**K–2 Planning Guide**

***The Name Jar /* Kindergarten**

*Estimated pacing: 3 days*

*For more information, see the* [*Text Analysis Toolkit*](https://achievethecore.org/page/3369/text-analysis-toolkit) *resource page.*

| This resource is… | This resource is not… |
| --- | --- |
| * Guidance for **multiple reads** of a grade-level anchor text (in this case read-aloud). * A place to highlight some **key aspects** of **culturally relevant pedagogy** (e.g., exploring self/others, connecting to community, thinking critically about the world ) *and* **standards-aligned work** (e.g., sequenced text-dependent questions and tasks, attention to academic vocabulary/language, building knowledge). | * **A scripted lesson plan**.This resource includes key instructional elements, but leaves you with room to customize. * **Everything** **you/students will need**. For example, there is a sample graphic organizer included, but you will likely want to modify and/or create additional resources, tasks, or scaffolds with your specific students in mind. * All the ways you could use this text to **connect with the lives and identities** of your students, school, and community. |

This resource contains blank templates to create guidance for:

| **Connecting to Text Analysis** | Important things to note about the complexity of, and opportunities/cautions with, this anchor text |
| --- | --- |
| **The Big Ideas** | Text-based big ideas to guide planning/instruction |
| **Culminating Tasks** | Three culminating task opportunities for students to demonstrate understanding of the text/topic in varied formats |
| **Vocabulary** | Suggested words to spend more and less time on, cognates |
| **Juicy Sentence Protocols** | Rich sentence from the text to deconstruct and reconstruct with students |
| **Essential Questions** | Guiding questions to tie together experiences |
| **Multiple-Reads Guidance** | Questions and tasks for four reads of this text, including pre-reading activities |
| **Text Set Resources** | A set of topically-connected text and multimedia resources to build related knowledge of this topic in whole-group, small-group, partner, or independent settings |
| **Additional Student Supports** | Sample ways to support all students with this text and content |
| **Standards Addressed** | College- and career-ready standards and Social Justice standards |

| **Connecting to Text Analysis**  (*Either complete below or connect back to your complete analysis.*) | |
| --- | --- |
| **Text:** *The Name Jar* by Yangsook Choi | |
| **Quantitative Level:** 590L (In K-3 grade band, appropriate for K-2 read-aloud) | |
| **Connections to Qualitative Analysis (Structure, Meaning/Purpose, Language, Knowledge):** | |
| **Structure**   * The text is middle-low and is structured in a conventional way that is appropriate for its audience. The text has beginning-middle-end making it easy for reading to follow along in order of events. The author of the text was intentional about structuring a text around her own and other’s experiences around her. | **Language**   * This text is middle-low in vocabulary. There is some figurative language used in the text such as “...garbage truck roared like a lion.” Most language in the text is familiar and literal. Most conversational text is familiar as well in that students have likely spoken in this way or have been spoken to in this way. |
| **Meaning/Purpose**   * The text is middle-high and focuses on the challenges of immigration and assimilation through the story of names. The illustrations allow students to make clear inferences on character feelings and the story overall. | **Knowledge**  - This text is middle-high because cultural experiences displayed throughout the text are not common to most readers in the class. Additionally, though some cultural elements may be new to students,the text provides clarity through context clues and explicit definition. |
| **Opportunities/Cautions for Culturally Relevant Pedagogy**   * This text has the opportunity to build knowledge of Korean culture and immigrant experiences. Additionally, it aids in building empathy towards a nondominant culture and nondominant experiences. * A caution within the text is cultural appropriation vs. appreciation. This can be addressed toward the end of the text when Joey takes on his own Korean name. | |
| **Reader and Task Considerations**   * Consider how readers would respond to the experiences within the text and how they may make connections within their own lives. For example, when Unhei’s peers on the bus made fun of her name, students may feel sad. Additionally, some may remember their own experiences with others mispronouncing or making fun of their name. * Consider tasks that allow peers to work together. Additionally tasks that are centered around students’ own identities and names. | |

| **The Big Ideas** | |
| --- | --- |
| **What is worthy of understanding in this text?**   * Experience of immigration across countries * Significance of names as a part of our identity * Pride in one’s own name | |
| **What knowledge do students need in order to get to those understandings?**   * Know what immigration is and its potential benefits and challenges * Understand that names can hold connections to identity and culture * Know the meaning behind their own name (extension activity) | |



