none"> 1. coworker 2. girlfriend 3. happy 4. nervous 	<ol style="list-style-type: none"> 1. restaurant 2. truth 3. advice 4. bank

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none"> 1. Jorge 2. Sophie 3. Sue 4. Abdul 	<ol style="list-style-type: none"> 1. Sophie 2. Sue 3. Abdul 4. manager
<ol style="list-style-type: none"> 1. Sophie 2. Sue 3. Abdul 4. manager 	<ol style="list-style-type: none"> 1. Sue 2. Abdul 3. manager 4. Jorge
<ol style="list-style-type: none"> 1. Sue 2. Abdul 3. manager 4. Jorge 	<ol style="list-style-type: none"> 1. Abdul 2. manager 3. Jorge 4. Sophie
<ol style="list-style-type: none"> 1. Abdul 2. manager 3. Jorge 4. Sophie 	<ol style="list-style-type: none"> 1. manager 2. Jorge 3. Sophie 4. Sue

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. restaurant (1) _____

2. coworker (2) _____

3. nervous (5) _____

4. bank (6) _____

5. happy (13) _____

Word	Page	Write a sentence from the page.
6. girlfriend	15	<hr/> <hr/> <hr/>
7. credit card	15	<hr/> <hr/> <hr/>
8. truth	22	<hr/> <hr/> <hr/>
9. advice	24	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Eddie

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

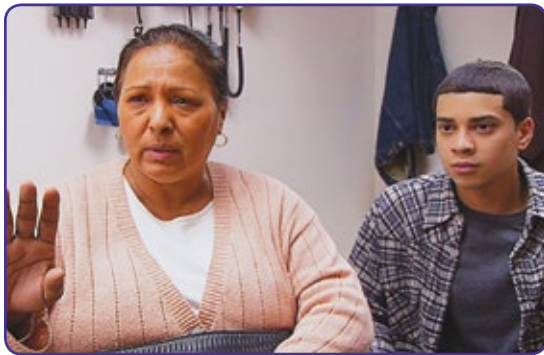
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

control	medication
diabetes	mother
exercise	recipes
grandmother	tests
healthy	

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. doctor



I am a doctor.
I am Rosa's
doctor.

4. Luz



My name is
Luz. I am
Eddie's mother.

2. Eddie



My name is
Eddie. I am
Rosa's grandson.

5. Rosa



My name is
Rosa. I am Eddie's
grandmother.

3. Fernando



My name is
Fernando. I am
a construction
manager.

6. Ying



My name is
Ying. I am
Rosa's friend.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Rosa and Ying are in the picture.
What are they doing? They are exercising.



2. Who is in the picture? _____
What is he doing? _____



3. Who is in the picture? _____
What are they doing? _____



4. Who is in the picture? _____
What is he doing? _____



5. Who is in the picture? _____
What is he doing? _____



6. Who is in the picture? _____
What is he doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> 1. control 2. diabetes 3. exercise 4. grandmother 	<ol style="list-style-type: none"> 1. healthy 2. medication 3. mother 4. recipes 	<ol style="list-style-type: none"> 1. tests 2. healthy 3. control 4. diabetes 	<ol style="list-style-type: none"> 1. exercise 2. grandmother 3. healthy 4. medication
<ol style="list-style-type: none"> 1. mother 2. recipes 3. tests 4. healthy 	<ol style="list-style-type: none"> 1. control 2. diabetes 3. exercise 4. grandmother 	<ol style="list-style-type: none"> 1. healthy 2. medication 3. mother 4. recipes 	<ol style="list-style-type: none"> 1. tests 2. healthy 3. control 4. diabetes

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Eddie2. doctor3. Fernando4. Luz	<ol style="list-style-type: none">1. Fernando2. Luz3. Rosa4. Ying	<ol style="list-style-type: none">1. Rosa2. Ying3. Eddie4. doctor	<ol style="list-style-type: none">1. Eddie2. doctor3. Fernando4. Luz
<ol style="list-style-type: none">1. Rosa2. Ying3. Eddie4. doctor	<ol style="list-style-type: none">1. Eddie2. doctor3. Fernando4. Luz	<ol style="list-style-type: none">1. Fernando2. Luz3. Rosa4. Ying	<ol style="list-style-type: none">1. Rosa2. Ying3. Eddie4. doctor

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. mother (2) _____

2. grandmother (3) _____

3. tests (5) _____

4. diabetes (10) _____

5. control (10) _____

Word	Page	Write a sentence from the page.
6. exercise	11	<hr/> <hr/> <hr/>
7. medication	11	<hr/> <hr/> <hr/>
8. recipes	13	<hr/> <hr/> <hr/>
9. healthy	14	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is María

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

asthma	information
clean	insurance
confused	medicine
dust	son
happy	worried

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

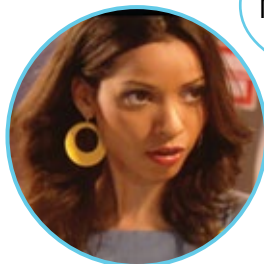
Character Pictures

1. Angela



My name is Angela. I am Mario's girlfriend.

5. María



My name is Maria. I am Mario's ex-girlfriend.

2. baby



I am Mario's baby. I have asthma.

6. Mario



My name is Mario. I am a father.

3. doctor



I am a doctor. I like Maria.

7. nurse



I am a nurse. I work in a clinic.

4. expert



I am an expert. I tell Mario about asthma.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Mario is in the picture.
What is he doing? He is crying.



2. Who is in the picture? _____
What is he doing? _____



3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What are they doing? _____



5. Who is in the picture? _____
What is he doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> 1. asthma 2. clean 3. confused 4. dust 	<ol style="list-style-type: none"> 1. happy 2. information 3. insurance 4. medicine 	<ol style="list-style-type: none"> 1. son 2. worried 3. asthma 4. clean 	<ol style="list-style-type: none"> 1. confused 2. dust 3. happy 4. information
<ol style="list-style-type: none"> 1. insurance 2. medicine 3. son 4. worried 	<ol style="list-style-type: none"> 1. asthma 2. clean 3. confused 4. dust 	<ol style="list-style-type: none"> 1. happy 2. information 3. insurance 4. medicine 	<ol style="list-style-type: none"> 1. son 2. worried 3. asthma 4. clean

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none"> 1. nurse 2. expert 3. Angela 4. baby 	<ol style="list-style-type: none"> 1. Angela 2. baby 3. María 4. Mario
<ol style="list-style-type: none"> 1. baby 2. María 3. Mario 4. doctor 	<ol style="list-style-type: none"> 1. Mario 2. doctor 3. nurse 4. expert
<ol style="list-style-type: none"> 1. doctor 2. nurse 3. expert 4. Angela 	<ol style="list-style-type: none"> 1. expert 2. Angela 3. baby 4. María
<ol style="list-style-type: none"> 1. Angela 2. baby 3. María 4. Mario 	<ol style="list-style-type: none"> 1. María 2. Mario 3. doctor 4. nurse

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
1. asthma	5	_____ _____ _____
2. son	6	_____ _____ _____
3. worried	7	_____ _____ _____
4. insurance	8	_____ _____ _____
5. medicine	10	_____ _____ _____

Word	Page	Write a sentence from the page.
6. confused	11	<hr/> <hr/> <hr/>
7. dust	14	<hr/> <hr/> <hr/>
8. clean	15	<hr/> <hr/> <hr/>
9. happy	22	<hr/> <hr/> <hr/>
10. information	23	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Anya

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

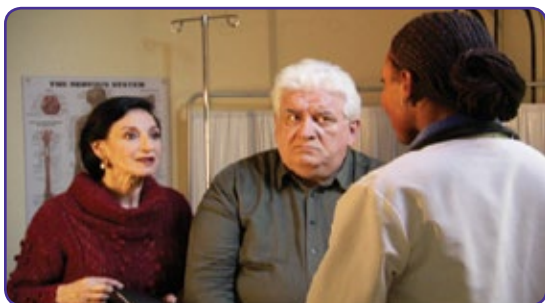
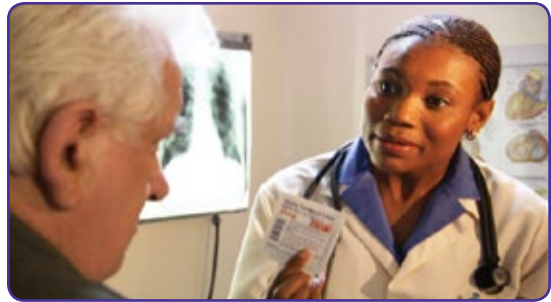
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

champion

proud

cigarette

quit

cough

smoker

exercise

swimmer

husband

worried

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Anya



My name is Anya. I am Sasha's wife.

4. Sasha



My name is Sasha. I am Anya's husband.

2. doctor



I am a doctor. I tell Sasha to stop smoking.

5. swim coach



I am Sasha's swim coach. I tell Sasha to see a doctor.

3. Rishi



My name is Rishi. I am Sasha's friend.

Who is in the picture?

