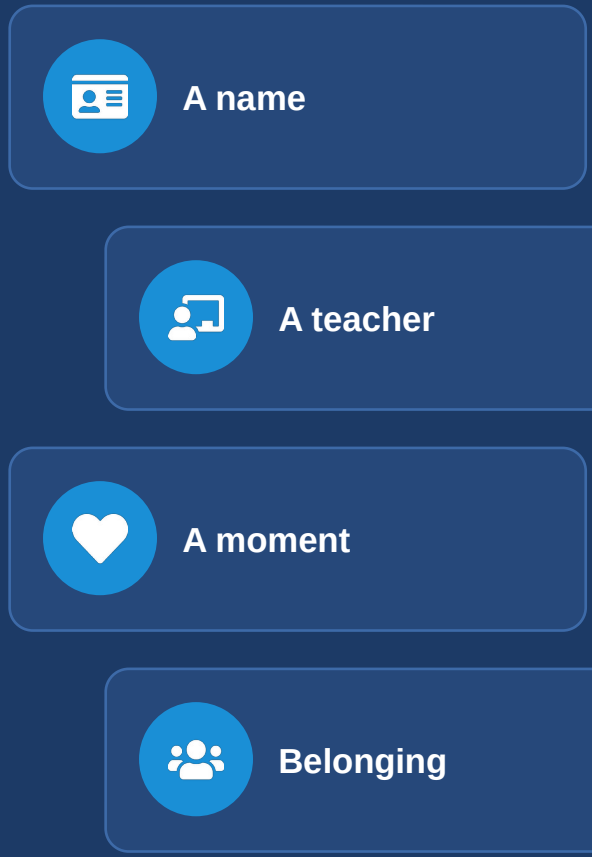
ENL1W Who I Am, Lesson 6

Belonging

A story about a name



Today's goals

We are learning…

- How texts explore identity and belonging.
- To make inferences and connections.

I can…

- Explain how a small moment shows belonging.
- Make an inference about a character with evidence.
- Connect the story to my life, other texts or the world.
- Respond respectfully to ideas about identity.

Today's plan

Time	What we're doing	You will…
0–10 min	**Hook**	Write
10–30 min	**Read**	Read
30–55 min	**Respond**	Analyse
55–70 min	**Connect**	Discuss
70–75 min	**Exit**	Exit ticket

Quick write



What's the story of your name? Who chose it? What does it mean?

Private. You don't have to share.



Big idea

Small moments can tell us whether we belong. Stories help us notice those moments, in our own lives and in others'.

Read “The Name”

As we read:

1. Mark the moment the narrator's feelings change.
2. Underline what the teacher does.
3. Circle one detail that shows how the narrator feels without saying it.
4. Note one question you have.

The turning point

Instead, the teacher put down her clipboard. “Hang on,” she said. “Say it one more time? I want to get it right.”

From “The Name,” an original story written for this unit.

Think about it

Why does putting down the clipboard matter?

What did the narrator expect instead?

How does the class react?

Show, don't tell

She repeated it, carefully, the way you'd carry something full to the brim.

From “The Name.”

Think about it

What is the simile here?

What does it show about how the teacher treats the name?

How does the narrator feel?

Telling vs showing

Telling

- “She felt embarrassed.”
- “He was nervous.”
- “They were close friends.”

Showing

- “Her cheeks burned and she stared at her desk.”
- “He clicked his pen until the teacher looked up.”
- “They finished each other's jokes.”

Readers infer feelings from details.

Discuss

- When does the narrator's feeling change?
- Why does the teacher's question matter so much?
- Why might someone use a nickname instead of their name?
- What can schools do so everyone feels they belong?

A strong inference

Task: Why does the narrator decide to keep her name?

The narrator decides to keep her name because, for the first time, a teacher treated it with respect. She tells us she had spent “all summer” thinking about using a nickname so no one would “trip over” her name. But when the teacher asks to hear it again and asks what it means, the narrator “sat up a little straighter.” That small detail shows pride replacing embarrassment. One act of respect makes her feel she belongs without changing who she is.

Why it works

- Answers the question directly.
- Uses evidence from early and late in the story.
- Explains a detail that shows feeling.
- Connects to the big idea of belonging.

Why do names matter?



Why do names matter? What can a school do to help everyone feel they belong?

Sentence starters

“Names matter because…”

“A small thing that helps people belong is…”

“At our school, we could…”

“In the story, the teacher showed…”

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can explain how a small moment shows belonging.			
I can make an inference about a character with evidence.			
I can connect the story to my life, other texts or the world.			
I can respond respectfully to ideas about identity.			

Exit ticket

1. One action that helps someone feel they belong.

2. One line from the story you'll remember.

3. One question you still have.

Teacher reveal

Key

Turning point: When the teacher puts down her clipboard and asks to hear the name again.

Inference: The narrator had planned to use a nickname to avoid the yearly embarrassment; she decides to keep her name because she felt respected.

Theme: Small acts of respect, like learning someone's name, can make people feel they belong.