**STOP & THINK: MYSELF**

*[Modify this section to include learnings from your own research/reflection.]*

**What knowledge do I need to engage students with this text in an inclusive way? Is this a topic/idea that is familiar to me, or one I need to learn more about?**

* I need to understand what students know about how names are chosen. In addition, I can also poll if students feel like their names are pronounced correctly.
* Understand Korean naming process as well as naming processes in other cultures.

[Baby naming traditions](https://www.familyeducation.com/10-fascinating-baby-name-traditions-from-around-the-world)

[How Korean Names Work](https://www.youtube.com/watch?v=Wp6v1OSCdJ8) (video)

* Having a name that is commonly mispronounced is something I can identify with as well as my students. I need to learn more about how names may change through the immigration process as well as the reasoning that many change their names. [Do immigrants change their names more than others?](https://immigrantconnect.medill.northwestern.edu/blog/2016/06/11/do-immigrants-change-their-names-more-than-others-and-more-than-they-once-did/)

**What terms, names, events, or places do I need to research to pronounce accurately?**

* Unhei, Mr. Cocotos, Kimchi, [Yangsook Choi (Author)](https://www.teachingbooks.net/pronounce.cgi?aid=3560)



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

**What opportunities for connection and community does this text offer?**

* Have each student stand up and say their name proudly to the class and everyone repeat (after reading).
* Invite any students who know the meaning of their name to share.
* Research and share the meaning of my own name.

**What potential harm to students could I cause that I need to be careful of?**

* Some students may feel shy about presenting and sharing. Ensure that this is choice-filled learning.

| **Culminating Tasks**  (*How and in what format will students share their cumulative learning?)* | |
| --- | --- |
| **Unhei’s Chosen Name (connected to third read)**   * Why did Unhei decide to “choose her name again”? Students will write and draw about Unhei’s name experience using evidence from the story.   **“The Names We Want to be Called”**   * Students will listen to a book read aloud and discuss its meaning. * Students will create creative letter names for a class name word wall using a variety of mediums. * Students will share their creative names and practice respectfully saying each other’s names correctly.   **“What’s in a Name”**   * Students will interview their families about the meaning behind their names. * Students will draw a picture that represents the meaning of their name and share (e.g., if their name is a combination of their parents name, they can draw their mom and dad). | |

| **Vocabulary**  (*Learn more about Selecting and Using Academic Vocabulary in Instruction, including supports for English learners* [*here*](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf)*.*) | |
| --- | --- |
| **These words merit less time and attention.** [They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are likely to be familiar to your students.] | **These words merit more time and attention.** [They are abstract, have multiple meanings, and/or are part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, or experiences that most of your students will be unfamiliar with.] |
| satin  pouch  grooves  ridges  carved  blush  curious  broadly  falafel  deli  souvenir  kimchi  cheerfully  wrinkled  familiar  gleamed  concern  applauded | Korea  relieved  Identity  name master  pronounce  grace |
| **Additional vocabulary to support, as needed:**  Unhei (main character), nervousness, neighborhood, nickname  **Cognates:**  pronounce - pronunciar (Spanish); nervous - nerviosa/nervioso (Spanish); identity - identidad | |

