

**AAVED TEACHER PROFESSIONAL DEVELOPMENT  
LESSON PLAN TEMPLATE: TEACHING HISTORY FROM DIVERSE PERSPECTIVES**

**LESSON TITLE:** Always Anjali - What Does Your Name Mean?

**GRADE LEVEL(S):** Kindergarten

**LESSON AUTHOR(S):** Jayde Lambert

**AUTHOR AFFILIATION (SCHOOL):** International Community School

**LESSON RATIONALE/TRANSDISCIPLINARY CONNECTION/BIG IDEA:**

The students at ICS represent a vibrant tapestry of cultural, linguistic, and personal backgrounds. This diversity is one of our community's greatest strengths, and it provides a rich opportunity to explore identity, respect, and the power of names. Names are often deeply tied to a person's heritage, culture, or family history, making them an essential part of who we are. However, the significance of names is often overlooked, and the mispronunciation or misuse of a name can lead to feelings of frustration, exclusion, or invisibility. We begin the school year by learning our classmates' names, yet we rarely delve into their meanings or origins. By fostering an environment where students feel empowered to share the stories behind their names, we encourage mutual respect, curiosity, and a sense of belonging. This approach not only builds a positive classroom culture but also helps students develop empathy and understanding of each other's unique identities.

**Transdisciplinary Connection:** This lesson ties into the broader themes of identity and relationships, which connect across subjects like language arts, social studies, and personal and social education. Through storytelling, reading, and discussions, students will practice communication skills, engage in reflective thinking, and develop an appreciation for cultural diversity. The book *Always Anjali* by Sheetal Sheth serves as a powerful anchor text for this lesson. Anjali's journey highlights the challenges of navigating cultural differences and the empowerment that comes from embracing one's identity. This story resonates with many students, especially those who may feel their own identities have been misunderstood or undervalued. It provides a platform for discussing broader issues such as inclusion, respect, and resilience.

**Big Idea:** Our names carry stories that connect us to our families, cultures, and histories. By understanding and respecting these stories, we learn more about ourselves and others, fostering empathy and celebrating diversity in our community. Through this exploration, we empower students to embrace their identities and build a classroom culture of mutual respect

and belonging.

**SUBJECT AREAS AND STATE PERFORMANCE STANDARDS ADDRESSED:**

Language Arts

- ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.
- ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.

**IB FRAMEWORK CONNECTION (optional):** Inquirers, Communicators, Open-Minded

**K-12 ASIAN AMERICAN FRAMEWORK EMPHASIS (optional):**

Identity - exploration of self: Students explore the meaning of their name and how it related to their identity. Their name may be connected to a part of their culture that they never knew. This also gives them a chance to build connections between their culture/name and other students' identities.

Reclamation & Joy - creative expression: Students can creatively express themselves through decorating their license plate with symbols that represent their identity. They are also displaying their name in a creative way other than just writing it.

**GLOBAL CONNECTION (optional):**

**INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 5 Days**

30 Minutes - Read Aloud (Day One)

45 minutes minutes - Over several days for students to present and role play scenario (3-5 students a day)

15 Minutes - Morning Meetings (over 3 days)

**CONTENT BACKGROUND:** The book, *Always Anjali* is a story written by actress and activist Sheetal Sheth, encouraging children to celebrate differences and find pride in all that makes us unique. This book focuses on themes of identity, family, and immigrant experiences. Anjali is navigating her identity in a multicultural world and this story emphasizes the significance of embracing one's roots. Throughout the story, Anjali learns to appreciate her culture and appreciate her unique identity and name. This story teaches lessons about the importance of self-love and cultural pride, while also encouraging them to accent and understand differences in others.

