

All About Me Unit

This unit will result in a small portfolio containing a family tree, a scaffolded piece of writing about “My Family”, an I Like/I Don’t Like poster, and a daily schedule.

Materials:

- Photos of yourself and your family members
- Ask class to bring in photos of themselves and their families
- Poster paper
- Magazine box
- Marker pens
- Tape
- Glue sticks

1. Make a nametag for each of your students (or have them make a tag). Tell them, “My name is Carla. What’s your name?” Work around the room, noticing and working on pronunciation. You can also work on the question form, “What’s his name? What’s her name?”

2. Write **My Family** on the flip chart. Map out your family tree, showing parents, grandparents, sisters, brothers, sisters-in-law, nieces, nephews, wife, husband, etc. Write this vocabulary on the chalkboard or on another piece of chart paper where you can tape it up and leave it up. On your family tree, write the names and any other info you like on the chart (birth dates, marriage dates, divorce, death). Use symbols like a heart for marriage, an “X” through the heart to represent divorce, a “☠” to symbolize death. With this information, you can get at vocabulary like: older, oldest, younger, youngest, older than/younger than, numbers 1-?. You can get at questions: what? when? who? how? and personal pronouns: I, you, he/she, we, you, they. This is A LOT of language!

3. Use the key visual (family tree) to manipulate various language structures and vocabulary. For real Beginners, just have them point:

- my mother
- my sister
- my brother
- etc.

4. Have each student draw his/her own family tree and label it. Have them bring photos from home to support their visual representation of their family. Post these along the wall. Recycle the key vocabulary and grammar structures from above (and add the possessive form) with questions:
 - What is your sister’s name?
 - How old is your brother?
 - Who is your sister’s husband?

5. Using your family tree for support, write a small paragraph about "My Family" using the following scaffold. Then have each student write their own composition about their family, using the model. If sections of the model don't fit, see if your students can adjust the model to fit with their family configuration.
6. Have each student practice reading his/her family story. If there is a good level of trust in the class, the teacher can collect all the stories and redistribute them. Have the student read the story they have in front of them and see if the class can identify the original storywriter.
7. Structure a "Find Someone" activity for the next day. Look at the students' stories and write down one fact from each student's story. Write the sentence leads on a piece of flip chart paper if you do not have access to a photocopier for the next day.

Find Someone..

Whose initials are X. R. _____

Who has 3 brothers _____

Who has 1 older sister _____

8. Have students in the class make a poster of things they LIKE/DON'T LIKE. Model this for them: I like pizza. I don't like cats. Have them use the magazine box to find the pictures they need to illustrate. Here is a chance to introduce nouns, adjectives and all kinds of descriptors (colors, shapes, sizes.) This is also a chance to see how many words they already know. you might be surprised at what they have picked up off TV, the street, the internet, etc. Have them work in pairs to tell about their posters, then find a way to get the class involved. Perhaps ask: Who likes dogs? (write it on the flip chart. Ahmed likes dogs.) Who likes blue jeans? Make a vocabulary list and labels for the words that emerge.
9. Recycle the new vocabulary using the pictures on the posters. See if students can connect between verbal input (a big pizza, a small cat, a red car) and the picture. You can play a game of "I Spy" to accomplish this. "I Spy (with my little eye), something that is .red/big/small/hot/cold." Then see if they can match the label to the spoken word and place it next to the picture.

My Family

Here is my family. My mother's name is _____.

My father's name is _____.

There are _____ children in my family: _____ boys

and _____ girls. Oldest to youngest the names are

_____, _____,

_____, and _____.

I am (married/not married): _____. My

husband's/wife's name is: _____. We

have _____ children. Their names are

_____, _____, and

_____. They are _____,

_____ and _____ years old.

ALL ABOUT ME

Name: _____

Address: _____

Phone number: _____

Date of birth: _____

Meaning of my name: _____

Zodiac sign: _____

Our household consists of: _____

My favourite food: _____

(include the recipe for your favourite food if you can)

My favourite TV program: _____

The best movie I've ever seen: _____

(describe this movie briefly) _____

My favourite song: _____

- how would you classify your favourite music? _____
- provide the lyrics (words) to your favourite song:

The book I am reading is called _____

It is written by _____

It is about _____

My favourite day of the week is _____

My Favourite Day of the Week: Schedule

Time:

Things I do:

| | |
|-------------------------|--|
| 6:00 a.m. | |
| 7:00 a.m. | |
| 8:00 a.m. | |
| 9:00 – 10:00 a.m. | |
| 10:00 a.m. – 12:00 p.m. | |
| 12:00 – 2:00 p.m. | |
| 2:00 – 4:00 p.m. | |
| 4:00 – 5:00 p.m. | |
| 5:00 – 6:00 p.m. | |
| 6:00 – 8:00 p.m. | |
| 8:00 – 9:00 p.m. | |
| 9:00 – 10:00 p.m. | |
| 10:00 – 11:00 p.m. | |
| 11:00 p.m. – 12:00 a.m. | |

My favourite past time is: _____

My favourite 'look' could be described as: _____

make a mini poster to illustrate your 'look'
use 8 words to describe your 'look'

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

use these 8 words in a short paragraph to tell about your 'look'

A person I admire is (name) _____

give characteristics of this personal "hero"
give an example of something this person has done that is "heroic"

Three important characteristics of a friend are:

- _____
- _____
- _____

A friend would never: _____

Now, more about **ME**:

I am good at _____

I would like to learn to _____

I need to work on _____

I am happiest when _____

I get frustrated when _____

Something that really pits me off is _____

I would never _____

I would like to try to _____

Word Search

Find the words from the list. Circle the letters only. Do not circle the word. The leftover letters spell the secret word. The secret word has 6 letters.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | H | O | C | P | I | H | S | R | E | D | A | E | L | G |
| T | E | U | T | D | M | N | D | I | D | L | E | V | O | N |
| P | T | V | A | N | N | R | E | I | N | E | A | T | R | I |
| E | E | E | R | L | E | Y | A | E | P | C | R | T | A | V |
| D | H | E | A | E | S | L | S | W | K | E | E | O | E | O |
| A | E | Y | L | A | S | U | A | E | O | E | R | R | D | L |
| F | O | T | E | B | O | E | M | T | W | R | N | T | E | A |
| L | E | C | A | R | A | O | R | S | H | E | L | L | N | C |
| A | I | E | E | L | S | I | C | E | P | G | T | D | D | I |
| N | E | N | L | D | E | V | L | O | V | N | I | M | L | T |
| I | E | V | N | I | I | T | E | E | E | E | R | R | O | Y |
| G | G | A | A | R | N | M | A | G | R | E | I | A | B | L |
| I | H | L | I | R | I | G | R | L | P | R | A | H | S | A |
| R | S | L | E | L | B | I | X | E | L | F | F | C | C | N |
| O | E | T | D | E | L | B | A | T | N | U | O | C | C | A |

accountable
achiever
adept
adored
ahead
analytical
bold
brave
bright
charm
clear

cute
dear
easy
elated
fair
feeling
flexible
free
generous
gentle
glee

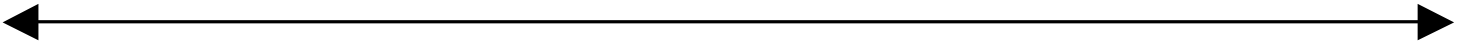
handsome
intrepid
keen
leadership
loving
loyal
mild
neat
nice
novel
open

original
reliable
reserved
sharp
sincere
sweet
talent
tall
virile
warm
worldly

A personal journey through time

Draw a time line beginning with your date of birth – or before, if you like. Decide on the key events of your life. When did they happen?

Make a mark on the line and label the day/month/year. In a list below, tell about each life event you have marked on the line.



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Do you know someone in this kind of work now? yes no (circle one)

If yes:

Who is this person? Name: _____

Where does this person work? _____

Interview someone in this work and find out as much as you can about the work.

Write down a list of questions you would like to ask this person before you speak with them.

1. _____

2. _____

3. _____

If I had a million dollars:

If you suddenly won a million dollars, what would you do? Make a list of the things you would do to spend the money, from most important to least important.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Would you be happy being rich?

What would be the nicest thing about being rich?

What would be a downside of having all that money?