| **Juicy Sentence Protocols[[1]](#footnote-0)**  (*Learn more about Juicy Sentences* [*here*](https://achievethecore.org/page/3160/juicy-sentence-guidance)*.*) | | |
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| **“It’s the same rain, she thought, just in a different place”**  “[It’s the same rain,] [she thought,] [just in a different place]”  Explicitly explain how the rain hasn’t changed, but Unhei’s location has. Revisit the page with this sentence to reread. Ask the following:   * *What do you think Unhei is thinking about?* * *How do you think she feels? Why?*   **“Here the moon is up, but there the sun is up”**  “[Here the moon is up], [but there the sun is up]”   * [Here the moon is up]   + *What do you think the author means by the “moon is up”?*   + *What does the author mean by “here” in this part of the sentence?* * [, but there the sun is up]   + *What do you think the author means by the “sun is up”?*   + *What does the author mean by “there” in this part of the sentence?*   + *Where is Unhei’s grandmother?*   + *What do you know about how the sun moves throughout the day?* * As needed, explicitly explain the difference in time zones and how the moon/sun move. * Turn & Talk to your partner about what this whole sentence means. | | |

| **Essential Questions**  (*What are the most important ideas students should understand from this set of lessons?)* | |
| --- | --- |
| * *Why did Unhei decide to keep her name?* * *How did Unhei’s experiences impact how she felt about her name? How can we support each other at school?* * *What is your name story? Would you prefer your given name or to choose a new name? Why?* | |

| **Opportunities to Integrate Supports for Multilingual Learners** |
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| Throughout this series of lessons, there are many opportunities for multilingual learners to read, speak, and write using their full language resources, inclusive of home language(s) and dialect. [Translanguaging](https://wida.wisc.edu/sites/default/files/resource/Focus-Bulletin-Translanguaging.pdf) can happen at any time when driven by the child, but there are [moves teachers can make](https://www.elsuccessforum.org/resources/ela-translanguaging-strategies) to support this as well. Within this lesson, consider the ways in which you can integrate the following:  Opportunities for students to write in their language of choice  Opportunities for home language partnerships for conversation and discussion  Opportunities for students to read supporting texts in languages other than English  Opportunities for home language partnerships for group work or collaboration |

| **Multiple-Reads Guidance**  (*Use your discretion to determine how each read will translate into days of instruction.*) | | |
| --- | --- | --- |
|  | **Pre-Reading Activities** | **Focus:**  Build knowledge of immigration and connect to topic |
|  | **First Read** | **Focus:** Understanding big ideas and flow of the text itself.  *Recommend minimal interruptions, only as needed to preserve meaning.* |
|  | **Second Read** | **Focus**: Connecting Unhei’s experiences to her feelings about her name. Thinking Job: How did Unhei’s experiences impact how she felt about her name? |
|  | **Third Read** | **Focus:** Meaning/Author’s purpose: students identify message author is relaying on a variety of pages. Thinking Job: Why did Unhei decide to keep her name? |
|  | **Throughout** | **Focus:** Build and connect to knowledge about this topic through use of topically-connected [text set resources.](https://achievethecore.org/content/upload/Text%20Set%20Guidance.pdf) |



