

Why Study History? By Joanna Hayes

So, what's the big deal about **HISTORY**?

History is a window into the past.

And understanding the past is key to understanding the present.

It keeps us informed on current events as they unfold.

It helps us to appreciate multiple perspectives and interpretations.

Analyzing history strengthens our critical thinking skills.

It trains us to gather evidence, and to find patterns and trends.

You can apply information from the past to analyze and solve problems in the present.

It gives us an understanding of other people and cultures.

It challenges us to think outside the box, and to be creative.

Besides, studying history is FUN!

History gives us the excitement of discovery, and the reward of solving real world problems.

<https://www.youtube.com/watch?v=gQ3pagHPrMY>

Definition of history: The study of past events.

Why Study History

So, what's the big deal about history?

History is the window into the past.

Understanding the past helps us to understand the present.

History helps us to understand current events.

It helps us to understand how other people see things.

Studying history teaches us to ask questions.

It teaches us to use evidence to think about what might happen next.

History uses clues from the past to help solve present day problems.

It helps us to understand other people and cultures.

Studying history is fun!

It is exciting to discover new things and solve real world problems.

Adapted from: *Why Study History*, Joanna Hayes,
<https://www.youtube.com/watch?v=gQ3pagHPrMY>

Vocabulary:

history	past	present
current events	evidence	clues
culture		

What is history?

Why is studying history important?

Name one thing history helps us to do.

Name one important thing that happened in the past.

Learning about connective conjunctions. Combine the following sentences using **and**. (rewrite instructions)

Sentence Combining Activity:

History helps us to understand the past.

History helps us to understand the present.

History helps us to understand current events.

History helps us to see things differently.

History teaches us to ask questions.

History teaches us to use evidence to decide what might happen next.

History is fun.

History teaches us about other cultures.

It is exciting to discover new things.

It is exciting to solve real world problems.

Nan's Story

Nan came to the United States from Bangladesh in 1980. Not long ago, her sister became sick. Nan took her to the health clinic to find out what was wrong. The doctor gave Nan and her sister very bad news- Nan's sister had cancer and she was not going to get better.

Nan asked if it was OK to pray. The nurse told her yes. Nan and her family went to a corner and began praying. When the staff realized they were Muslim they started yelling at Nan and her family, telling them they could not pray and that they needed to stop right away!

When Nan went home she was afraid to tell her husband what happened. She thought she had broken the law and that she would be arrested. Nan's teacher noticed how sad she was and asked what was wrong. Nan told her teacher what happened and that in her home country of Bangladesh the police take people away and put them in jail.

Nan's teacher comforted Nan, telling her that United States residents have rights. They began to study U.S. history and civics. Nan wanted to know everything about the Constitution and the Bill of Rights.

Nan was reassured but that wasn't enough. Armed with her new knowledge, she asked her teacher to help set up a meeting with the people in charge of the clinic. She wanted to make sure no one else was frightened or ashamed as she was.

Nan wrote and rehearsed what she was going to say. She was nervous but knew what she was doing was important. She presented her case and the people in charge of the clinic thanked her. They set aside an area in *each* of their clinics for people to pray, and trained staff to respect the religious and cultural beliefs of others. Nan's teacher and her husband were very proud of what she had done.

Social Studies in the ESL Classroom

Robin Morgan

March 2016

The adult ESL classroom includes learners with a wide range of skills and abilities. Non-literate refugees learn alongside highly educated immigrants. Learner's goals are equally varied, and include: acquiring the language skills necessary to function independently, becoming a citizen, getting a job, getting a better job, and pursuing a high school equivalency or professional credential.

In spite of a growing non-English speaking population, sample curriculum and materials for low level learners remain limited; content based materials even more so. In order to address this need, I have developed a social studies curriculum for teachers/tutors of low level adult ESL learners.

The curriculum adapts for use in a variety of settings: multi-level classroom, small group, and one-to-one tutoring. It addresses skills as defined by Common Core Readiness Standards and is contextualized in approach. Activities appeal to multiple learning styles and the skills being taught are transferable. Lessons bridge the content areas using easily accessed, relevant, low cost or free student-centered resources.

Designed specifically to lighten the workload of adult educators who may not have experience teaching social studies, key components of the project include:

- a) A **Power Point** presentation introducing the project. Social studies (U.S. history, geography, civics, and economics) is a natural fit for the ESL classroom and do not have to be at odds with the BEST tests, common core alignment, or meeting the everyday needs of the learner.
- b) A **curriculum map** serving as an at-a-glance lesson planning and organizational tool. The curriculum map is divided into 3 sections: lesson/unit, history/geography, and civics/integrated civics.
- c) A **unit overview** which includes: citizenship test questions, learning objectives, materials needed, key events, and related USCIS lesson plans.
- d) Detailed **lesson ideas** for units 1 and 2. Lesson plans include activities, handouts, maps, and text.
- e) A **history timeline**.
- f) A **lesson ideas** handout designed to help teachers plan well-rounded lesson plans. The lesson ideas handout is divided into three sections: social studies as an individual experience, as a community experience, and as a world experience.

All activities and strategies have been selected with the multi-level classroom in mind. Since the needs of the classroom are as widely varied as the ESL student population, everything has been created with adaptability in mind. The project was designed with the ESL student in mind, however it can easily be modified for use with English speaking students.

In order to meet the needs of varying programs, resources are all free or low cost. There is limited reliance on internet access but I encourage using multimedia as often as possible to create an enriched learning experience. Electronic versions of all documents will be made available to teachers.

UNIT: LESSON	HISTORY/GEOGRAPHY	CIVICS/INTEGRATED CIVICS
UNIT 1 Coming to America: The 'New World' (Lesson Ideas 1)	What does it mean to study history? European exploration and early colonization of America Introduction of maps, timelines.	National Holidays Oceans & Borders Dates/ Calendar Numbers and Money Personal Identification
UNIT 2 Life in the Colonies (Lesson Ideas 2)	Review maps and timelines. The Pilgrim's journey, life in the 13 colonies, geography and economies of the colonies. Pilgrims and the Indians, the first Thanksgiving. The Haudenosaunee. NYS geography.	The American Flag Pledge of Allegiance Oceans & Borders Food, Weather, Calendar, Numbers
UNIT 3 The Road to Revolution: On the Way to War	Colonial land claims, events leading to the Revolution. First Continental Congress	Understanding liberty and rights. Countries bordering the U.S. Atlantic and Pacific Oceans
UNIT 4 Declaring Independence	Declaration of Independence, George Washington, Thomas Jefferson, American Revolution	U.S. currency National holidays Current U.S. president Locate Washington State, Washington DC, East and West Coast

<p>UNIT 5 The United States Constitution</p>	<p>The Constitution, Benjamin Franklin, Bill of Rights</p>	<p>Identify First Amendment rights Citizens rights Voting age and rights Political Party system Democracy</p>
<p>UNIT 6 Systems of Government: United States (U.S.) Government</p>	<p><i>Focus is on Civics</i></p>	<p>Systems and branches of government The naturalization process Citizen rights and Responsibilities Taxation, selective service. Governor of NYS, capitals Pledge of Allegiance</p>
<p>UNIT 6A Executive Branch</p>	<p><i>Focus is on Civics</i></p>	<p>The President, his/her role, the Cabinet Presidential terms & elections Order of succession</p>
<p>UNIT 6B Legislative Branch</p>	<p><i>Focus is on Civics</i></p>	<p>Congress' role, two parts of Congress Senator's role State and district representation Speaker of the house</p>
<p>UNIT 6C Judicial Branch UNIT 7 The 1800's: Westward Expansion</p>	<p><i>Focus is on Civics</i> Louisiana Territory, American expansion Improvements and inventions Susan B. Anthony</p>	<p>U.S. Supreme Court New states U.S. territories National Anthem</p>

<p>UNIT 8 Sectionalism- The Road to the Civil War</p>	<p>Abraham Lincoln, Slavery vs. freedom Union and Confederate states</p>	<p>President's Day Famous landmarks</p>
<p>UNIT 9 The Civil War</p>	<p>Civil War, Emancipation Proclamation</p>	<p>Constitutional amendments Memorial Day Major rivers and waterways</p>
<p>UNIT 10 Reconstruction</p>	<p>The South rejoins the Union Andrew Johnson NY in the 1800's Canals and railroads Native Americans and the railroad</p>	<p>Civil Rights Act Civil rights, then and now Women's rights Erie Canal system</p>
<p>UNIT 11 Industrialization</p>	<p>Rapid growth of industry Inventions & discoveries, mass production of goods, industry giants The Labor movement Immigration</p>	<p>Economy/ market system The Statue of Liberty Labor rights, then and now</p>
<p>UNIT 12 World War I</p>	<p>Causes, Alliances, and global consequences War in Europe, geography of the war The U.S. at war; impacts at home and abroad Post-war America</p>	<p>Veteran's Day</p>

<p>UNIT 13 The Great Depression</p>	<p>Conditions before the crash Stock Market crash Life in the United States Franklin D. Roosevelt and The New Deal Amelia Earhart</p>	<p>Crash of 2008-2009, economic impacts States and borders</p>
<p>UNIT 14 World War II and Post-war America</p>	<p>Causes, Europe at war, allies and enemies Geography of the war, Dwight D. Eisenhower Japanese attack on Pearl Harbor, U.S. declares war with Japan Attacks on U.S. ships, the U.S. goes to war D-Day and the German surrender Hiroshima and Nagasaki, Japan surrenders Global consequences, effects on the U.S. The Cold War, post war policies and economic boom Korean War, Vietnam War</p>	<p>The United Nations Forms of government Civil liberties</p>
<p>UNIT 15 Recent Conflicts</p>	<p>Conflict in the Middle East The Gulf War World Trade Center attacks, the war on terrorism Iraq War</p>	<p>Civil Rights Movement Tolerance Current Events: refugees, immigrants</p>

Coming to America

UNIT 1: The 'New World'

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What is one reason colonists came to America?
- Who lived in America before the Europeans arrived?
- What group of people was taken to America and sold as slaves?
- What ocean is on the West Coast of the United States?
- What ocean is on the East Coast of the United States?

Objectives:

Students will:

- understand how studying history will help them reach their goals
- learn about European exploration and the early colonization of America
- ask and answer questions about student's own immigrant story
- locate North America, Europe, and the Atlantic Ocean on a map
- locate their home country on the world map
- start a U.S. timeline
- identify Columbus Day as a national holiday
- use a calendar
- develop map reading skills
- learn about numbers and money

Materials:

Wall map of the world and United States

Calendars

Chart Paper for timeline

Index Cards

Key Events:

Columbus discovers a new world

Jamestown is settled

First slaves arrive in America

USCIS Lesson Plans:

Thanksgiving 2: My immigrant story

Early America (intermediate)

WHY STUDY HISTORY?

Video

Watch video.

<https://www.youtube.com/watch?v=gQ3pagHPrMY>

Discussion

Ask students, *What is history?*

Why do you think studying history is important?

(Did you see anything familiar? What have you learned about American history in the United States? In your home country?)

Talk about how history helps students to achieve their goals.

Read

Practice echo reading. Identify new vocabulary words.

History past present

Current events evidence clues

culture

Writing

See sentence combining/ writing activity sheet, *Why Study History?*

Video Script: Why Study History? By Joanna Hayes

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Definition of history: The study of past events.

Activity: Why Study History?

Name one thing history helps us do.

Combine the following sentences using *and*.

History helps us to understand the past.
History helps us to understand the present.

History helps us to understand current events.
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History teaches us about other cultures.

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MY STORY

Activity

Have students create a physical timeline. “Ask [them] to line up according to when they arrived in the United States. To set up for the activity, go around the room and ask individual students **When did you come here?** They can answer with a date like **In 2003** or **May 16, 1999**, or with a time frame like **10 years ago**. Then have them stand up and get in order of their arrival in the United States. Explain that the first student in line is the one who has been here the longest time and that the last one has been here the shortest. There will probably be some native language but urge them to ask each other in English, **When did you come here?** The students themselves will figure out the correct order. This exercise can take a little time- it is a student centered activity so try to resist the temptation to get involved while they are organizing. When the students indicate they are finished, go down the row, asking, **When did you come here?** And checking the answers. After a few students respond, ask one to continue by asking the next person in line and so on, until everyone has asked and answered the question until the end of the line. Depending on the comfort level and rapport of the students, you can do the same activity with **How long did your trip take?”**

This is a great way to introduce timelines; comparing the timeline handout to the line the students made!

Thanksgiving 2-The Pilgrim Story and My Immigrant Story, www.uscis.gov

Reading/Writing Worksheet

See USCIS worksheet titled *My Immigrant Story*

Flash Card Activity

Extend the activity by introducing verb tenses. Create index card sets, one per student. One student card will say **past**, one will say **present**, and one will say **future**. Beginning with the sentence **My name is _____**, ask one student to read their completed sentence. Ask the other students to hold up the appropriate card indicating whether the sentence was in past, present, or future tense. Continue around the room until all students have read their sentence. Move on to the next sentence, repeating the process. If a student struggles to read the sentence, ask the other students to help.

Name _____ Date _____

Time Line

Write dates for each event in time order from left to right. Add details along the line.

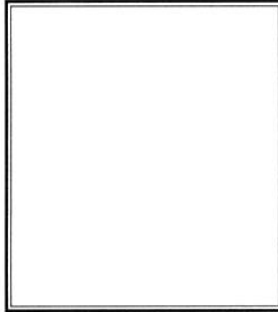


My Immigrant Story

Read the question.

Write the answer.

**Ask your teacher for help
with new words.**



_____ *My name*

What's your name? My name is _____.

Where are you from? I am from _____.

When did you come here? I came here _____.

How did you come here? I came here by _____.

How long did the trip take? . . . The trip took _____.

Who helped you in the United States? _____ helped me.

Why did you come here? I came here _____.

for freedom

for jobs

because of a war

for opportunity

for my children

because of an earthquake

for my family

for my health

because of a hurricane

for education

for a better life

because of a famine

for peace

because of a tsunami

And one last question:

How did you feel when you arrived? . . I felt _____.

excited

happy

relieved

thankful

proud

tired

thirsty

hungry

sick

worried

sad

lonely

homesick

scared

confused

EXPLORERS ARRIVE in AMERICA

Pre-reading Activity

Hide text and title. Ask students, “What do you see in this picture,” or “Tell me about this picture.” Encourage conversation in order to determine prior knowledge. Chart what students know (KWL activity).

Show the title. Ask students if their **predictions** have changed.

Vocabulary

explorers

curious

trade routes

religious

political

disease

slavery

(build vocabulary word list and/or word wall)

Read the passage aloud, asking students to follow along with their handout. Ask readers to highlight words they don’t know or are unsure of.

Reread the passage using fluency strategies: choral reading, partnered reading, echo reading.