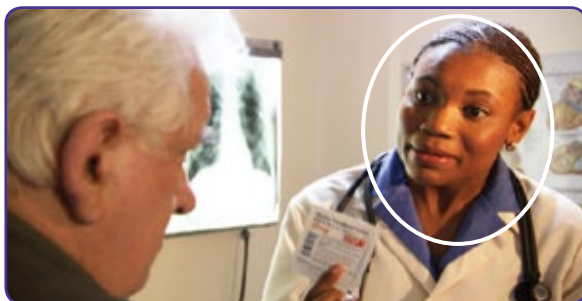
Name: _____ Date: _____



1. Who is in the picture? Sasha is in the picture.
What is he doing? He is coughing.



2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What are they doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> 1. champion 2. cigarette 3. cough 4. exercise 	<ol style="list-style-type: none"> 1. husband 2. proud 3. quit 4. smoker 	<ol style="list-style-type: none"> 1. swimmer 2. worried 3. champion 4. cigarette 	<ol style="list-style-type: none"> 1. cough 2. exercise 3. husband 4. proud
<ol style="list-style-type: none"> 1. quit 2. smoker 3. swimmer 4. worried 	<ol style="list-style-type: none"> 1. champion 2. cigarette 3. cough 4. exercise 	<ol style="list-style-type: none"> 1. husband 2. proud 3. quit 4. smoker 	<ol style="list-style-type: none"> 1. swimmer 2. worried 3. champion 4. cigarette

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Anya2. doctor3. Sasha4. coach	<ol style="list-style-type: none">1. Rishi2. Sasha3. coach4. Anya	<ol style="list-style-type: none">1. doctor2. Sasha3. coach4. Rishi	<ol style="list-style-type: none">1. Sasha2. coach3. Anya4. doctor
<ol style="list-style-type: none">1. Anya2. coach3. Rishi4. Sasha	<ol style="list-style-type: none">1. coach2. Anya3. doctor4. Rishi	<ol style="list-style-type: none">1. doctor2. Rishi3. Sasha4. coach	<ol style="list-style-type: none">1. Anya2. doctor3. Sasha4. coach

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. husband

1

2. proud

3

3. champion

3

4. swimmer

3

5. smoker

6

Word	Page	Write a sentence from the page.
6. worried	6	<hr/> <hr/> <hr/>
7. cough	10	<hr/> <hr/> <hr/>
8. quit	12	<hr/> <hr/> <hr/>
9. cigarette	15	<hr/> <hr/> <hr/>
10. exercise	19	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Lucía

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

arrived

fix

band

lost

bride

married

confused

photographer

coordinator

wedding

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Ahmed

My name is Ahmed. I am a waiter.



5. Mohammad

My name is Mohammad. I am Ahmed's cousin.



8. Sasha

My name is Sasha. I am a photographer.



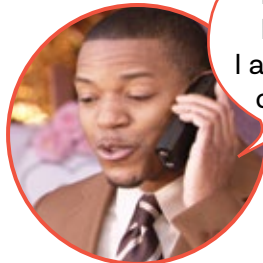
2. Chi

My name is Chi. I am a guitar player.



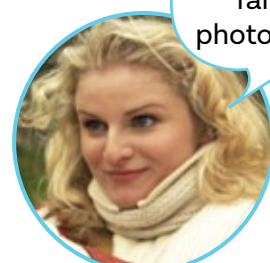
6. Mr. Joseph

My name is Mr. Joseph. I am a wedding coordinator.



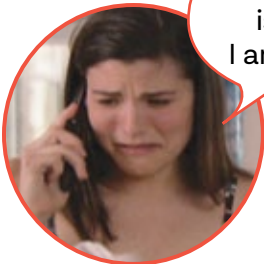
9. Tanya

My name is Tanya. I am a photographer, too.



3. Lucía

My name is Lucía. I am a bride.



7. Mrs. Lee

My name is Mrs. Lee. I am a dressmaker.



10. Tito

My name is Tito. I am a drummer.



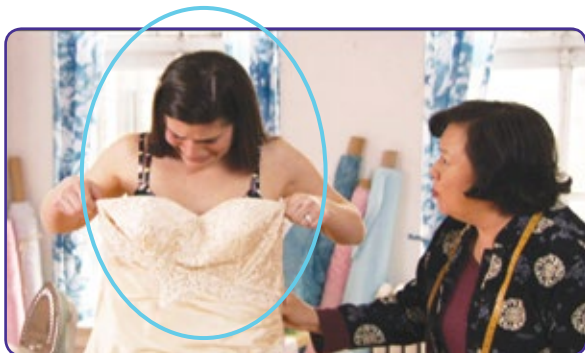
4. Manny

My name is Manny. I am a musician.



Who is in the picture?

Name: _____ Date: _____



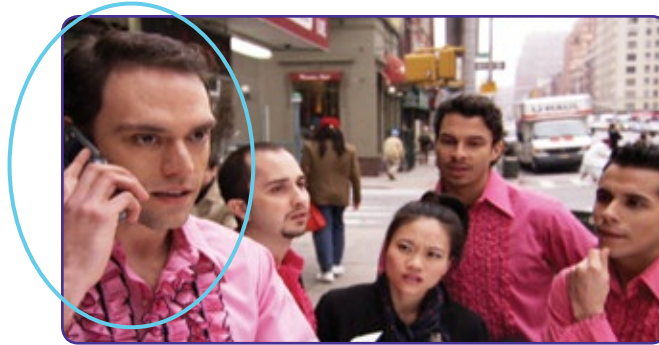
1. Who is in the picture? Lucía is in the picture.
What is she doing? She is trying on her wedding dress.



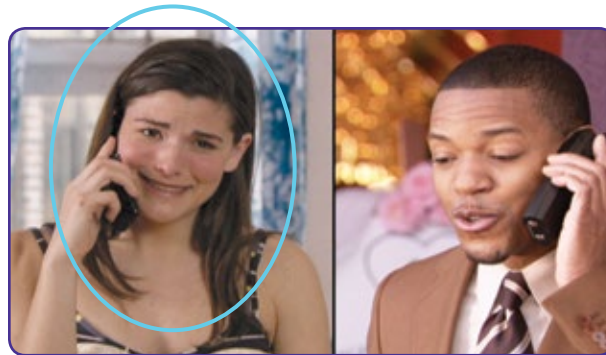
2. Who is in the picture? _____
What are they doing? _____



3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What is he doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> 1. arrived 2. band 3. bride 4. confused 	<ol style="list-style-type: none"> 1. coordinator 2. fix 3. lost 4. married 	<ol style="list-style-type: none"> 1. photographer 2. wedding 3. arrived 4. band 	<ol style="list-style-type: none"> 1. bride 2. confused 3. coordinator 4. fix
<ol style="list-style-type: none"> 1. lost 2. married 3. photographer 4. wedding 	<ol style="list-style-type: none"> 1. arrived 2. band 3. bride 4. confused 	<ol style="list-style-type: none"> 1. coordinator 2. fix 3. lost 4. married 	<ol style="list-style-type: none"> 1. photographer 2. wedding 3. arrived 4. band

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none"> 1. Ahmed 2. Chi 3. Lucía 4. Manny 	<ol style="list-style-type: none"> 1. Mohammed 2. Mr. Joseph 3. Mrs. Lee 4. Sasha 	<ol style="list-style-type: none"> 1. Tanya 2. Tito 3. Ahmed 4. Chi 	<ol style="list-style-type: none"> 1. Lucía 2. Manny 3. Mohammed 4. Mr. Joseph
<ol style="list-style-type: none"> 1. Mrs. Lee 2. Sasha 3. Tanya 4. Tito 	<ol style="list-style-type: none"> 1. Ahmed 2. Chi 3. Lucía 4. Manny 	<ol style="list-style-type: none"> 1. Mohammed 2. Mr. Joseph 3. Mrs. Lee 4. Sasha 	<ol style="list-style-type: none"> 1. Tanya 2. Tito 3. Ahmed 4. Chi

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. bride

1

2. married

1

3. wedding

2

4. fix

2

5. coordinator

3

Word	Page	Write a sentence from the page.
6. photographer	6	<hr/> <hr/> <hr/>
7. lost	13	<hr/> <hr/> <hr/>
8. arrived	15	<hr/> <hr/> <hr/>
9. band	16	<hr/> <hr/> <hr/>
10. confused	19	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Yumi

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

angry

husband

grandfather

safe

healthy

secret

help

wife

hit

worried

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Billy's grandfather



My real name is Abdul. I play Billy's grandfather.

4. Billy's mother



My real name is Erica. I play Billy's mother.

2. Billy



My real name is Asad. I play Billy.

5. police officer



My real name is Renata. I play a police officer.

3. Billy's aunt



My real name is Julie. I play Billy's aunt.

6. Yumi



My name is Yumi. I am a theater director.

Who is in the picture?

Name: _____ Date: _____



- 1. Who is in the picture? Billy's mother is in the picture.
What is she doing? She is hugging Billy's aunt.