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

| **Pre-Reading Activities** | |
| --- | --- |
| **Focus:** Build knowledge of immigration and connect to topic  **Questions, Activities, and Tasks:**   * Allow students to do a picture walk of text. * Introduce the word “Immigration” and define.   + *Have you ever moved from one place to another?*   + *Do you know anyone who has immigrated from one country to another country?*   + *How do you think it feels to move from one country to another?* * Introduce Unhei and tell students that she has just immigrated with her family from Korea. * [Map of World](https://cdn5.vectorstock.com/i/1000x1000/25/44/south-korea-map-located-on-a-world-map-with-flag-vector-29002544.jpg) (or map of your choice)   + *Does anyone know where we live on this map?*   + *What about Korea? Can you see it?*   + *Do you know any other places on the map where your family might be from?* * Thinking job: *Why has moving been challenging for Unhei?* | |
| **First Read** | |
| **Focus:** Understanding big ideas and flow of the text itself.  *Recommend minimal interruptions, only as needed to preserve meaning.*  **Questions, Activities, and Tasks:**   * Read the text, pausing a few times to ask students to discuss what’s happening in the story.   + Turn & talks focused on understanding the big events of the story. As needed, prompt students to include the characters, setting, and events as they discuss.     - [After Unhei gets home from school on the first day] Turn & talk: *Why has moving been challenging for Unhei?*     - [After Unhei receives the letter from her Grandmother]: *What’s happening now? What is happening with Unhei’s challenges?*     - [End of the story] Turn & Talk: *Turn and tell your neighbor about what’s happening now.*   + Vocabulary notes: Define in text as reading with corresponding motion: satin, broadly, kimchi, souvenir * After reading:   + Students write/draw major events of text in order of beginning, middle, and end including characters and setting (provide template). Write simple sentences to reflect each part of the story (e.g, First.., Next…, Last…). | |
| **Second Read** | |
| **Focus:** Connecting Unhei’s experiences to her feelings about her name. Thinking Job: How did Unhei’s experiences impact how she felt about her name?  **Questions, Activities, and Tasks:**   * Before re-read: Have students briefly summarize text (e.g., with five finger retell) * As re-reading, pause to ask students to discuss: * [After bus pages] : *How would you describe the bus ride for Unhei? How does the author show us how Unhei is feeling?*   + Potential follow ups:     - *“It was her first day, and she was both nervous and excited.”*     - *Unhei calls the builds and houses on the way to school strange, why is that?*     - *What is Unehi thinking about on the bus?* [saying goodbye to Grandma] * [Dinner with mom]   + *“Pronounce” means how we say a word. Unhei says, “but it’s so hard to pronounce…I don’t want to be different from all of the other American kids.”*   + *How is Unehi feeling? What made Unhei feel this way?* * [Unhei looking at name jar in class]: *What is the name jar? Why did Unhei’s classmates start it?* * Write/draw: Choose one emotion Unhei felt about her name in the story. Draw a picture and write a sentence to describe why Unhei is feeling this way.   + After students have had time to write/draw, engage in a Mix & Mingle (play a song, find a partner to share your emotion/evidence when the song stops, when the song starts again, mingle to find a new partner - repeat). | |
| **Third Read** | |
| **Focus:**  Meaning/Author’s purpose: students identify message author is relaying on a variety of pages. Thinking Job: Why did Unhei decide to keep her name?  **Questions, Activities, and Tasks:**  *Note: You might choose to use the* [*read-aloud by Yangsook Choi*](https://www.youtube.com/watch?v=uc16P3ZaDaY&t=2s) *for this read, pausing for discussion.*   * [Seeing Mr. Kim at the grocery store]: “   + *How does Mr. Kim react to Unhei’s name?*     - A graceful name for a graceful girl.” *Explain the meaning of grace.* * [Mirror page] *What is Unehi doing and thinking about? How do you know?*   + Follow-up:     - *Unehi says “Nothing sounded right. Nothing felt right.” What does she mean?* * [Grandma’s letter]: “*No matter how far apart we are and no matter how different America is from Korea, you will always be my Unhei.” What is Grandma telling Unhei?* * *[Joey with jar]: Why did Joey take the name jar? How do you know?* * Closing writing activity:   + Unhei says: “I realized I liked my name best, so I chose it again”   + Discuss with a partner > small group (pair two partnerships together) > engage in whole class discussion: *Why did Unhei decide to “choose her name again”?* Use at least one detail from the story to support your answer. * Closing discussion:   + *How did the people in Unhei’s life support her? How could some people have supported her even better?*   + *How can we support each other in school?* | |