Break out readers/writers of higher levels. Assign activities based on their ability, such as determining meaning by context, writing 1-2 sentences of reflection, or filling in the *Making Meaning* graphic organizer and combining the words in the boxes to create a one sentence summary.

During Reading

Check comprehension frequently using open-ended questions:

Why did you come to America?

*Do you think people come to the United States for the **same**, or **different** reasons?*

(chart responses for later activities and text selection- use responses to gauge interest)

Who were the first explorers in North America?

Name one bad thing explorers brought to America.

What else do you want to know about early settlers in America? Chart responses (KWL activity)

Map Activity

Using the handout(s), ask students to: (this may also be a good time to review/introduce other directional language/commands: right/left, up/down,etc.)

Identify north, south, east, and west

Practice writing north, south, east, and west

*Add directions to the **compass rose***

Find directions and locations on a map (world wall map or individual handout)

After Reading

Complete KWL chart. Discuss what students learned, ask comprehension questions, complete **summary graphic organizer**. For low level learners, single words or word chunks are a good place to start. Encourage them to just get something on paper. You can use their responses to inform future lesson planning and help them to 'graduate into' regularly answering in full sentences- both oral and written.

Resource Idea:

Want a fun way to reinforce newly acquired vocabulary? Go to the FREE site www.puzzlemaker.com to create crossword puzzles, word searches, and other great word games!

Explorers Arrive in America



<http://www.landofthebrave.info/images/columbus-landing-america.jpg>

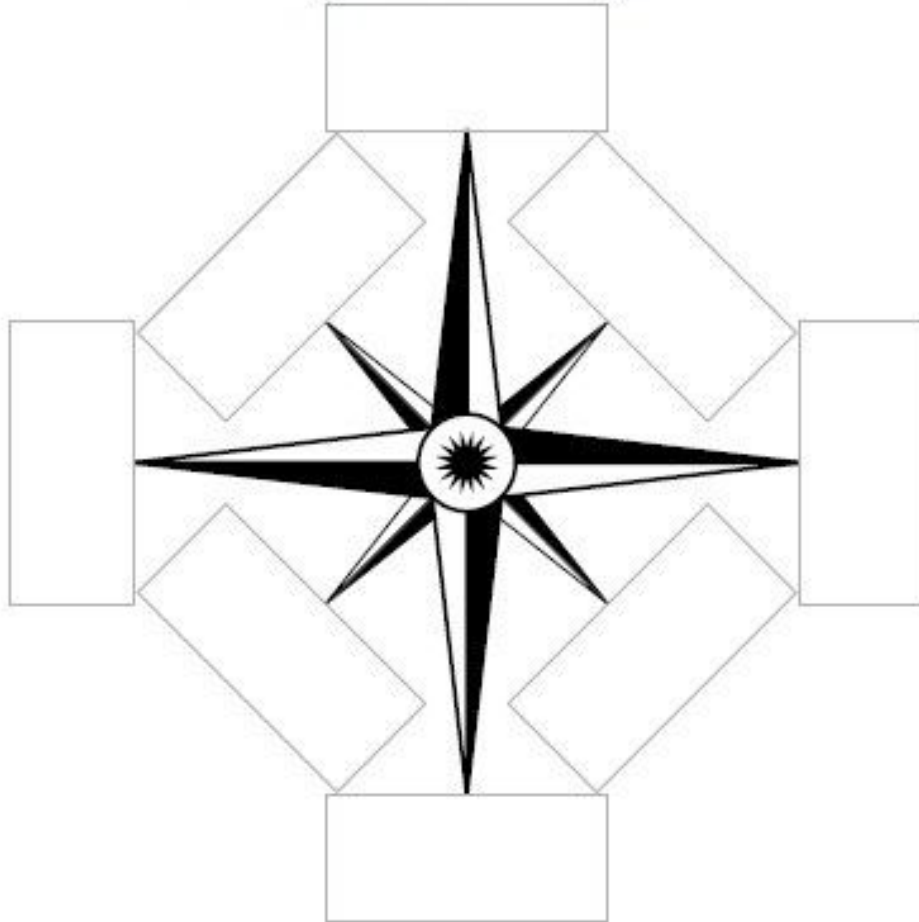
The first explorers came to America from Portugal in 1487. They knew little about the shape of the world or people in other parts of the world. They thought ships would fall off the earth if they sailed too far. Explorers also came from Spain, France, England, and the Netherlands.

Explorers came to America for different reasons. Some came because they were curious. They wanted to know more and find new things. Others looked for new trade routes so they could find gold, jewels, and spices. Some explorers came because they wanted religious or political change.

Explorers learned a lot about the world and found many new things, but not everything they did was good. They brought disease and slavery to the new world and changed things forever.

Compass Points

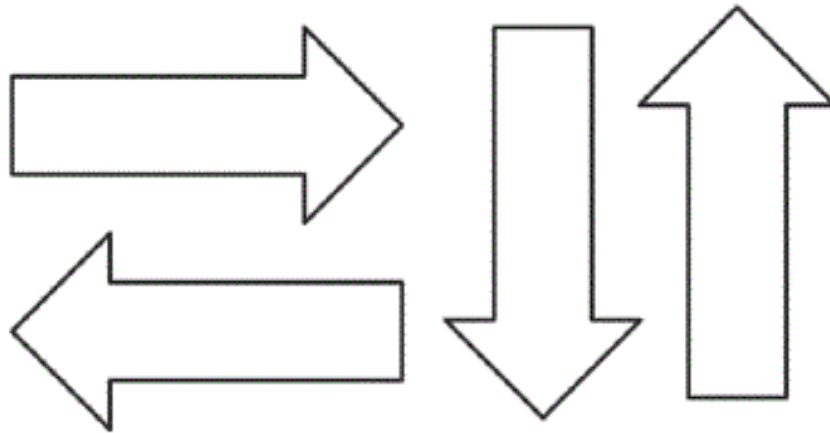
Cut out the direction names and glue them onto the compass rose.



Super Teacher Worksheets - www.superteacherworksheets.com

NORTH	SOUTH WEST	EAST	WEST
SOUTH EAST	NORTH WEST	SOUTH	NORTH EAST

Compass Rose



North North
South South
East East
West West

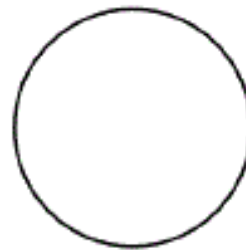
.....

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.....

compass rose
compass rose



.....

NAME: _____ DATE: _____

Making Meaning

DIRECTIONS: Write the vocabulary terms in the 'new words' column. Next, brainstorm what you already know about the word in the 'before reading' column. Finally, after you have read the text, complete the 'after reading' column with new information you obtained from the reading.

NEW WORDS	BEFORE READING	AFTER READING

Name: _____



Summarize a Story

Somebody →

Wanted →

But →

So →

CHRISTOPHER COLUMBUS

Review explorer, west

Find Spain, the Atlantic and Pacific Oceans, North America and South America on the map of Columbus' journey

Numbers and Money

Numbers are an important part of everyday life. They are encountered often: dates, telephone numbers, prices, sizes, house numbers, and weights.

11

Numbers must be exact. When discussing prices, it is important to know where to put the word *dollars*.

1776 May be said as *seventeen seventy-six*, or it could be *one, seven, seven, six* or *seventeen hundred and seventy-six* or *one thousand seven hundred and seventy-six*.

437-8381 *Four, three, seven, eight, three, eight, one* if you assume it is a telephone number

\$3.50 *Three dollars and fifty-cents* or *three fifty* or *three and a half dollars*

1249 *Twelve forty-nine* for an address or *one thousand two hundred forty-nine*

Ask students to complete the Numbers and Money worksheet. Model question number one and provide assistance as needed.

Numbers should be contextualized and reviewed regularly. Additional lessons on currency can be easily integrated when teaching about Washington and/or other presidents. See USCIS lesson plan, *George Washington*, for more ideas.

Timelines

Using the graphic organizer provided or one of your choosing, teach students to create a timeline.

Discussion In what ways do we record history? How is history passed from person to person in your home country? Do you have a personal history?

Activity Put students in pairs. Have students work together to answer questions about their own history/timeline. For instance, “When did you come to the United States?” “When were you born?” “When were you married?”

Time lines show events in order on a line. Create an activity asking students to create a timeline using either information from their own lives or dates provided in prior lessons.

Keep a unit timeline of key dates in U.S. history. At the end of the unit begin a U.S. history timeline where dates of major events will be recorded. Keep timelines up as a reference tool.

Activity Create a Cloze activity using the unit timeline as a key. Copy and include the timeline on the worksheet. Create questions using the timeline.

Ex: Columbus discovered the new world in _____.

National U.S. Holidays

Lesson from USCIS American Symbols and Celebrations, www.uscis.gov/citizenship

“Display a large wall calendar in the classroom. Distribute the handout *National U.S. Holidays*. Write *holiday* on the board and ask students what it means (*special day, celebration*). Ask your students *Are there any holidays this month? Last month? Next month?* Then explain that there are official federal holidays and distinguish them from other popular or religious holidays that many Americans celebrate.”

Discussion *What is your favorite holiday?* My favorite holiday is _____.

Why do you like it? I like it because _____. Have students practice asking and answering in full sentences. Ask students for the reasons they

like holidays, chart answers (ex: family time, good food, because we celebrate our religion, because the United States is a great country!)

Ask students to fill in their answers on the handouts. Ask higher level students to help new readers/writers.

Additional writing practice for low level learners: Ask students to practice copying their sentences from the U.S. Holidays worksheet.

Visuals Print color pictures representing the Holidays mentioned so far. Ask learners to put the pictures in order, by month/date. Encourage **discussion**: *Tell me about this picture, what do you think is happening in the picture, what story is the picture telling.* Practice language skills as identified in the BEST Plus scoring rubric.

Calendars

Calendars are a useful tool for teaching and practicing English (*I Speak English, 2012*). You may wish to provide students with calendars showing months and/or days of the week. Be sure to model correct pronunciation of the months and days of the week.

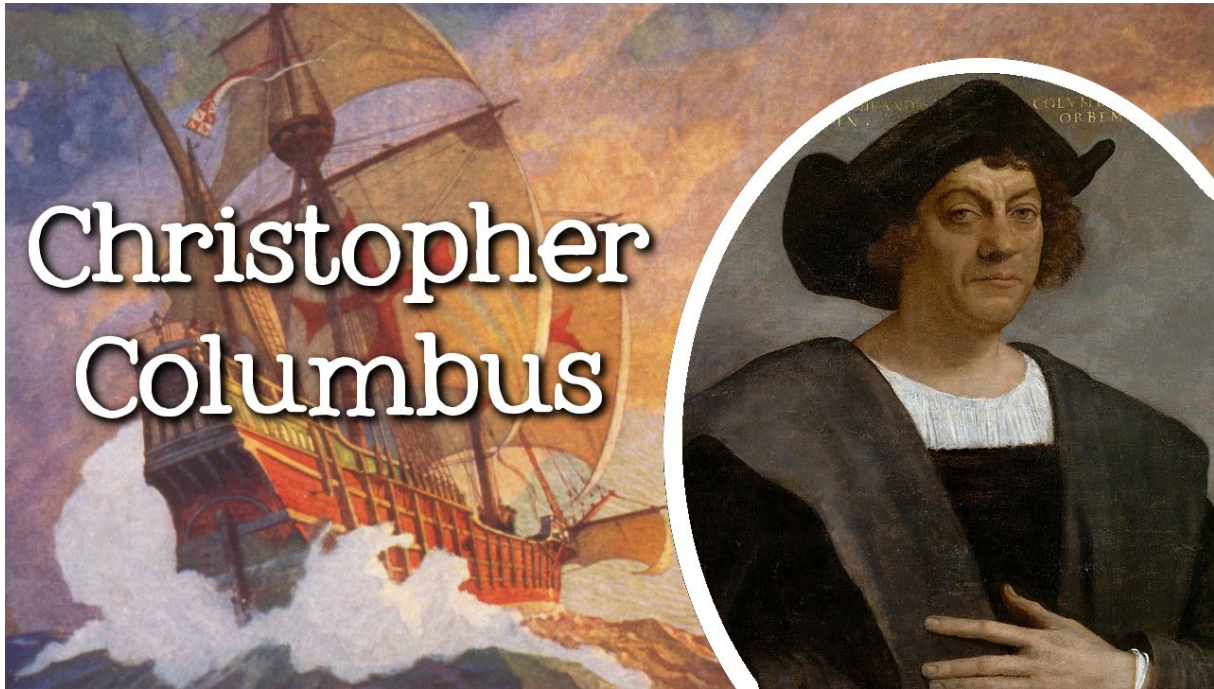
Activity

Using the calendar template provided, have students fill in the blanks to spell the names of the months. Ask students to repeat as you read the names of the months.

Explain that each year Columbus' discovery of America is honored with a national holiday. Columbus day is the second Monday of October. Columbus Day falls on October 10th in 2016. Ask students to find October 10th on the map. Ask students to find Independence Day, July 4th on the map.

Have students keep their map handy so they can add holidays as they are learned. Keeping a master calendar at the front of the room is also a great idea. Get students used to consulting the calendar when they have questions about due dates, appointments, days off, etc.

Columbus Discovers a New World



In August of 1492, the Spanish explorer Christopher Columbus sailed west across the Atlantic Ocean. He was looking for a faster way to get to the Indies. Instead of finding the Indies, Columbus found islands North America. Since Columbus thought he found the Indies, he called the people living there Indians.

Columbus went back to Europe with stories about great wealth. He made three more voyages across the Atlantic Ocean. People in Europe then knew Columbus did not find the Indies, but he did find a 'new world' to be called North America.

Every October, Americans celebrate Columbus' journey. There is a National Holiday, Columbus Day, in honor of his journey.

Vocabulary

Indians

wealth

journey

Numbers and Money

1492	555-1492	\$14.92	1,492
1487	2016	four	three

Columbus discovered the new world in August of _____.

We learned about _____ directions; north, south, east, and west.

My phone number is _____.

_____ began in January.

The first explorers came to America from Portugal in _____.

_____ people live in my town.

After discovering the new world, Columbus made _____ return voyages.

My new shirt cost _____.

National U.S. Holidays

There are ten national U.S. holidays.

On these holidays, many people do not work.

Most banks, schools, and government offices are closed on national holidays.

These holidays honor an important person or an event in U.S. history.

For example, the Declaration of Independence was signed on July 4.

Every year we celebrate Independence Day on July 4.

What is your favorite holiday? My favorite holiday is _____.

Why do you like it? Because _____.



*Families participate in an annual Independence Day parade in Garrett Park, Maryland.
Courtesy of the Newman family.*

Write the months.

January						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

F _ _ _ _ _						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

M _ _						
				1	2	
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31						

J _ _ _						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

J _ _ _						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

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N _ _ _ _ _						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

TEACHER Have students fill in the blanks to spell the names of the months.

