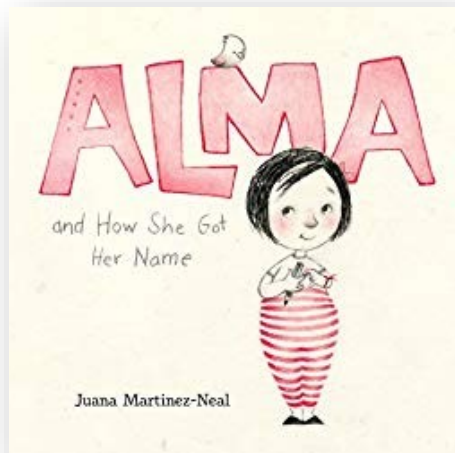


Writing Trait: Ideas

Learning Intention: sharing details that others might not know

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By Juana Martinez-Neal

Before Reading

Before reading this book, share the front cover image along with a heartfelt story of how you got your name, how you named your child or children, or a story of a name that is meaningful to you.

Then, invite students to predict what this book might be about.

During Reading

Read the first double page spread of this book. Invite students to look carefully at the pictures and make another prediction about the story contained in this book.

Once read, invite students to share a story about their name or any story they know about someone and how they were named. If they don't have a story to share, explain what an important job it is to be a really good listener. Sometimes when we listen carefully, we are reminded of a story we have within.

After Reading

Be sure to share the last page of this story in which the author shares a special message about her name. The page has the heading, "A Note from Juana." (See the next page)

Encourage the children in your class to find out the story of how they were named. For those who already know their story, invite them to share it with their classmates. These will serve as engaging examples. In Harvey 'Smokey' Daniels' book, Curious Classrooms, he states that, "We can take affirmative steps from the start of the year to dramatically raise the odds of growing a collaborative group of students who can take responsibility for challenging and cooperative inquiries all year long." p. 41 How? He suggests an inquiry unit using questions such as, Who are we?, Who am I? Why? The better we know everyone in the room, the better we can work together and have fun exploring new ideas! An identity unit it perfect for this.



A Note from Juana

My name is Juana Carlota Martinez Pizarro. My father named me Juana after his mother, Juana Francisca. My mother chose the name Carla to honor the memory of her uncle, Carlos. My father was a man of decisions, so when it was time to register my birth, he changed Carla to Carlota on the birth certificate. He was convinced that Juana Carlota was the mighty name he wanted for his daughter. Thanks to that change, I got stuck with what I thought was the most old-fashioned, harsh, ugly, and way-too-Spanish name in all of Lima, Peru, where I grew up! Little did I know that later on, after I moved to the United States, it would feel unique and remind me every day of where I come from.

What is the story of your name?
What story would you like to tell?



2 Investigate Ourselves and Our Classmates 20

Doing genuine inquiry work requires kids to rely on every classmate as a potential partner, co-investigator, or audience for the topic they are pursuing. If you want a curious, collaborative, inquiry-ready classroom, then you are in the friendship-creating business.

Models in this chapter:

- **Get to Know Our Identities** 25
- **Explore Our Differences as Assets** 31
- **Share Our Languages** 33
- **Develop a Morning Greeting Ritual** 35

For many other lesson ideas regarding an identity inquiry, please check out the following links:

Primary: http://www5.sd71.bc.ca/literacy/wp-content/uploads/2018/06/What_Makes_You_You_Primary_guide_web.pdf

Intermediate: http://www5.sd71.bc.ca/literacy/wp-content/uploads/2018/06/What_Makes_You_You_Intermediate_guide_web.pdf

What Makes You, You?