- 2. Who is in the picture? _____
What are they doing? _____



- 3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What are they doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What is she doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> angry healthy help hit 	<ol style="list-style-type: none"> husband wife grandfather safe 	<ol style="list-style-type: none"> secret worried angry healthy 	<ol style="list-style-type: none"> help hit husband wife
<ol style="list-style-type: none"> grandfather safe secret worried 	<ol style="list-style-type: none"> angry healthy help hit 	<ol style="list-style-type: none"> husband wife grandfather safe 	<ol style="list-style-type: none"> secret worried angry healthy

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Billy2. aunt3. grandfather4. mother	<ol style="list-style-type: none">1. police2. officer3. Yumi4. Billy	<ol style="list-style-type: none">1. aunt2. grandfather3. mother4. police	<ol style="list-style-type: none">1. officer2. Yumi3. Billy4. aunt
<ol style="list-style-type: none">1. grandfather2. mother3. police4. officer	<ol style="list-style-type: none">1. Yumi2. Billy3. aunt4. grandfather	<ol style="list-style-type: none">1. mother2. police3. officer4. Yumi	<ol style="list-style-type: none">1. Billy2. aunt3. grandfather4. mother

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. grandfather (7) _____

2. wife (10) _____

3. secret (11) _____

4. husband (11) _____

5. angry (11) _____

Word	Page	Write a sentence from the page.
6. hits	14	<hr/> <hr/> <hr/>
7. worried	15	<hr/> <hr/> <hr/>
8. help	17	<hr/> <hr/> <hr/>
9. healthy	21	<hr/> <hr/> <hr/>
10. safe	23	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Daniel

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

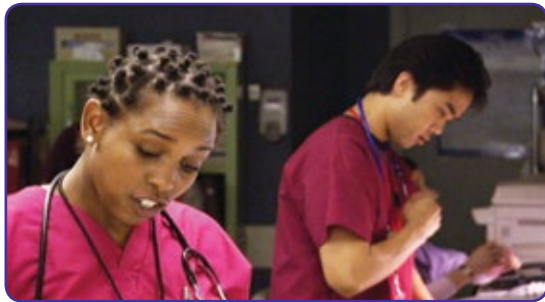
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

accident

happy

art

hospital

depressed

nurse

doctor

picture

draw

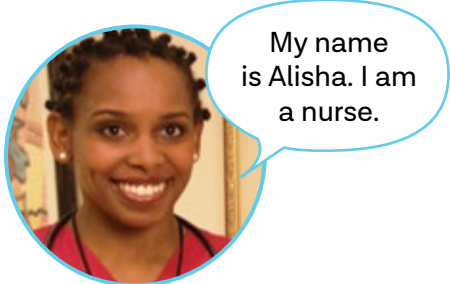
Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

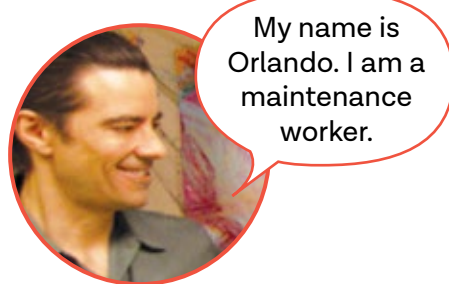
1. Alisha



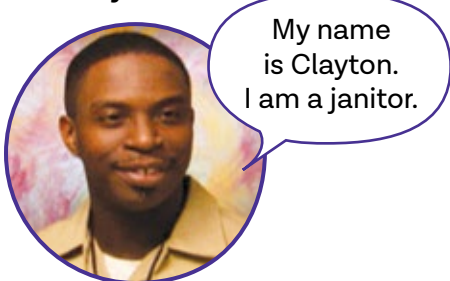
5. Dr. Patel



8. Orlando



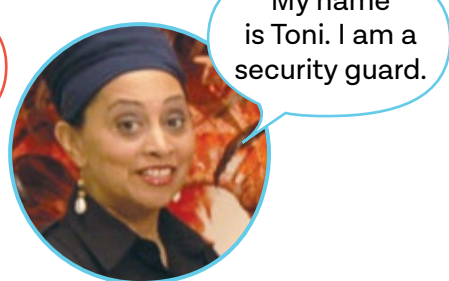
2. Clayton



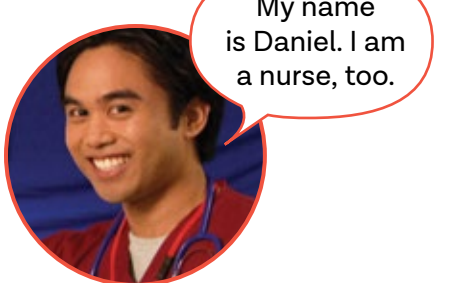
6. Halina



9. Toni



3. Daniel



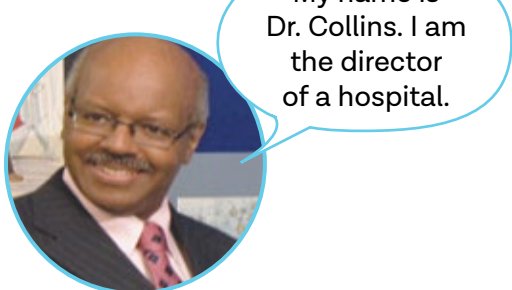
7. Mrs. Medina



10. Tran



4. Dr. Collins



Who is in the picture?

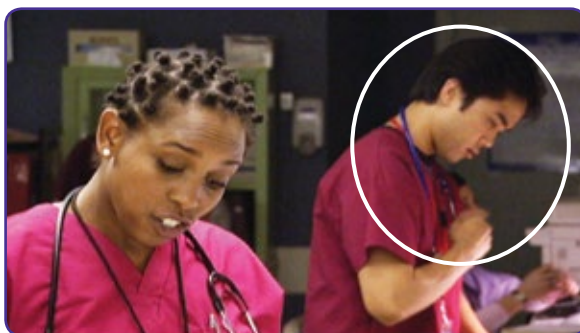
Name: _____ Date: _____



1. Who is in the picture? Mrs. Medina is in the picture.
What is she doing? She is thinking.



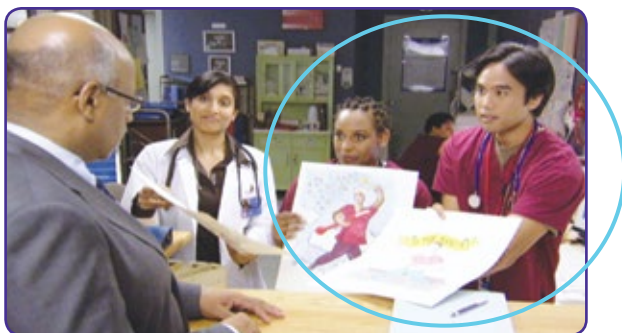
2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What is he doing? _____



4. Who is in the picture? _____
What are they doing? _____



5. Who is in the picture? _____
What are they doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none">1. accident2. art3. depressed4. doctor	<ol style="list-style-type: none">1. draw2. happy3. hospital4. nurse	<ol style="list-style-type: none">1. picture2. accident3. art4. depressed	<ol style="list-style-type: none">1. doctor2. draw3. happy4. hospital
<ol style="list-style-type: none">1. nurse2. picture3. accident4. art	<ol style="list-style-type: none">1. depressed2. doctor3. draw4. happy	<ol style="list-style-type: none">1. hospital2. nurse3. picture4. accident	<ol style="list-style-type: none">1. art2. depressed3. doctor4. draw

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Daniel2. Dr. Collins3. Dr. Patel4. Halina	<ol style="list-style-type: none">1. Orlando2. Toni3. Alisha4. Clayton	<ol style="list-style-type: none">1. Dr. Patel2. Halina3. Mrs. Medina4. Tran	<ol style="list-style-type: none">1. Alisha2. Clayton3. Daniel4. Dr. Collins
<ol style="list-style-type: none">1. Orlando2. Toni3. Alisha4. Clayton	<ol style="list-style-type: none">1. Dr. Patel2. Halina3. Mrs. Medina4. Tran	<ol style="list-style-type: none">1. Alisha2. Clayton3. Daniel4. Dr. Collins	<ol style="list-style-type: none">1. Mrs. Medina2. Tran3. Orlando4. Toni

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. nurse

1

2. hospital

2

3. accident

3

4. doctor

4

5. depressed

5

Word	Page	Write a sentence from the page.
6. happy	7	<hr/> <hr/> <hr/>
7. draw	9	<hr/> <hr/> <hr/>
8. picture	10	<hr/> <hr/> <hr/>
9. art	16	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 1

My Name Is Aku

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

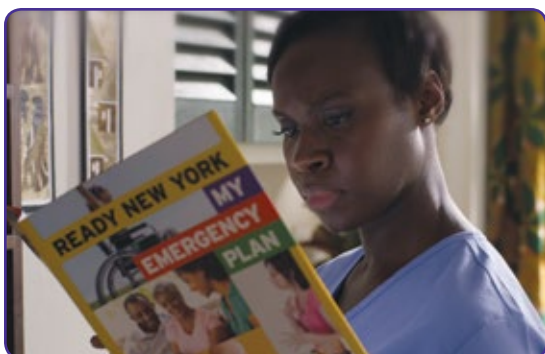
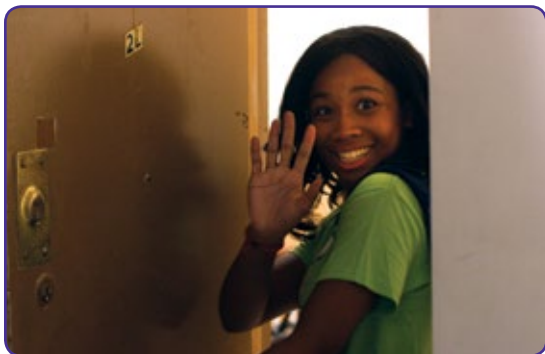
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

batteries

neighborhood

emergency

prepared

flashlight

storm

meeting place

teenager

neighbor

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Aku



My name is
Aku. I am
a teenager.

