# Belonging: A story about a name

**ENL1W, Unit 1: Who I Am, Lesson 6.** 75 minutes. Teacher lesson plan.

### Lesson at a glance

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

**What students do:** Students read an original short story about a Grade 9 student whose name is often mispronounced, analyse how the writer shows belonging and identity, and connect it to their own experiences and the world.

## Curriculum expectations

| Code | Students will… |
|---|---|
| A3.2 | demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts |
| C2.5 | connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them |
| C3.2 | make local and global inferences, using explicit and implicit evidence, to explain and support their interpretations about various complex texts |
| C3.6 | explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and different positions presented |

From The Ontario Curriculum: English, Grade 9 (2023), ENL1W. A = Literacy Connections and Applications, B = Foundations of Language, C = Comprehension: Understanding and Responding to Texts, D = Composition: Expressing Ideas and Creating Texts.

## Learning goals and success criteria

| Learning goals | Success criteria |
|---|---|
| • We are learning how texts explore identity and belonging.<br>• We are learning to make inferences and connections. | • I can explain how a small moment shows belonging.<br>• I can make an inference about a character with evidence.<br>• I can connect the story to my life, other texts or the world.<br>• I can respond respectfully to ideas about identity. |

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## Materials and preparation

- **Slides:** Belonging deck.
- **Handouts:** The Name (page 1), Response (page 2).

## Lesson sequence

| Time (min) | Part | Teacher | Students | Look for |
|---|---|---|---|---|
| 0–10 | **Hook** | Ask: what's the story of your name? Quick write (private). | Write. | |
| 10–30 | **Read** | Read “The Name” aloud. Students mark the moment the narrator's feelings change. | Read. | |
| 30–55 | **Respond** | Pairs answer the response questions. | Analyse. | Inferences with evidence. |
| 55–70 | **Connect** | Discuss: why do names matter? What can schools do to make everyone feel they belong? | Discuss. | Respectful, specific ideas. |
| 70–75 | **Exit** | One action that helps someone feel they belong. | Exit ticket. | |

## Differentiation

- **Support:** Read the story aloud twice. Provide a summary card.
- **Challenge:** Rewrite the scene from the teacher's point of view.
- **Sensitivity:** Some students have had painful experiences with their names. Keep the focus on the story and on kindness.

## Assessment

| Type | Tool | Purpose |
|---|---|---|
| Assessment for learning | Response questions | C2.5, C3.2 |

### 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.

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## Teacher notes

- “The Name” is an original story written for this unit. Practise pronunciations of every student's name early in the semester.

## Coming up

Lesson 7, Memoir Moves.

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