

Letters in Our Names  
Kindergarten  
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**Goal**

To count a set of objects, to create a set of a given size, and to compare a set of objects.

Materials:

*Chrysanthemum* by Kevin Henkes

Class set of name cards

Interlocking cubes (sorted by color)

Dot stickers with letters of alphabet printed on them

One example of a name “tower” to show students (Mandy or Elham)

<b>Time: 10 min.</b>	<b>Introduction</b>
<i>Purpose</i>	<p>Read <i>Chrysanthemum</i> book out loud to students. After reading, talk about the length of the mouse's name.</p> <p>Focus question: what do you think about her name? How many letters do you think are in her name? How could we find out exactly how many letters there are in her name?</p> <p>Encourage students to share different ideas and strategies for finding out how many letters are in her name.</p>
<i>Task</i>	<p>Focus question: what if I asked how many letters are in your name? How would you figure that out?</p> <p>Encourage students to share different strategies for finding out how many letters are in their name.</p> <p>Your job today is to figure out how many letters are in your name. You can use any of the ideas that we just talked about for counting the letters. You can also double check by using your name card.</p> <p>Explain to students that once they determine the number of letters in their name that they will build a cube tower with one cube for each letter. Use the cube tower that you made as an example, making sure to model how to find each letter and put them together. Do the same for the name Chrysanthemum. Then compare the two names and ask which has more letters in the name.</p>
<b>Time:10 min.</b>	<b>Class at Work</b>
<i>What to look for (or what might happen)</i>	<p>As students work independently, teacher circulates to find out how they are counting the letters and the cubes.</p> <p>Focus questions:  How do students go about finding out how many letters are in their name?  How do they count the letters?  Do they double check their counts? If so, how?  What sort of counting errors do you notice?  How do students decide how many cubes to take for their name towers?</p>

	<p>Do they take one cube for each letter of their name?</p> <p>As students finish, remind them that they will use their name towers to explore the length of everyone's name during sharing time.</p>
<p><i>Qs to ask (or T moves to keep in mind)</i></p>	<p>How many letters are in your name?  How do you know? How can find out exactly how many letters are in your name?  How do you know how many cubes to use for your name tower?</p>
<p><i>Accommodating students (making task harder or easier)</i></p>	
<p><i>Take notes here about possible things to share</i></p>	
<p><b>Time: 10 min.</b></p>	<p><b>Whole Group Share</b></p>
<p><i>Qs to ask (or T moves to keep in</i></p>	<p>Prepare cards with numbers 3, 4, 5, 6, 7, and 8. Gather students around the circle area to compare the length of everyone's names.</p>

*mind)*

Have students place their name tower under the card that corresponds with the number of letters in their name.

Focus questions:

Whose name has the most letters?

Whose name has the fewest letters?

Looking at the numbers of letters, which number has the most names?

Which number has the fewest names?

*Notes about  
whole group  
sharing*

**Other considerations you might want to include in your lesson plan:**

What if students are done early?

ELL/Special Ed. Modifications?

**Assessment**

The student will create one his/her favorite animal name using the interlocking cubes.