

CL-03A

Proud of Who I Am

Grades K–1

Intrapersonal Effectiveness

My Name Is Special

Students hear the story of Alma and her long name, learn to say names kindly and correctly, practice asking “How do you say your name?” and decorate their own name.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Name Echo

BIG IDEA Every name is special. Say names kindly and correctly.

1 I CAN

- ☐ say that every name is special.
- ☐ say names kindly and correctly.
- ☐ ask, “How do you say your name?” then listen and say it back.

KEY WORDS / PALABRAS CLAVE

name	nombre
special	especial
kind	amable
ask	preguntar
listen	escuchar
proud	orgullosa, orgullosa

2 MATERIALS

- ☐ *Alma and How She Got Her Name* (optional); the Hook retelling works without the book
- ☐ A puppet or stuffed animal (optional)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons
- ☐ Extension: Name Echo page (p. 6), shown on the document camera
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice saying Alma’s whole name and the two name tags on p. 4 out loud.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

3 STANDARDS

Texas Model
5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being · B-SS 10 Cultural awareness, sensitivity and responsiveness

Social Studies TEKS
K §113.11(c)(11)(A) · Gr 1 §113.12(c)(14)(A)

describe and explain the importance of family traditions (K) / ... of beliefs, language, and traditions of families and communities (Gr 1). Partial fit: Alma’s name in the story; students are not asked about their own families.

Health TEKS
K §115.12(b)(3)(E) · Gr 1 §115.13(b)(3)(F)

demonstrate respect and communicate appropriately with individuals (K) / identify ways to respectfully communicate verbally and nonverbally (Gr 1)

ELA TEKS
K §110.2(b)(1)(E) · Gr 1 §110.3(b)(1)(E)

develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants (K) / ... introducing himself/herself and others, ... (Gr 1)

Character traits
TEC §29.906(b)(4)

respect and courtesy

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This story is about a girl named Alma. Her whole name is very long: Alma Sofia Esperanza José Pura Candela." Point to the name on the projector page.

DO Say Alma's name slowly, one part at a time. The class echoes each part.

SAY "At first, Alma thinks her name is too long. Then her dad tells her where each part of her name came from. The first part, Alma, is just for her. At the end, Alma loves her name. She is proud of it."

ASK "At first, what did Alma think about her name? What about at the end?" (Too long. Then she loved it and was proud.) "Alma's name is special. Every name is special."

If a child starts to tell how they got their own name, say kindly, "Thank you! Today we're talking about Alma's name."

TEACH 5 min

DO Show the projector page. Read the headline; the class echoes it: "Every name is special. Say names kindly and correctly."

SAY "Correctly means the way that person says it. Sometimes we don't know how to say a name. That's okay! Use **Say It Right**: 1. Ask: 'How do you say your name?' 2. Listen. 3. Say it back." The class echoes each step.

DO · PUPPET Hold up the puppet (optional). The puppet asks each name tag on the projector, "How do you say your name?" You answer as the character: "Yaretzi. Yah-RET-see." The class listens and says it back. Repeat with Joaquín (wah-KEEN).

SAY "Kind words about names help. Laughing at a name or making up a silly name hurts. Never tease a name."

PRACTICE 9 min

DO · 2 MIN Kind or unkind? Teach two signals. **Kind**: draw a big check in the air. **Unkind**: arms in an X. Read each one; students show a signal. You read the unkind parts; no one acts them out.

KIND 1. Lupita says, "Hi, Fernanda!" She says the name the right way.

UNKIND 2. Ramón laughs at a long name on the class list.

UNKIND 3. Owen makes up a silly name for a classmate.

KIND 4. Wyatt asks Itzel, "How do you say your name?"

After item 4, ask: "Which Say It Right step did Wyatt use?" (Ask.) "What does Wyatt do next?" (Listen and say it back.)

DO · 7 MIN Worksheet. Help students write their name. Read each Part 1 item aloud; students circle KIND or UNKIND. Part 2: each child writes their own name in big letters and decorates it with patterns and colors. Say: "Your name art is yours to keep. You take it home."

Answer key. Part 1: Kind 2, 3; Unkind 1, 4. Part 2: any name art. Name art is letters, patterns and colors only: no family names, meanings or name stories.

WRAP-UP 3 min

SAY "Alma is proud of her name. Every name is special. We say names kindly and correctly."

CHECK "Lily doesn't know how to say a new friend's name. What can Lily ask?" ("How do you say your name?") Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 4 only, do worksheet Part 1 together, and let students take the name art home to finish.

5 OPTIONAL EXTENSION · 10 MINUTES

Name Echo. Show page 6 on the document camera. You say a character's name; students echo it and clap once for each part (syllable). The dots on each card show the claps. Use the names on the page, never a classmate's name.

- 1 Model with Alma: "Al-ma." Two claps. Count the two dots together (2 minutes).
- 2 Play. Point to a card, say the name, and the class echoes and claps. Count the dots to check (6 minutes).
- 3 Last round: say and clap Alma's whole long name together, slowly (2 minutes).

Clap softly and stay in your spot. Use a whisper voice for one round and a robot voice for another to keep it fun.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The signals and pictures work in any language. Teach *nombre* and *especial* (cognate: *special* / *especial*). Practice the question both ways: "How do you say your name?" / *¿Cómo se dice tu nombre?* Let partners talk in Spanish first.

