1. LESSON TITLE: **The Name Story Lesson**

2. CURRICULUM AREA & GRADE: **Community building for any class**

3. DATE: **First Week of School/40 minutes**

4. RESOURCES: **The Name Jar by Yangsook Choi, The Name Jar ppt, computer & project, white board & pen to write out Think-Pair-Share & Name Story Prompts**

**CENTRAL FOCUS OF LESSON**

5. CA CONTENT STANDARD

**This lesson is not aligned with a standard. Not every lesson needs to be aligned with a standard, because some lessons are prerequisites for other lessons. This lessons helps set a foundation to develop a sense of community and help students learn each others names.**

6. CA ELD STANDARD

**This lesson allows students to LISTEN to their peer’s name stories, SPEAK their own name story, WRITE their name story and READ their peers’ name stories.** **This lesson has Language Development strategically built into the lesson. The CONTENT for this lesson are the students’ name stories. The PROCESS of writing the name story and then sharing the name stories provides built in supports for English learners to process their name story before sharing it with others. The PRODUCT of the learning each student’s name will help each student feel connected and set a foundation for building a community.**

7. BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: **Learning each other’s names is critical for building community.**

8. ESSENTIAL QUESTIONS:

**a. How can you build community with the people in your class?**

**b. Why is remembering names important for building a community?**

**c. How can you remember your peers’ names and their name stories?**

**EVIDENCE OF LEARNING**

9. OBJECTIVE/LEARNING GOAL: **After listening to teammate name stories, students will be able to recall each teammate’s name.**

10. ASSESSMENT: **Students will have to say each teammate’s name correctly out loud.**

**INSTRUCTIONAL AND LEARNING TASK**

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| 11. INSTRUCTIONAL TASKS | 12. LEARNING TASKS |
| **Into – Anticipatory Set (3 minutes)**   1. Read the *Name Jar* by Yangsook Choi: 2. the actual picture book; 3. an abbreviated story on a shared google ppt at <https://docs.google.com/file/d/0B5qgdWNJfUFiLVlUMWtpNXJ4WTg/edit?usp=sharing> ; or 4. 2 paragraphs below from an article about how to use the book to build community in a classroom.   As the story begins, Unhei is on the school bus. Almost immediately, the other children begin teasing her because of her difficult-to-pronounce and unusually spelled name. Nervous about how her new classmates will treat her, Unhei introduces herself by telling them that she does not have a name yet, but she will choose one by the following Monday. Although a bit confused, the students eagerly offer to help by listing names and collecting them in a glass jar—the name jar. Unhei is hopeful that finally she will have an “American” name, one that kids will be able to say and spell, one that will make her more like everyone else.  As the story unfolds, Unhei learns the significance of her name from her mother and the friendly Korean grocer in her neighborhood. Her name, which means “graceful” in Korean, was chosen for her by a name master sought out by her mother and grandmother. The grocer says that the name Unhei perfectly describes who she is: a young, graceful, and polite girl. Unhei realizes that her name is too special to give up. On Monday morning, she proudly introduces herself as Unhei. She writes her name in English and in Korean on the board as she confidently teaches her class how to pronounce it. She is not a Daisy, Madison, Amanda, or Laura. She is Unhei.  Retrieved from Xiong, K. (2001). Good Stuff: What’s in a Name? Rethinking Schools, 25(4). <http://www.rethinkingschools.org/restrict.asp?path=archive/25_04/25_04_xiong.shtml>  **Through – Guided Practice (5 minutes)**   1. Teacher instructs students to do a Think-Pair-Share:   How do you think Unhei felt as a new student?  When have you felt like this?   1. Teacher asks students to share out some of their answers. And the Teacher emphasizes how important names are for our identity and for getting to know each other.   **Through – Independent Practice (30 minutes)**   1. Teacher instructs students to post an entry on their blog, called, “My Name.” Students are instructed to write a story about their name. Teacher provides some ideas to choose from: 2. Share how your name was chosen. 3. Share a story about your first or last name. 4. Share a story about your nickname. 5. Share a story about how your name was misunderstood. 6. Share if you could change your name what would it be & why. 7. Teacher instructs students to form small groups. 8. Teacher instructs students to share their story with their small group. 9. Teacher instructs students to self-assess their knowledge of the names of every one in their group.   **Closure & Beyond (2 minutes)**   1. Teacher provides some closure to the activity by restating how important names are for building community. And instructs students to read their peers name stories from the other groups before the next class in preparation for a name game. | **Into – Anticipatory Set**  **(3 minutes)**   1. Students listen to story.   **Through – Guided Practice**  **(5 minutes)**   1. Students do a Think-Pair-Share:   How do you think Unhei felt as a new student?  When have you felt like this?   1. Students share their responses.   **Through – Independent Practice**  **(30 minutes)**   1. Students write a blog post on “My Name.” 2. Student form small groups. 3. Students share their stories. 4. Students self-assess their knowledge of their teammate names.   **Closure & Beyond**  **(2 minutes)**   1. Students read peers’ name stories in other groups in preparation for an in class name game. |

Lesson was adapted from The Name Jar Article retrieved from Xiong, K. (2001). Good Stuff: What’s in a Name? Rethinking Schools, 25(4).

[http](http://www.rethinkingschools.org/restrict.asp?path=archive/25_04/25_04_xiong.shtml) <http://www.rethinkingschools.org/restrict.asp?path=archive/25_04/25_04_xiong.shtml>