

Low-Level Learners



This packet includes...	<i>My Name Is Fatima:</i> A Low-Level Reader to accompany “Welcome Parents”
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Description of the Project:

Nine low-level readers, one for each episode. Each reader is told from a different point of view, not necessarily the main character's point of view:

WANY EPISODE	LOW-LEVEL READER
“Stay in School”	<i>My Name Is Lupe</i>
“Welcome Parents”	<i>My Name Is Fatima</i>
“Stop Domestic Violence”	<i>My Name Is Yumi</i>
“Asthma: The Soap Opera”	<i>My Name Is María</i>
“New Life Café”	<i>My Name Is Eddie</i>
“The Hospital”	<i>My Name Is Daniel</i>
“No Smoking”	<i>My Name Is Anya</i>
“Love and Money”	<i>My Name Is Sue</i>
“The Wedding”	<i>My Name Is Lucía</i>

Layout:

The low-level readers have the same layout. Each page has a picture and three or four sentences underneath. Simple sentences aim for repetition to scaffold student learning. Each story starts with high-frequency phrases familiar to learners (“My name is...”). The readers are meant to be printed landscape in an 8 ½ x 11” booklet format, one for each student.

Goals for Reading Prior to the Episode:

The books serve as a great preparatory activity for watching the DVD. My goals for students reading the books before watching the episode include:

- Introduce vocabulary from the episode
- Prepare students to talk about characters
- Prepare students to encounter key words or lines from the script

Goals for Extensive Reading:

Another goal for the project was to create a set of low-level texts to support extensive reading in low-level classrooms. Extensive reading is also sometimes called independent reading or “book baskets”. It may be done as sustained silent reading in the class or as recreational reading assigned for outside of class. Goals for the booklets to supplement extensive reading include:

- Serve as a reminder to students of what they learned from the episode
- Remind students of key lines or key moments from script
- Provide students with a sense of accomplishment in reading a book

For more on extensive reading with low levels, see www.ncsall.net id#990: “A Conversation with FOB: Modified Sustained Silent Reading” (November 2005).