JAMESTOWN COLONY

Vocabulary

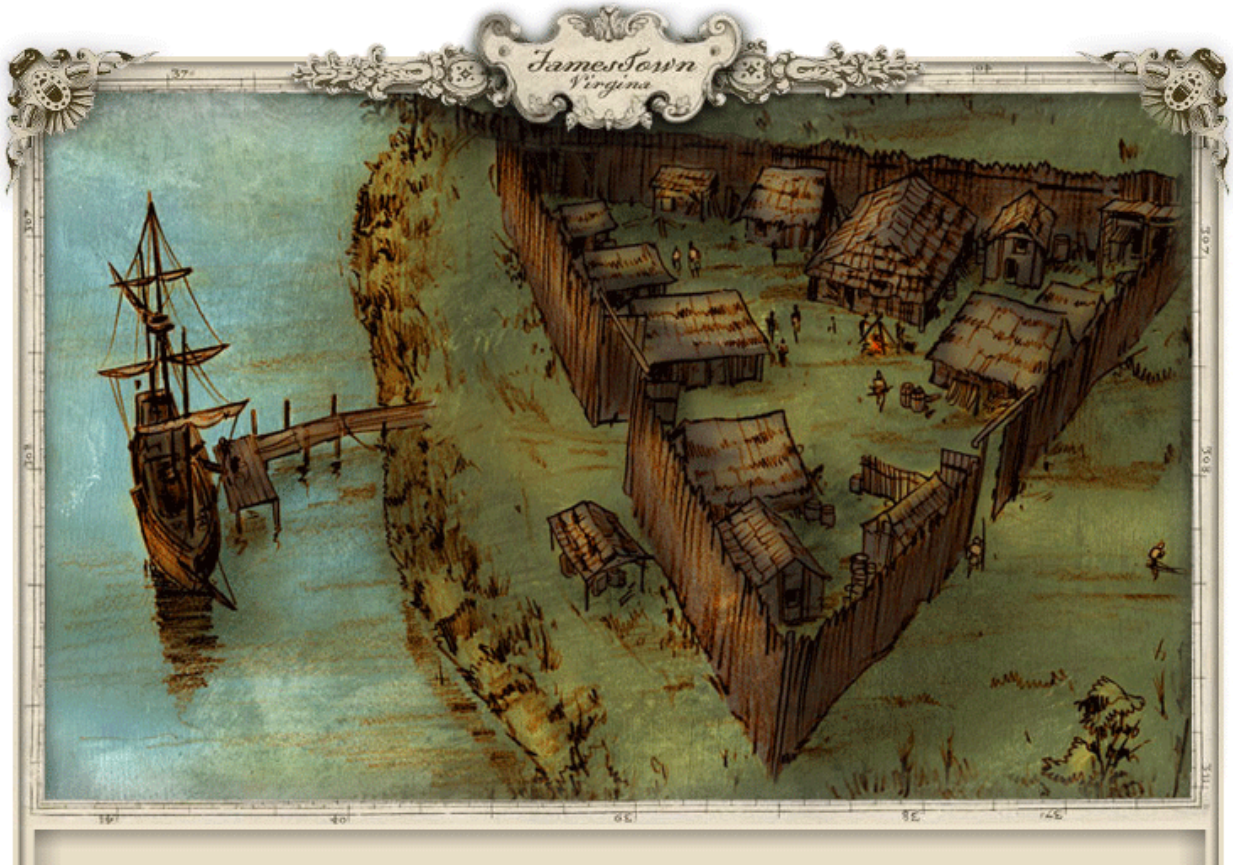
Using the handout, ask students to look at the words from the reading. Ask them to put a check next to words they know and underline words they don't know yet. Ask students to find the words in the reading and to try to guess their meanings.

Then, fill in the blanks using the words from the box.

This activity can be modified for use with lower level learners. See second text sample and activity entitled *Moving to Jamestown*.

Adapted from *American Lives 1*, New Readers Press, 2005

Jamestown Colony



Jamestown was the first permanent settlement in America. In 1607 about 100 people started a new life on the James River. They built a triangular fort with houses, a church, and a place to store goods.

Life in Jamestown was not easy. The settlers were sick and hungry, and afraid of being attacked by the local Indians who lived there first. Leader John Smith made a deal with the Indian Chief, Powhatan so the settlers could trade beads and tools for corn. Many of the first settlers died during a bad winter in 1609.

About 150 new settlers arrived in Jamestown in 1610. That year the new leaders killed many Indians and burned their homes and crops. They started taking more land and moving to other parts of the river. They started to grow corn. The Indians taught them how to stay warm during the winter.

Jamestown was peaceful after Englishman John Rolfe married the Indian Chief's daughter, Pocahontas. The English set up a new government and more settlers arrived.

Pocahontas died in 1617 and the English started having problems with the Indians. The Indians did not like the English taking their land and bringing new diseases. In 1619 the first slaves were brought to America. In 1622 the Indians attacked Jamestown and many people were killed.

Jamestown became the capital of Virginia in 1624.

Vocabulary

permanent

triangular

attacked

government

diseases

slaves

Name _____

Date _____

Look at these words from the reading. Put a check next to words that you know. Underline words you don't know yet. Find the words in the reading. Try to guess their meanings.

permanent

triangular

attacked

government

diseases

slaves

Fill in each blank. Use words from the box.

1. The fort in Jamestown was _____ in shape.

2. The Indians got sick from deadly _____ brought by the English.

3. The new _____ made rules and laws.

4. The settlers were not planning on going back to England, their move to America was

_____.

5. _____ have no rights and must work for no pay.

6. The English _____ and killed many Indians.

Moving to Jamestown



In 1607, one hundred English settlers moved to the James River in Virginia. They built a fort to live in.

Life was not easy. The settlers were sick, hungry, and afraid of the Indians.

The settlers made a deal with the Indians. They traded for corn.

Many of the settlers died during a bad winter.

One of the settlers married an Indian woman named Pocahontas. For a while there was peace.

More people moved to Jamestown. They set up a government. Slaves were brought to America.

The Indians did not like the English taking their land. They got sick from new diseases. In 1622 the Indians killed many settlers.

Jamestown became the capital of Virginia in 1624.



Coming to America

UNIT 2: Life in the Colonies

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What is freedom of religion?
- There were 13 original states. Name three.
- What do we show loyalty to when we say the Pledge of Allegiance?
- Name one American Indian tribe in the United States.
- Name one state that borders Canada.
- Why does the flag have 13 stripes?
- Why does the flag have 50 stars?

Objectives:

Students will:

- identify one reason that the Pilgrims/ colonists came to America
- learn about life in the original 13 colonies, including life in NY Colony
- understand the meaning of freedom of religion
- find New York on map of original 13 colonies
- learn about the geography of each group of colonies and how geography affected their economies
- explore the relationship between the Pilgrims and American Indians, and the role of American Indians' in the Pilgrim story
- learn about the Haudenosaunee and the Onondaga Nation
- learn about the first Thanksgiving celebration
- identify Thanksgiving as a U.S. national holiday falling in the month of November
- understand the importance of Thanksgiving in the United States
- discuss traditional Thanksgiving foods
- explain the reason for symbols on the American flag and identify the colors of the flag

Materials:

Wall map of the world and United States

Map of the original 13 colonies

•Key Events:

- 1st vote for representation
- Plymouth Colony established

USCIS Lesson Plans:

Thanksgiving 1 - Pilgrims and American Indians

Thanksgiving 2 -The Pilgrim Story and My Immigrant Story

Thanksgiving 3 - Traditions

Prior Unit Review:

- Why is learning about history important to ME?
- Vocabulary students found challenging
- U.S. history timeline, events and comprehension. Discuss and revisit as necessary.
- Who came to America? Why?
- Who was already in the new world when explorers arrived?
- What group of people was brought against their will?
- Columbus Day is a national holiday. What month is Columbus Day observed? Can you find October on the calendar?
- Find the West Coast and East Coast on the map

Introduction: There are several activities included in UNIT 2 that came directly from USCIS lesson plans www.USCIS.gov. These lessons, along with other sample activities provided throughout units 1 and 2 may need to be modified to meet the needs/level(s) of your students.

Pilgrims Sail to America

Compare & Contrast Activity

NOTE: Introduce terms left/right, same/different if they are new concepts. This activity may be divided up into sections and completed over several lessons.

In the last unit students worked on their own immigrant story, answering the questions:

- What is your name?
- Where are you from?
- When did you come here?
- How long did the trip take?
- Why did you come here?

Working in pairs, have students engage in a dialogue using the questions listed above.

Working as a group and using the text, *The Pilgrims Sail to America*, ask students to answer the same questions about the Pilgrims. Chart answers where they are visible to the entire class.

Ask students to fill in the Compare and Contrast graphic organizer (Venn diagram), with their own information on the **left** and the Pilgrim information on the **right**.

Lead discussion about what is the same and what is different. Ask students to fill in the center area of the Venn diagram.

Recommended Resource:

USCIS.gov has created a teacher resource called *Adaptable Teaching Tools: Activities to Get Students Talking*

Included are high-energy activities and games to help students practice what they learn in class. The activities provided can be modified to work with any theme or lesson plan. For more information go to www.USCIS.gov

The Pilgrims Sail to America



<https://ows.edb.utexas.edu/sites/default/files/users/lac2557/the-landing-of-the-pilgrims-at-plymouth-currier-and-ives.jpg>

In September 1620, one hundred people sailed for the New World on the Mayflower. There were 50 men, 20 women, and 32 children. Many of the people, called Pilgrims, wanted religious freedom.

One Pilgrim died on the Mayflower. The trip was very dangerous. After two months the Pilgrims landed at Plymouth Harbor.

Over half of the Pilgrims died the first winter. They were hungry and cold. The next year the Wampanoag Indians helped the Pilgrims build houses, grow food, and hunt for food.

Vocabulary

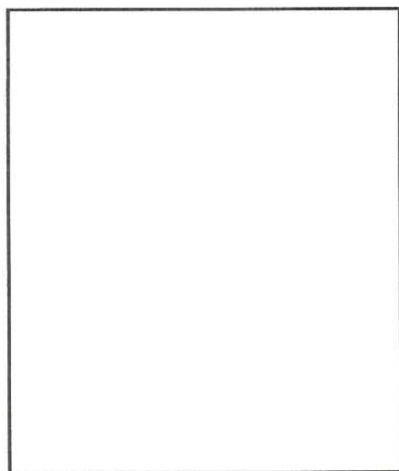
one hundred

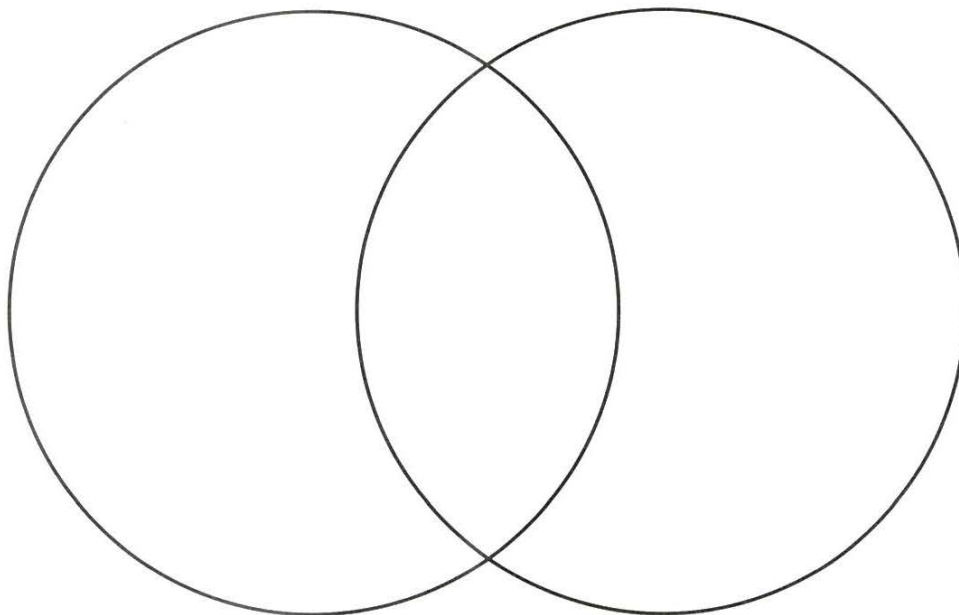
sailed

Pilgrims

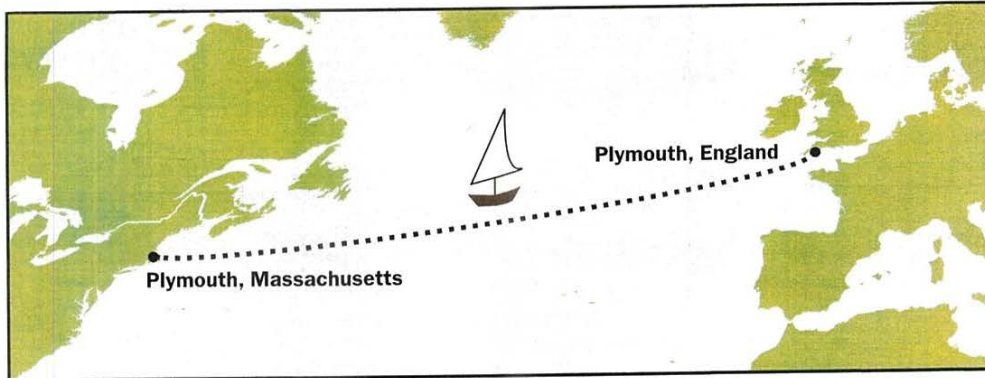
Mayflower

Compare and Contrast Organizer





The Pilgrims Come to North America



WORD BANK

freedom	dangerous	20	2
Mayflower	September	32	50

In Sep _____ 1620, the Pilgrims left Plymouth, England.

The Pilgrims were 102 people:
____ men, ____ women, and ____ children.

The Pilgrims wanted religious free _____.

The Pilgrims came here by boat.

The boat was called the Mayflower.

The trip took _____ months.

The trip was very dan _____.

One Pilgrim died on the May _____.



"O Beautiful for Pilgrim's Feet"
Illustration © 2003 by Wendell Minor,
from the book
"America the Beautiful," GP Putnam's Sons.



The Mayflower Approaching Land.
Courtesy of the Library of Congress,
LC-USZ62-3046.

The Pilgrims' First Winter



"Pilgrims Go to Church" by George Henry Boughton.
Courtesy of the Library of Congress, LC USZ62 3291.

In November 1620, the Pilgrims arrived in North America.

Today it is called Plymouth, Massachusetts.

The Pilgrims were happy and thankful to arrive.

They were thankful for their new life and freedom.

But they were worried and nervous about the future.

It was a bad winter. It was cold and snowy outside.

They needed food and clean water.

They needed warm houses and clothes.

