LESSON 1
Getting to Know Each Other

GUIDING QUESTIONS

• How do our names relate to our identities?
• What is important to know about each other in order to learn together this year?

ACTIVITIES

1. Reflect on Names and Identity
   • Introduce journaling.
   • Project the sentence starters [Slide 3]. Have students choose one or more to explore in a journal reflection. Then have them debrief in a pair-share.
     » I was given my name because . . .
     » I like / I dislike my name because . . .
     » My name is / isn’t a good fit for my personality because . . .
     » People assume ____________ about me because of my name . . .

2. Read about a Student’s Experience on the First Day of Class
   • Read aloud the reading “Orientation Day”. Have students underline where Wang discusses her identity, write a question mark in the margin where they get confused, and circle unfamiliar words.
   • Using the words and phrases students underlined, model the Identity Charts teaching strategy to create an identity chart for Wang [Slide 4]. Have students finish the activity in pairs then debrief as a class.

3. Discuss the Reading in Small Groups
   • Divide the class into small groups of three to discuss the following questions [Slide 5]. Have students share key points from their group discussions.
     » What could Wang’s teacher have done to make her feel more welcome in the class?
     » What could other students have done to make Wang feel like she belonged?
     » What is important to know about each other in order to learn together this year?

4. Learn What Your Students Need
   • Have students complete the What Do You Need? Exit Card [Slide 6].