Exploring Personal and Cultural Identity

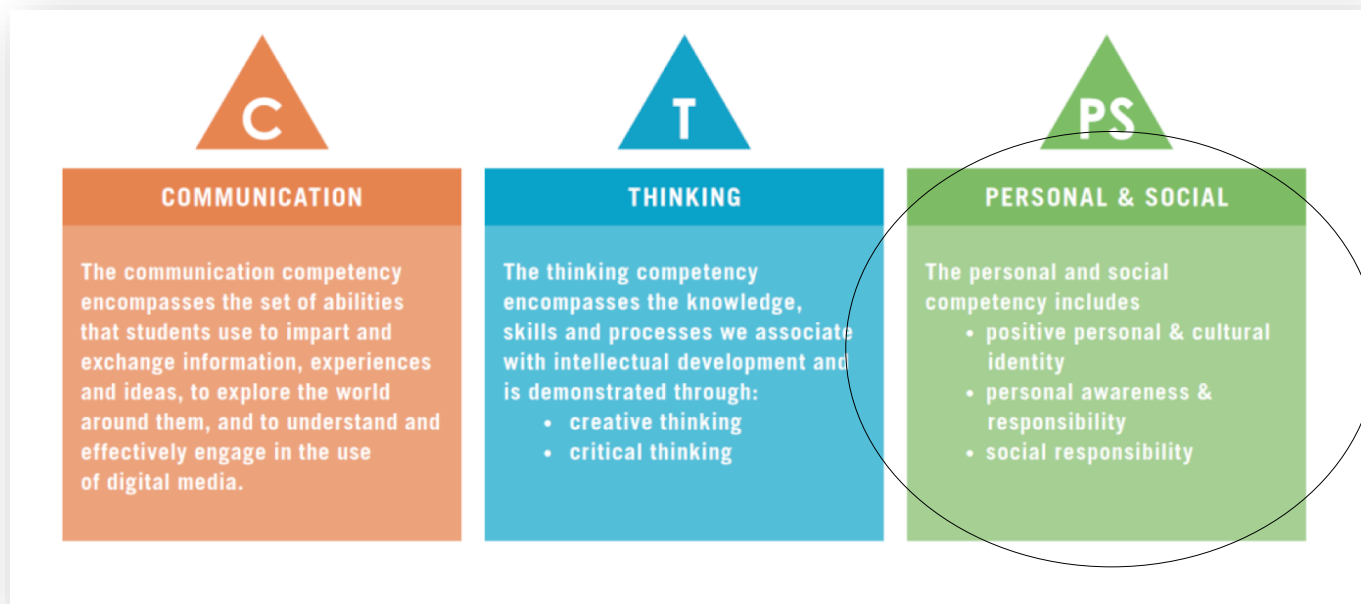


A Resource for Grade 2 and 3

Starting the school year off with an inquiry about personal identity makes a lot of sense. As students explore the stories of their names through a variety of picture books, classroom community is created. And teachers get to know students. But don't worry if you've missed this work at the beginning of the year. It's perfect anytime!

[What Makes You, You? ~ Primary Guide](#)

[What Makes You, You? ~ Intermediate Guide](#)



BC's New Curriculum English Français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

Positive Personal & Cultural Identity

Competency Illustrations [MORE ILLUSTRATIONS »](#)

How Names Were Given

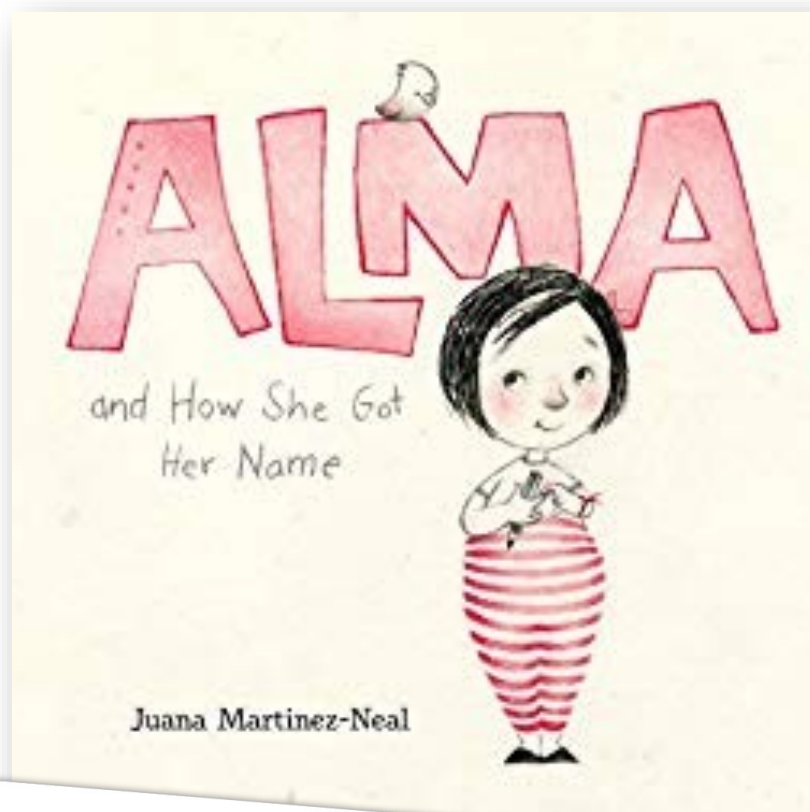
The teacher shared with the class an Okanagan First Nation story called, "How Names Were Given". Students were then asked to consider how their names were chosen. The children were encouraged to find out the story behind their name(s) from their parents. The stories behind the students' names were then compiled into a class book called *The Story of Our Names*.