**STOP & THINK: YOUR STUDENTS**

**What additional or modified texts/resources could allow students to:**

* Connect this content to their existing funds of knowledge and many identities?
* Engage in social justice work that is relevant to their experiences and school community?
* See additional perspectives related to this topic?
  + *Hair Love*
  + *King of Kindergarten*
  + *The Proudest Blue*
  + *Thunderboy Jr.*
  + *Eye’s that Kiss in the Corners*

| **Text Set Resources**  (*These resources can be used throughout work with this text in whole-group, small-group, partners, and/or independent reading/viewing.*) | |
| --- | --- |
| **Text or Resource** | **Description of connection** |
| [Kids Talk Immigration](https://www.youtube.com/watch?v=7FuTcml0ODk) | Video showing students discussing immigration. Discusses definition, challenges that can happen with immigration, ways immigrantion is important and positive for the community they join. |
| [Read-aloud by Yangsook Choi](https://www.youtube.com/watch?v=uc16P3ZaDaY&t=2s) | Author read video read-aloud |
| [Yangsook Choi (author) Audio Name Pronunciation](https://www.teachingbooks.net/pronounce.cgi?aid=3560) | Recording of Yangsook Choi describing her name and its meaning. Note: you can transcribe the audio transcript using the button in the top right hand corner of the page. |
| [Master seal maker Choi Byung-hun (video)](https://www.youtube.com/watch?v=854RNlSbUsM)  ['Injang': a square inch of art, the Korea TImes](https://www.koreatimes.co.kr/www/news/nation/2015/12/641_176085.html) | Video and article (including photographs) about an artisan, Choi Byung-hun, who creates injangs (what Unhei calls her name stamp in the book). |
| Hangul [Alphabet](https://www.youtube.com/watch?v=KN4mysljHYc) (video) | Short video introducing some Hangal characters. Invite students to write along with the video. If students have knowledge of writing in Hangal or in other languages, invite them to share. |

| **Additional Student Supports**  (*Note: the supports listed below are samples.*) | |
| --- | --- |
| * Project the text so students can read and re-read along with the teacher. Where possible, make copies of the key illustrations featured in re-reads so students can have their own copy. * Allow for student discussion before any writing and make use of sentence starters as needed for students to capture their ideas. * Provide a student interview form (translated as needed) for the pre-reading interview. * Consider support for [translanguaging](https://assets-global.website-files.com/5b43fc97fcf4773f14ee92f3/5cca8e1dbfa8f118e41c578a_Translanguaging%20Strategies%20ELA.pdf) for students throughout. | |

| **Standards Addressed** | |
| --- | --- |
| **Common Core State Standards:**   * [CCSS.ELA-LITERACY.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text. * [CCSS.ELA-LITERACY.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/) With prompting and support, retell familiar stories, including key details. * [CCSS.ELA-LITERACY.RL.K.6](http://www.corestandards.org/ELA-Literacy/RL/K/6/) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. * [CCSS.ELA-LITERACY.RL.K.7](http://www.corestandards.org/ELA-Literacy/RL/K/7/) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). * [CCSS.ELA-LITERACY.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/) Actively engage in group reading activities with purpose and understanding. * [CCSS.ELA-LITERACY.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. * [CCSS.ELA-LITERACY.W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. * [CCSS.ELA-LITERACY.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. * [CCSS.ELA-LITERACY.SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/2/) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. * [CCSS.ELA-LITERACY.L.K.4](http://www.corestandards.org/ELA-Literacy/L/K/4/) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. * [CCSS.ELA-LITERACY.L.K.5](http://www.corestandards.org/ELA-Literacy/L/K/5/) With guidance and support from adults, explore word relationships and nuances in word meanings. * [CCSS.ELA-LITERACY.L.K.6](http://www.corestandards.org/ELA-Literacy/L/K/6/) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. * CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. | |
| **Learning for Justice** [**Social Justice Standards**](https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf)**:**   * Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities. * Identity 5, ID.K-2.5, 5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. * Diversity 8, DI.K-2.8, I want to know about other people and how our lives and experiences are the same and different. * Diversity 9 DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me. * Justice 13, JU.K-2.13, I know some true stories about how people have been treated badly because of their group identities, and I don’t like it. * Action 19, AC.K-2.19, 9 I will speak up or do something if people are being unfair, even if my friends do not. | |

1. The juicy sentence is a strategy developed by Dr. Lily Wong Fillmore, specifically to address the needs of ELLs and accessing complex text, and it is a tool that is useful for helping all students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. [↑](#footnote-ref-0)