In December, they looked for a good place.

New Words



h _ _ _ _

t _ _ _ _ _

c _ _ _ _

g _ _ _ _



w _ _ _ _ _

n _ _ _ _ _

b _ _ _

Life in Plymouth, Massachusetts



"O Beautiful for Pilgrim's Feet"

Illustration © 2003 by Wendell Minor, from the book
"America the Beautiful," GP Putnam's Sons.

The Pilgrims' new town was called Plymouth after a town in England.

Plymouth houses were similar to houses in England.

In the first year, many Pilgrims got sick and died.

The next year, the Wampanoag Indians helped the Pilgrims.

The Indians were the Pilgrims' teachers.

The Indians helped the Pilgrims build houses, grow plants, and hunt animals.

Life was better in Plymouth the next year.



A photo of Plimoth Plantation in Plymouth, MA, a recreation of the original Plymouth colony.

Courtesy of Ben Franske.

The Pilgrims' Life Gets Better



"The First Thanksgiving 1621"
by Jean Leon Gerome Ferris.
Courtesy of the Library of Congress,
LC-USZC1-4961.

The Indians helped the Pilgrims with many things.

The next autumn, the Pilgrims had a big harvest.

There was a lot of food to eat.

The Pilgrims were very happy.

They were thankful to the Indians for their help.

They had a big feast together.

The Indians gave them more food.

We call the first feast Thanksgiving.

Activity: Sequence Organizer

(Complete this activity AFTER having introduced the Pilgrim's journey, life in Plymouth Colony, the Pilgrim's first winter, and the first Thanksgiving.)

Using Google images, print pictures of the following:

1. Pilgrims sailing to the New World
2. Pilgrims arriving in the Plymouth
3. Pilgrims homes
4. Pilgrims first winter
5. Pilgrims meeting the Indians
6. The first Thanksgiving

Divide students into groups. Hand out one set of pictures to each group. Ask students to put the pictures in chronological order. Ask one group to share their results.

If the order *is not* correct: avoid correction, rather ask other groups what they did differently. Ask students to go back to activities and reading to find evidence that backs up their decision.

If the initial group's order *is* correct: ask if other groups did anything different. Avoid jumping in- allow students to work out the final order. After the group has reached a decision, reveal the correct order and show students where in the text you found the answer.

New Vocabulary:

First, second, next, then, and last

Apply new vocabulary to the students own process, assigning first, second, next, then, or last to each of their pictures groups.

Sequence Order Graphic Organizer

Provide small print copies of each of the pictures. Have students attach the pictures to the graphic organizer.

Ask students to write one sentence describing what they see happening in each picture. Lower level students may write a few words, more advanced writers asked to put the six sentences into a paragraph.

Sequence Organizer

First _____ _____ _____	
Second _____ _____ _____	
Next _____ _____ _____	
Then _____ _____ _____	
Then _____ _____ _____	
Last _____ _____ _____	

Activity: Identifying Nouns and Verbs

1. Create word cards for the following words:

Mayflower sailed trip Pilgrims

Indian died landed houses

2. Tell students the meaning of **nouns** (person, place, or thing) and **verbs** (action words)
3. Say the words, asking students to hold up the 'noun' or 'verb' word card for each.
4. Extended activity: using one of the text examples provided or one of your choosing, ask students to find 3 nouns and 3 verbs.

Activity: Present of *Be*

Using the worksheet provided, ask students to fill in the blanks using am, is, are.

Extended activities include:

- Sentence writing
My name is _____. I _____ from _____.
- Contractions with *Be*
I + am = I'm (you + are, he + is, she + is, it + is, we + are, they + are, Jose + is)
- Circle the words you hear.
I am / I'm she is / she's you are / you're
He is / he's they are / they're

Adapted from English Connections, Grammar for communication, Contemporary Books, 1993

Name _____ Date _____

Present of *Be*

am	is	are
I am from Burma. I' m from Burma.	Jose is from Mexico. She He It	You are from Burma. We They
	Jose' s from Mexico.	You' re from Burma.

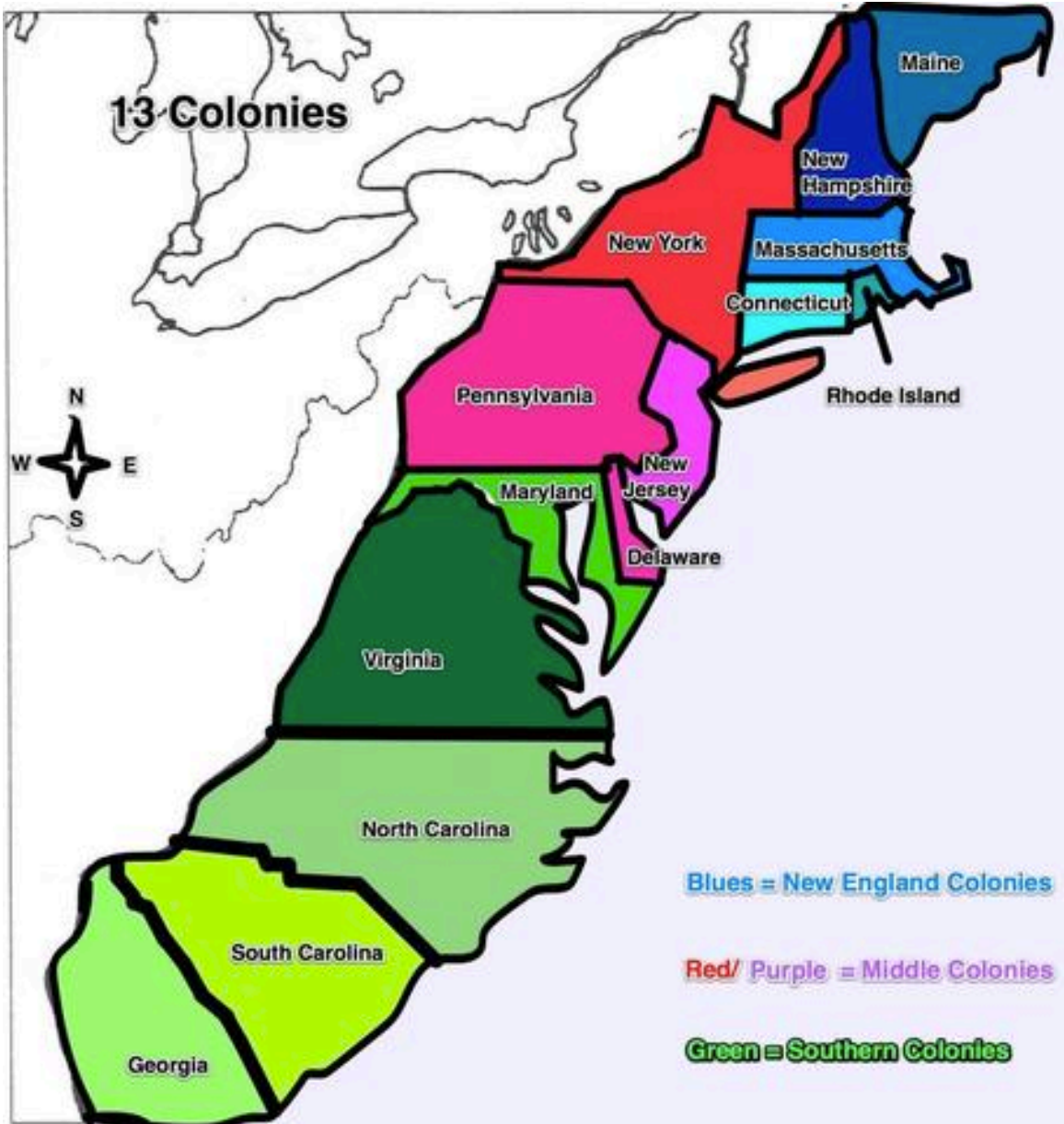
1) Fill in the blanks. Use *am, is, or are*.

Let me tell you about the people in my English class. They _____ from many countries. I think I _____ the only person from my country. Maria, Chan, and Eun _____ the people in my class. Maria _____ from Mexico. Chan _____ from Vietnam. Eun _____ from Burma. My English teacher _____ from Syracuse. My class is fun.

2) Write about yourself. Tell the class.

My name is _____. I _____ from _____.

Adapted from: *English Connections, Grammar for communication, Contemporary, 1993*



http://s3.amazonaws.com/s3.timetoast.com/public/uploads/photos/4835510/Map_13_Colonies.jpg?1387126856

The 13 Colonies

There were 13 original colonies. The colonies were divided into three areas called the New England Colonies, the Middle Colonies, and the Southern Colonies. The 13 colonies later became the United States.

The **New England colonies** included New Hampshire, Massachusetts, and Connecticut. The Pilgrims lived in Massachusetts.

The New England colonies did not have wide rivers to move goods in and out. They had rocky soil and hard winters. The settlers farmed, fished, and hunted.

The **Middle colonies** included New York, Pennsylvania, New Jersey, and Delaware. They had good soil and weather for growing.

The middle colonies had wide rivers for moving crops. Many of the settlers were farmers who grew food to eat and sell to others.

The **Southern colonies** included Maryland, Virginia, North Carolina, South Carolina, and Georgia. In Delaware, Maryland, and Virginia they grew tobacco to sell to England.

In North Carolina, South Carolina, and Georgia they grew rice and indigo. They used slaves in the southern colonies.

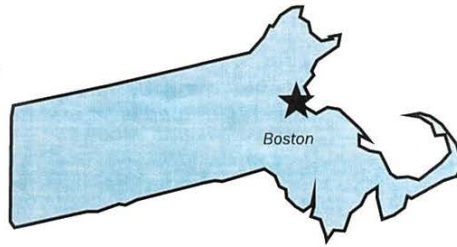
1. Name one New England colony state _____

2. What colony did the Pilgrims live in? _____

3. Name one crop grown in the Southern colonies.

Massachusetts

The Commonwealth of
Massachusetts



Copy this sentence.

Massachusetts is one of the 13 original states.

Mass_____ is one of ___ 13 original st_____.

_____ 13 _____.

Copy this sentence.

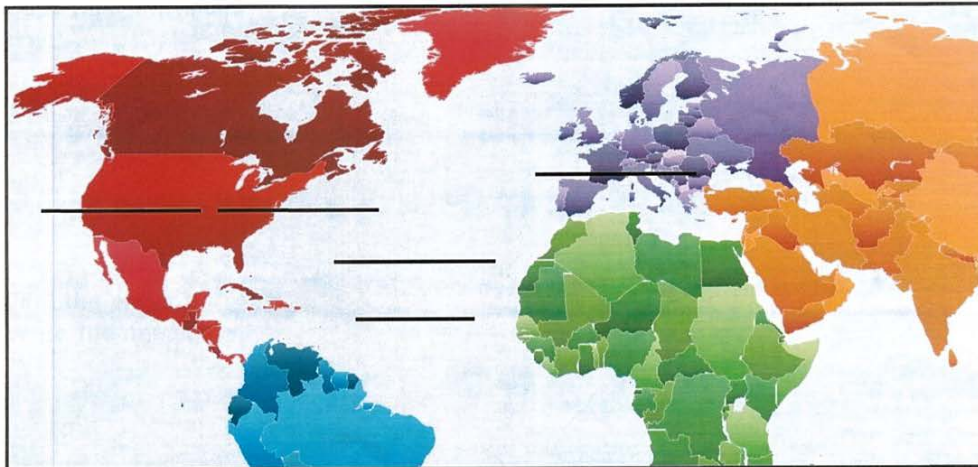
Massachusetts is on the East Coast of the United States.

Ma_____ is on the E___ C___ of the United States.

_____ East Coast _____.

**Find the place.
Write the name.**

Europe North America Atlantic Ocean



The New World and the American Indians

WORD BANK

lived	play	swim	tell	clams
deer	fish	turkey	bear	beans
corn	melons	pumpkins	squash	sunflowers

American Indians lived in America before the Europeans arrived.

There was a big American Indian tribe near the Pilgrims.

This American Indian tribe was called the “Wampanoag.”

The Wampanoag Tribe had many traditions.

They liked to te___ stories, sw_____, and pl___ games.

They li___ in round houses.

They made warm clothes from animal skins.

They had good food to eat.

They hunted many animals: de_____, be_____, and tur_____.

They caught fi_____ and dug cl_____.

They planted pu_____, co_____, be_____, mel_____, sun_____, and squ_____.



A recreation of a Wampanoag roundhouse at the Plimoth Plantation Museum in Plymouth, MA.



People of the Onondaga Indian tribe still live in Syracuse, New York. They are one of the six Haudenosaunee Nations.

The Haudenosaunee's were in New York during the time of the Pilgrims. They were in America before the first explorers came.

The Onondagas are part of the Iroquois Nation. The word Onondaga means "people of the hill."

In 1713 the Onondagas owned 2.6 millions acres of land. Today they own only 7,300 acres of land. Over the years, settlers have taken most of the Onondaga land away.

Today's Onondagas live on a reservation. They own the land. They have their own government, laws, police, and services. They must also obey U.S. law.

The Onondagas have their own language. Not many people know the language today.

Thanksgiving Day—U.S. National Holiday

A feast is a big, special dinner.

We celebrate Thanksgiving in November.

On Thanksgiving, we share food with family and friends.

The American Indians and Pilgrims shared food.

Millions of people visit their families for Thanksgiving.

Thanksgiving does not represent one religion.

Thanksgiving does not have special gifts.

All people in America can celebrate Thanksgiving.

Thanksgiving is not just for U.S. citizens.

Thanksgiving is for everybody.

New words

feast = _____

celebrate = _____

share = _____

gifts = _____



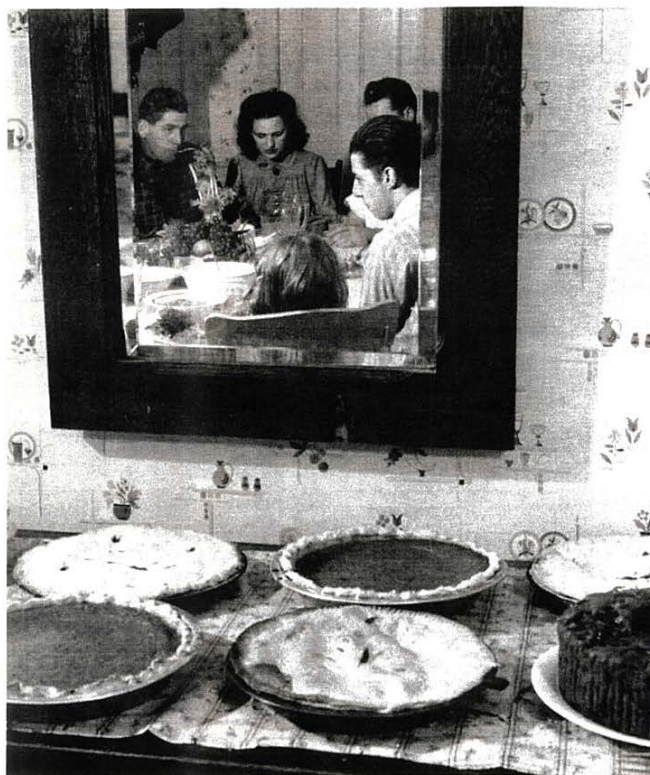
Thanksgiving Day—U.S. National Holiday (continued)

For many Americans, Thanksgiving is a day to say “thank you” for the good things in your life.