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of circling. For name art, write the child's name lightly so the child can trace it.

STRETCH

Ask: "Why does Alma love her name at the end?" Early finishers add a second pattern to their name art.

7 QUICK CHECK

During the signals: if many students mix up kind and unkind, replay one item with the puppet before the worksheet.

During the worksheet: I walk around and check Part 1. The page is the child's to keep because it has the name art, so I don't collect it.

Name art goes home with the child. It is never posted in the hallway.

8 PICTURE BOOKS (OPTIONAL)

Alma and How She Got Her Name by Juana Martinez-Neal (Candlewick, 2018). Spanish edition: *Alma y cómo obtuvo su nombre*. Alma thinks her name is too long, until her father tells her the story of each part. The Hook retells it. Challenged in Pennsylvania (2021-22); preview first.

I Like Myself! by Karen Beaumont (Harcourt, 2004). Spanish edition: *¡Me gusta cómo soy!* (*bilingual board book*). A girl cheerfully says, in rhyme, that she likes herself. Read it for the rhythm and keep the talk on the character.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 3

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Every name is special. Today, say names kindly and correctly. Not sure how to say a name? Ask, 'How do you say your name?' Then listen and say it back."

ES "¡Buenos días, Yellow Jackets! Todos los nombres son especiales. Hoy, digan los nombres con amabilidad y de forma correcta. ¿No saben cómo se dice un nombre? Pregunten: '¿Cómo se dice tu nombre?' Luego escuchen y repítanlo."

HALLWAY IDEA

Post a "Say It Right" banner near the office: Ask · Listen · Say it back, in English and Spanish. When a teacher hears a student ask how to say a name, the class adds a paper star with its class name, such as "Room 12." Name art goes home; it is never posted.

TEACHER TIP

Name it when you see it: "You asked how to say a new name, and you said it back. That's respect!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Alma could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Every name is special.

Say names kindly and correctly.



Alma Sofia Esperanza José Pura Candela

Say It Right · For any new name

1 ?

Ask: "How do you say your name?"

2 

Listen.

3 

Say it back.

Pregunta: ¿Cómo se dice tu nombre? · Escucha · Repítelo



Yaretzi

yah-RET-see



Joaquín

wah-KEEN



Kind

Signal: draw a check in the air.



Unkind

Signal: arms in an X.



Never tease a name.

Name _____

Teacher _____

My Name Is Special

Every name is special. Say names kindly and correctly.

Part 1 Kind or unkind? Circle KIND or UNKIND.

- | | | | |
|---|---|--|---------------------------------|
| 1 |  Harper laughs at a name. | ☒ KIND | ☐ UNKIND |
| 2 |  Gael says a name right. | ☒ KIND | ☐ UNKIND |
| 3 |  Nora asks how to say it. | ☒ KIND | ☐ UNKIND |
| 4 |  Héctor makes fun of a name. | ☒ KIND | ☐ UNKIND |

Part 2 My name art Write your name in big letters. Add colors and patterns.

My name art



stars



waves



dots



zigzags



flowers

Your name art is yours to keep. Take it home!

Name Echo

Listen to the name. Say it back. Clap once for each dot.



1. Listen.



2. Say it back.



3. Clap the parts.

Try it! Al-ma • •



Ben

•



Ru-by

• •



I-ker

• •



Ma-ri-sol

• • •



Es-te-ban

• • •



Le-o-nar-do

• • • •

**Last round! Clap Alma's whole name: Alma Sofia
Esperanza José Pura Candela**

Proud of Who I Am

Orgullo de ser quien soy

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **names** with the school counselor. Every name is special, and we say names kindly and correctly. We heard the story of Alma, a girl with a very long name, and practiced asking, "How do you say your name?"

SAY IT RIGHT

1. Ask: "How do you say your name?" · 2. Listen. · 3. Say it back.

TRY THIS AT HOME

1. When you meet someone new, show your child how to ask how to say the person's name, listen, and say it back.
2. Read a story together and clap the parts of the characters' names: Al-ma (2 claps).

TALK ABOUT IT AT HOME

"Why should we say names the right way?"

Your child decorated the letters of their first name at school. The name art belongs to your child and comes home to keep.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **los nombres** con la consejera escolar. Todos los nombres son especiales, y los decimos con amabilidad y de forma correcta. Escuchamos el cuento de Alma, una niña con un nombre muy largo, y practicamos cómo preguntar: "¿Cómo se dice tu nombre?"

DILO BIEN (EN CLASE: SAY IT RIGHT)

1. Preguntar: "¿Cómo se dice tu nombre?" · 2. Escuchar. · 3. Repetirlo.

PARA PRACTICAR EN CASA

1. Cuando conozca a alguien, muéstrole a su hijo(a) cómo preguntar cómo se dice el nombre de esa persona, escuchar y repetirlo.
2. Lean un cuento juntos y den una palmada por cada sílaba de los nombres de los personajes: Al-ma (2 palmadas).

PARA PLATICAR EN FAMILIA

"¿Por qué es importante decir bien los nombres?"

Su hijo(a) decoró las letras de su nombre en la escuela. Ese trabajo le pertenece a su hijo(a) y lo traerá a casa para quedárselo.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar