**DISCOVERING 8 MINUTES**

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, 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.

**CONNECTING 7 MINUTES**

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

**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.

<table>
<thead>
<tr>
<th>What?</th>
<th>What is one name you said out loud today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>So What?</td>
<td>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?</td>
</tr>
<tr>
<td>Now What?</td>
<td>What words do you think you can use to remember someone’s name?</td>
</tr>
</tbody>
</table>
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.

\[
\begin{align*}
&\text{We're making friends today,} \\
&\text{We're making friends today,} \\
&\text{Hi, ho, the derry-o,} \\
&\text{We're making friends today.} \\
&\text{My friend’s name is } \underline{\text{my friend’s name}}, \\
&\text{My friend’s name is } \underline{\text{my friend’s name}}, \\
&\text{Hi, ho, the derry-o,} \\
&\text{My friend’s name is } \underline{\text{my friend’s name}}.
\end{align*}
\]

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.

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**BUILDING SKILLS BEYOND THE LESSON**

**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.”

**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.