



Introduction

Welcome to our lesson on creating a personal identity book with labels and basic sentence structures! This activity is designed for 5-year-old students to develop their language and literacy skills while exploring their personal identities.

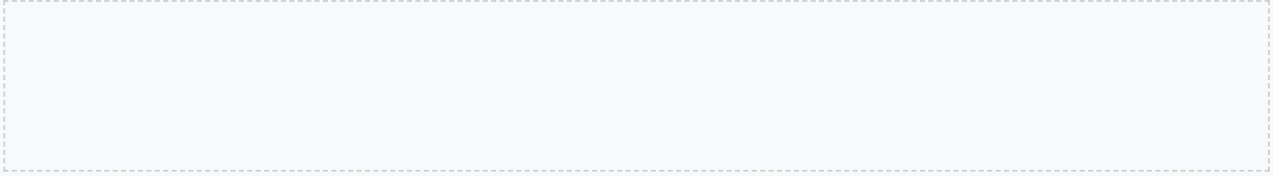
Page 1: My Name

Label the picture of yourself with your name.

Write a sentence about your name: "My name is _____."

Page 2: My Family

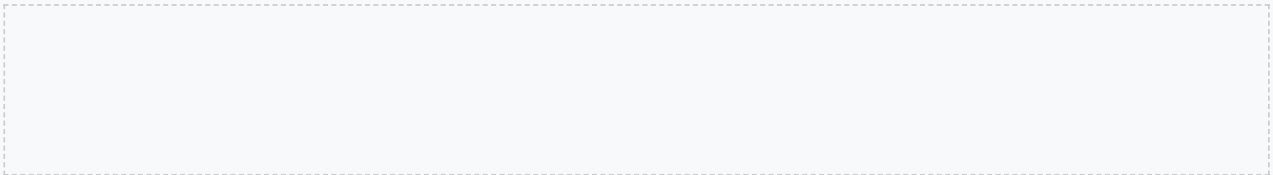
Label the pictures of your family members.



Write a sentence about your family: "I have a _____ (mom, dad, brother, sister)."

Page 3: My Friends

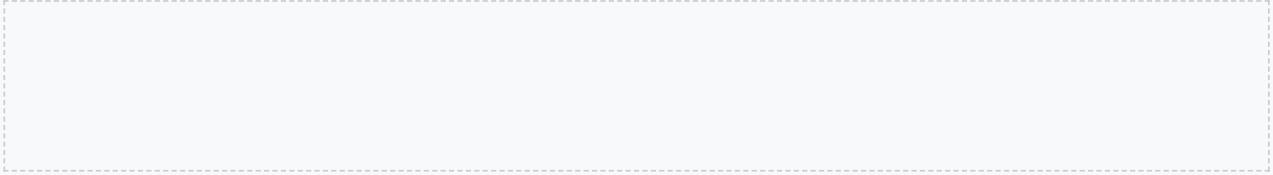
Label the pictures of your friends.



Write a sentence about your friends: "My friends are _____."

Page 4: My Favorite Things

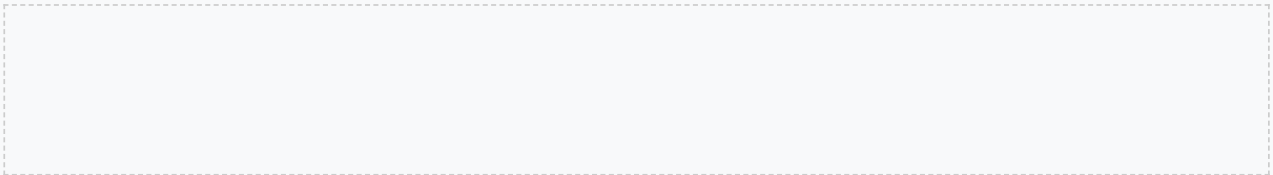
Label the pictures of your favorite things.



Write a sentence about your favorite things: "I like _____."

Page 5: My Feelings

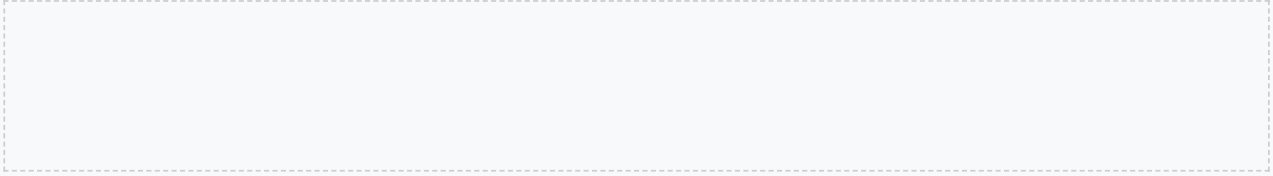
Label the pictures of different feelings (happy, sad, angry).



