

Unit 15: All about the past**Day two: My childhood portrait****Objective**

Students will be able to

- Discuss personality traits of young children
- Illustrate an auto-portrait of a fictional child
- Describe the auto-portrait in short paragraphs with classmates

Setting the Stage (3-5 minutes)

Teacher has prepared an illustrated auto-portrait of him or herself as a child. Teacher walks around the room and shows the auto-portrait to each student and tells the student that this illustration depicts Teacher as a young child. Teacher encourages students to volunteer questions they have about Teacher's auto-portrait.

Input (25 minutes)

Teacher and students create an imaginary or fictional auto-portrait or personal characteristics profile of a famous personality when he/she was a young child. (a famous movie actor, a television star, a character in a well-known novel, a historical personality, etc.)

Teacher leads a brainstorming session and writes down all the elements of the description of this famous personality as a young child that the students choose. Teacher includes the following vocabulary and the translation of each word on the front board, overhead projector, or Smartboard:

Obedient	Playful	Hard working	Truthful or not truthful
Disobedient	Generous	Lazy	Etc.
Shy	Stingy	Good or bad student	

Guided Practice (10 minutes)

Teacher has prepared the following questions written in the target language. Students are to copy the questions and answer them.

1. Were you agreeable and nice as a little child?
2. Did you like school as a child? If yes, why? If no, why not?
3. Did you listen to your parents?
4. Were you generous or not very generous as a little child?
5. Were you outgoing or shy as a child?

Then, Teacher creates groups of 4 to 5 students. Each group sits in one corner of the classroom. Each group has a large (2 x 3 feet) blank sheet of paper and several colored water-based markers. Each group creates a survey response on the sheet of paper that describes the answers that they gave to each of the questions above. For example:

Four of us were agreeable as children. Two of us were disagreeable most of the time. One of us was both agreeable and disagreeable.

Three of us liked school. Four of us hated school.

Independent Practice (10 minutes)

Each group stands in front of the room, one at a time, and presents their survey results to their classmates.

Closure (5 minutes)

Teacher talks to students in their primary language about target language cultural practices related to childcare programs or early childhood education.

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