

SEL COMPETENCIES

Self-awareness,
Relationship Skills

SKILLS accurate self-perception, self-confidence, communication skills, social engagement, building relationships

MATERIALS

- ✓ Discovering Projectable 1.1.1
- ✓ Printed copies of Projectable 1.1.1
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 whole class 4 pairs

OBJECTIVES

Children will

- ✓ say the name they want to be called in class;
- ✓ say the names of teachers and other classmates.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.K.1.a, SL.K.3

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.K.5, SL.K.6

SCAFFOLDING FOR EARLY LEARNERS

1 DISCOVERING

Light Support Write words that children may use to describe themselves on the board, such as *silly, fast, excited, happy, funny, quiet, and tall*.

More Support Remind children to say their name loud and proud so that it can be heard at the back of the room. Encourage children to raise their hand to hear a name repeated if they are having trouble hearing or pronouncing the name.

All Aboard the Name Train!

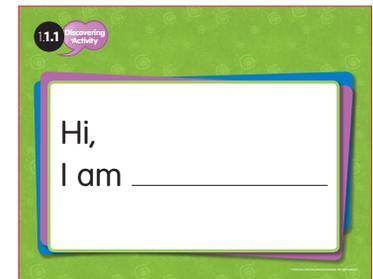
To form a strong classroom community, children must get to know each other and the teacher must get to know each child. The first step to forming a community is everyone getting to know one another's names.

1 DISCOVERING 8 MINUTES



ACTIVITY 1

Give children a warm welcome and announce that in this program they will get to learn many skills for taking care of themselves and others as they become a strong classroom community. Explain that a *community* is a group of people who share common interests. Point out that the classroom is a community because all children are there to learn and grow. Explain that part of forming a community is learning each other's names.



Display **Discovering Projectable 1.1.1**. Point to the name tag and tell children that name tags help people learn and remember each other's names. Distribute printed copies of the projectable and invite children to write their name on the name tag. Provide any necessary assistance with printing names. Then invite children to decorate their name tag. Prepare a name tag for yourself. When children finish decorating, ask them to sit in a circle with their name tag in front of them. Explain that everyone will take a turn saying their name in a rhyme. Demonstrate the rhyme, inserting your name and a word that describes you. Tap your hands on your legs to the rhythm as you say the rhyme.

I am _____, _____, as can be,
(your name) (word that describes you)

No one in the world

Is exactly like me!

Explain to the children that they will each take a turn saying the rhyme using their own name and a describing word.

2 CONNECTING 7 MINUTES

INSTRUCTION

Explain that our names are very important to us. Point out that sometimes a new name is hard to remember or say because we haven't heard it before. Sometimes a name is easy to remember because we know someone else with the same name.

Introduce how to use names to welcome others

Point out that sometimes people have a long name and a short name. For example, a boy may be named Maxwell, but he may want to be called Max. Invite children to share the name they want to be called in class.

Model how to make someone feel welcome

After each child introduces him or herself using a preferred name, lead the class in saying it aloud all together. If a name is difficult for you or others to

pronounce, ask the child to help everyone say it correctly. Then demonstrate how to use each name correctly in a simple welcome.

SAY: *Andrew, I'm glad to have you here. Athena, welcome to our classroom. Gabe, it's great to see you today.*

Once all children's names have been recited and used as an example in a welcoming statement, announce that it is time to do an activity in which everyone can practice using each other's names.

3 PRACTICING 8 MINUTES

ACTIVITY 2

Explain the Name Tag Express activity

Tell children that they will practice saying each other's names while forming a human train. State that you are the engine on the train. The goal is to connect all of the cars, or children, behind you. Explain that you will move around the circle, stop at a child randomly, and lead welcoming him or her by name. Then the child is to connect to the person at the end of the line by placing his or her hands on that person's shoulders. Play continues until all children have joined in the line and the train is complete.

Children practice using each others' names

Prompt children to stand up and spread out around the room with their name tags visible. They should be at least an arm's length apart. Ask for a volunteer to become the first car. Move toward that child, making circles with your arms like a train's wheels. Stop, wave the child over like a train conductor, and make a "ding ding" sound. Then begin the Name Tag Express rhyme.