Work sample:

[How Names Were Given.pdf](#)

Profile	Description	Facets
1	I know my name. With some help, I can identify some of my attributes.	*In this profile, the Competency is not separated into facets.

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/How%20Names%20Were%20Given.pdf>



Big Ideas

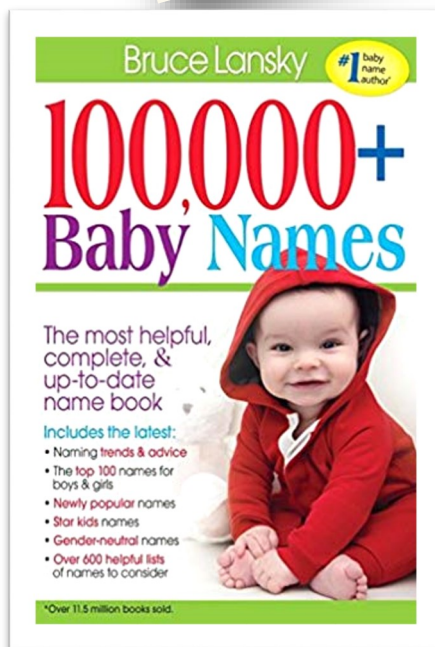
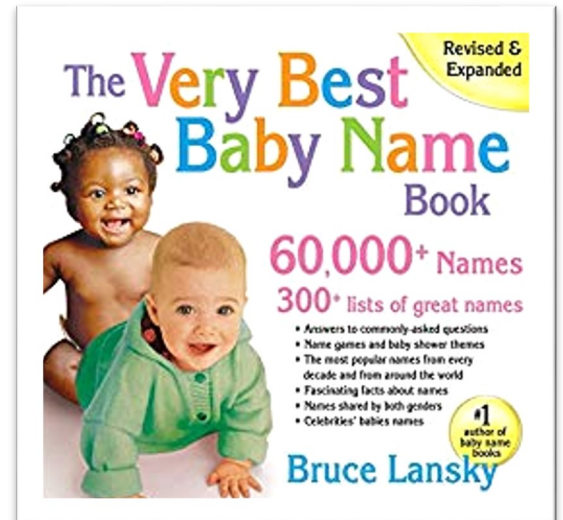
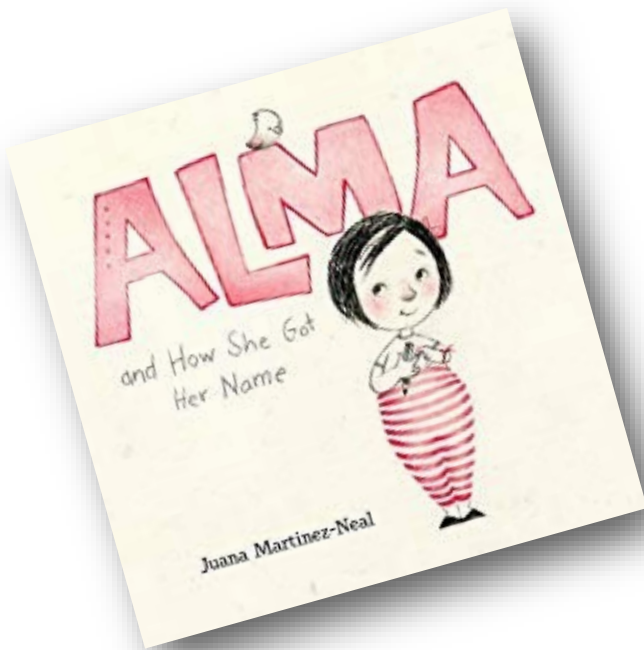
Language and **story** can be a source of creativity and joy.

Stories and other **texts** connect us to ourselves, our families, and our communities.

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our world.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.



Especially for those children who don't manage to gather research about how they were named, offer baby name books. These students (and others) can find out what their name means and compare the meaning of their name to their own personality. Is it a match? What else can be found about names from books like these?