4. Maya



My name is
Maya. I am
Aku's friend.

2. Efe



My name is
Efe. I am
Aku's mother.

5. Mrs. B



My name is
Mrs. B. I am
Maya's mother.

3. Kojo



My name is
Kojo. I am
Aku's father.

6. Mrs. Chen



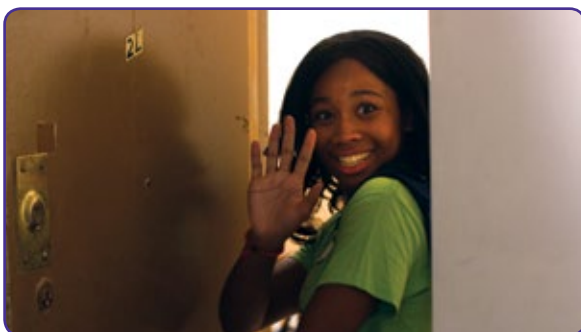
My name is
Mrs. Chen. I am
a neighbor.

Who is in the picture?

Name: _____ Date: _____



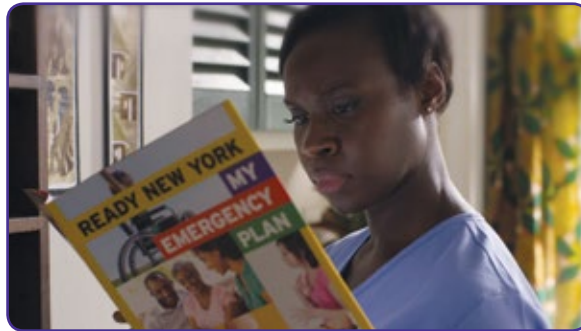
1. Who is in the picture? Kojo and Efie are in the picture.
What are they doing? They are talking to Aku.



2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What is she doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

<ol style="list-style-type: none"> 1. batteries 2. emergency 3. flashlight 4. meeting 	<ol style="list-style-type: none"> 1. place 2. neighbor 3. neighborhood 4. prepared 	<ol style="list-style-type: none"> 1. storm 2. teenager 3. batteries 4. emergency 	<ol style="list-style-type: none"> 1. flashlight 2. meeting 3. place 4. neighbor
<ol style="list-style-type: none"> 1. neighborhood 2. prepared 3. storm 4. teenager 	<ol style="list-style-type: none"> 1. batteries 2. emergency 3. flashlight 4. meeting 	<ol style="list-style-type: none"> 1. place 2. neighbor 3. neighborhood 4. prepared 	<ol style="list-style-type: none"> 1. storm 2. teenager 3. batteries 4. emergency

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Mrs. Chen2. Kojo3. Aku4. Efe	<ol style="list-style-type: none">1. Mrs. Chen2. Kojo3. Aku4. Efe
<ol style="list-style-type: none">1. Efe2. Kojo3. Maya4. Mrs. B	<ol style="list-style-type: none">1. Maya2. Mrs. B3. Mrs. Chen4. Efe
<ol style="list-style-type: none">1. Mrs. B2. Mrs. Chen3. Efe4. Aku	<ol style="list-style-type: none">1. Maya2. Aku3. Efe4. Kojo
<ol style="list-style-type: none">1. Aku2. Efe3. Kojo4. Maya	<ol style="list-style-type: none">1. Kojo2. Maya3. Mrs. B4. Mrs. Chen

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. teenager

1

2. storm

7

3. emergency

10

4. meeting place

13

5. neighborhood

13

Word	Page	Write a sentence from the page.
6. prepared	15	<hr/> <hr/> <hr/>
7. flashlight	15	<hr/> <hr/> <hr/>
8. batteries	15	<hr/> <hr/> <hr/>
9. neighbors	19	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____



Teacher Handbook

My Name Is Handouts

SEASON 2

My Name Is Umme	193
My Name Is Gabriela	205
My Name Is Silvia	217
My Name Is Irina	229
My Name Is Giddel	241
My Name Is Martin	253
My Name Is Alicia	265

Handouts

SEASON 2

My Name Is Umme

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

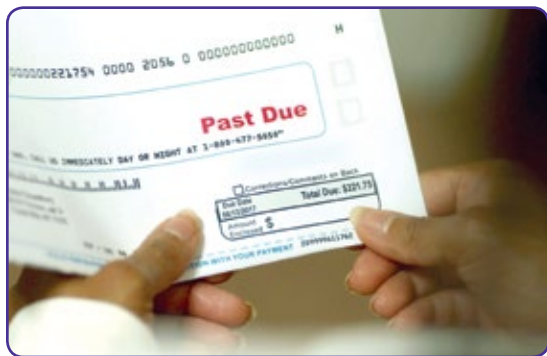
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

apologize

help

advice

job

bills

proud

concerned

supermarket

daughters

teenager

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. customer



I am a customer.
I buy groceries at
Ms. Wu's supermarket.

4. Rumi



My name is Rumi.
I am a student.

2. Gabriela



My name is
Gabriela. I want to
get my High School
Equivalency diploma.

5. Shumi



My name is Shumi.
I am a student, too!

3. Ms. Wu



My name is Ms. Wu.
I am a supermarket
manager.

6. Umme



My name is Umme.
I was a nurse in
Bangladesh.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Shumi and Rumi are in the picture.
What are they doing? They are listening to their mother /
doing their homework.



2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What are they doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What is she doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. apologize

2. advice

3. bills

1. help

2. job

3. proud

1. concerned

2. daughters

3. help

1. supermarket

2. teenager

3. apologize

1. job

2. proud

3. supermarket

1. advice

2. bills

3. concerned

1. teenager

2. apologize

3. advice

1. daughters

2. help

3. job

1. bills

2. concerned

3. daughters

1. proud

2. supermarket

3. teenager

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. customer2. Gabriela3. Ms. Wu	<ol style="list-style-type: none">1. Umme2. customer3. Gabriela
<ol style="list-style-type: none">1. Rumi2. Shumi3. Umme	<ol style="list-style-type: none">1. Umme2. Shumi3. Rumi
<ol style="list-style-type: none">1. Gabriela2. Ms. Wu3. Rumi	<ol style="list-style-type: none">1. Ms. Wu2. Gabriela3. customer
<ol style="list-style-type: none">1. Shumi2. Umme3. customer	<ol style="list-style-type: none">1. Shumi2. Rumi3. Ms. Wu
<ol style="list-style-type: none">1. Ms. Wu2. Rumi3. Shumi	<ol style="list-style-type: none">1. Rumi2. Ms. Wu3. Gabriela

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
1. daughters	1	<u>I have two daughters.</u> _____ _____
2. teenager	2	_____ _____ _____
3. bills	5	_____ _____ _____
4. supermarket	8	_____ _____ _____
5. job	10	_____ _____ _____

Word	Page	Write a sentence from the page.
6. concerned	15	<hr/> <hr/> <hr/>
7. advice	17	<hr/> <hr/> <hr/>
8. help	20	<hr/> <hr/> <hr/>
9. apologize	26	<hr/> <hr/> <hr/>
10. proud	27	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 2

My Name Is Gabriela

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

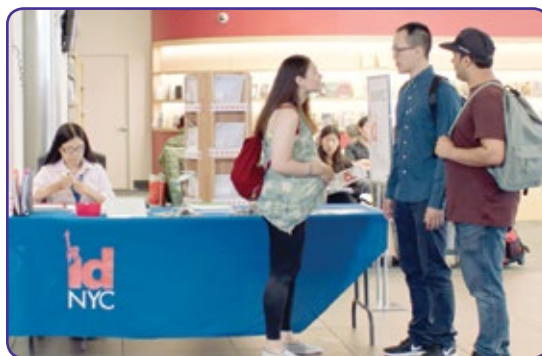
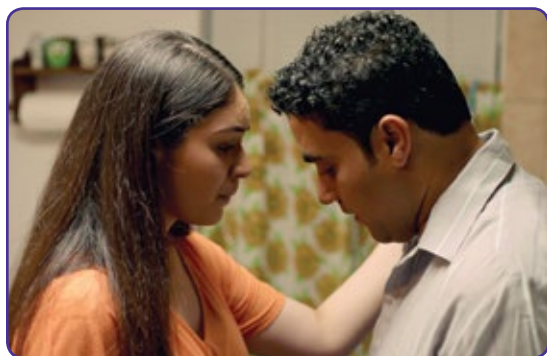
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

career

interview

education

practice

encourage

pregnant

experience

resume

husband

services

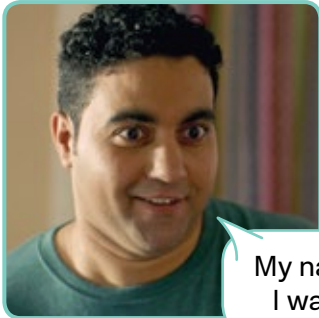
Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. César



My name is César.
I want a career.