Write a sentence about how you feel: "I feel _____ when _____."

Page 6: My Hobbies

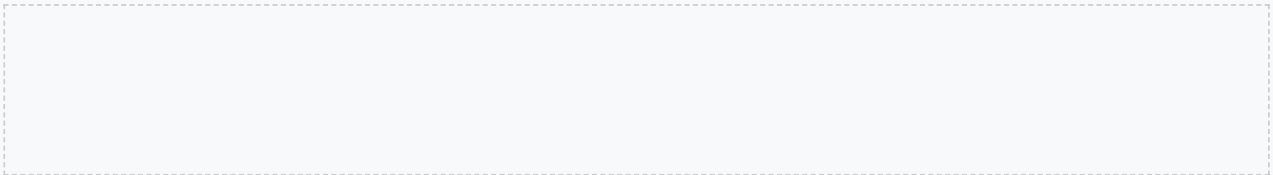
Label the pictures of your hobbies (drawing, playing, reading).



Write a sentence about your hobbies: "I like to _____."

Page 7: My Community

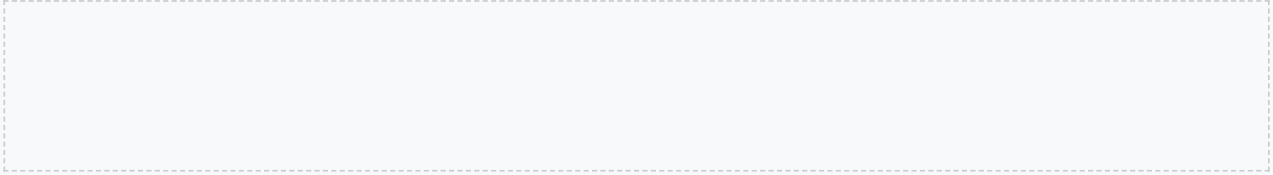
Label the pictures of community helpers (doctor, teacher, police officer).



Write a sentence about community helpers: "I know a _____ who helps me."

Page 8: My Culture

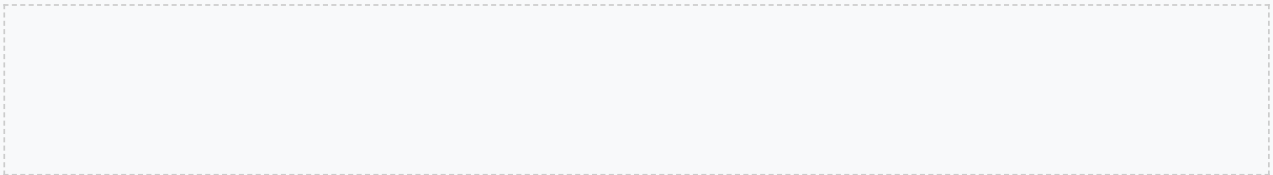
Label the pictures of different cultural symbols (flags, traditional clothing).



Write a sentence about your culture: "I celebrate _____ with my family."

Page 9: My Goals

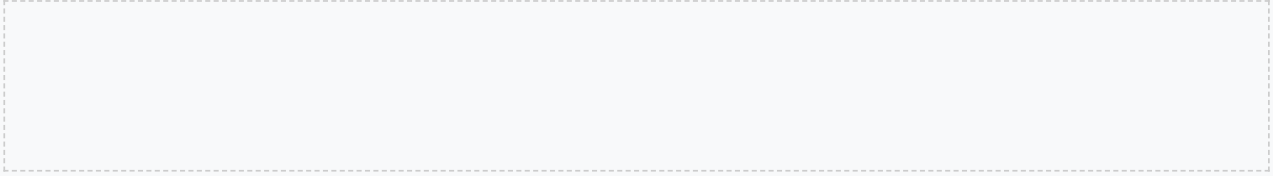
Label the pictures of your goals (learning to read, riding a bike).



Write a sentence about your goals: "I want to _____ when I grow up."

Page 10: My Identity

Label the pictures that represent your identity (name, family, friends, hobbies).



Write a sentence about your identity: "I am _____ and I like _____."

ELL/ESL Strategies

Use visual aids and pictures to support vocabulary development.

Provide sentence frames and structures for students to fill in.

Encourage students to use their native language to support their learning.

Offer one-on-one support and small group instruction.

Assessment

Observe students during the activity and note their ability to label and write sentences.

Review their personal identity books for completeness and understanding.

Use the assessment to inform future instruction and adjust the activity as needed.