For many Americans, Thanksgiving is a special time to share food with family and friends.

Did you have Thanksgiving dinner with an American family?

Did Thanksgiving surprise you?



Pumpkin pies and Thanksgiving dinner at the home of Mr. Timothy Levy Crouch, a Rogine Quaker living in Ledyard, Connecticut, in 1940. Courtesy of the Library of Congress, LC-USF34-042712-D.

Food, Food, Food

Discuss the questions with your teacher and classmates.

Do you like American food?

What American food was new to you?

What food do you miss from your country?

What special foods do you eat for special days?



*One of the Crouch children looking to see if the "pudd'n" is ready for their Thanksgiving dinner.
Ledyard, Connecticut, November 1940.
Courtesy of the Library of Congress, LC USF34 042422.*

Complete the Chart—Holidays

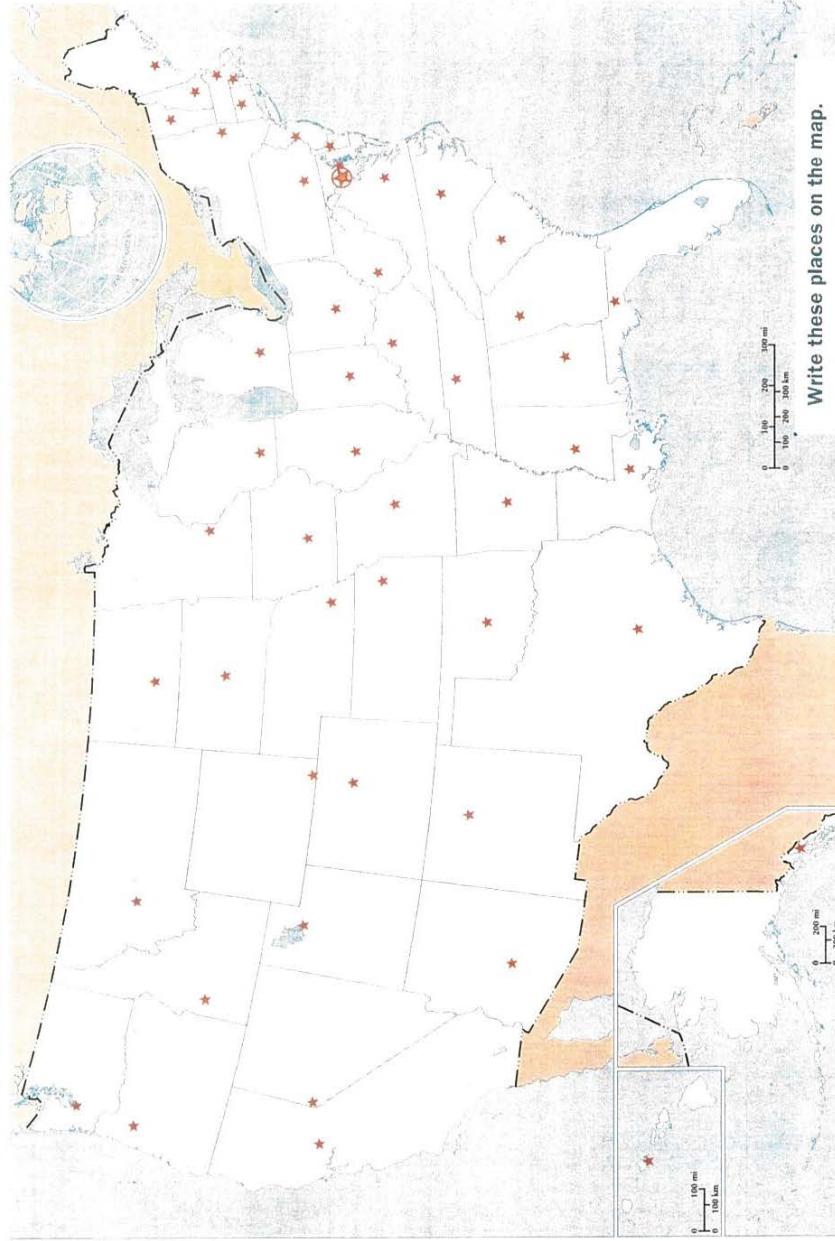
Look at a calendar for this year.

Write each holiday on the chart below. Write the exact date for this year.

Memorial Day Labor Day ✓ New Year's Day Veterans Day
 Columbus Day Presidents' Day Martin Luther King, Jr. Day
 Independence Day Christmas Thanksgiving

Month	Name of Holiday	Date of Holiday
January	New Year's Day	January 1, 20__
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Map of the United States



Geography of the United States

The United States is the third largest country in the world.

It is in North America between the Atlantic and Pacific Oceans.

The geography of the United States has a lot of variety.

There are mountains, lakes, rivers, deserts, and islands.

There are 50 states and 5 major territories in the United States.

Each state and territory has its own capital.

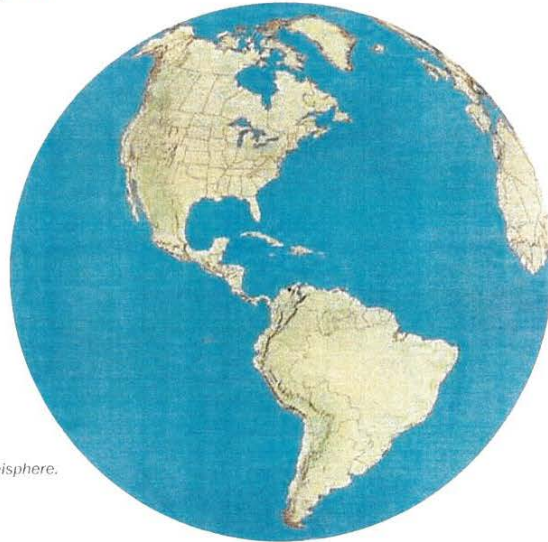
The capital of my state is _____.

The capital of the United States is _____, _____.

Look at the map on page 2.

Label Washington, D.C.

Label your state and your state capital.



The Western Hemisphere.

– The American Flag



The American flag is an important symbol of the United States.

The flag has 13 red and white stripes.

The stripes represent the 13 original colonies.

There are 50 stars on the flag.

Each star represents a state.

Our national anthem is about the American flag.

The name of the national anthem is “The Star-Spangled Banner.”

The Star-Spangled Banner was written in 1814.

Lakes, Rivers, and Oceans

Water is very important for transportation, power, food, and tourism.

Many large U.S. cities are near water.

For example, Chicago and Detroit are near the Great Lakes.

The five Great Lakes are in the northern part of the United States.

The Atlantic Ocean is on the East Coast of the United States.

Puerto Rico is in the Atlantic Ocean. It is one of the U.S. territories.

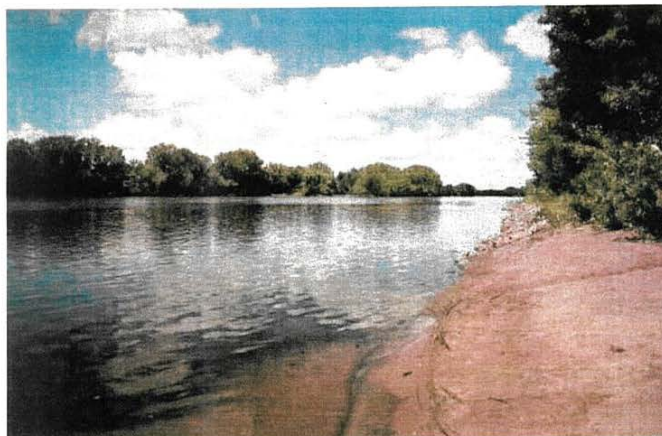
The Pacific Ocean is on the West Coast of the United States.

The state of Hawaii is in the Pacific Ocean.

The Mississippi River and the Missouri River are the two longest rivers in the United States.

These rivers flow through the middle of the country.

What lake, river, or ocean is near you?



*The Mississippi River.
Courtesy of the National Park Service.*

Borders

Word Bank

New York Texas Montana California
Minnesota Canada Mexico

Borders separate the United States from other countries in North America.

_____ borders the United States to the south.

There are four U.S. states that border Mexico.

Two states that border Mexico are _____ and _____.

Name other states that border Mexico.

_____ borders the United States to the north.

There are thirteen U.S. states that border Canada.

Three states that border Canada are _____, _____, and _____.

Name other states that border Canada.

Look at your U.S. map on page 2.

Find all of the border states on that map.

Write the names of all of the border states on the map.

HISTORIC AND CURRENT HAUDENOSAUNEE TERRITORY



By the numbers		Tuscarora	Seneca	Cayuga	Onondaga	Oneida	Mohawk
Original Land Area (acres):	Arrived in 1713	5,770	6.5 million	1.9 million	2.6 million	3.7 million	9.9 million
Land Area Today (acres):		56,213	70	7,300	32 + 10,000 reacquired	14,640	

The Road to Revolution

UNIT 3: On the Way to War

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Why did the colonists fight the British?

Objectives:

Students will:

- learn about colonial land claims and events leading up war with the French
- identify problems leading the American Revolution
- give one reason why the colonists fought the British
- explain liberty
- explain what it means to have rights
- understand the significance of the First Continental Congress
- name one country bordering the United States
- find the Atlantic and Pacific Ocean on the map

Materials:

Key Events:

- French & Indian War
- The Stamp Act
- The Tea Act
- The Sugar Act
- Boston Massacre
- Boston Tea Party
- First Continental Congress

USCIS Lesson Plans:

Thomas Jefferson and the Declaration of Independence

The Road to Revolution

UNIT 4: Declaring Independence

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What did the Declaration of Independence do?
- What are two rights in the Declaration of Independence?
- Who wrote the Declaration of Independence?
- When was the Declaration of Independence adopted?
- Who is the “Father of Our Country”?
- Who was the first President?
- There were 13 original states. Name three.
- What is the capital of the United States?
- When do we celebrate Independence Day?
- Name two national holidays.

Objectives:

Students will:

- identify the purpose, rights defined, author, and date of adoption of the Declaration of Independence
- learn about George Washington’s life and the importance of Washington’s role in U.S. history
- identify one president found on US currency
- learn about Thomas Jefferson and the importance of his role in U.S. history
- understand the characteristics of the new government and how the government works
- know when the Declaration of Independence was adopted
- identify one key figure in the American Revolution
- identify Independence Day as a national U.S. holiday
- locate and label Washington State, Washington DC, East Coast and West Coast on a map
- identify the current U.S. President

Materials:

Key Events:

- Second Continental Congress
- The American Revolution
- Declaration of Independence

USCIS Lesson Plans:

George Washington
Establishing Independence (intermediate)
Thomas Jefferson and the Declaration of Independence

The Road to Revolution

UNIT 5: The United States Constitution

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What is the supreme law of the land?
- What does the constitution do?
- The idea of self-government is in the first three words of the Constitution. What are these three words?
- What is an amendment?
- What do we call the first ten amendments to the Constitution?
- What is one right or freedom from the First Amendment?
- How many amendments does the Constitution have?
- What is the “rule of law”?
- Who is the Governor of your state now?
- What is the capitol of your state?
- What are the two major political parties in the United States?
- What is the political party of the President now?
- What happened at the Constitutional Convention?
- When was the Constitution written?
- The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
- What is one thing Benjamin Franklin is famous for?
- What are two ways that Americans can participate in their democracy?

Objectives:

Students will:

- learn about Benjamin Franklin’s role in U.S. history
- explain the purpose of the Constitutional Convention
- identify the purpose of the Constitution, the first three words, and the date it was written
- explain the idea of self-government
- identify the writers of the Federalist Papers
- identify two rights as guaranteed by the Bill of Rights
- identify rights in the First Amendment and explain to whom they apply
- describe rights only for United States citizens
- describe voting age and voting rights
- learn about the political party system

- explain democracy

Materials:

Key Events:

- Leaders convene to revise the Articles of Confederation, Constitution is written
- The Great Compromise
- The Three-Fifths Compromise
- Federalist Papers
- Bill of Rights
- Political Party system is born

USCIS Lesson Plans:

Thomas Jefferson and the Declaration of Independence
Benjamin Franklin and the U.S. Constitution
Bill of Rights and Other Amendments
Your Government and You
U.S. Constitution (intermediate)

Systems of Government

UNIT 6: United States (U.S.) Government

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Name one branch or part of the government.
- What stops one branch of government from becoming too powerful?
- Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
- Under our Constitution, some powers belong to the states. What is one power of the states?
- What is one responsibility that is only for United States Citizens?
- Name one right only for United States citizens.
- What are two rights of everyone living in the United States?
- What is one promise you make when you become a United States citizen?
- When is the last day you can send in federal income tax forms?
- When must all men register for the Selective Service?
-

Objectives:

Students will:

- learn the characteristics of U.S. government, why government is important, and what it does
- identify the three branches of government and explain separation of powers
- provide one example of a state power
- provide one example of a federal power
- understand the concept of “rule of law”
- compare the U.S. government with other forms of government around the world
- identify ways that Americans can participate in their democracy
- understand the naturalization process
- explain the promises that are part of the Oath of Allegiance
- identify rights and responsibilities only for U.S. citizens
- explain when men must register for selective service
- explain when federal income tax forms are due
- identify the current governor of their state
- identify the capitals of the United States and their home state
- explain the significance of the Pledge of Allegiance

Materials:

Key Events:

- N/A

USCIS Lesson Plans:

Your Government and You

Systems of Government

UNIT 6A: Executive Branch

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Who is in charge of the executive branch?
- We elect a President for how many years?
- In what month do we vote for President?
- What is the name of the President of the United States now?
- What is the name of the Vice President of the United States now?
- If the President can no longer serve, who becomes President?
- If both the President and the Vice President can no longer serve, who becomes President?
- Who is the Commander in Chief of the military?
- Who signs bills to become laws?
- Who vetoes bills?
- What does the President's cabinet do?
- What are two cabinet level positions?
- How old do citizens have to be to vote for President?