**ACTIVITIES/LESSON OUTLINE:**

Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

- **Day 1 -**
  - Morning Meeting/ SEL: Talk about the feeling “frustration” → [Second Step Lesson](#)
  - ELA: Introduce Story - Look at the front cover and read title. Students can make predictions about what they think the story will be about.
    - Read Aloud - Stop and ask questions throughout the story.
      - Pg.5 - How do you think Anjali was feeling when she saw her birthday gift? How can you tell? What details do you see in the illustrations?
      - Pg.14 - How do you think Anjali was feeling when she couldn't find her name on a license plate? How do you think she felt when Zachary called her Peanut Butter An-Jelly? How can you tell? What details do you see in the illustrations?
      - Pg. 26 - How do you think Anjali felt when she shared her license plate with her class? What details do you see in the illustrations?
    - After reading - go back to Pg.19 and 20 - Anjali's mom tells her that her name has a special meaning and it comes from a language called Sanskrit. Turn and Talk - Does your name have a special meaning? Do you know if it comes from a certain language? Students will share what they talked with their partner with the whole group.
- **Day 2 -**
  - Morning Meeting / SEL : Review the feeling frustration and calm down strategies, have students act out scenarios at bottom of the page → [Second Step Lesson](#)
    - [Calm Down Song / Belly Breath](#)
  - ELA : Review Story - Picture Walk
    - How did Anjali's feelings change throughout the story?
      - How did she feel in the beginning when she woke up and saw her bike?
      - How did she feel in the middle of the story when she went to the fair? What calm down strategy could Anjali use? (Belly breath, name her feelings)
      - How did she feel at the end of the story? What happened that changed her feelings?
    - Scenarios - How would you feel if someone mispronounced your name like Anjali? Show that feeling on your face and with your body.
      - What can you do to make yourself feel calm?
    - Introduce Project - You will make your own name license plate like Anjali! Ask your grown up what your name means and/or if someone special gave you your name. You will share your license plate and the meaning with your class!
      - Show students examples of how they could design their license plate - provide materials like stickers, glitter, etc. and images

from their cultures (flags, symbols, etc.)

- Give students work time to start their license plates - bring home to add extra details / items from home
- **Day 3 -**
  - Morning Meeting / SEL : Morning Circle - How are you feeling this morning? Present a diagram with different feelings. Students can point or verbally share.
    - Review - If you are feeling a strong feeling today, what strategy can you use to calm down? [Calm Down Song](#)
  - ELA : Start presenting license plates. Teacher can start by presenting their own example and sharing with their students. Choose 3 - 5 students to share - use rubric for scoring on speaking & listening and name spelling - capital followed by lowercase.
    - Have those 3 - 5 students act out a scenario: One student is a new student in our classroom. They are sharing their name and student 2 and 3 are mispronouncing their name on purpose. Student 1 starts getting frustrated. Student 4 - Can you help Student 1 calm down? What strategy can they use?
- **Day 4 -**
  - ELA : Continue presenting 3 - 5 license plates. Students act out scenario:
    - Student 1 and 2 are playing with the soccer ball at recess. The ball rolls away and Student 3 and 4 take the ball and start playing a different game with the ball. Student 1 and 2 start feeling angry and yell at student 3 and 4. What calm down strategy can they use?
      - Stop - name your feelings - take a belly breath. They can ask the other students if they want to play together.
- **Day 5 -**
  - ELA : Continue presenting 3 - 5 license plates. Students act out scenario:
    - Student 1 and 2 are working together to create a drawing. Student 3 and 4 laugh at their picture. Student 1 and 2 are feeling upset. They crumple up their paper and shout at student 3 and 4. What can they do to calm down?
    - Close Out Lesson / Presentations - How do you feel now that you know the special meaning behind your name? How do you feel now that you know more about your friends' names? Why is it important to say someone's names the right way?

## **INSTRUCTIONAL SUGGESTIONS AND RESOURCES TO LINK TO STUDENT EXPERIENCES/ PRESENT DAY:**

- More books related to resolving feelings:
  - **How Full Is Your Bucket? - Tom Rath and Mary Reckmeyer** : One morning, Felix

wakes up with an invisible bucket floating above him. Every time someone is unkind, it empties out a little more, but every time someone is thoughtful, it fills a little. And Felix learns how words and small actions affect the people around him.

- **The Invisible Boy - Trudy Ludwig** : Brian is a quiet kid, and he feels invisible. But the new kid in class might have it worse—he gets teased on his first day. Brian draws him a picture, and that little act of kindness changes everything.
- **My Name is Yoon - Helen Recorvits** : Getting to feel at home in a new country, Yoon's name means Shining Wisdom, and when she writes it in Korean, it looks happy, like dancing figures. But her father tells her that she must learn to write it in English. In English, all the lines and circles stand alone, which is just how Yoon feels in the United States.

**OPTIONAL: ASSESSMENT OF STUDENT PERFORMANCE:** (What activity was done to determine how well students achieved the learning goals?)

- Create a name license plate - Students will write their names, correctly forming letters
  - **ELAGSEKL1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a. Print many upper- and lowercase letters.
- Presenting the meaning of their name -
  - Speaking: Did they share their ideas clearly? Did they speak at a volume that the whole group could hear? Students act out scenarios. Turn & Talk
  - Listening : Were you respectful when listening to other students? (eyes watching, ears listening, voice quiet) Turn & Talk
    - **ELAGSEKSL6:** Speak audibly and express thoughts, feelings, and ideas clearly.