

## Lesson Plan: Names and Identity

**Rationale:** Students to develop an understanding of their own names as well as the importance of Korean names and the meaning behind them. I would use this lesson in the beginning of the school year to not only represent my own culture and heritage, but to give students an opportunity to learn each other's names and create their own nicknames in the classroom. Students will be able to learn why our names are so important and learn how to empathize with the main character of the read aloud. If we have any students who have a different name from another country, we would also highlight that.

### Content Area/CA State Standards:

- CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.
- CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

### DAY 2

<b>Objective</b>	Students will be able to understand the importance of one's name and the meaning behind their name through the story from the Name Jar by Yangsook Choi
<b>Materials</b>	The Name Jar by Yangsook Choi Worksheet #1 Pencil
<b>Introduction</b>	The teacher will start the lesson by asking students to sit in a circle and asking them if they have any nicknames that they use at home.
<b>Accessing Prior Knowledge/Setting the Stage</b>	After students share their nicknames, I will also share my Korean name that my parents call me at home when I was growing up. I will also share that I used to have a different last name before I got married and how I had to go through a whole process to change my last name legally.
<b>Lesson</b>	Then I would move students back to their original rug spots for a read aloud. I will first support my visual learners by doing a picture walk of the text. I will allow students to preview the book

	<p>by looking at all the pictures in the book first.          After previewing the book, I will start reading the book, stopping the book at different parts of the story to ask students questions about what they notice and what they think the character, Grace, feels while she is in the classroom with her new class.</p> <p>Then when we get to the part of the story about the jar, I will stop and ask students to write down a name on the post it. The prompt will be “What nickname would you give Unhei?”</p> <p>After giving students some time to think and write down their response, I will collect their post its and put it in a jar. Then we will continue reading the book.</p> <p>After finishing the book, I will give students an opportunity to share their thoughts and ask any questions.</p> <p>Then students will do an activity to get to know their classmates better at their seats.</p>
<b>Guided Practice</b>	<p>I will go over the worksheet with the students and explain the directions.          Then I will let students have time to go around the classroom and ask different students to fill out their worksheet. This will prompt students to ask different questions to one another to find the person that matches their question. I will also explain that the only rule is that they are not allowed to sign a students paper more than once.</p> <p>For example, students would have to find someone who</p> <ul style="list-style-type: none"> <li>- Has the same number of siblings as them</li> <li>- Was not in their class last year</li> <li>- Went to the ocean this summer</li> <li>- Thinks reading is the best subject</li> <li>- Has the same favorite color</li> </ul> <p>After students have 10-15 minutes to find another student to fill out their paper, they will sit back down in their seat.</p>
<b>Independent Study/ Student Evaluation</b>	<p>I will ask students to share what they thought of the activity and if they were surprised by anything they learned. I will also ask students to share anything they assumed about another student and if they were right or wrong.</p>
<b>Homework/Follow</b>	<p>The follow up assignment will be for students to think of 5 more</p>

**Up Assignment**

prompts they could add to the worksheet.

Find someone who....

Has the same number of siblings  
(brothers and sisters) as you.  
\_\_\_\_\_

Has the same favorite color  
\_\_\_\_\_

Was not in your class last year  
\_\_\_\_\_

Thinks reading is the best subject  
\_\_\_\_\_

Went to the ocean this summer  
\_\_\_\_\_

## DAY 2

<b>Objective</b>	Students will be able to understand the story plot in depth and discuss the story elements from the book <i>The Name Jar</i>
<b>Materials</b>	<i>The Name Jar</i> by Yangsook Choi Worksheet #2 Pencil
<b>Introduction</b>	The teacher will start the lesson by asking students to sit in a circle and share the different names that were added to the Name Jar. I will ask students to come up and pick a name from the jar and read it.
<b>Accessing Prior Knowledge/Setting the Stage</b>	After students share the names they wrote for Unhei, I will ask students to share their thoughts on some of the names they heard. Now that we have read the story once, I will ask students to share whether or not they were surprised with the names their class came up with.
<b>Lesson</b>	<p>Then I would move students back to their original rug spots for a second read aloud.</p> <p>After reading the book a second time, I will ask students to share any new ideas or findings. I will also give students an opportunity to share their thoughts towards Unhei as a character and if they have ever felt the way Unhei feels.</p> <p>To further their understanding of the book, I will give students an opportunity to complete a worksheet that asks them reflection questions after reading the text.</p> <p>Then students have the chance to share their answers with the class.</p>
<b>Guided Practice</b>	<p>I will go over the worksheet with the students and explain the directions.</p> <p>I will use this worksheet as a way to assess students' understanding on the plot and character feelings. I will also use this as a way to find out more about my students.</p> <p>I will give students 15-20 minutes to complete their worksheet. Then they will turn it in and I will ask the following questions</p> <ul style="list-style-type: none"><li>- Do you like your name? Why or why not?</li></ul>

	<ul style="list-style-type: none"><li>- Does anyone call you by another name?</li><li>- What do they call you?</li><li>- Do you know why you were given your name? If so, why?</li><li>- If you could change your name, what would it be?</li></ul>
<b>Independent Study/ Student Evaluation</b>	I will ask students to share what they thought of the activity and if they were surprised by anything they learned about one another.
<b>Homework/Follow Up Assignment</b>	The follow up assignment will be for students to go home and share their answers with their parents and see if they were correct or incorrect.

My name is: \_\_\_\_\_

Do you like your name? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

Does anyone call you by another name? What do they call you?

\_\_\_\_\_

\_\_\_\_\_

Do you know why you were given your name? If so, tell me why!

\_\_\_\_\_

\_\_\_\_\_

If you could change your name, what would it be?

\_\_\_\_\_

\_\_\_\_\_

## DAY 2

<b>Objective</b>	Students will draw things that represents them and share them with the class. Students will also be asked to bring an item from home that represents them and do a “Mystery Bag” activity with it.
<b>Materials</b>	Worksheet #3 Pencil Mystery Bag item
<b>Introduction</b>	The teacher will start the lesson by asking students to sit in a circle and present the mystery bag. Students will have to ask yes or no questions to find out details about my mystery item. Some students will be asked to come up and put their hand in the bag and try to guess what it is. I will bring a small korean flag and try to see if students will be able to guess it.
<b>Accessing Prior Knowledge/Setting the Stage</b>	After students do the activity, I will ask students to draw some things that represents them in the empty jar worksheet. I will give students a few minutes to think about something they would draw and then pass out the worksheet.
<b>Lesson</b>	Then I would draw a few things that represents Unhei from the story we read and share with them why the following things represents her and the korean culture. I will use pictures from the text to discuss different items from the korean culture like the name stamp.  After discussing the different things that represents Unhei’s culture, I will allow students to share their drawings with the class.
<b>Guided Practice</b>	I will use this worksheet as a way to assess students’ understanding of the meaning of representation and see if anyone has any similarities and differences.  I will also ask students to share any thoughts on what they could’ve added but they couldn’t because they didn’t know how to draw it. Then I would do my best to google search their items to share with the class.  We will have a short discussion about how items in our lives, whether they are physical items or figurative items, can have a huge impact on our identity and our lives.

<b>Independent Study/ Student Evaluation</b>	I will ask students to share what they thought of the activity and if they were surprised by anything they learned about one another.
<b>Homework/Follow Up Assignment</b>	The follow up assignment will be for students to go home and bring an item for their own mystery bag assignment.  Then throughout the next few weeks, we will do a few mystery bags a day to continue getting to know one another.