SAY: *Chugga, chugga, chugga, what's your name?*

When a child answers, shake his or her hand. Then lead the rest of the class in welcoming that child by name in the rhyme.

SAY: *Hi, Andrew! Join our train!*

Have that child stand behind you and place his or her hands on your arms. Remind all other children to place their hands on the shoulders of the person in front of them. Weave in and out of the circle, stopping in front of each child until everyone is connected in the train. Prompt everyone to say the name of the child being welcomed aboard the train, and encourage them to say the whole rhyme if they can remember it. Once the entire class is connected, teach children a closing rhyme and have everyone repeat it after you.

SAY: *Oh, the Name Tag Express is a mighty fine train, and each of its cars has its own special name!*

Reflecting

Children use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is one name you said out loud today?
So What?	Why do you think it's important to learn the names of people in the classroom? Why do you think it's important for them to learn your name?
Now What?	What words do you think you can use to remember someone's name?

2 CONNECTING

Light Support Give examples of what you could say to make someone feel welcome.

More Support Model and explain that when someone talks it is polite to stop talking, look at the person, and smile.

3 PRACTICING

Light Support Help children keep their name tag visible throughout the activity by allowing them to tape it to their shirt.

More Support If children could benefit from more practice with names, encourage them to name each of the "cars" on the train after you sing the refrain at the end.

4 APPLYING

Light Support To increase children's comfort level, pair them up with those who were right next to them on the train.

More Support If children do not remember a classmate's name, prompt the classmate to whisper it in their ear.



Community Connection

See p. 3 for Community Connection activities.



Family Connection

Begin the Family Connection take-home worksheet during the Applying phase of instruction. Ask children to draw a pet, a stuffed animal, or a family member with a special name. Invite children to talk about why the name is special with a family member.



Applying Across the Curriculum

LANGUAGE ARTS Create a constellation of names by taking a photo of each child and directing them to glue it to a large star with their name on it. Ask children to dictate a simple sentence about themselves that you can write on the back of their star. Hang the stars from the ceiling so family members may stargaze during the open house.

ART Guide children to draw a picture of their face on the cover of their Student Journal.

Prompt them to consider the following:

- ✓ Hair: What color? Straight or curly?
- ✓ Eyes: What color are they?
- ✓ Nose: How can I show it?
- ✓ Mouth: Smiling? Missing teeth?

✓ Special features: Glasses? Freckles?

As children are working, teach them the following poem and prompt them to repeat it:

Look in the mirror.
Who do you see?
Someone is smiling.
That someone is me!

 **Reflecting Resource:**
Student Journal p. 5

11 Reflecting

What is one name you said out loud today?

WHAT?

Draw the first letter of that name.
Add pictures that help you remember
who that name belongs to!

Lesson 1 5

4 APPLYING 7 MINUTES

Practice singing the “My New Friend” song with children to the tune of “The Farmer and the Dell.” Then ask them to sing to a partner.

We're making friends today,
We're making friends today,
Hi, ho, the derry-o,
We're making friends today.
My friend's name is _____,
my friend's name

My friend's name is _____,
my friend's name

Hi, ho, the derry-o,
My friend's name is _____,
my friend's name

Have children begin the Family Connection take-home worksheet called **What's in a Name?** Ask children to think of the name of a stuffed animal, pet, or family member. Have them draw a picture of the stuffed animal, pet, or family member. Provide help with drawing as needed. Send home the worksheet to be completed with a family member.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Observe whether children are able to say the name of each classmate as they repeat the song with you.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Notice how well children use the names of classmates.

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Picture It!

PRACTICING Invite children to draw the Name Tag Express. Have them include several cars and label them with written or spoken names.

Practice It!

APPLYING Pair children and ask them to practice ways they can ask a new person for his or her name. Model using language such as, “Nice to meet you.”

ENRICHMENT

Associate It!

APPLYING Ask children to associate each child with another word that begins with the same letter. For example, Oscar eats oranges.

Pair It!

APPLYING Encourage children to say their name in an interesting way or to pair it with a motion. Then have children practice each other's names with the motions.