



## THE NAMES WE WANT TO BE CALLED

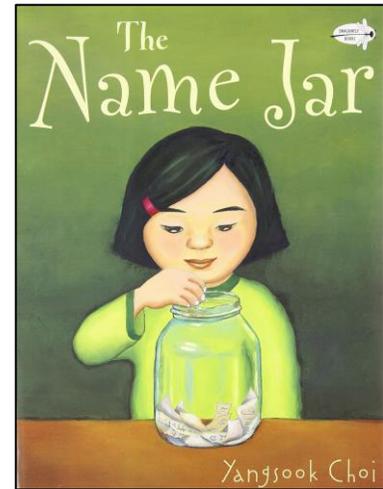
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**SUGGESTED GRADE LEVEL:** K – 3

**LENGTH OF TIME:** One session of 30 minutes: One project session of 35 minutes

### GOALS

- To help students share and explore the importance of names through discussion of literature and art.
- To explore the concept of names with students and to embrace differences in the classroom community.
- To understand that calling someone the name they want to be called and pronouncing it correctly is a way to show respect for others.



### OBJECTIVES

- Students will listen to a book read aloud and discuss its meaning.
- Students will create bubble letter names for a class name word wall.
- Students will share their bubble letter names and practice respectfully saying each other's names correctly.

### ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (Also SL.K.1, 1.1 and 3.1)
- CCSS.ELA-LITERACY.SL.2.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Also SL.K.2, 1.2 and 3.2)
- CCSS.ELA-LITERACY.SL.2.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. (Also SL.K.5, 1.5 and 3.5)

### EDUCATORS' NOTES

It is natural for young children to notice differences. Names serve as a familiar starting point for students and educators to get to know each other and show respect. This lesson is a wonderful way to start the school year because it offers an opportunity to build classroom community by giving students a chance to share and learn about each other's names they want to be called.

Reading the book *The Name Jar* by Yangsook Choi as a class provides a wonderful opportunity to discuss ally behavior and community support with students. One of the

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learning objectives of this lesson is to teach children to accept and embrace the many ways students may choose to be addressed. After the reading and discussion, each student will create a bubble letter drawing of their name as a way to share their name and let their class community know how they want to be addressed. This lesson also provides an opportunity to talk about names and help students gain important social skills and understanding that it is important to address people by the name they want to be called.

### **ABOUT THE BOOK**

Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious about whether or not American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from.

But while Unhei practices being a Suzy, Laura or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning. On the day of her name choosing, the name jar has mysteriously disappeared. Encouraged by her new friends, Unhei chooses her own Korean name and helps everyone pronounce it—[Oon-Hay](#).

### **BEFORE READING *THE NAME JAR* TO YOUR STUDENTS**

Read the book yourself and make sure that you can pronounce the Korean words in the book (if you do not speak Korean). This is important since you are modelling for your students how to correctly and respectfully say someone's name. This [YouTube video](#) can help you pronounce Unhei.

#### **MATERIALS NEEDED:**

- *The Name Jar* by Yangsook Choi
- Video: [How to Draw Bubble Letters](#)
- 4.5" x 12" white sturdy paper (cut 9" x 12" paper in half horizontally), 8.5" x 11" white sturdy paper can also work.
- Pencils, erasers, black permanent markers, colored pencils, crayons or markers

#### **SESSION ONE:**

##### **READ AND DISCUSS THE BOOK**

- How does Unhei feel about going to her new school for the first day? Have you ever felt that way?
- What does Unhei's grandmother give to her and why is it important to her?
- What happens to Unhei on the bus? Does anyone help Unhei? What could you have done to help Unhei if you had been on that bus?  
(Answers might include: talking with or befriending the targeted student, confiding in an adult, talking with the student who is being mean, causing a distraction to help stop the harassment or speaking up in the moment and saying, "STOP!")

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- What does Unhei say in her new classroom when they ask her name? Why does she do that?
  - What happens when Unhei tells her mother that she wants a new name?
  - What does Mr. Kim say Unhei's name means?
  - What is in the jar on Unhei's desk? Why do her classmates do that?
  - What are some of the ways that Joey helps Unhei? What does Unhei show to Joey? Is Joey being respectful when he tries to say Unhei's name?  
(Yes. Let your students know that we all make mistakes sometimes, but that it is very important to say someone's name respectfully and correctly.)
  - Rosie points out that "we didn't get to choose our names when we were born."
    - Talk to your students about how many people do not use the name they were given at birth. Share an example. This can be because of nicknames, family changes, gender identity or personal preference.
  - What happens to the name jar?
  - What name does Unhei pick? Why does she keep her given name, Unhei? Are her classmates respectful in saying her name?
  - Unhei knows two languages. Do any of you speak two or more languages?
  - What is Joey's Korean nickname? What does it mean?

## **SESSION TWO:**

### **BUBBLE LETTER NAME PROJECT**

- Show the video [How to Draw Bubble Letters](#)
- Give each student a 4.5" x 12" piece of paper and a pencil.
- Have each student choose the name that they want to draw in bubble letters. We all have many names that we go by in different settings, so it is wise to have students illustrate the name they want to be called at school.
- Have students create their bubble letter names in pencil.
- Once they have letters that they like, have students outline over the pencil in black permanent pen. After outlining, they will want to erase any remaining pencil marks.
- Students can also decorate their letters with colored pencils or markers.

### **SHARING THEIR NAMES**

- Give students an opportunity to share their work with each other and talk about their names. Students could present their names to the whole class, to small groups or in pairs.
- Ask students to share one thing they like about their picture. Then, ask the other students to give an appreciation of the picture.
- Put all of the students' names up in your classroom.

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## EXTENSION:

- If you have students who are multilingual and know a language such as Arabic, Korean or Chinese, they could also illustrate their name in those characters just as Unhei did when she wrote her name on the chalkboard for her class. You may want to give them two pieces of paper.
- Have your students research the meaning of their name on the internet or by asking a family member. Give them an opportunity to share their findings with the class.
- Use the lesson [They, She, He, Me Free To Be! Understanding Pronouns](#). You could have your students illustrate the name they want to be called at school and their pronouns to start out the school year.

## ASSESSMENT AND EVALUATION

- Assessment for this lesson will be mostly informal. Observe your students' comments and reactions during class and small-group discussions. By paying attention to their individual responses and conversations, you can assess their comprehension of diversity and their ability to apply this comprehension by exploring their own differences.
- Informally observe students as they work in their groups. Are they respectful? Do they listen to each other?

## ADDITIONAL BOOKS FOR STUDENTS

- *Alma and How She Got Her Name*, Juana Martinez-Neal
- *Chrysanthemum or Crisantemo*, Kevin Henkes
- *Me llamo María Isabel / My Name Is María Isabel*, Alma Flor Ada
- *My Name Is Sangoel*, Karen Lynn Williams
- *My Name Is Yoon*, Helen Recorvits

## ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

[Children's Books to Prevent Bias-Based Bullying](#)

[Lesson Plans to Prevent Bias-Based Bullying in School](#)

[Preventing Bias-Based Bullying – School Resources](#)

[Professional Development Training](#)

Credit: Developed by Michele Hatchell, Madison, WI.