4. Nana Aidoo



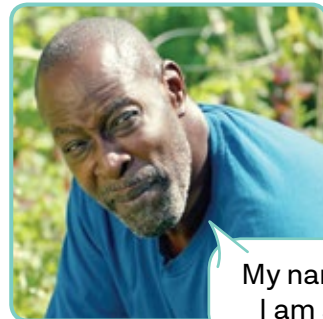
My name is
Nana Aidoo.
I am a career
counselor.

2. Gabriela



My name is
Gabriela.
I want a
career, too.

5. Simon



My name is Simon.
I am a gardener.

3. Jian



My name is Jian.
I am a student.

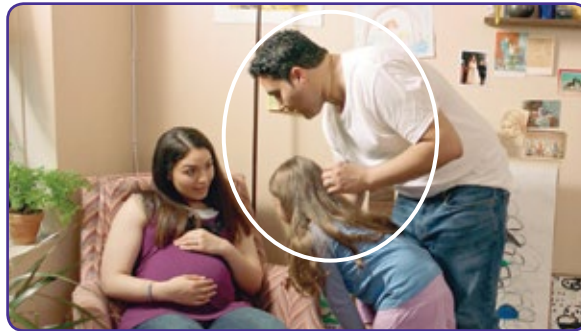
6. Xio



My name is Xio.
I am Gabriela's
daughter.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? César and Xio are in the picture.
What are they doing? They are talking to the baby.



2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What are they doing? _____



5. Who is in the picture? _____
What is he doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. career

2. education

3. encourage

1. interview

2. practice

3. pregnant

1. experience

2. husband

3. interview

1. resume

2. services

3. career

1. practice

2. pregnant

3. resume

1. education

2. encourage

3. experience

1. services

2. career

3. education

1. husband

2. interview

3. practice

1. encourage

2. experience

3. husband

1. pregnant

2. resume

3. services

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

1. César
2. Gabriela
3. Jian

1. Xio
2. César
3. Gabriela

1. Nana
2. Simon
3. Xio

1. Nana
2. Simon
3. Xio

1. Gabriela
2. Jian
3. Nana

1. César
2. Gabriela
3. Jian

1. Simon
2. Xio
3. César

1. Simon
2. Xio
3. Nana

1. Jian
2. Nana
3. Simon

1. Jian
2. Gabriela
3. César

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. pregnant ② I am pregnant and we have a baby on the way.

2. husband ③ _____

3. experience ⑤ _____

4. careers ⑦ _____

5. services ⑨ _____

Word	Page	Write a sentence from the page.
6. encourage	10	<hr/> <hr/> <hr/>
7. resume	15	<hr/> <hr/> <hr/>
8. practice	16	<hr/> <hr/> <hr/>
9. interview	19	<hr/> <hr/> <hr/>
10. education	26	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 2

My Name Is Silvia

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

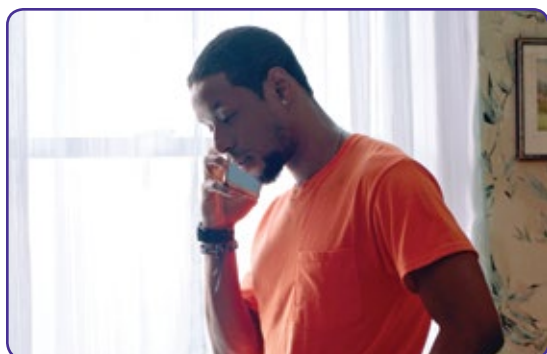
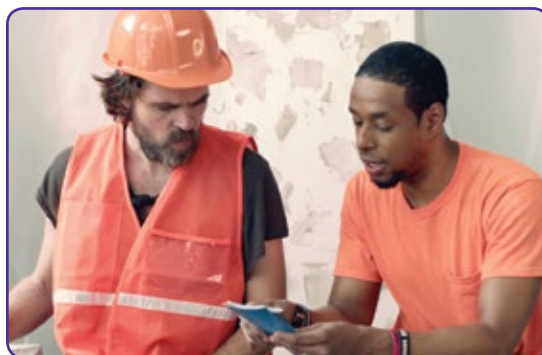
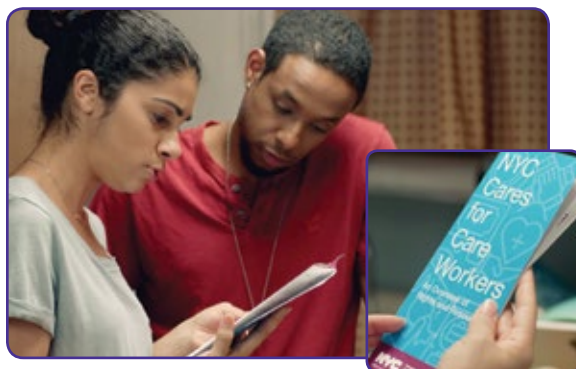
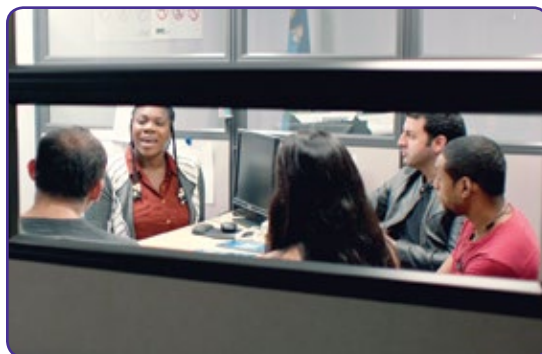
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

complaint

problem

construction

rights

coworkers

sick

explained

sick leave

information

win

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

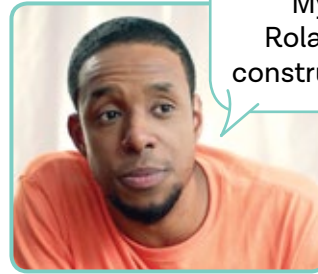
Character Pictures

1. Cecilia



My name is Cecilia.
I am Rolando's coworker.

5. Rolando



My name is Rolando. I am a construction worker.

2. DCWP representative



I am a DCWP representative. DCWP is the Department of Consumer and Worker Protection. I help workers file complaints.

6. Silvia



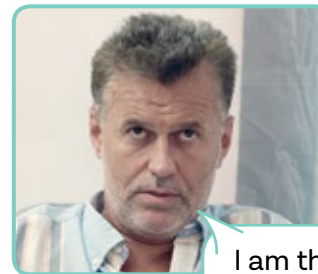
My names is Silvia. I am a home health aide.

3. Janus



My name is Janus. I am Rolando's coworker, too.

7. supervisor



I am the supervisor. I tell my workers about paid sick leave.

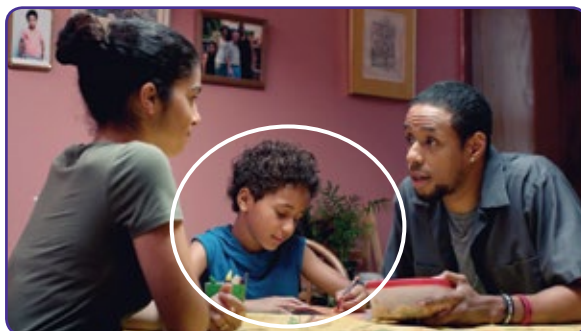
4. Lionel



My name is Lionel. I am Rolando's son.

Who is in the picture?

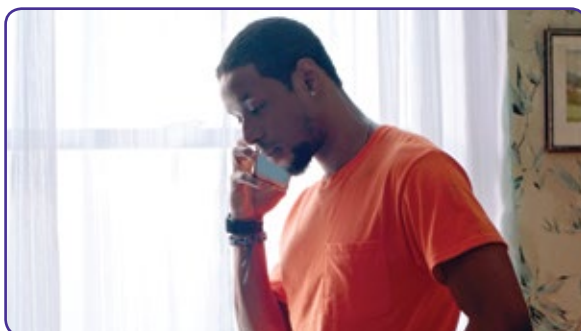
Name: _____ Date: _____



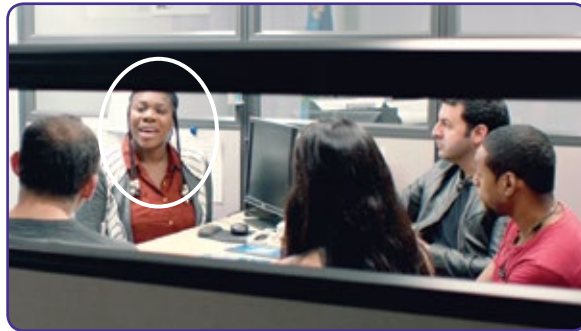
1. Who is in the picture? Lionel is in the picture.
What is he doing? He is drawing a picture.



