

### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,550

### Book Summary

*What's in a Name?* is a study of the origin of names. Using the names of students in a fictitious third-grade class, the book delves into the history of names and how they have changed over the years. Included are facts about how many first and last names came into usage. Looking for their names will motivate students to keep reading this informational book.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of making connections to prior knowledge
- Identify main idea and details
- Understand the purpose of parentheses in informational text
- Recognize and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*What's in a Name?* (copy for each student)
- Chalkboard or dry erase board
- Main idea, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

Content words:

Story critical: *ancestors (n.), masters (n.), nicknames (n.), rulers (n.), towns (n.), villages (n.)*

Enrichment: *archers (n.), cunning (adj.), given name (n.)*

### Before Reading

#### Build Background

- Tell students to use their first, middle, and last names to introduce themselves to the student sitting next to them (even if they already know the student). Have students think about their names. Ask if any know why they have the name they do. For example, were they named in honor of a relative, a best friend, or a movie star? Have students tell any nicknames they go by or have been called. Discuss why a person's name is important.

#### Preview the Book

#### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how to use prior knowledge as you preview the book.  
*Think-aloud: I had a terrible time with my name as a child. Even today, some people don't get it right. They think my name is Rhonda or Vonda. When I tell them it's Fonda, they think that's my last name—like the old movie star, Henry Fonda. It used to bother me, but now I think it's kind of neat to have an unusual first name.* (Tailor comments to fit personal experience.)
- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read in the book. After reviewing the table of contents, model using it as a way to make connections with prior knowledge. For example, say: *When I got married, I changed my name. I use my husband's last name together with my father's.* Ask students if they know about any people who are named for any of the topics listed in the table of contents.
- Have students preview the rest of the book, looking at section titles, photos, illustrations, bullet points, thought balloons, and charts. Show students the index and explain its purpose.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *ancestor* on the board and have students find it in the first sentence on page 16. Tell students that they can look at the letters the word begins (*an*) and ends (*or*) with to sound out how to say it. Explain that they can then look at the context clues to confirm the meaning. Show students that by reading past the word they are unfamiliar with, they will find a sentence that provides a clue. On this page, they have to read the second paragraph to find the context clue that explains what the word *ancestor* means.
- Remind students that they should check whether words make sense by rereading the sentence.

### Set the Purpose

- Have students think about what they already know about names as they read the book.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of section 1 on page 12. Tell them to think about what the book is about. If they finish before everyone else, they should go back and reread.
  - Have students tell what they think the book is mostly about (where names come from). Have them identify words, phrases, or sentences that provided clues.
  - Model using prior knowledge to make connections.  
*Think-aloud: I read that our last names can be based on a job or trade a person has. My husband's last name is Townsend. I wonder if that means that a person in his family was sent to town for something. I think that makes sense.*
  - Tell students as they read the remainder of the book to think about the ways in which people get their names.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Reinforce how making connections with what students already know about the topic of the book keeps them actively involved in the reading process and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Main idea and details**


- **Discussion:** Ask students how many of them found clues to their name, or their family's name, in the book?
- **Introduce and model:** Review or explain that every writer has a main idea in mind for a book when he or she writes it. If necessary, review that the main idea of a book is the "big" idea, or what the book is mostly about. In addition, the writer has a main idea in mind for each section of the book. Headings within the sections often provide clues as to what it is. They may also supply details, or interesting and important information that support the main idea.
- Have students look at the Introduction. Tell them that the first paragraph tells the main idea of the book (where names come from). Point out that sometimes the main idea will be easy to find, as it is in this example, but other times they will have to read further and think about it.
- Reread the Introduction with the students. Tell them that the main idea of the Introduction is that everyone has a family name and a given name. Point out the clues in the text. Point out the details (a last name is the family name; a given name is called that because it is given by the parents).
- **Check for understanding:** Have students explain the main idea of the section "Family Names" (Family names have existed for hundreds of years.) and supporting details. (Family names were created because last names were needed to identify people.)
- **Independent practice:** Give students the [main idea worksheet](#). Discuss their responses.

 **Extend the activity:** Instruct students to underline each name in the book that is the name of someone they know.

### Build Skills

#### Grammar and Mechanics: **Parentheses**

- Write the word *parentheses* on the board. Explain that parentheses are punctuation marks that are used in some books and writing. Explain that parentheses can be used for the following:
  1. To show that additional material is in the text, as in *The map (see below) is new.*
  2. To give an example or additional information, as in *(For example, Joe is short for Joseph.) or Joe (the first boy) was ready.*
  3. To show numbers or letters in a series, as in *Choices: (a) a game or (b) a song.*
- Check for understanding by having student turn to page 9 and find the first set of parentheses. Ask them to identify the reason parentheses are used here.

 Have students work with partners to go through the book and underline sentences with parentheses. Have them write 1, 2, or 3 by each set to show which of the above reasons the parentheses have been used. Discuss their responses.

#### Word Work: **Content vocabulary**

- Tell students that many of the words they read in the book are used to tell about names or things associated with names. Provide opportunities for students to talk about difficult words or concepts such as *ancestors* and *given name*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- For more practice with content words, have students complete the [content vocabulary worksheet](#).

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Explain that many common words used today are related to a person's name. For example, the cardigan sweater was named after the Earl of Cardigan. The word *maverick* came into use after a Texan named Samuel Maverick refused to brand his cattle. Provide the following list of words. Have students research the words and write the origin of each: *boycott, diesel, leotard, dunce, America, sandwich, sideburns, teddy bear, valentine*.

#### Math Connection

Have students research their family names. As a group, have them compile the information and make a name bar graph that shows the number of students whose names come from the following: father, place, job, description, unknown.

#### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- make connections with prior knowledge of a topic to better understand the information in text
- understand and identify the main idea and supporting details in informational text on a worksheet
- identify and use parentheses
- understand and use content vocabulary on a worksheet

#### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**