

CL-03C

Proud of Who I Am

Grades 4–5

Intrapersonal Effectiveness

Names and Languages

Students hear a story about a character's name, learn facts about the many languages of Texas, and practice the Say It Right steps and kind fixes for names.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Say It Right Role-Play

BIG IDEA Every name is special. Say names kindly and correctly, in any language.

1 I CAN

- ☐ use the Say It Right steps to learn how to say a new name.
- ☐ fix a name mistake kindly, whether I made it or heard it.
- ☐ explain why being bilingual is a strength and name languages heard in Texas.

KEY WORDS / PALABRAS CLAVE

pronounce	pronunciar
bilingual	bilingüe
language	idioma
accent mark	acento escrito
tradition	tradición
heritage	herencia

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

Health TEKS

Gr 4 §115.16(b)(3)(F)

explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods

Health TEKS

Gr 4 §115.16(b)(4)(A) · Gr 5 §115.17(b)(4)(A)

discuss ways to help build self-esteem of self, friends, and others, ... (Gr 4) / identify and demonstrate strategies to help build self-esteem for self, friends, and others (Gr 5). Partial fit: saying a friend's name correctly is one such strategy.

Social Studies TEKS

Gr 4 §113.15(c)(17)(A)

identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio. Partial fit: the lesson introduces Hispanic Heritage Month and Spanish place names in Texas.

ELA TEKS

Gr 4 §110.6(b)(1)(A) · Gr 5 §110.7(b)(1)(A)

listen actively, ask relevant questions to clarify information, and make pertinent comments (Gr 4) / listen actively to interpret verbal and non-verbal messages, ask relevant questions, ... (Gr 5)

Character traits

TEC §29.906(b)(4)

respect and courtesy

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Say It Right role-play cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the character names and sound guides on pp. 4–6 out loud.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the cards apart.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. One morning, a substitute reads the fifth-grade class list. She stops at Ximena’s name and says, ‘Zih-MEE-nuh?’ A few kids giggle. Ximena smiles and says, ‘It’s hee-MEH-nah. In my name, the X sounds like an H.’ The substitute says, ‘Thank you. Hee-MEH-nah.’”

ASK “How did Ximena fix the mistake kindly? What did the substitute do right?” Take two answers, then say: “Ximena gave a kind fix. The substitute listened and said it back. Giggling at a name isn’t respectful, even after an honest mistake. Every name is special. Say names kindly and correctly, in any language.”

TEACH 5 min

DO Show the projector page. Read the Say It Right steps together: 1. Ask: “How do you say your name?” 2. Listen. 3. Say it back.

SAY “If someone says a name wrong, give a kind fix: ‘It’s ____.’ If someone corrects you, say ‘Thanks!’ and say it right. Mistakes happen. What matters is what you do next.”

SAY “Texas has always been a place of many languages. The name *Texas* comes from a Caddo word for ‘friends.’ Spanish gave us *Rio Grande*, ‘big river,’ and *Amarillo*, ‘yellow.’ Today you can hear English, Spanish, Vietnamese, Hindi, Chinese and many more languages in Texas.” Point to each Texas word, then to the language list.

SAY “Bilingual means using two languages. Being bilingual is a strength: you can talk with more people and help others understand each other. This month is Hispanic Heritage Month, September 15 to October 15, when our country celebrates the history and contributions of Hispanic Americans.”

PRACTICE 9 min

DO · 3 MIN Respectful or not? Read each one. Partners decide, and for each one that is not respectful, plan a fix. Partners who disagree say, “I see it differently because ____.”

YES 1. A coach reads Rubén’s name as “ROO-bin.” Rubén says, “It’s roo-BEN.” The coach says, “Thanks! Roo-BEN.”

NO 2. Natalia told the class she likes to be called Natalia, not Nat. Bruno keeps calling her Nat.

NO 3. Grace tells a new classmate named Tomás, “Your name is too hard. I’ll call you Tom.”

Fixes: 2. Bruno uses “Natalia”; if he slips, “Sorry, Natalia.” 3. Grace asks, “How do you say your name?” listens, and says “Tomás” back. You read items 2 and 3; no one acts them out.

DO · 6 MIN Worksheet. Students write their name and teacher. Part 1 on their own. For Parts 2 and 3, partners talk for one minute first, then each student writes.

Answer key. Part 1: Respectful 1, 4, 5; Not respectful 2, 3. Part 2: Caleb asks, “How do you say your name?” listens, says “nah-YEH-lee” back, and may say sorry; asking shows he cares about saying it right. Part 3: Valeria helped the first grader understand the rules and join the relay; any two languages from the projector list besides English and Spanish (Vietnamese, Hindi, Chinese).

WRAP-UP 3 min

SAY “Ximena gave a kind fix, and the substitute said her name back. Every name is special. Say names kindly and correctly, in any language.”

CHECK “A new teammate calls Ximena ‘Zih-MEE-nuh.’ What kind fix can Ximena give? What should the teammate say next?” (“It’s hee-MEH-nah.” / “Thanks! Hee-MEH-nah.”) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 3 only, and do worksheet Part 2 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Say It Right Role-Play. Groups of 3 or 4 each draw one card from page 6. Rule: use the names on the card, never a classmate's name. Mistakes on the cards are honest; no one acts out teasing.

- 1 Read the card together. Choose two actors; everyone else is a Step Checker (2 minutes).
- 2 Practice a 30-second scene; act out only what the card says. Step Checkers hold up a finger for each step they see (4 minutes).
- 3 Two or three groups show their scene. The class names the steps and gives one respectful comment: "I noticed ____." (4 minutes).

No time to act it out? Groups write the kind fix or question on a sticky note, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *pronunciar*, *bilingüe*, *tradición*, *respeto*, *idioma* (language). Partners may plan in Spanish first. Frames: "How do you say your name?" · "It's ____." · "Thanks! ____."

EXTRA SUPPORT

Read Part 1 aloud. Partners do Part 2 together with the frames. In Part 3, students may answer with a phrase and copy languages from the projector page.

STRETCH

Ask: "Why might a name sound different in English and in Spanish?" Early finishers write what Óscar or Ava (Part 1) could do instead.

7 QUICK CHECK

During practice: listen for all three steps and a kind tone. If partners skip "Say it back," model it again with Ximena's name.

After class: I collect the worksheets and sort Part 2 into "asks + says it back" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

The Name Jar by Yangsook Choi (Knopf, 2001). Unhei has just moved from Korea and thinks about picking a new name, then keeps her own. Listed for K-3; works as a quick read-aloud. Includes teasing on the bus; challenged in Pennsylvania (2021-22). Preview first.

The Day You Begin by Jacqueline Woodson (Nancy Paulsen, 2018). Spanish edition: *El día en que descubres quién eres*. Angelina and other children feel different from their classmates; Angelina finds the courage to speak up. Listed for 2-3. Challenged in Pennsylvania (2021-22); preview first.

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! Happy Hispanic Heritage Month! Did you know the name Texas comes from a Caddo word for 'friends'? Today, say every name kindly and correctly. Not sure? Ask, listen and say it back."

ES "¡Buenos días, Yellow Jackets! ¡Feliz Mes de la Herencia Hispana! ¿Sabían que el nombre Texas viene de una palabra caddo que significa 'amigos'? Hoy, digan cada nombre con amabilidad y de forma correcta. ¿No están seguros? Pregunten, escuchen y repitanlo."

HALLWAY IDEA

Post a "Texas Words" wall near the library: Texas (Caddo, "friends"), Rio Grande ("big river"), Amarillo ("yellow"), El Paso ("the pass"). Classes add other Texas place names they find on a map, with the class name, such as "Room 21."

TEACHER TIP

Say every student's name the way the student says it. If you're not sure, ask privately, listen and say it back.

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Ximena 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).

Names and Languages

Every name is special. Say names kindly and correctly, in any language.

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



They said it wrong?

Give a kind fix:

“It’s hee-MEH-nah.”



You said it wrong?

“Thanks! Hee-MEH-nah.”

Say it right next time.



Texas

from a Caddo word for “friends”



Rio Grande

Spanish for “big river”



Amarillo

Spanish for “yellow”



Languages heard in Texas

English · Spanish · Vietnamese · Hindi · Chinese · and many more



Bilingual means using two languages. It’s a strength!

Names and Languages

Every name is special. Say names kindly and correctly, in any language.

Part 1 Respectful or not? Circle RESPECTFUL or NOT.

- | | | | |
|---|---|--|------------------------------|
| 1 | Liam hears a new name and asks, "How do you say your name?" | ☒ RESPECTFUL | ☐ NOT |
| 2 | Óscar tells a new classmate, "Your name is weird." | ☒ RESPECTFUL | ☐ NOT |
| 3 | Ava laughs when the substitute says a name wrong. | ☒ RESPECTFUL | ☐ NOT |
| 4 | Lucía corrects a friend kindly: "It's loo-SEE-ah." | ☒ RESPECTFUL | ☐ NOT |
| 5 | Ximena teaches Sam her name, and Sam says it back: "Hee-MEH-nah." | ☒ RESPECTFUL | ☐ NOT |

Part 2 Caleb's dilemma Talk with a partner. Then write.