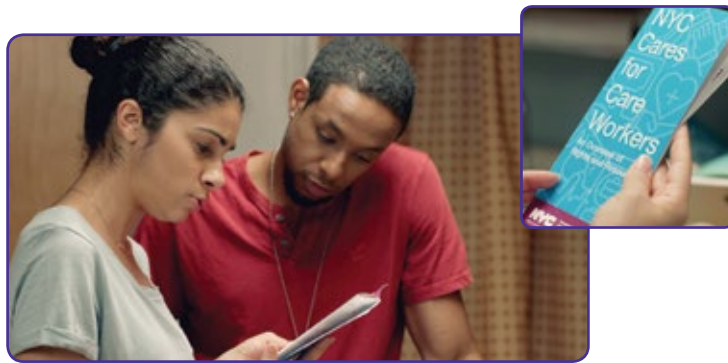
2. Who is in the picture? _____
What are they doing? _____



3. Who is in the picture? _____
What is he doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What are they doing? _____



6. Who is in the picture? _____
What is he doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. complaint

2. construction

3. coworkers

1. problem

2. rights

3. sick

1. explained

2. information

3. problem

1. sick leave

2. win

3. complaint

1. rights

2. sick

3. sick leave

1. construction

2. coworkers

3. explained

1. win

2. complaint

3. construction

1. information

2. problem

3. rights

1. coworkers

2. explained

3. information

1. sick

2. sick leave

3. win

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

1. supervisor
2. Cecilia
3. representative

1. Cecilia
2. representative
3. Janus

1. Janus
2. Lionel
3. Rolando

1. Lionel
2. Rolando
3. Silvia

1. Silvia
2. supervisor
3. Cecilia

1. supervisor
2. representative
3. Lionel

1. representative
2. Janus
3. Lionel

1. Cecilia
2. Janus
3. Rolando

1. Rolando
2. Silvia
3. supervisor

1. representative
2. Lionel
3. Silvia

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
1. construction	3	<i>He is a construction worker.</i> _____ _____
2. rights	7	_____ _____ _____
3. sick	9	_____ _____ _____
4. sick leave	10	_____ _____ _____
5. problem	12	_____ _____ _____

Word	Page	Write a sentence from the page.
6. complaint	14	<hr/> <hr/> <hr/>
7. coworkers	17	<hr/> <hr/> <hr/>
8. explained	18	<hr/> <hr/> <hr/>
9. information	21	<hr/> <hr/> <hr/>
10. win	27	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 2

My Name Is Irina

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

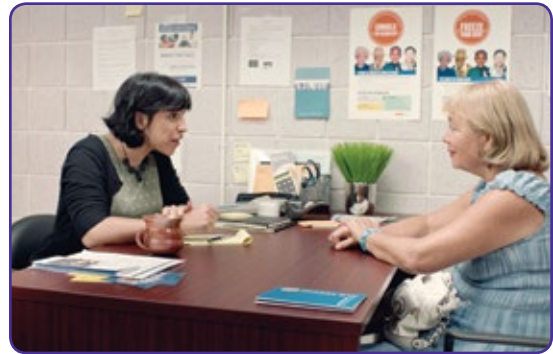
Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

apartment

rent

help

rights

landlord

senior center

letter

services

meet

tenants

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Ana



My name is Ana.
I am a social worker.

6. Luis



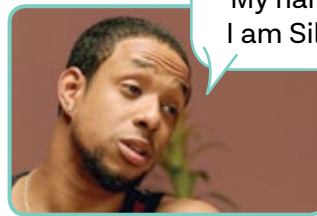
My name is Luis.
I like the senior center, too!

2. Bobik



My name is Bobik.
I am Irina's dog.

7. Rolando



My name is Rolando.
I am Silvia's husband.

3. Bobby



My name is Bobby.
I am Luis' dog.

8. senior center coordinator



I am the senior center coordinator.
I help senior citizens.

4. Irina



My name is Irina. I like the senior center.

9. Silvia



My name is Silvia.
I am a home health aide.

5. Lionel



My name is Lionel.
I am Silvia's son.

10. Umme



My name is Umme. I am a home health aide, too!

Who is in the picture?

Name: _____ Date: _____



- 1. Who is in the picture? Umme is in the picture.
What is she doing? She is giving a letter to Silvia.



- 2. Who is in the picture? _____
What are they doing? _____



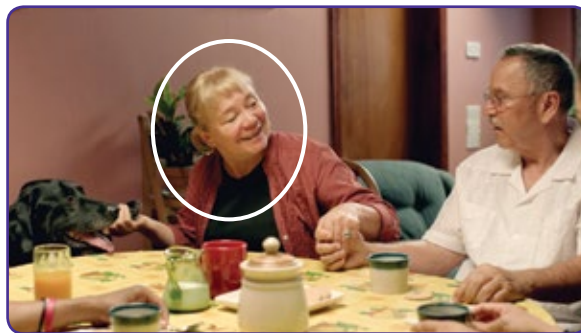
- 3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What is he doing? _____



6. Who is in the picture? _____
What is she doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. apartment

2. help

3. landlord

1. letter

2. meet

3. rent

1. senior center

2. services

3. tenants

1. apartment

2. help

3. landlord

1. letter

2. meet

3. rent

1. rights

2. senior center

3. services

1. tenants

2. apartment

3. help

1. landlord

2. letter

3. meet

1. rent

2. rights

3. senior center

1. services

2. tenants

3. apartment

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

1. Ana
2. Bobik
3. Boby

1. Luis
2. Rolando
3. coordinator

1. Irina
2. Lionel
3. Luis

1. Silvia
2. Umme
3. Ana

1. Rolando
2. coordinator
3. Silvia

1. Bobik
2. Boby
3. Irina

1. Umme
2. Ana
3. Bobik

1. Lionel
2. Luis
3. Rolando

1. Boby
2. Irina
3. Lionel

1. coordinator
2. Silvia
3. Umme

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. landlord

5

I got a letter from my landlord.

2. help

6

3. rent

11

4. meet

13

5. tenants

14

Word	Page	Write a sentence from the page.
6. rights	15	<hr/> <hr/> <hr/>
7. letter	16	<hr/> <hr/> <hr/>
8. services	17	<hr/> <hr/> <hr/>
9. senior center	21	<hr/> <hr/> <hr/>
10. apartment	26	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 2

My Name Is Giddel

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

birthday

meet

concerned

mom

give

passenger

immigration

reunited

lunch

surprised

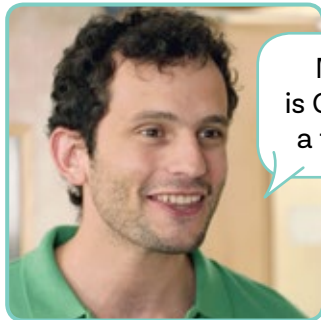
Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Giddel



My name is Giddel. I am a taxi driver.

4. secretary



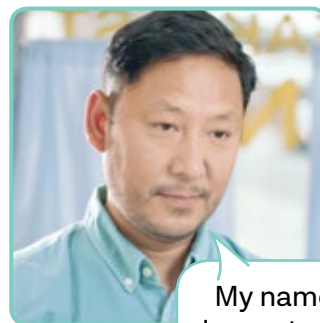
I am a secretary. I work in a notary office.

2. lawyer



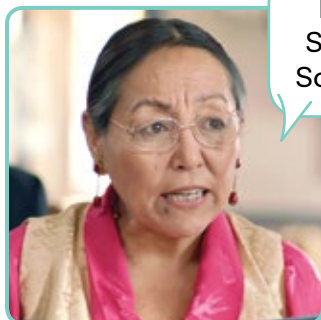
I am a lawyer. I tell immigrants about *Action NYC*.

5. Sonam



My name is Sonam. I am a taxi driver, too!

3. Samten



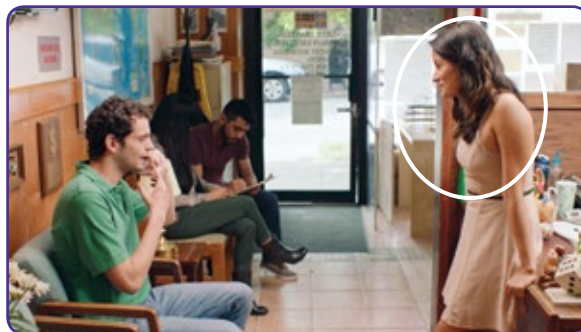
My name is Samten. I am Sonam's mom.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Sonam is in the picture.
What is he doing? He is talking on the cellphone.