Objectives:

Students will:

- identify the executive branch as one branch of the government
- identify where the president lives
- learn about the President's role in the government
- identify the current president and vice president and their party affiliation
- understand the function of the president's cabinet
- identify several members of the cabinet and their respective departments
- explain presidential terms, election years/months
- explain the presidential order of succession

Materials:

Key Events:

- N/A

USCIS Lesson Plans:

Executive Branch

Executive Branch (intermediate)

Systems of Government

UNIT 6B: Legislative Branch

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Who makes federal laws?
- What are the two parts of the U.S. Congress?
- How many U.S. Senators are there?
- We elect a U.S. Senator for how many years?
- Who is one of your state's U.S. Senators now?
- The House of Representatives has how many voting members?
- We elect a U.S. Representative for how many years?
- Name your U.S. Representative.
- Who does a U.S. Senator represent?
- Why do some states have more Representatives than other states?
- What is the name of the Speaker of the House of Representatives now?

Objectives:

Students will:

- identify the legislative branch as one branch of the government
- learn about Congress' role in the government
- identify two parts of Congress, the different terms, and the number of members in each
- name one of their senators and their representative, or be able to state that there are none
- understand how states and districts are represented in Congress
- explain the role of the Speaker of the House in the presidential succession

Materials:

Key Events:

- N/A

USCIS Lesson Plans:

Legislative Branch

Legislative Branch (intermediate)

Systems of Government

UNIT 6C: Judicial Branch

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What does the judicial branch do?
- What is the highest court in the United States?
- How many justices are on the Supreme Court?
- Who is the Chief Justice of the United States now?

Objectives:

Students will:

- identify the judicial branch s one branch of the government
- learn about the role of the judicial branch in the government
- identify the U.S. Supreme Court as the highest court in the United States
- identify the current Chief Justice of the United States
- state the number of justices on the Supreme Court

Materials:

Key Events:

- N/A

USCIS Lesson Plans:

Judicial Branch

Judicial Branch (intermediate)

The 1800's

UNIT 7: Westward Expansion

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What territory did the United States buy from France in 1803?
- What did Susan B. Anthony do?
- Name one U.S. territory.
- What is the name of the national anthem?

Objectives:

Students will:

- identify that the Louisiana territory was purchased from France in 1803
- identify two new states
- identify one problem associated with expansion of America
- explain the significance of the Star Spangled Banner
- name one major improvement or invention of the 1800's
- identify Susan B. Anthony and explain her role in ending slavery and working for women's rights

Materials:

Key Events:

- The Louisiana Purchase
- The War of 1812
- Battle of the Alamo
- California Gold Rush
- The Mexican-American War

USCIS Lesson Plans:

Civil War
U.S. Wars in the 1800's
Fighting for Our Rights
American Symbols and Celebrations

The 1800's

UNIT 8: Sectionalism- The Road to the Civil War

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What group of people was taken to America and sold as slaves?
- What was one important thing that Abraham Lincoln did?
- Name one problem that led to the Civil War?

Objectives:

Students will:

- learn about Abraham Lincoln's life
- identify Lincoln's role in U.S. history and the Civil War
- understand the concepts of slavery vs. freedom
- identify slavery as one of the problems leading to the civil war
- explore ways that Lincoln is honored, using paintings and famous landmarks
- identify Lincoln as one president honored on President's Day
- use a map to identify Union and Confederate states
- name one union and one confederate state

Materials:

Key Events:

- The Compromise of 1850
- Republican Party is formed
- Lincoln elected President
- Confederate States formed

USCIS Lesson Plans:

Abraham Lincoln
Civil War

The 1800's

UNIT 9: The Civil War

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Name one war fought by the United States in the 1800's.
- Name the U.S. war between the North and the South.
- What was one important thing that Abraham Lincoln did?
- What did the Emancipation proclamation do?
- There are four amendments to the Constitution about who can vote. Describe one of them.
- Name one of the two longest rivers in the United States.

Objectives:

Students will:

- learn about the importance of the Civil War in United States history
- identify problems leading to the Civil War
- understand general issues of slavery in the United States
- understand the division of the North and South during the Civil War
- identify Abraham Lincoln as president during the Civil War and author of the Emancipation proclamation
- name one major Civil War battle
- identify the purpose of the Emancipation proclamation
- name an amendment on voting

Materials:

Key Events:

- Seven Day's Battle
- War of Antietam
- Emancipation Proclamation
- Gettysburg
- Civil War Ends

USCIS Lesson Plans:

Civil War

U.S. Wars in the 1800's

The 1800's

UNIT 10: Reconstruction

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

Objectives:

Students will:

- talk about how the South was rebuilt
- name one attempt that was made to redress the unfair treatment of blacks and end slavery
- explain the Civil Rights Act
- explore civil and women's rights issues in then and now
- understand the importance of the canal and railway systems and the affect of the railroad on North Americans
- learn about the local importance of the Erie Canal

Materials:

Key Events:

- Freedman's Bureau
- Reconstruction Act
- Civil Rights Acts
- Compromise of 1876
- National Women's Suffrage Association founded
- Alaska purchase
- Ku Klux Klan founded
- Great Chicago fire

USCIS Lesson Plans:

Recent American History & Important Events

UNIT 11: Industrialization

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- What is the economic system of the United States?
- Where is the Statue of Liberty?

Objectives:

Students will:

- identify capitalism as the economic system in the United States
- learn about the rapid growth of industry
- name one important invention or discovery
- name one important change brought about by the Labor Movement
- learn about early waves of immigrants
- compare immigration then and now
- tell where the Statue of Liberty came from, and why it is important

Materials:

Key Events:

- Triangle Shirtwaist Factory fire
- France give U.S. the Statue of Liberty
- Thomas Edison invents the light bulb
- John D. Rockefeller/ Standard Oil Company monopolize the oil business
- Alexander Graham Bell invents the telephone

USCIS Lesson Plans:

American Symbols and Celebrations
U.S. History Since 1900

Recent American History & Important Events

UNIT 12: World War I

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Name one war fought in the United States in the 1900s.
- Who was President during World War I?

Objectives:

Students will:

- name one U.S. ally in World War I
- understand what caused World War I
- explain the role of Woodrow Wilson in U.S. history
- learn about the consequences of World War I, both global and in the U.S.
- use the world map to find two countries who fought in World War I
- learn about post-war America
- tell when Veteran's Day is celebrated and why it is important
- answer the question, What went wrong for the U.S. after World War I?

Materials:

Key Events:

- Germany sinks the Lusitania
- US enters WWII
- D Day cease fire/ Veteran's Day

USCIS Lesson Plans:

U.S. History Since 1900

Recent American History & Important Events

UNIT 13: The Great Depression

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Who was President during the Great Depression and World War II?
- Name one state that borders Mexico.

Objectives:

Students will:

- understand the historical significance of the Great Depression
- learn about Franklin D. Roosevelt and the New Deal
- name one important result of the New Deal
- read about Amelia Earhart
- learn about the stock market crash of 2008-2009
- name one state that borders Mexico

Materials:

Key Events:

- The Great Depression begins
- Amelia Earhart flies across the Atlantic
- Franklin D. Roosevelt elected to office
- Fair Labor Standards Act
- The Roaring 20's
- Prohibition
- The Dust Bowl Drought
- The New Deal

USCIS Lesson Plans:

U.S. History Since 1900

Recent American History & Important Events

UNIT 14: World War II and Post War America

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Name one war fought by the United States in the 1900s.
- Who was President during the Great Depression and World War II?
- Who did the United States fight in World War II?
- Before he was President, Eisenhower was a general. What was he in?
- During the Cold War, what was the main concern of the United States?

Objectives:

Students will:

- learn about the causes of World War II, U.S. enemies and allies
- find Germany and Japan on the world map
- name the key event leading up to Japan's surrender
- learn about Hitler and Nazi Germany
- understand the historical significance of the Cold War
- understand the effects of communism on the United States
- explain the role of the United Nations
- study different forms of government

Materials:

Key Events:

- Japanese bomb Pearl Harbor
- U.S. declares war on Japan, enters WWII
- Atomic bomb dropped on Hiroshima
- United Nations formed

USCIS Lesson Plans:

U.S. History Since 1900

Recent American History & Important Events

UNIT 15: Recent Conflicts

Level: Low beginning, High Beginning, Low Intermediate

Citizenship Test Questions

- Name one war fought by the United States in the 1900s.
- What movement tried to end racial discrimination?
- What did Martin Luther King, Jr. do?
- What major event happened on September 11, 2001, in the United States?

Objectives:

Students will:

- identify U.S. wars in the 1900's
- discuss conflict in the Middle East
- learn about the Gulf War
- learn about the World Trade Center attacks
- discuss the Iraq War and U.S. involvement in the Middle East
- understand the effects of terrorism on the United States
- name one important figure in the U.S. civil rights movement
- discuss refugees and immigrants in current events

Materials:

Key Events:

- Korean War
- Vietnam War
- Cuban Missile Crisis
- Martin Luther King *"I Have a Dream"* speech
- March on Washington
- Civil Rights Acts
- Neil Armstrong walks on the moon
- Gulf War
- World Trade Center attacks
- Iraq War
- Conflict in the Middle East

USCIS Lesson Plans:

Fighting for Our Rights
U.S. History Since 1900

U.S. History Timeline

1492	Columbus discovers the new world
1607	Jamestown established
1619	First slaves arrive
1620	Plymouth Colony established
1754	French and Indian War
1765	Stamp Act
1770	Boston Massacre
1773	Boston Tea Party
1774	First Continental Congress
1775	Second Continental Congress
1775	Paul Revere's ride
1776	Declaration of Independence
1781	Articles of Confederation
1783	American Revolution ends
1787	Constitution is written
1789	George Washing elected the 1 st president
1789	Constitution approved
1791	Bill of Rights added to Constitution
1803	Louisiana Purchase
1812	War of 1812
1836	Battle of the Alamo
1846	Mexican American War
1849	California Gold Rush

1850	Compromise of 1850
1854	Republican Party formed
1860	Lincoln elected president
1861	Confederate States formed
1861	Civil War begins
1862	Seven Day's War
1862	Battle of Antietam
1863	Emancipation proclamation
1863	Battle of Gettysburg
1865	Civil War ends
1868	Civil Rights Act passed
1869	Right to Vote Amendment
1865	Thirteenth Amendment to the Constitution
1865	Freedman's Bureau
1866	Civil Rights Act of 1866
1867	Alaska Purchase
1868	Fourteenth Amendment to the Constitution
1869	National Women's Suffrage Association formed
1870	Fifteenth Amendment to the Constitution
1871	Great Chicago Fire
1875	Civil Rights Act of 1875
1876	U.S. receives the Statue of Liberty
1898	Spanish War begins
1911	Triangle Shirtwaist Factory fire

1915	Germany sinks the Lusitania
1917	U.S. enters WWII
1929	The Great Depression begins
1932	Amelia Earhart flies across the Atlantic
1932	Franklin D. Roosevelt elected to office
1938	Fair Labor Standards Act
1941	Japanese bomb Pearl Harbor
1941	U.S. declares war on Japan, enters WWII
1945	Atomic bomb dropped on Hiroshima
1945	United Nations formed
1950	Korean War begins
1959	U.S. enters the Vietnam War
1960	Civil Rights Act of 1960
1962	Cuban Missile Crisis
1963	Martin Luther King, "I Have a Dream"
1963	March on Washington
1964	Civil Rights Act of 1964
1968	Civil Rights Act of 1968
1969	Neil Armstrong walks on the moon
1991	Gulf War
2001	World Trade Center attacks
2003	Iraq War

Social Studies: Additional Lesson Ideas & Topics*

Individual Experience	Community Experience	World Experience
School as a community- getting acquainted	Neighborhoods- maps/ globe	Rules & laws- the Constitution
Diversity- including class rules and routine	City, County, State	Government on the state & federal levels- 3 branches of, responsibilities, state vs federal power
Cultural identities/customs/beliefs	Public & community services (police, fire...)	Shared culture- holidays, shared symbols, Pledge of Allegiance, US Flag, Songs (Star Spangled Banner)
The family unit- Family as a community	Consumerism- economic goods and wants, how individual needs drive local services and economy	Democracy- principles of
Consumerism- family needs/wants, as buyers/sellers, competition, products, prices	Health Services	Election process
Family history- folktales, legends, oral histories, music, food, culture, tradition, ways of recording (family tree, job tree, timeline), days/weeks/months/years/seasons Graphs/charts/photos/video	Local Government- leaders, elections, city/county gov't departments	National symbols
Family as related to safety, economic decisions, school, finances	Community features- special purpose buildings, rules/routines, transportation, parks/recreation, geography, history, local organizations, 'unique to area'(landmarks, monuments, architecture)	Interaction with other countries- universal human rights, exchange of ideas/practices, similarities/differences, laws & citizens roles in other countries, forms of government, basis for economic change, different economic systems,

Holidays- religious/personal, national holidays, separation of church & state	Community change over time- continuity/change, same/different	colonization, hemispheres/continents/bodies of water
Human/ civil rights- home country, in the US, reform movements	Languages & traditions- local festivals, parades, events	
	Physical environment- effect on how we live, climate/vegetation, topography, borders, major cities, how your city changed and grew (1700's-present), how people change their environment	
	Citizenship- rights & responsibilities	
	Economics- how jobs & money affect the community, community workers, goods and services, activity in Industrial Age	
	Rules/laws- reasons for government, why laws are created, NYS Constitution	
	Urban, suburban, rural- as related to : geography & natural resources, migration patterns	

**Use this list as a supplement to lesson planning. Include your adult student(s) in the planning process whenever possible. Build on prior knowledge and choose areas of study that are of interest to the learners. Draw from discussion periods and the needs of your student(s) in order to create a meaningful learning experience.*

Guiding Questions:

What does it mean to be a member of a community?

What does it mean to be a citizen?

What makes up a community?

How do communities change/grow over time?

How are communities the same/different?

Why is geography important?

What is government and why do people need laws?

How do power, wealth, and religion influence change and development?

What others can you think of?



NYC Adult Literacy Institute

Resources for introducing content-based EL/Civics

CUNY Wiki: Literacy.cuny.edu

The image shows a Windows desktop environment. In the foreground, a presentation slide titled "SLIDE 5 OF 5" is visible, containing five numbered items:

- 1 NYC Adult Literacy Institute
- 2 We Are New York
- 3 English & Resources
- 4 For Educators
- 5

In the background, a web browser window displays the website www.literacy.cuny.edu. The page features the CUNY logo and navigation menus for "FUTURE STUDENTS", "CURRENT STUDENTS", "FACULTY/STAFF", and "ALUMNI". A search bar is located in the top right corner. The main content area is titled "Resources for Teachers" and includes a paragraph: "The following web sites collect resources on curriculum and pedagogy for ESOL, pre-HSE, HSE and college transition work in adult education. You may also want to look at our resources for students, which include online information that may be useful for students in ESOL, pre-HSE and HSE classes. With support from teachers, these resources can help students continue to work towards their goals independently." Below this text are several resource categories:

- Locations
- Resources for Teachers
- Resources for Students
- CUNY HSE Curriculum Framework
- Deferred Action for Childhood Arrivals
- CUNY Immigrant Education Initiative
- "We Are New York" Video Series
- News and Publications

On the right side of the page, there are three highlighted sections:

- HIGH SCHOOL EQUIVALENCY / ADULT BASIC EDUCATION**
- THE CUNY HSE CURRICULUM FRAMEWORK**
- HSE Curriculum Framework in ELA/SS, Science and Math**

At the bottom of the page, there is a "TEACHING RESOURCES" section. The browser's address bar shows the URL www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/adult-literacy/teaching/. The taskbar at the bottom of the screen shows various application icons, including Internet Explorer, Word, and PowerPoint, along with the system clock showing 12:06 PM on 5/29/2016.

We Are New York

- ▶ Episodes & Resources
- ▶ For Educators

<http://www.nyc.gov/html/weareny/html/educators/educators.shtml>

(Or just Google We Are New York)

Episodes & Resources

The screenshot displays a Windows 8 desktop environment. The taskbar at the bottom shows the Start button, a search icon, and several application icons including Internet Explorer, a media player, and a file explorer. The File Explorer window is open to the 'HOME' tab, showing a context menu with options like 'Cut', 'Copy', 'Paste', and 'Format Painter'. The main window is a web browser displaying a PDF document. The document's title is 'LOVE AND MONEY: What's Going On?' in bold orange text. Below the title is a photograph of a man in a dark suit and tie, looking slightly to the side. The background of the photo shows a blurred indoor setting, possibly a restaurant or office. The browser's address bar shows the URL: www.nyc.gov/html/weareny/downloads/pdf/WNY101.11_Pictures_F_web.pdf. The browser's status bar at the bottom indicates 'PAGE 1 OF 1' and '0 WORDS'. The system clock in the bottom right corner shows the time as 11:51 AM on 5/9/2016.

For Educators

NYC WE ARE NEW YORK
Mayor's Office of
Immigrant Affairs

FOR EDUCATORS

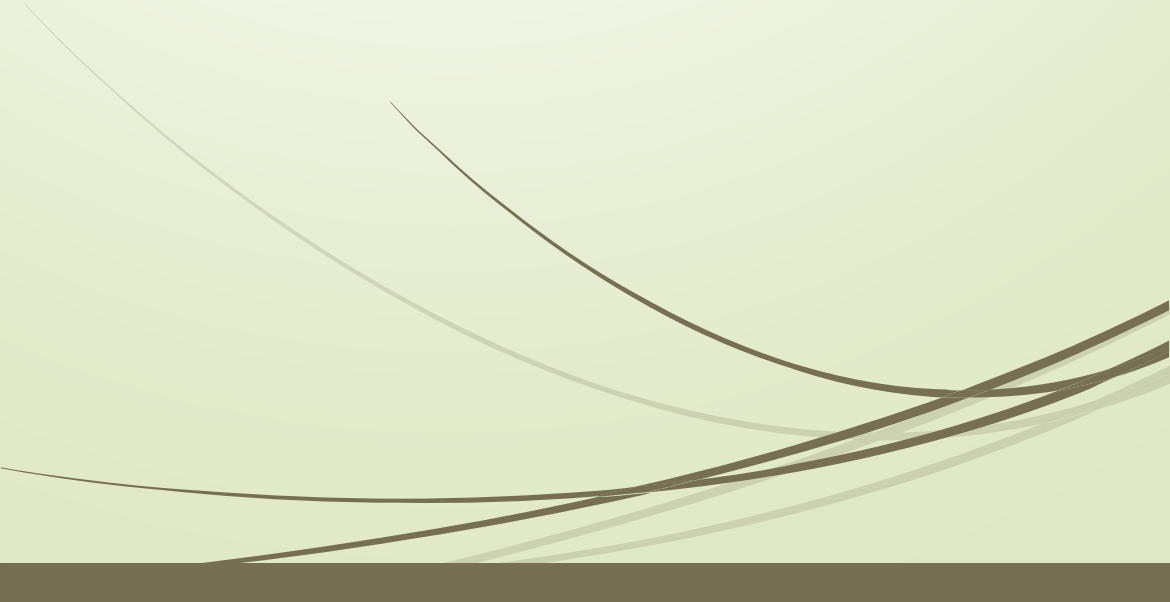
CUNY Citizenship Now! Provides Free Services to Help with U.S. Citizenship
CUNY Citizenship Now! offers free, high quality, and confidential immigration law services. Their attorneys and paralegals provide one-on-one consultations to assist individuals and families with immigration related issues. CUNY Citizenship Now! is the country's largest university-based citizenship and immigration law service provider, and they operate nine centers across the five boroughs. The free immigration services are available in multiple languages and are open to all members of the community--

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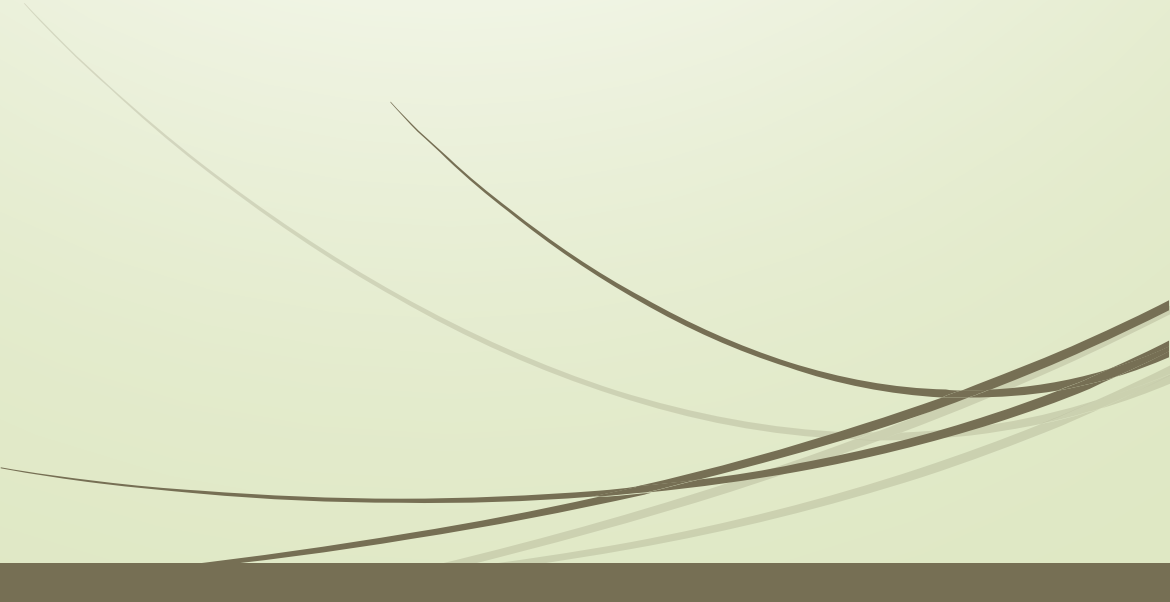
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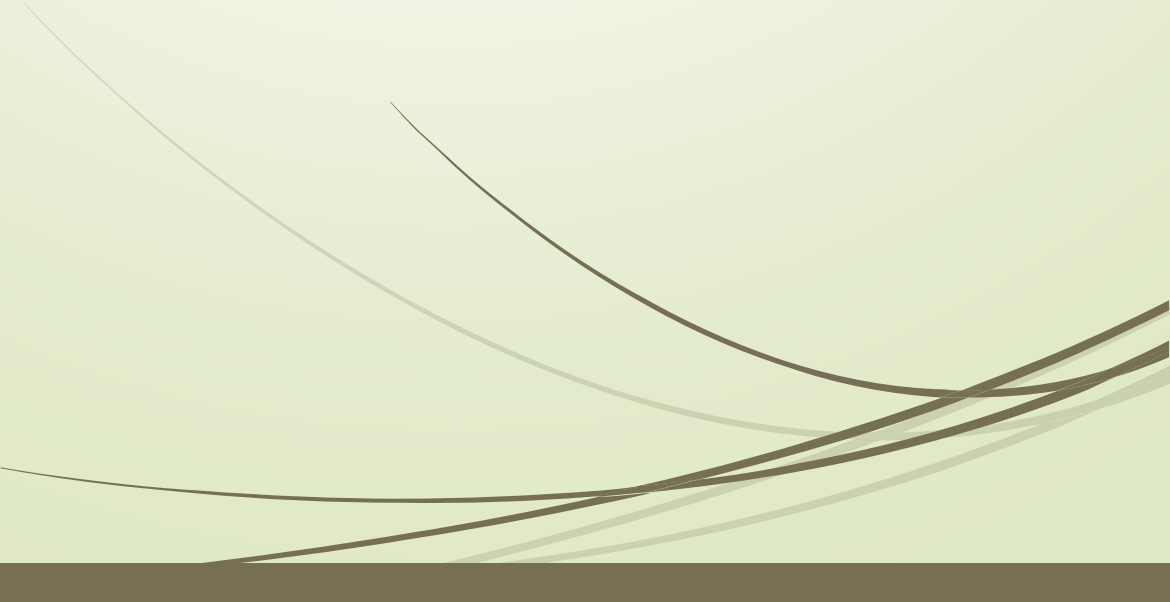
Notes:



Notes:



Notes:



SETTING STUDENTS UP FOR SUCCESS WITH READING

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

**A Work in Progress by Moira Taylor
CUNY ESOL Professional Staff Developer
August 2011
Revised January 2016
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A Word About this Curriculum

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

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

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

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

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DAY ONE:

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

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

Teacher Preparation:

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

children	daughter	friend	happy	letter
nervous	parents	proud	questions	worried

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

Materials:

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

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

Goals:

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

Steps:

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

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

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

DAY TWO:

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

Teacher Preparation:

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

Carmen	Fatima	Ismael	Juan	Ming
Parent Coordinator	Pierre	Sayeed		

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

Materials:

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

Goals:

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

Steps:

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

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

Character Chart

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

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

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

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

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

What is the name of the character?

Is (Fatima) male or female?

Is (Fatima) an adult or a child?

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

Day THREE:

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

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

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

Teacher Preparation:

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

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

Materials:

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

Goals:

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

Steps:

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

How do you spell _____ ? (A)

It is _____. (B)

Is that correct? (B)

Yes, it is. (A)

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

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

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

Teacher Preparation:

Materials:

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

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

Goals:

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

Steps:

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

Day FOUR:

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

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

Teacher Preparation:

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

1. Carmen
2. Fatima
3. Ismael

1. Juan
2. Ming
3. Parent
Coordinator

1. Pierre
2. Sayeed
3. Carmen

Materials:

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

Goals:

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

Steps:

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

How do you spell _____? (A)

It is _____. (B)

Is that correct? (B)

Yes, it is. (A)

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

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

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

Teacher Preparation: None

Materials:

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

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

Goals:

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

Steps:

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

Who is in picture ____? (A)

_____ is in picture _____. (B)

_____ and _____ are in the picture. (B)

_____, _____, and _____ are in picture # _____. (B)

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

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

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

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

Teacher Preparation: None

Materials:

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

Goals:

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

Steps:

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

 “*Nervous*” begins with “*N*”.
4. Point to the “N” for clarity, but then move on quickly to another word. Change “Nervous” to “Children” and erase the “N”:

“Children” begins with “_____”.

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

What letter does _____ begin with? (*Fatima*)

_____ begins with _____. (*Fatima, “F”*)

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

Advice begins with “*A*”.

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

Children begins with “*C*”.

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

What letter does _____ begin with?

_____ begins with _____.

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

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

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

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

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

Student B asks: "Is that correct?"

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

Day FIVE:

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

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

Teacher Preparation: None

Materials:

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

Goals:

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

Steps:

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

	3 WORDS WITH “S”	3 WORDS WITH “W”	3 WORDS WITH “M”
1.			
2.			
3.			

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

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

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

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

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

Teacher Preparation: None

Materials:

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

Goals:

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

Steps:

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

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

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

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

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

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

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

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

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

Teacher Preparation: None

Materials:

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

Goals:

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

Steps:

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

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

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

A. Who is this?
B. It is _____. / I don’t remember.

A. Tell me about _____. (Carmen)
B. She is _____.

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

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

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

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

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

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

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

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

Post Reading Activities

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

- a. Have students put the Strip Story in order. Two suggested Strip Story versions (one higher and one lower) for *My Name is Fatima* are in Post-Reading Handouts. (Keep in mind this could be pre OR post reading activity.)
- b. Use the WANY Study Guide for *Welcome Parents* that accompanies *My Name is Fatima*. (There is a study guide for each of the 10 episodes.) In the front of each study guide there is a picture story with dialogue that mirrors what happens in the episode on the DVD. By reading the picture story together (solidifying their reading skills even more) students are set up for success with listening to the episode on DVD.
- c. Have students work on the sentence matching activity. This activity is set up as a quiz, but can be used however you like. Students are asked to match simple sentences about the pictures with pictures. The sentence match activity with some sample sentences for *My Name is Fatima* is attached in Post-Reading Handouts. For examples of sentence matching activities for the other episodes, see Appendix C.
- d. Fill out the Noun/Verb Chart (attached in Post-Reading Handouts). You could use the vocabulary list at the back of each *My Name is...* reader to help students learn about different parts of speech and new vocabulary.
- e. Do role play of the story by groups, using their LEA or other stories to guide the role play.
- f. Work on grammar in context by using the picture stories (above) in another way. For example, students could be introduced to the present progressive. They might work on the use of the present progressive using the following dialogue with the picture story:

 A. What is she/ he doing?
 B. She/ He is _____.
- g. True or False questions made up by students for other groups
- h. Journal entry writing about an experience at parent-teacher conferences at their own children’s school. Or if they don’t have children, a meeting that made them nervous.

Day One

Handouts

Character and Key Vocabulary Chart

My Name is Fatima

WANY low level reader to accompany "Welcome Parents" episode

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

Classroom Correction Language

Is this/it correct?

Yes, it is.

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

Add _____.

Take out _____.

Change _____ to _____.

Write _____ after _____.

Put _____ before _____.

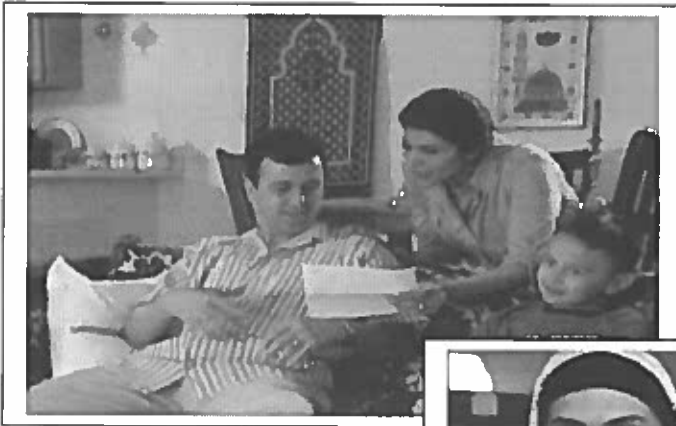
Spell it for me please.

