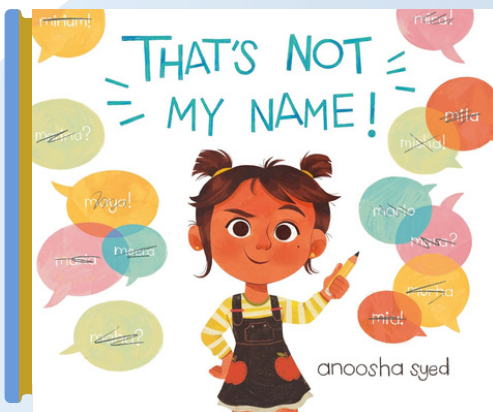


Grades PreK-1



SUGGESTED DISCUSSION QUESTIONS

- (Pre-reading) What is the title of the book? Who and what do you see on the cover? What do you think the book will be about?
- How does Mirha feel when the others don't say her name right or ask to call her a different name? How can you tell how Mirha feels?
- Has anything like this ever happened to you or someone you know? What happened and how did you feel?
- When Mirha talks with Mama about wanting to change her name, what does Mama say? Why is Mirha's name special and important?
- What does Mirha do after she realizes she is proud of and loves her name? What happens next?
- How does Mirha feel at the end? How do you know?
- How did you feel when the book ended?
- Why do you think the author wrote this book?

WAYS TO EXTEND THE BOOK

- **Discuss Names.** Ask students: Why do you think the author wrote a book about names? Elicit/explain that names are important. Names are part of who we are—our identities. Ask: Why was Mirha upset that others were not pronouncing her name right or calling her by a different name? Elicit/share that because our names are important to us, we might feel sad, excluded, or mad if others don't try to get our names right. Ask: What can we do to be able to say others' names right? Share that we can make sure we know how to pronounce everyone's names and that we are going to do that. As a class, get students into a circle and have each student (one at a time) share their name and how to pronounce it. Then have everyone repeat back the student's name. If they get it right, the student should give a thumbs up or say "yes!" If not, the student should give a thumbs down or say "no" and have the group try again. Make sure that everyone gets the names right. Debrief the activity, asking students to share how they felt when their name is pronounced correctly. You can do this at the beginning of the school year and periodically if a refresher is needed or if a new student joins the class.
- **My Name.** Ask students: Do you know the story of your name? Do you know why you were given the name you have? (Note: If students don't know, allow them time to ask parents/caregivers that evening, if possible). Then invite students to (1) use their first or last name to create an acrostic poem (a poem where the first letter of each line spells out their name when read vertically), (2) create a collage or drawing about them and their name - with their name artfully drawn in the center, or (3) write a few sentences or paragraph about their name (for students who are writing).
- **Favorite Scene.** Ask students: What was your favorite, most important, or most meaningful part of the book? Why was it important, meaningful or your favorite part? Brainstorm a list of scenes. Then ask students to either draw that scene and include dialogue or narration, if they can/want to. If they decide to act out a scene, they will need to create the skit with others who can play different roles. When doing short skits or role plays, be mindful not to cause harm or upset to students who may have experienced this kind of harm directly. To prevent this, talk with the students in advance about their skits and approve the scenes.

ABOUT READING FOR PEACE

Reading for Peace is a volunteer-led program that brings small-group storytime to elementary schools across the Denver metro area. Each week, volunteers read and discuss books with students that are thoughtfully chosen to support social-emotional learning and build connection. The experience is deeply meaningful for both children and volunteers alike. Learn more at <https://conflictcenter.org/reading-for-peace-program>

WHAT'S ON OUR SHELF? SIMILAR TITLES:

