



# Colorful Pages

## LESSON PLANS

# Claim Your Name

PreK – Grades 1  
Name Writing Lesson Plan

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Claim Your Name:  
PreK – Grade 1 Lesson Plan

By: Kaitlin Kamalei Brandon

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<b>Grade Levels:</b> Pre-K – Grade 1	<b>Content Area:</b> Writing	<b>Time:</b> 15-20 min
<p><b>Featured Book:</b> <i>Alma and How She Got Her Name</i>, written and illustrated by Juana Martinez-Neal</p> <p><b>Section of <i>The Spectrum of Multicultural Literature</i>:</b> Exploration</p>		
<p><b>Lesson Summary:</b> Students will begin to feel empowered in their name and practice how to write their name. The class will first talk about the importance of names and read <i>Alma and How She Got Her Name</i>. Then, students will have a chance to “claim their name” and their classmates will practice greeting the student by their preferred and correctly pronounced name. Lastly, students will practice how to write their name (with teacher support depending on the age).</p>		

**Content Standards:**

Standards from “Head Start Early Learning Outcomes Framework: Ages Birth to Five” (2015)

- **Goal P-LIT 3.** Child identifies letters of alphabet and produces correct sounds associated with letters.
  - **36-48 months:** “Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name”
  - **48-60 months:** “Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name)”
- **Goal P-LIT 6.:** Child writes for a variety of purposes using increasingly sophisticated marks.

- **36-48 months:** “Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.”
- **48-60 months:** “Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

#### Common Core State Standards

- **CCSS.ELA-LITERACY.L.K.I.A:** Print many upper- and lowercase letters.
- **CCSS.ELA-LITERACY.L.I.I.A:** Print all upper- and lowercase letters.

#### Lesson Objectives:

- Students can listen to a read aloud.
- Students can understand that they can feel proud of their name.
- Students can share their name with others and practice saying others’ names correctly.
- Students can write their name neatly.

#### Student-Friendly Objectives:

- I know that I can be proud of my name.
- I can practice saying others’ names correctly.
- I can write my name neatly.

#### Assessments for Learning:

- “Claim Your Name” Worksheet
  - Use the following questions to assess students writing:
    - 36-48 months:
      - *Did the student scribble and draw on the paper?*
      - *With support, did the student attempt to copy a letter in their name?*
      - *Did the student recognize the letters in their name?*
    - 48-60 months:
      - *Did the student draw and/or write on the paper?*
      - *Did the student attempt to write the letters in their name?*
      - *If they are writing, are they writing left to right?*
      - *Did the student recognize the letters in their name?*
    - Grade K
      - *Did the student correctly print the letters in their name?*

- How many are uppercase and how many are lowercase?
- Grade 1
  - Did the student correctly print the letters in their name?
  - Did they capitalize the first letter but use lowercase for the rest?

**Materials:**

- *Alma and How She Got Her Name*, written and illustrated by Juana Martinez-Neal
- “Claim My Name” Worksheet (class set of copies)
- Pencils and crayons for students
- Sharpie or marker and highlighter for teacher

## LEARNING PLAN

1. Lesson Opening: Review objective and lesson topic with students (30 sec - 1 min)
  - a. Gather students to the carpet or shared learning area
  - b. Review the student-friendly objectives, book, and lesson topic with students
    - i. Teacher: *Hello my friends! Who has a name? Oh my goodness... all of you have names, yes! Names are something that we should be really proud of and, in our class community, we want to make sure we are pronouncing each other’s names right and writing our own name neatly. Today, we will be reading a book, working on pronouncing each other’s names correctly, and writing our own name!*
  
2. Read Aloud: Read *Alma and How She Got Her Names* aloud (3-5 min)
  - a. Introduce the book
    - i. Teacher: *This book is about a little child, just like you, and her journey with her name. Let’s see if she “Claims Her Name”!*
  - b. Read aloud the book
    - i. Feel free to add in some turn and talks or class discussion for engagement
    - ii. Sample questions:
      1. *How does Alma feel about her name? Why?*
      2. *Why is Alma named \_\_\_?*
      3. *How does Alma feel about her name now? Why?*
  
3. Claim Our Names Circle: In a class circle, take turns claiming your names (3-5 min)
  - a. Gather students in a circle and introduce the “Claim Our Names” activity

- i. *Teacher: Now that we are in a circle, we are going to each take turns Claiming Our Name just like Alma did. We are going to go around in a circle and say, “I am \_\_\_\_” and say our name. Then, the rest of the class will say, “Hi \_\_\_\_!” Let’s make sure to say each other’s names correctly.*
      - ii. Model how to do it with your own name.
    - b. In the circle, have each student claim their name by saying, “I am [their name]!” and then help the others say “Hi [their name]!” correctly.
4. Model “Claim Your Name” Worksheet: Model how to complete the “Claim My Name” Worksheet (1-3 min)
- a. Have students go back to their carpet spots (or in a location where they can see wherever you are modeling)
  - b. Model how to complete the worksheet
    - i. Depending on your students’ abilities, share that you will come around and write their name for them first (or you can have this already prepped before the lesson IF you know for sure what name they prefer to be called)
5. Independent Work Time: Students will practice writing their name on their “Claim My Name” worksheet (5-9 min)
- a. Pass out “Claim My Name” worksheet to students and have them go back to their desks
  - b. While they are working, confer with students and:
    - i. Use the sharpie or marker to write the name they prefer to be called on the first set of lines. This will act as a model for them.
    - ii. Use a highlighter to write the name they prefer to be called on all the lines to give them a guide.
    - iii. Ask them about what they are writing and what letters they notice.
  - c. Give whole class specific praise about what you are noticing them doing correctly or as a community.
6. Closing: Close the lesson (30 sec-1 min)
- a. Tell students that you are proud of their work and that you are excited that everyone claimed their names!
    - i. **EXTENSION OPTIONS**:
      - 1. Have students share their worksheets in a circle.
      - 2. Make copies of the worksheets to send home to families.
      - 3. Create a “Claim Our Names” bulletin board for every school member to see each child’s preferred name.
      - 4. Do this every month or so to track students’ progress with name writing
  - b. Have students clean up their desks and collect their papers

## Notes:

- Names can be a sensitive topic for some students, so make sure to be responsive to their needs. Try taking these steps if you know some of your students might need more love during this lesson:
  - Talk with students one-on-one before, during, and after the lesson.
  - During the lesson, share that each child can choose what they want to be called. It can be a nickname, a full name, your middle name, what your family calls you, etc.
  - Do **NOT** make these students share their name if they do not want to.
  - During the writing time, if these students are struggling, spend some extra time with them talking it out and help them decide (or choose not to decide yet) on their name.
- Timing for the lesson is a suggested guideline to make sure that carpet time isn't too long and that you keep the pacing of the lesson engaging. Please feel free to split up, shorten, or lengthen the lesson depending on your learners' needs.
- Scripted language is a **SUGGESTION!** Please do **not** feel like you have read everything word for word. Teaching wouldn't be any fun if we couldn't teach with our own style 😊