Day Two

Handouts

Day Three

Handouts



My Name is Fatima

Day Four

Handouts

QUIZ: Who is in the picture?

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

Day Five

Handouts

NAME: _____

DATE: _____

	3 WORDS WITH "S"	3 WORDS WITH "W"	3 WORDS WITH "M"
1.			
2.			
3.			

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

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

APPENDIX A

Introductory Activities

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

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

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

Community Building Activities

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

Activity: **Name Game**

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

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

Steps:

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

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

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

Activity: Remembering Names

Goal: To reinforce/practice names for community building

Materials: None

Steps:

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

Activity: Grouping Alphabetically

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

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

Steps:

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

5. Tell Ss that they will reorganize themselves in a circle, but this time they need to do it alphabetically by first name.
6. Before they do this, review the questions they need (and possibly the answers if you think they need it) to accomplish the task. Get at least one pair of students to model:
 - a. What is your name? How do you spell it?
 - b. My name's _____. It's _____.
7. Explain that Ss should sit down once they are in the correct order. You will need to monitor this a bit at first.
8. To start, Ss stand up and mingle, asking and answering the questions, and figuring out the order they need to go in, and then sitting down when they've found their place.
9. In their new order, students ask each other round robin style: "How do you spell your name?"

Optional activities: This reorganizing in a circle can be done for anything: Last names, birthdays, favorite colors, seasons, height, hometown, hobbies, etc...

Promoting Good Classroom Language and Behavior Activities

These activities will help your students work together effectively in English. Spending time on these activities at the beginning of the class, and consistently enforcing / reinforcing their use (by keeping the language in the classroom and on their tongues) will make the whole course work better. This language enables students to really use English as a communication tool.

- Activity:** "Control Language"
Goal: To introduce "control language" so that students are able to communicate and function together in a meaningful way
Materials: A list of commands on paper that the teacher has created. It could include:
 Clap your hands, snap your fingers, Write "alphabetize" on the board, Stand up, Hop to the window, etc...

A chart with the following control language written on it:
 Could you repeat that please?
 I don't understand.
 What does _____ mean?
 Please speak English.
 Could you speak up/louder?
 Could you speak slower?
 How do you spell that? (How do you spell _____?)
 How do you pronounce that?

Steps:

1. Hang up the above list of "control language" without going over it.
2. Say something very fast and quietly to a volunteer student, e.g. Please clap your hands.
3. Cue the student, who presumably doesn't understand (but could with a little time and effort – remember this is not designed to be above the level of your students), to ask you one of the questions from the list above.

4. If the student asks an appropriate question, do what s/he says and no more, i.e. if the student says "Could you speak slower?" only speak slower, but don't speak louder until s/he tells you to do so. If the student doesn't know what to do, point silently to the list and gesture for him/her to ask you something so that you "act."
5. Continue until the student fully understands and does the action required.
6. Repeat the activity with a new command, and with a new student. Remember to do only what they ask you to do. Make them ask you, so that they learn the power of these phrases. Practice with several different students.
7. When each of these has been used many times, go over the pronunciation together and then give the students time to copy.
8. Hang the newsprint with the language up in the classroom where it can be seen and referred to at any time.

Activity: "Correction Language"

Goal: To introduce "correction language" so that students are able to work together on correcting their work in a meaningful and communicative way

Materials: A chart with the following correction language written on it:

Is this/it correct?
 You should/need to add _____
 omit/take out _____
 change _____ to _____
 write _____ after _____
 put _____ before _____
 Could you spell it for me?
 Is that what you mean/want to say?

Steps:

1. Hang up the above list of "correction language" without going over it.
2. Write one sentence with a lot of typical and easy mistakes in it on the blackboard. There should be both grammatical and spelling errors. Ask students if it is correct. (Make sure to make the errors "typical" and "easy" since this is to practice the language, not to test them on the errors.)
3. The students will say that it is not correct. Ask them what to do to correct it. Make them tell you exactly what to do. Do exactly what they direct you to do, regardless of whether it is an improvement or not. If they say something like "no "s" – and don't use the correction language phrases – point to the correct phrase on the correction language chart so that they get the correct English on their tongue. It's difficult to hold back, but remember to do only what they say, so they learn the power of the phrases.
4. Continue until it is almost or completely correct (or you see that it is only going to get worse – this is possible!) By this time, however, they will have had many chances to use each sentence.
5. Before you make any further corrections to the above sentence, ask Ss why you did this exercise with them and why these sentences are important. Talk about how they learn from each other and need to be able to say things in correct English.
6. Rewrite the original sentence with any good corrections they've made and any remaining errors. See if they can finish it off, or if necessary, finish it off for them.
7. When each of these has been used many times, go over the pronunciation of each sentence together and then give the students time to copy.
8. After they have written the phrases in their notebooks, follow up with a practice exercise. Put them in small groups and give them some examples of incorrect sentences. As a

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

Activity: “Classroom Language”

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

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

Could you please move over?

Could you move in/closer?

Could/Would you change places with me?

Could you show me?

Could you explain it to me?

Could you spell _____ for me?

Could you draw/write _____ for me?

Whose _____ is it?

Can I join you?

Please join us.

Whose turn is it?

It’s my/your/his/her turn

Steps:

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

Last updated January 2016

How to Do Face-to-Face:

Preparing for Face-to-Face:

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

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

Switching partners in Face-to-Face:

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

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

APPENDIX B

Character and Key Vocabulary Chart

My Name is Aku

WANY low level reader to accompany "The Storm" episode

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

Character and Key Vocabulary Chart

My Name is Anya

WANY low level reader to accompany “No Smoking” episode

CHARACTERS (in alphabetical order)

KEY VOCABULARY (in alphabetical order)

Anya
doctor
friend
neighbor
Rishi
Sasha
swim coach

champion
cigarette
cough
exercise
husband
proud
quit
smoker
swimmer
worried

Character and Key Vocabulary Chart

My Name is Daniel

WANY low level reader to accompany "The Hospital" episode

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

Character and Key Vocabulary Chart

My Name is Eddie

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

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

Character and Key Vocabulary Chart

My Name is Fatima

WANY low level reader to accompany "Welcome Parents" episode

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

Character and Key Vocabulary Chart

My Name is Lucia

WANY low level reader to accompany "The Wedding" episode

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

Character and Key Vocabulary Chart

My Name is Lupe

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

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

Character and Key Vocabulary Chart

My Name is Maria

WANY low level reader to accompany "Asthma" episode

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

Character and Key Vocabulary Chart

My Name is Sue

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

CHARACTERS (in alphabetical order)

KEY VOCABULARY (in alphabetical order)

Abdul
bank manager
Jorge
Sophie
Sue

advice
bank
credit card
coworker
girlfriend
happy
nervous
restaurant
truth

Character and Key Vocabulary Chart

My Name is Yumi

WANY low level reader to accompany "Domestic Violence" episode

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

Character and Key Vocabulary Chart

My Name is _____

_____ episode

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



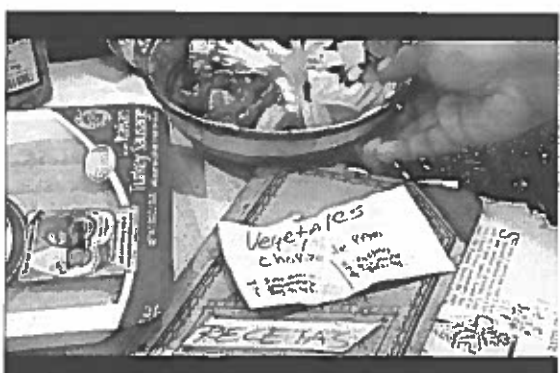
My Name is Aku



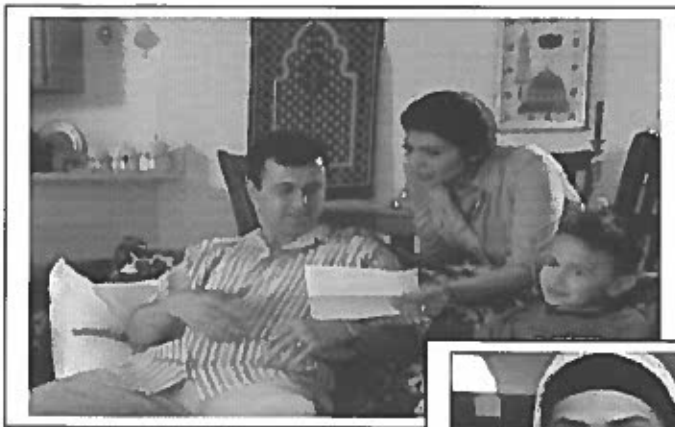
My Name is Anya



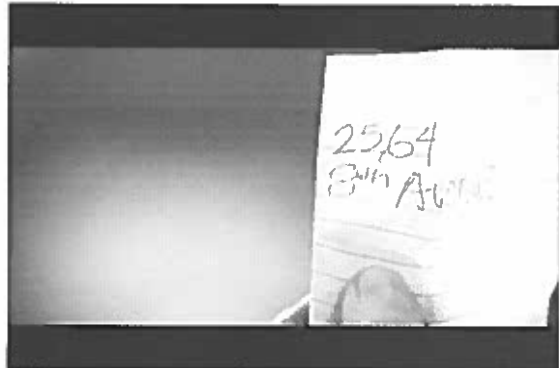
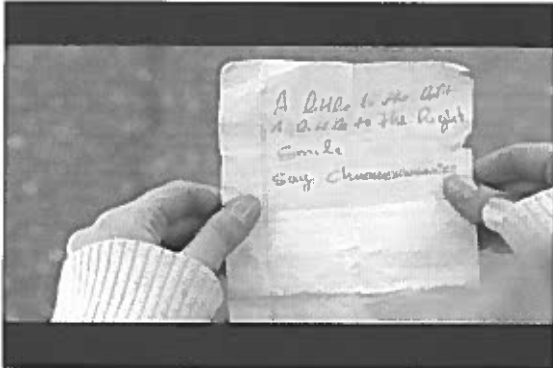
My Name is Daniel



My Name Is Eddie



My Name is Fatima



My Name is Lucia



My Name is Lupe



My Name is Maria



My Name is Sue



My Name is Yumi

APPENDIX C

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



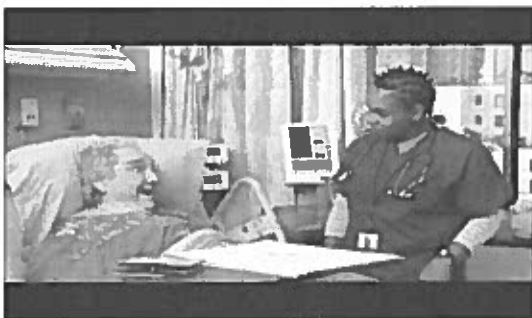
Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



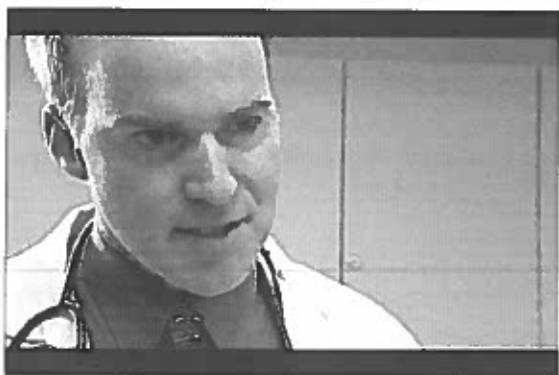
Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____

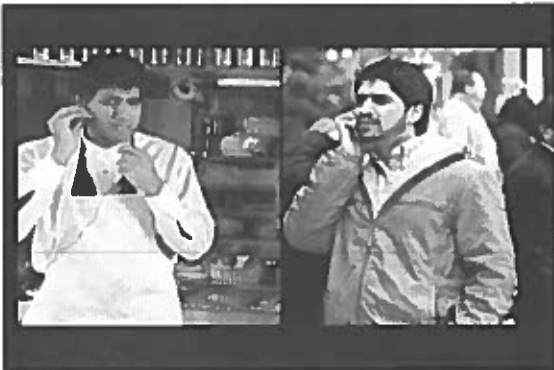


3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

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

Name: _____

Date: _____



Who is in the picture?

1. _____



Who is in the picture?

2. _____



Who is in the picture?

3. _____



Who is in the picture?

4. _____



Who is in the picture?

5. _____



Who is in the picture?

6. _____

Sentence Matching Activity Examples

My Name is Fatima

Pierre is asking a question.

Fatima is talking on the phone.

Fatima is reading a letter to her husband.

Carmen and Fatima are talking to the Parent Coordinator.

Carmen is happy and proud.

Sayed is asking a question.

My Name is Anya

Sasha is coughing.

Anya is asking the doctor a question.

The doctor is telling Sasha his cough is serious.

Sasha is worried.

Anya and Sasha are happy.

Anya and Risha are proud of Sasha, the champion.

My Name is Aku

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

Aku is waving goodbye.

Mrs. B is talking about the storm.

Efie is reading the emergency plan.

Mrs. Chen is holding a flashlight.

Efie and Kojo are worried about Aku.

My Name is Daniel

Mrs. Medina is sad and worried.

Mrs. Medina is holding colored pens.

Mrs. Medina is telling Alisha about her pictures.

Dr. Collins is asking a question.

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

Everyone is happy.

My Name is Eddie

Rosa is worried.

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

Rosa and Luz are eating breakfast.

Fernando is proud of Rosa.

Eddie is showing his grandmother healthy vegetables.

The doctor is asking Rosa about her recipes.

Sentence Matching Activity Examples

My Name is Lucia

Mrs. Lee is fixing the wedding dress.

Everybody is smiling for the wedding picture.

The bride is worried about her dress.

The band is lost.

Mohammed and Ahmed are talking on the phone.

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

My Name is Lupe

Carmen and Juan are worried.

Diego is explaining his decision to Juan and Carmen.

Diego is secretly listening to Juan and Carmen.

Juan is giving Diego information about school.

Diego is asking for advice.

The students are encouraging Diego.

My Name is Maria

Mario is worried about his son.

The doctor is telling Mario about asthma.

Mario is crying.

Maria is asking Mario a question.

Mario and Angela are happy.

Maria and the doctor are happy too.

My Name is Sue

Sophie is nervous.

Jorge is asking the bank manager a question.

Abdul is giving Jorge advice.

Sue is giving Jorge advice too.

Jorge is worried.

Sophie and Jorge are laughing.

My Name is Yumi

Billy's mother does not feel safe.

The women are talking about Billy.

Billy's mother is crying.

Billy is angry at his stuffed animal.

The police officer is giving Billy's mother advice.

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

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

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

Name: _____

Date: _____



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____