

Lesson 7: *The Name Jar*

THEMES: Appreciate Diversity, Believe in Yourself (Empowerment)

BOOK: *The Name Jar* Written and illustrated by Yangsook Choi

MATERIALS:

- **Poem:** “Names” Written on laminated poster paper, chart paper or projected to Smart Board
- ***Laminated Poster 1:** Include title, author, illustrator of book & vocabulary words
Vocabulary words: culture - the beliefs, customs, arts, etc. of a particular society, group, place, or time
characters - symbols (such as letters or numbers) that is used in writing or printing
blush - to become red in the face because you are ashamed, embarrassed, or confused
curious - having a desire to learn or know more about something or someone
identity – who someone is: the name of a person
graceful – 1. moving in a smooth or attractive way
2. polite or kind
gleam – to shine brightly
appreciate - to understand the worth or importance of (something or someone) - to admire and value (something or someone)
- ***Laminated Poster 1:** Include Poem – “Names”
- **World Map**
- **Poem for each student**
- **Pointer** (to point to words in poem when read aloud)
- **Optional - Vis-à-vis** for laminated poster
- **Optional - Highlighter Tape** for laminated poster

POSSIBLE LITERACY FOCUS: (In Poem) Words with a “Silent e”

Some, none, name, same

If you have talked about the rule about “Silent e” helping the vowel in the word say its name, you can point out that it does not always work. Show some words that work and some that do not.

You may want to take a look at this website.

[Silent E: Teaching Kids the Whole Truth \(+ Downloads!\) \(allaboutlearningpress.com\)](http://allaboutlearningpress.com)

or expand on rhyming words: “name, same”

Words that rhyme with name and same:

came, blame, dame, shame, fame, flame, frame, game, lame, shame, tame,
became “ai” words: aim, claim

BEFORE READING OF BOOK/DISCUSSION: Show students a map of the world. Show them South Korea and the United States. Explain to the students that the main character of the book is from South Korea, and she moves to the United States with her family. Read the title and the name of the author and illustrator.(the same). *As I reading the story, I would like you to think about the author’s purpose.*

READ STORY

DURING READING OF STORY:

Stop during the reading at points where you come to vocabulary words listed or where you think your students might not understand a word.

AFTER READING OF BOOK /DISCUSSION:

You may want to ask some of these questions during reading of book.

Let’s discuss the book before we talk about the author’s purpose. Why did Unhei cry at the airport? She would miss her family and friends. How did Unhei feel on her first day of school in a new country? Nervous and excited! Why did Unhei blush as she was leaving the bus? How did she feel in the bus when the kids were trying to pronounce her name? What did she decide about her name on her first day at her new school? Why? She decided she wanted an American name---She didn’t “want to be different from all the American kids.” What did her mother say to that? “You are different...that’s a good thing.” Were the children mean or kind to her? At first, some of them seemed to be making fun of her name, but others were trying to pronounce her name. They were curious. They started trying to help her to find a name she would like. What did she decide at the end? What name did she pick? Why? Who helped her decide? Her grandmother, her mother, Mr. Kim – the store owner, and her new friend Joey. What did Joey do to show her that he respected her culture—he showed her that he liked her name, and he also got a Korean nickname.

What do you think was the author’s purpose in writing the book? – Listen to responses from children. Ideas you might add: The author was telling a story. We did not get facts about Korea., I don’t think the author just wanted us to be entertained - Though it was an interesting story, I think the author had a message for us. At the end of the story, Unhei was happy with her Korean name and she decided that it was okay to be different from the American kids. She also saw that the others could appreciate some of the things that made her different. Her classmate, Joey, shopped at Mr. Kim’s store. Her classmates were her friends; they tried so hard to pronounce her name correctly. She could appreciate who she was and others could appreciate the differences that made her who she was. She could feel good about herself and her background – her culture!

POEM: After discussion of book (It can be the next day), introduce the poem by talking about names. You might share your ethnic background and heritage—maybe your parent’s names. If others in your class show an interest in talking about their name – the meaning or what makes their name different than most American names, encourage them to share. **Project the poem on the board or have it printed on poster paper** (Laminated, if possible) and go over it with students. You can use the poem for a variety of decoding skills. **See Possible literacy focus.** Have some students come up and circle or underline words. You may want children to have their own copy of poem. They can write their name within the lines underneath the poem. They can add poem to their poem book, if applicable.

WRITING ACTIVITY: Use one of these questions, or one of your own for the Jar Outline writing sheet.

How did Unhei feel at the end of the story? Why?

How did Joey show that he appreciated and respected Unhei’s culture?

How did the children in the class showed that they cared about Unhei’s feelings?

Names

Everybody

Has a name

Some are different

Some the same

Some are short

Some are long

All are right

None are wrong

I like my name

It's special to me

It's exactly who

I want to be!

The Name Jar

By Yangsook Choi

