

# Everyone Has a Name

## • Keep 'em Reading •

Grades  
K-5

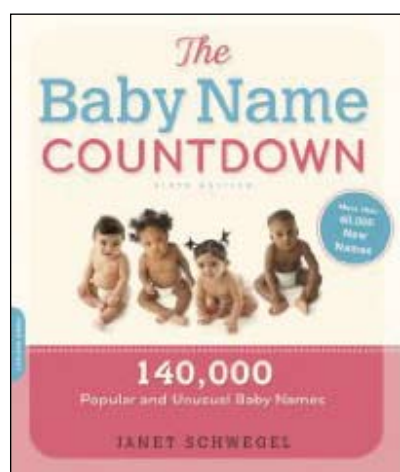
by | Carol Surges

### Further Reading to Accompany Name-Related Activities

- *A Saint for Your Name: Boys* by Albert J. Nevins. Our Sunday Visitor Publishing, 2000. (o.p. but readily available.)
- *A Saint for Your Name: Girls* by Albert J. Nevins. Our Sunday Visitor Publishing, 2000. (o.p. but readily available.)
- *A Dictionary of First Names* by Patrick Hanks. Oxford University Press, 2006. Provides information about the meanings of first names, organized alphabetically by definition, with individual sections for male and female names.

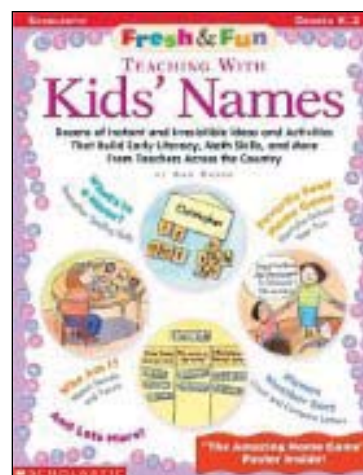
### Language Arts

Have your students create a new name out of a combination of names provided in these resources, and explain its meaning. Instruct them to write a story featuring a character by this name who exhibits the traits of his or her name.



- *The Baby Name Countdown: 140,000 Popular and Unusual Baby Names* by Janet Schwegel. DeCapo/Lifeline, 2008. Over 140,000 names are included, with charts on popularity

throughout the twentieth century, and particularly the past decade. Meanings and origins of the top three thousand are given.



- *Teaching with Kids' Names* by Bob Krech. Scholastic, 2000.

### Activities Across the Curriculum

Contains dozens of ideas and activities designed to help students K-2 early literacy, math, and spelling skills.

- *African Names: Names from the African Continent for Children and Adults* by Julia Steward. Carol Pub. Group, 1993. (This book will probably be at a public library.)
- *A Dictionary of Muslim Names* by Salahuddin Ahmed. NYU Press, 2009. Covers the social and cultural significance of Muslim names, including their meanings.
- *Chinese American Names: Tradition and Transition* by Emma Woo Louie. McFarland, 2008. Covers the name customs and traditions, of Chinese Americans.
- *A World of Baby Names* by Teresa Norman. Perigee, 2003. This comprehensive volume contains over 30,000 names with their backgrounds and meanings from thirty-one

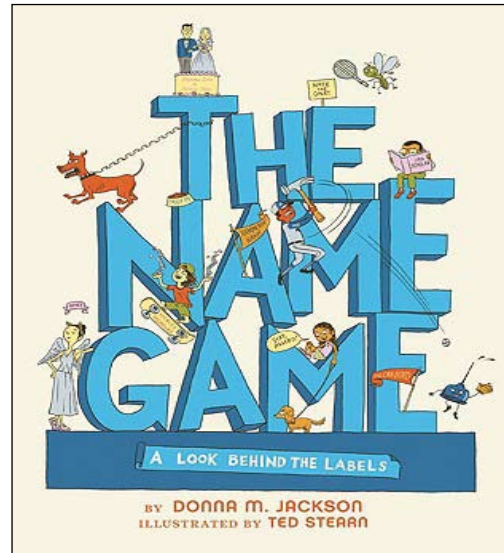
different regions, countries, and categories, such as Biblical, mythological, African, English, and American names.

### Geography/History/Language Arts

Have students select three names (one of them should include their own name), each one from a different continent, and research the names' origins (What is unique to this specific country or region?), the names' meanings (What does this name mean to the people of this specific country or region? Does it mean something different elsewhere?), and any derivations of the names (How else are these names spelled or pronounced? Who adapted them?). If possible, have the students research historical figures with these names, and write a persuasive paragraph for each name, telling whether or not the figure lived up to his or her name's definition.



- *Mom and Dad are Palindromes: A Dilemma for Words . . . and Backwards* by Mark Shulman. Chronicle Books, 2006.
- *Jon Agee's Palindromania* by Jon Agee. Farrar, Straus, and Giroux, 2009
- *Last Names First* by Mary Price and Richard S. Lee. Westminster Press, 1985. (o.p.)  
Nicknames and names after marriage are described, along with explanations of names changed over the generations or as they traveled overseas. Includes a dictionary of common last names and their meanings.



- *The Name Game: A Look Behind the Labels* by Donna M. Jackson, ill. By Ted Stearn. Viking, 2009. This title looks at a variety of name related topics such as geographical names, hurricane names, naming companies and more. Tips for remembering names and an extensive bibliography with Web sites are included.

### Language Arts/Visual Arts/Music

Have students create an imaginary character with certain personality traits, physical features, and, of course, a name. Explain to them that they are going to introduce the character to the class with a mnemonic for remembering the character's name. Direct them to draw a picture of the character, and then create the mnemonic, be it a poem, a song, a strange noise, etc. Have them introduce the character by holding up the drawing, saying the name, and presenting the mnemonic. At the end of the presentations, collect the drawings, hold them up one by one for the class, and see how many names they remember!

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