Nayeli joined Caleb's class two weeks ago. Caleb has been saying "nay-YELL-ee." Today he heard the teacher say "nah-YEH-lee." Caleb feels embarrassed. He wonders if it's too late to ask.



What should Caleb do? Use the Say It Right steps.

Caleb could say, _____

This is respectful because _____

Part 3 Bilingual is a strength Read. Then write.

Valeria speaks English and Spanish. On field day, Coach explains the relay rules in English. A new first grader looks confused. Valeria explains the rules in Spanish, and the first grader joins the relay.



How did being bilingual help? Then name two more languages from our Texas list.

Being bilingual helped Valeria _____

Two more languages on our Texas list: _____

Say It Right Role-Play

✂ Cut on the dashed lines.

1. Read your card. 2. Pick two actors; everyone else is a Step Checker. 3. Act out only what the card says. 4. Show the class.

CARD #1



Ask. At art club, a classmate sees the name **Adrián** on the sign-up sheet. The classmate asks how to say it. Adrián says, “ah-dree-AHN.” The classmate says it back.

? Ask

👂 Listen

🔄 Say it back

🔧 Kind fix

CARD #2



Kind fix. A substitute reads **Isaac** as “EYE-zik.” Isaac likes the Spanish way. He says kindly, “It’s ee-sah-AHK.” The substitute thanks him and says it back.

? Ask

👂 Listen

🔄 Say it back

🔧 Kind fix

CARD #3



Kind fix. A new teammate calls **Eli** “ELL-ee.” Eli says, “It’s EE-lye.” The teammate says, “Thanks! EE-lye.”

? Ask

👂 Listen

🔄 Say it back

🔧 Kind fix

CARD #4



Ask. **Regina** joins the choir. A classmate isn’t sure: “reh-HEE-nah” or “ruh-JEE-nuh”? The classmate asks. Regina says, “reh-HEE-nah.”

? Ask

👂 Listen

🔄 Say it back

🔧 Kind fix

CARD #5



Spell it. **Kayla** sees her name spelled “Kaila” on the class job chart. She tells the class helper kindly, “It’s K-A-Y-L-A.” The helper fixes it and says thanks.

? Ask

👂 Listen

🔄 Say it back

🔧 Kind fix

CARD #6



Accent mark. **Andrés** writes his name on a poster. A classmate asks how to say it. Andrés says, “ahn-DRESS. The accent mark shows which part to say louder.” The classmate says it back.

? Ask

👂 Listen

🔄 Say it back

🔧 Kind fix

Proud of Who I Am

Orgullo de ser quien soy

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **names and languages** with the school counselor. Every name is special, and we say names kindly and correctly, in any language. We learned that the name *Texas* comes from a Caddo word for "friends" and talked about why being bilingual is a strength.

SAY IT RIGHT

1. Ask: "How do you say your name?" · 2. Listen. · 3. Say it back. **Kind fix:** if someone says a name wrong, say kindly, "It's ____." If someone corrects you, say "Thanks!" and say it right.

TRY THIS AT HOME

1. When you meet someone new, ask how to say the person's name, listen, and say it back. Your child will see the steps in action.
2. Look for Texas place names that come from Spanish, such as Rio Grande ("big river") and Amarillo ("yellow"), and talk about what they mean.

TALK ABOUT IT AT HOME

"Why is being bilingual a strength?"

Your child may bring home a worksheet about Caleb, Nayeli and Valeria. Ask your child what Caleb could say to Nayeli.

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 y los idiomas** con la consejera escolar. Todos los nombres son especiales, y los decimos con amabilidad y de forma correcta, en cualquier idioma. Aprendimos que el nombre *Texas* viene de una palabra caddo que significa "amigos" y platicamos sobre por qué ser bilingüe es una fortaleza.

DILO BIEN (EN CLASE: SAY IT RIGHT)

1. Preguntar: "¿Cómo se dice tu nombre?" · 2. Escuchar. · 3. Repetirlo. **Corrección amable:** si alguien dice mal un nombre, decir con amabilidad: "Se dice ____". Si alguien nos corrige, decir "¡Gracias!" y decirlo bien.

PARA PRACTICAR EN CASA

1. Cuando conozca a alguien, pregunte cómo se dice su nombre, escuche y repítalo. Así su hijo(a) verá los pasos en acción.
2. Busquen juntos nombres de lugares de Texas que vienen del español, como Rio Grande (en México se le llama río Bravo) y Amarillo, y platiquen sobre lo que significan.

PARA PLATICAR EN FAMILIA

"¿Por qué ser bilingüe es una fortaleza?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Caleb, Nayeli y Valeria. Pídale que le cuente qué podría decirle Caleb a Nayeli.

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