2. Who is in the picture? _____
What is she doing? _____



3. Who is in the picture? _____
What are they doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What is he doing? _____



6. Who is in the picture? _____
What are they doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. birthday

2. concerned

3. give

1. meet

2. mom

3. passenger

1. immigration

2. lunch

3. meet

1. reunited

2. surprised

3. birthday

1. mom

2. passenger

3. reunited

1. concerned

2. give

3. immigration

1. surprised

2. birthday

3. concerned

1. lunch

2. meet

3. mom

1. give

2. immigration

3. lunch

1. passenger

2. reunited

3. surprised

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none">1. Giddel2. lawyer3. notary	<ol style="list-style-type: none">1. secretary2. Giddel3. notary
<ol style="list-style-type: none">1. Samten2. secretary3. Sonam	<ol style="list-style-type: none">1. Sonam2. lawyer3. Samten
<ol style="list-style-type: none">1. lawyer2. Samten3. Sonam	<ol style="list-style-type: none">1. Giddel2. notary3. secretary
<ol style="list-style-type: none">1. notary2. secretary3. Giddel	<ol style="list-style-type: none">1. lawyer2. secretary3. Giddel
<ol style="list-style-type: none">1. Samten2. Sonam3. lawyer	<ol style="list-style-type: none">1. notary2. Sonam3. Samten

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. birthday

2

Today is Sonam's birthday!

2. lunch

4

3. give

5

4. concerned

6

5. meet

8

Word	Page	Write a sentence from the page.
6. surprised	10	<hr/> <hr/> <hr/>
7. immigration	12	<hr/> <hr/> <hr/>
8. passenger	13	<hr/> <hr/> <hr/>
9. mom	24	<hr/> <hr/> <hr/>
10. reunited	26	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 2

My Name Is Martin

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

bakery

friendly

curious

learn

daughter

parent

enroll

teacher

food cart

support

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Chunhua



My name is Chunhua.
I own a bakery.

5. Martin



My name is Martin.
I am a single parent.

2. counselor



I am a counselor.
I help Martin find
a Pre-K school.

6. Ms. Lin



I am Ms. Lin.
I am a Pre-K director.

3. Isabel



My name is Isabel.
I am going to Pre-K!

7. Rafaela



My name is Rafaela.
I am Martin's sister.

4. Lian



My name is Lian.
I want to be a
Pre-K teacher.

Who is in the picture?

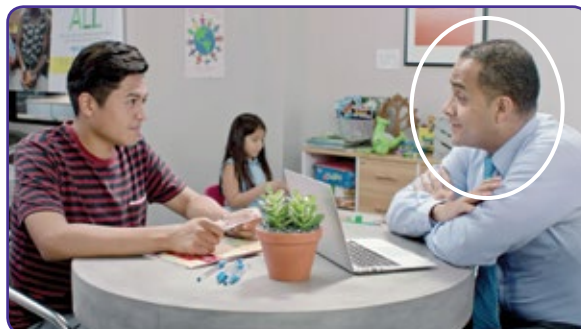
Name: _____ Date: _____



- 1. Who is in the picture? Rafaela and Martin are in the picture.
What are they doing? They are working in a food cart.



- 2. Who is in the picture? _____
What are they doing? _____



- 3. Who is in the picture? _____
What is he doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What is she doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. bakery
2. curious
3. daughter

1. friendly
2. learn
3. parent

1. enroll
2. food cart
3. friendly

1. teacher
2. support
3. bakery

1. learn
2. parent
3. teacher

1. curious
2. daughter
3. enroll

1. support
2. bakery
3. curious

1. food cart
2. friendly
3. learn

1. daughter
2. enroll
3. food cart

1. parent
2. teacher
3. support

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

<ol style="list-style-type: none"> 1. Chunhua 2. counselor 3. Isabel 	<ol style="list-style-type: none"> 1. counselor 2. Isabel 3. Lian
<ol style="list-style-type: none"> 1. Lian 2. Martin 3. Ms. Lin 	<ol style="list-style-type: none"> 1. Martin 2. Ms. Lin 3. Rafaela
<ol style="list-style-type: none"> 1. Rafaela 2. Chunhua 3. counselor 	<ol style="list-style-type: none"> 1. counselor 2. Lian 3. Ms. Lin
<ol style="list-style-type: none"> 1. Isabel 2. Lian 3. Martin 	<ol style="list-style-type: none"> 1. Isabel 2. Martin 3. Rafaela
<ol style="list-style-type: none"> 1. Ms. Lin 2. Rafaela 3. Chunhua 	<ol style="list-style-type: none"> 1. Chunhua 2. Isabel 3. Lian

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
1. daughter	1	<i>I live with my mother, my sister, and my daughter.</i>
2. food cart	3	
3. support	4	
4. parent	5	
5. enroll	8	

Word	Page	Write a sentence from the page.
6. learn	10	<hr/> <hr/> <hr/>
7. teacher	17	<hr/> <hr/> <hr/>
8. bakery	18	<hr/> <hr/> <hr/>
9. friendly	21	<hr/> <hr/> <hr/>
10. curious	24	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Handouts

SEASON 2

My Name Is Alicia

Picture Story

Important Word Cards

Character Information Chart

Character Pictures

Who is in the picture?

Face-to-Face Word Cards

Face-to-Face Character Cards

Sentence Chart

Three Words with the Letter _____

Picture Story



Important Word Cards

Cut out these cards for Lesson Two, Activity B. (See activity steps.)

business

listen

depressed

stress

help

student

friend

test

learned

worried

Character Information Chart

Name: _____ Date: _____

Name of Character (in alphabetical order)	Your Guess about the Character

Character Pictures

1. Alicia



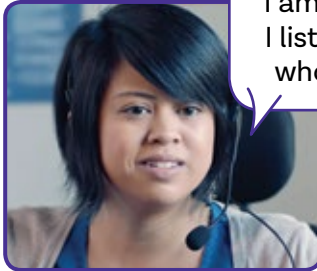
My name is Alicia.
I have a family
business.

5. Martin



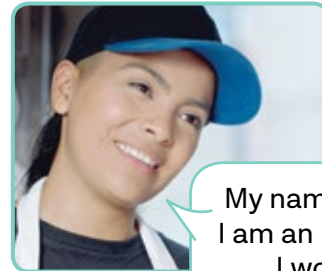
My name is Martin.
I work in the
family business.

2. counselor



I am a counselor.
I listen to people
who need help.

6. Rafaela



My name is Rafaela.
I am an HSE student.
I work in the
family food cart, too.

3. doctor



I am a doctor.
I give Rafaela
information about
NYC WELL.

7. Zara



My name is Zara.
I am an HSE
student, too!

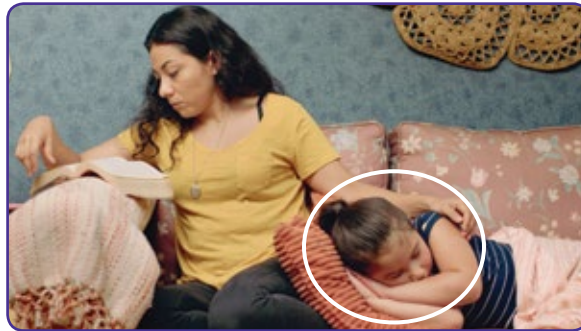
4. Isabel



My name
is Isabel.
I am Alicia's
granddaughter.

Who is in the picture?

Name: _____ Date: _____



1. Who is in the picture? Isabel is in the picture.
What is she doing? She is sleeping.



2. Who is in the picture? _____
What are they doing? _____



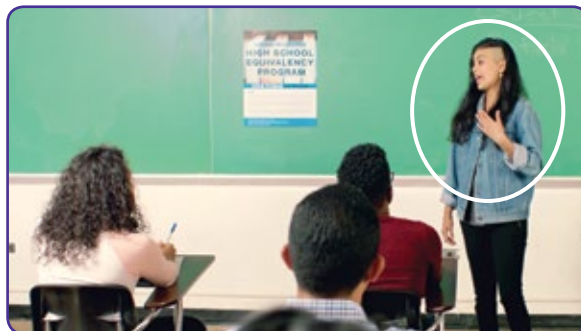
3. Who is in the picture? _____
What is she doing? _____



4. Who is in the picture? _____
What is she doing? _____



5. Who is in the picture? _____
What is she doing? _____



6. Who is in the picture? _____
What is she doing? _____

Face-to-Face Word Cards

Cut out these cards for Lesson Three, Activity C. (See activity steps.)

1. business
2. depressed
3. help

1. listen
2. stress
3. student

1. friend
2. learned
3. listen

1. test
2. worried
3. business

1. stress
2. student
3. test

1. depressed
2. help
3. friend

1. worried
2. business
3. depressed

1. learned
2. listen
3. stress

1. help
2. friend
3. learned

1. student
2. test
3. worried

Face-to-Face Character Cards

Cut out these cards for Lesson Four, Activity B. (See activity steps.)

1. Alicia

2. counselor

3. doctor

1. counselor

2. doctor

3. Isabel

1. Isabel

2. Martin

3. Rafaela

1. Martin

2. Rafaela

3. Zara

1. Zara

2. Alicia

3. counselor

1. Alicia

2. doctor

3. Martin

1. doctor

2. Isabel

3. Martin

1. counselor

2. Isabel

3. Rafaela

1. Rafaela

2. Zara

3. Alicia

1. doctor

2. Martin

3. Zara

Sentence Chart

Name: _____ Date: _____

Word	Page	Write a sentence from the page.
------	------	---------------------------------

1. student

4

She is a student.

2. learned

7

3. help

8

4. business

9

5. friend

16

Word	Page	Write a sentence from the page.
6. test	17	<hr/> <hr/> <hr/>
7. stress	18	<hr/> <hr/> <hr/>
8. worried	22	<hr/> <hr/> <hr/>
9. listen	23	<hr/> <hr/> <hr/>
10. depressed	24	<hr/> <hr/> <hr/>

Three Words with the Letter _____

Name: _____ Date: _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

3 WORDS
with the letter _____

1. _____

2. _____

3. _____

Appendix

Course Goals

- 1** We are here to practice reading, writing, speaking and listening in English.

- 2** We are here to learn new words.

- 3** We are here to read short stories about New York City families.

Alphabet Chart

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

Clarification Language

I don't understand.

Please speak slowly.

Please repeat that.

How do you spell _____?

What does _____ mean?

Correction Language

Is this correct?

Yes, it is.

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

Add _____.

Take out _____.

Change _____ to _____.

Characters and Important Words

Characters (in alphabetical order)
Carmen
Fatima
Ismael
Juan
Ming
parent coordinator
Pierre
Sayeed

Important Words (in alphabetical order)
children
daughter
friend
happy
letter
nervous
parents
proud
questions
worried

Characters and Important Words

Characters (in alphabetical order)
Carmen
Diego
Juan
Lupe
Mr. Shamma
teacher

Important Words (in alphabetical order)
advice
afraid
counselor
decision
different
encourage
happy
job
school

Characters and Important Words

Characters (in alphabetical order)
Abdul
bank manager
Jorge
Sophie
Sue

Important Words (in alphabetical order)
advice
bank
coworker
credit card
girlfriend
happy
nervous
restaurant
truth

Characters and Important Words

Characters (in alphabetical order)
doctor
Eddie
Fernando
Luz
Rosa
Ying

Important Words (in alphabetical order)
control
diabetes
exercise
grandmother
healthy
medication
mother
recipes
tests

Characters and Important Words

Characters (in alphabetical order)	Important Words (in alphabetical order)
Angela	asthma
baby	clean
doctor	confused
expert	dust
María	happy
Mario	information
nurse	insurance
	medicine
	son
	worried

Characters and Important Words

Characters (in alphabetical order)
Anya
doctor
Rishi
Sasha
swim coach

Important Words (in alphabetical order)
champion
cigarette
cough
exercise
husband
proud
quit
smoker
swimmer
worried

Characters and Important Words

Characters (in alphabetical order)
Ahmed
Chi
Lucía
Manny
Mohammed
Mr. Joseph
Mrs. Lee
Sasha
Tanya
Tito

Important Words (in alphabetical order)
arrived
band
bride
confused
coordinator
fix
lost
married
photographer
wedding

Characters and Important Words

Characters (in alphabetical order)
Billy
Billy's aunt
Billy's grandfather
Billy's mother
police officer
Yumi

Important Words (in alphabetical order)
angry
grandfather
healthy
help
hit
husband
safe
secret
wife
worried

Characters and Important Words

Characters (in alphabetical order)	Important Words (in alphabetical order)
Alisha	accident
Clayton	art
Daniel	depressed
Dr. Collins	doctor
Dr. Patel	draw
Halina	happy
Mrs. Medina	hospital
Orlando	nurse
Toni	picture
Tran	

Characters and Important Words

Characters (in alphabetical order)
Aku
Efie
Kojo
Maya
Mrs. B
Mrs. Chen

Important Words (in alphabetical order)
batteries
emergency
flashlight
meeting place
neighbor
neighborhood
prepared
storm
teenager

Characters and Important Words

Characters (in alphabetical order)	Important Words (in alphabetical order)
customer	apologize
Gabriela	advice
Ms. Wu	bills
Rumi	concerned
Shumi	daughters
Umme	help
	job
	proud
	supermarket
	teenager

Characters and Important Words

Characters (in alphabetical order)
César
Gabriela
Jian
Nana Aidoo
Simon
Xio

Important Words (in alphabetical order)
career
education
encourage
experience
husband
interview
practice
pregnant
resume
services

Characters and Important Words

Characters (in alphabetical order)
supervisor
Cecilia
DCWP representative
Janus
Lionel
Rolando
Silvia

Important Words (in alphabetical order)
complaint
construction
coworkers
explained
information
problem
rights
sick
sick leave
win

Characters and Important Words

Characters (in alphabetical order)
Ana
Bobik
Boby
Irina
Lionel
Luis
Rolando
(senior center) coordinator
Silvia
Umme

Important Words (in alphabetical order)
apartment
help
landlord
letter
meet
rent
rights
senior center
services
tenants

Characters and Important Words

Characters (in alphabetical order)
Giddel
lawyer
notary
Samten
secretary
Sonam

Important Words (in alphabetical order)
birthday
concerned
give
immigration
lunch
meet
mom
passenger
reunited
surprised

Characters and Important Words

Characters (in alphabetical order)	Important Words (in alphabetical order)
Chunhua	bakery
counselor	curious
Isabel	daughter
Lian	enroll
Martin	food cart
Ms. Lin	friendly
Rafaela	learn
	parent
	teacher
	support

Characters and Important Words

Characters (in alphabetical order)
Alicia
counselor
doctor
Isabel
Martin
Rafaela
Zara

Important Words (in alphabetical order)
business
depressed
help
friend
learned
listen
stress
student
test
worried

Three Sentences About Each Story

Here are three sentences about each story for Lesson Four, Activity E. Use these or create your own.

My Name Is Fatima

This story is about parents.

The parents need to prepare for parent-teacher conferences.

They practice questions to ask at the parent-teacher conferences.

My Name Is Lupe

This story is about Lupe's cousin, Diego.

Diego needs to make a decision about school.

He needs help from his family and good advice from a counselor.

My Name Is Sue

This story is about coworkers in a restaurant.

They give each other advice about banks.

They learn the truth about love.

My Name Is Eddie

This story is about Eddie's grandmother, Rosa.

Rosa has diabetes and needs to control it.

She needs to exercise, change her recipes and take medication.

My Name Is Maria

This story is about a father with problems.

His girlfriend left and his son has asthma.

He needs health insurance and good information.

My Name Is Anya

This story is about Anya's husband, Sasha.
Sasha has a bad cough and needs to quit smoking.
His family and friends are worried about him.

My Name Is Lucía

This story is about a wedding.
Lucía is getting married but there are problems.
Her dress is too big, the photographer is sick and the band is lost.

My Name Is Yumi

This story is about a secret in a family.
A husband is hitting his wife.
She needs a plan to be safe.

My Name Is Daniel

This is a story about workers in a hospital.
The nurses and doctors help a depressed patient.
She draws pictures to feel happy.

My Name Is Aku

This story is about Aku's family and neighbors.
There is an emergency and the family is not prepared.
They don't have a meeting place and Aku is lost.

Four Sentences About Each Story

Here are four sentences about each story for Lesson Four, Activity E. Use these or create your own.

My Name Is Umme

This story is about Umme and her daughter, Shumi.

Shumi wants to help her mother pay the bills.

She gets a job at a supermarket.

In this story, Shumi learns a lot about life.

My Name Is Gabriela

This is a story about Gabriela and her husband, César.

They want careers.

They go to the library for career counseling.

In this story, they plant the seeds for a good life.

My Name Is Silvia

This is a story about Silvia and her husband, Rolando.

Rolando and his coworkers meet with a DCWP representative.

They learn about paid sick leave and other worker rights.

In New York City, every worker has rights.

My Name Is Irina

This is a story about a senior citizen, Irina.

She has a housing problem.

She goes to a senior center to get help.

In this story, Irina gets help, and she falls in love!

My Name Is Giddel

This story is about two taxi drivers, Giddel and Sonam.

Giddel is paying a lot of money to a notary for immigration help.

Sonam wants to help his friend.

In this story, Sonam tells Giddel about *Action NYC*.

My Name Is Martin

This is a story about Martin and Lian.

Martin wants to find a good Pre-K for his daughter.

Lian wants to be a Pre-K teacher in the future.

They meet and become friends.

My Name Is Alicia

This is a story about Alicia and her daughter, Rafaela.

Rafaela is an HSE student.

She has anxiety, and she is depressed.

She gets help from her mother, her friend, and *NYC WELL*.

Watch
Read
Learn



www.nyc.gov/WeSpeakNYC